



CORE KNOWLEDGE

What I will know and understand by the end of Year 7.

IDENTITY AND YOUR PLACE IN THE WORLD

This year in English we will be learning:		This links to:	Key Vocabulary:
1	<p><u>'Wonder' and Autobiographical extracts from 'Boy'</u></p> <ul style="list-style-type: none"> We will be encouraged to have a love of reading for pleasure through our study of Wonder and extracts from: 'Boy'. We will explore the alternative first person narrative and how themes are introduced such as: identity, friendship, family, courage and explore how key characters develop over the course of the novel. 	<ul style="list-style-type: none"> You will build on skills from Primary on inferring meaning and effects of language and structural devices. You will build strong foundations for analysis of writer's craft throughout KS3. 	<ul style="list-style-type: none"> Compassion Benevolence Juxtaposition Empathy Morals Steadfast Imperative Superficial Temperament Prejudice
2	<p><u>'Wonder' and Autobiographical extracts from 'Boy'</u></p> <ul style="list-style-type: none"> We will understand the difference between autobiography and biography. We will develop our own writer's craft and be introduced to the golden paragraph structure, which we will use when completing a creative writing task. 	<ul style="list-style-type: none"> You will develop your writer's craft through your study of fiction and begin to replicate a cyclical structure, which will link to Language Paper 1, Section B. You will develop your style of writing by using a range of descriptive techniques for effect. 	<ul style="list-style-type: none"> Enigmatic Unconventional Eccentric Misunderstood Complexion Façade Animated Intimidating Ghastly Hideous
3	<p><u>Myths and Legends</u></p> <ul style="list-style-type: none"> We will explore a range of Greek mythology and local legends to develop an understanding of the world around us. We will explore the conventions of a linear narrative and then replicate it within our own writing style. 	<ul style="list-style-type: none"> You will be introduced to the literary heritage and the canon, which will link to influential texts that will be studied throughout this curriculum. 	<ul style="list-style-type: none"> Perilous Valiant Courageous Vengeful Nefarious Malevolent Utopian Mystical Fantastical Legendary
4	<p><u>'Much Ado About Nothing'</u></p> <ul style="list-style-type: none"> We will learn the conventions of a Shakespearean comedy and how this applies to 'Much Ado About Nothing'. We will develop our knowledge of Elizabethan and Shakespearean context, which will help us understand why characters are presented and developed by the writer. 	<ul style="list-style-type: none"> You will develop knowledge of Shakespeare and Elizabethan society ready for your study of Macbeth in Y8. Key themes such as love, power, honour and conflict will also be developed from your study of myths and legends. 	<ul style="list-style-type: none"> Patriarchal Dominant Submissive Expectations Conform Vengeful Flippant Bantering Hospitable Dishonoured
5	<p><u>Poetry of the Natural World</u></p> <ul style="list-style-type: none"> We will learn about the Romantics and how they were influenced by the natural world. We will study an anthology of poetry linked to the theme of nature to equip us with the skills to explore an unseen poem. 	<ul style="list-style-type: none"> You will build on your analytical skills from studying fiction texts and apply this to your study of poetry. You will be equipped with a structure to help explore unseen poetry, which will support you later with your study of: 'Poetry from Different Cultures' in Y8. 	<ul style="list-style-type: none"> Industrial Pastoral Vales Regiment Pyres Immortal Furnace Anvil Pensive Conspiring
6	<p><u>'Treasure Island' and Non-Fiction study</u></p> <ul style="list-style-type: none"> We will be introduced to Victorian society and how this novel provided an escapism from the industrialisation. We will make links to our local pirate and smugglers heritage through non-fiction extracts and learn the conventions of writing to inform. 	<ul style="list-style-type: none"> This links back and builds on the skills of analysis and interpretation you needed when you analysed an extract from 'Wonder'. You will build and develop your writer's craft further so that you are able to use your voice to write to inform. This will link to your study of non-fiction at the beginning of Y8. 	<ul style="list-style-type: none"> Swashbuckling Surrender Diabolical Mutiny Buccaneering Cutlass Ambush Marooned Navigator Abominable

Target Grade:

AP1:

AP2:

AP3:



CORE KNOWLEDGE

INJUSTICE AND INEQUALITY IN THE WORLD

What I will know and understand by the end of Year 8.

This year in English we will be learning:		This links to:	Key Vocabulary:
1	<p><u>'The Bone Sparrow' and study of Non-Fiction</u></p> <ul style="list-style-type: none"> We will understand the context of the text and explore how Australia treat refugees and relate experiences to our own and others' experiences. We will engage critically with the novel and reflect on the themes and events. We will learn how to analyse and interpret a wide range of 'unseen' non-fiction prose linked to the themes of injustice and inequality from the 19th to the 21st century. 	<ul style="list-style-type: none"> You will build on skills such as analysing the way language is used to present setting and characters to the reader and the way a writer has structured and crafted a whole novel as well as exploring non-fiction texts, which links back to your study of Wonder. 	<ul style="list-style-type: none"> Persecute Humanitarian Detention Violate Fanciful Compassionate Culture Heritage Deprived Resentment
2	<p><u>'The Bone Sparrow' and study of Non-Fiction</u></p> <ul style="list-style-type: none"> We will continue to analyse and interpret a wide range of 'unseen' non-fiction prose, as well as continuing our study of: 'The Bone Sparrow'. We will learn how to be compassionate people and empathise with those who are forcibly displaced and find the courage to stand for humanity and the wisdom to imagine a different world through our own writing style. 	<ul style="list-style-type: none"> You will build upon your knowledge of the injustice in our world and the unfair treatment of refugees. Using your voice you will build up your writer's craft and write to argue and persuade in order to tackle the issues of injustice and inequality. 	<ul style="list-style-type: none"> Perspective Stereotype Conform Exploit Injustice Oppression Justify Undermine Oppose Condemn
3	<p><u>Poetry from Different Cultures</u></p> <ul style="list-style-type: none"> We will study an anthology of different poems by different poets to encourage an understanding, enjoyment and empathy for different cultures. We will explore and analyse the context, themes, language, structure, form and tone as well as developing comparison skills linking the poems by themes. 	<ul style="list-style-type: none"> You will build on skills such as analysing and comparing poems that link to themes that are presented in the novel: 'The Bone Sparrow' such as displacement, conflict and ethnicity in order to understand the wider issues in the world around you. 	<ul style="list-style-type: none"> Exasperating Displacement Deracination Segregation Half-caste Immigration Dialect Iniquitous Optimism Discriminatory
4	<p><u>'Macbeth'</u></p> <ul style="list-style-type: none"> We will learn the conventions of a Shakespearean tragedy and how this applies to 'Macbeth'. We will develop our knowledge of Jacobean patriarchal and hierarchal society including ideas about gender, class, fate and religion, honour and the supernatural. 	<ul style="list-style-type: none"> You will build upon your knowledge of Shakespeare and start to look at the genre of tragedy ready for your study of R&J at GCSE. Key themes such as love, power, honour, death and conflict will also be developed from your study of myths and legends. 	<ul style="list-style-type: none"> Regicide Hubris Divine right Supernatural Tyrant Treachery Manipulate Diabolical Despot Disorder
5	<p><u>Gothic Literature: An anthology of extracts</u></p> <ul style="list-style-type: none"> We will understand ideas about the gothic genre by exploring an anthology of extracts that show how the term of 'gothic' emerged from the Romantic movement to then become popular during the Victorian period. We will learn how to replicate a gothic style in our own style of writing by demonstrating the gothic genre within our descriptions and narratives. 	<ul style="list-style-type: none"> You will build on your knowledge of the Victorian context from your study of Treasure Island exploring how the writers were influenced to write for the gothic genre. You will develop your writer's craft through your study of gothic fiction and how writers use language and structure to create effects for their readers. 	<ul style="list-style-type: none"> Ominous Desolate Dreary Wretched Lamentable Beguide Decomposing Dilapidated Claustrophobic Tentative Trepidation
6	<p><u>Gothic Literature: Frankenstein</u></p> <ul style="list-style-type: none"> We will learn the drama conventions through our study of a gothic text: 'Frankenstein' exploring how the playwright adapts Shelley's development of key characters and themes in the play through his use of language and 	<ul style="list-style-type: none"> This links back and builds on the skills of analysis and interpretation you needed when you analysed an extract from 'Wonder', however, you will now explore an unseen fiction text from the gothic genre. 	<ul style="list-style-type: none"> Convulsive Endeavour Lustrous Inanimate Grotesque



CORE KNOWLEDGE

What I will know and understand by the end of Year 9.

USING YOUR VOICE TO MAKE A DIFFERENCE IN THE WORLD

This year in English we will be learning:

This links to:

Key Vocabulary:

1

Places, Spaces and Voices

- We will study an anthology of World Literature to explore a range of narrative structures and figurative language, which we can apply to descriptive and narrative writing.

- You will build and develop your writer's craft from Y7 and 8 so that you are experimenting and manipulating your descriptive and narrative structure for effect and developing a mature style of writing.

- Translucent
- Ashen
- Sweltering
- Preceding
- Intolerable
- Acrid
- Citadel
- Sultry
- Motif
- Tangible

2

Introduction to Dickens

- We will be introduced to Dickens and develop our understanding of Victorian Society and how this influenced Dickens' writing.
- We will study an anthology of Dickens' writing exploring a range of fiction and non-fiction as well as an introduction to 'A Christmas Carol'.

- You will build and develop your understanding of Victorian context from your study of Y7: 'Treasure Island' and Y8: Gothic Literature to enable you to have an understanding of why Dickens' writing is influential. This unit will also give you the foundations for your study of 'A Christmas Carol' at GCSE.

- Destitute
- Melancholy
- Misanthrope
- Philanthrope
- Dismal
- Contempt
- Anguished
- Avarice
- Pauper
- Workhouse

3

Introduction to: 'An Inspector Calls'

- We will study extracts from: 'Things a Bright Girl Can Do' to explore the role of women pre WW1 and the influence of the Suffragette movement.
- We will be introduced to the play: 'An Inspector Calls' to explore Edwardian society and why it was known as the 'Golden Age' as well as studying a range of poems relating to the theme of: 'Power and Conflict'.

- You will build on your knowledge of the literary canon and Victorian society by gaining an understanding of the Edwardian society and how this influenced Priestley to write his play: 'An Inspector Calls', which will give you the foundations for your study at GCSE.

- Patronising
- Pompous
- Callous
- Superficial
- Contemptuous
- Conceited
- Intimidating
- Provincial
- Prosperous
- Capitalism

4

'Rani and Sukh' leading to 'Romeo and Juliet'

- We will read and explore the modern tale of love and vengeance: 'Rani and Sukh' and analyse key characters, themes and extracts in the novel practising our approach to unseen fiction texts.
- We will develop evaluative skills to show whether we agree or disagree with a statement judging the text.

- You will build on your analytical skills from studying fiction texts in Y7: 'Wonder' and Y8: 'The Bone Sparrow' and develop a mature analytical style when approaching unseen fiction texts, which will help prepare you for Language Paper 1 at GCSE.

- Premonition
- Fate
- Honour
- Dilemma
- Clandestine
- Inexorable
- Feud
- Interlinked
- Vengeance
- Legacy

5

'Rani and Sukh' leading to 'Romeo and Juliet'

- We will be introduced to the play: 'Romeo and Juliet' and will be able to make links to 'Rani and Sukh' on themes such as: love, hate, death, family conflict.
- We will explore the main characters of the play.
- We will develop our understanding of Elizabethan society and patriarchal society.

- You will build and develop your understanding of Elizabethan context from your study of: 'Much Ado About Nothing' in Y7 to enable you to have an understanding of why Shakespeare's writing was influenced by this time period. This unit will also give you the foundations for your study of: 'Romeo and Juliet' at GCSE.

- Destiny
- Exile
- Animosity
- Dignity
- Unrequited
- Impulsive
- Infatuation
- Chastity
- Prologue
- Catharsis

6

Use Your Voice – Greta Thunberg

- We will explore a collection of influential speeches from: 'No One Is Too Small To Make A Difference'.
- We will develop a mature style of writing to argue in order to make a difference in the world.

- You will build on your writer's craft from your study of: 'The Bone Sparrow' in Y8 so that you can develop a mature style in your approach to writing to argue. This unit will also equip you with the skills to approach Language Paper 2, Section B.

- Satire
- Parody
- Propaganda
- Hypophora
- Anaphora
- Parallelism
- Rhetoric
- Audience
- Anecdote
- Imperative

Grade:

AP1:

AP2:

AP3:



CORE KNOWLEDGE

What I will know and understand by the end of Year 10.

This year in English we will be learning:		This links to:	Key Vocabulary:
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1	<p><u>English Language Paper 1, Section A: Response to Unseen Fiction</u></p> <ul style="list-style-type: none"> We will learn how to analyse, interpret and evaluate a wide range of 'unseen' prose fiction from the 19th, 20th and 21st centuries. We will learn how writers use structural and language techniques to create a range of different effects on their readers. 	<ul style="list-style-type: none"> The analytical skills that you will need to employ in your exploration of the set Literature texts for this year: 'R&J', 'ACC' and 'AIC'. Section A of Language Paper 2 (unseen fiction), and Section C of Lit. Paper 2 (unseen poetry). 	<ul style="list-style-type: none"> narrative perspective omniscient narrator non-linear narrative cyclical narrative parenthesis romantics sublime hubris transient subjugation sedition iambic pentameter dramatic monologue Shakespearean Elizabethan era patriarchy Petrarchan hamartia catharsis novella political diatribe allegory conscience social criticism misanthropic morality play political ideologies socialism/ capitalism social responsibility egalitarian Bourgeoisie cataclysms objective subjective biased/ non-biased rhetoric ironic jocular sibilance semantic field juxtaposition pathetic fallacy foreshadowing foreboding meter enjambment caesura colloquialism allusion in medias res prologue dramatic irony soliloquy aside blank verse oxymoron redemption repentance solitary benevolent altruistic motif culpable exposition resolution antithesis symbolism pathos portentous derision irreverent disdainful aggrieved eloquence facetious
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2	<p><u>Power and Conflict Poetry</u></p> <ul style="list-style-type: none"> Through studying the remaining eight poems from the 'Power and Conflict' cluster, we will explore a range of time periods, places and perspectives, whilst continuing to develop an understanding of key poetic devices and forms. We will also consolidate our understanding of the war poems. We will understand the lasting effect that conflict has on individuals and society, and we will understand that power comes in many forms and can be abused. 	<ul style="list-style-type: none"> The war-based 'Power and Conflict' poems that were studied in Year 9. Power and conflict are universal ideas that run throughout all of your texts. E.G., the family conflict in 'R&J'; the exploitation of the working class in 'AIC'; Scrooge's abuse of power in 'ACC', and the inner conflict that this causes him. 	<ul style="list-style-type: none"> Shakespearean Elizabethan era patriarchy Petrarchan hamartia catharsis novella political diatribe allegory conscience social criticism misanthropic morality play political ideologies socialism/ capitalism social responsibility egalitarian Bourgeoisie cataclysms objective subjective biased/ non-biased rhetoric ironic jocular prologue dramatic irony soliloquy aside blank verse oxymoron redemption repentance solitary benevolent altruistic motif culpable exposition resolution antithesis symbolism pathos portentous derision irreverent disdainful aggrieved eloquence facetious
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3	<p><u>'Romeo and Juliet'</u></p> <ul style="list-style-type: none"> We will learn the conventions of a Shakespearean tragedy and how this applies to 'Romeo and Juliet'. We will develop our knowledge of Elizabethan patriarchal society including ideas about gender, class, fate, religion, honour, and family. 	<ul style="list-style-type: none"> You will build upon your knowledge of Shakespeare and the genre of tragedy from KS3. Key themes such as love, power, honour, death and conflict will also be explored in 'AIC' and 'ACC'. 	<ul style="list-style-type: none"> Shakespearean Elizabethan era patriarchy Petrarchan hamartia catharsis novella political diatribe allegory conscience social criticism misanthropic morality play political ideologies socialism/ capitalism social responsibility egalitarian Bourgeoisie cataclysms objective subjective biased/ non-biased rhetoric ironic jocular prologue dramatic irony soliloquy aside blank verse oxymoron redemption repentance solitary benevolent altruistic motif culpable exposition resolution antithesis symbolism pathos portentous derision irreverent disdainful aggrieved eloquence facetious
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4	<p><u>'A Christmas Carol'</u></p> <ul style="list-style-type: none"> We will understand how the character of Scrooge undergoes a transformation in the novella, making links to the idea of Christian redemption. We will know what an allegory is and how Dickens used the novel to criticise what he saw as inequality and injustice in Victorian society. 	<ul style="list-style-type: none"> KS3 history - study of the 'Industrial Revolution'. Links to the Romantic poets and inequality in society. The unjust and unequal society that is also presented in 'AIC'. 	<ul style="list-style-type: none"> Shakespearean Elizabethan era patriarchy Petrarchan hamartia catharsis novella political diatribe allegory conscience social criticism misanthropic morality play political ideologies socialism/ capitalism social responsibility egalitarian Bourgeoisie cataclysms objective subjective biased/ non-biased rhetoric ironic jocular prologue dramatic irony soliloquy aside blank verse oxymoron redemption repentance solitary benevolent altruistic motif culpable exposition resolution antithesis symbolism pathos portentous derision irreverent disdainful aggrieved eloquence facetious
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5	<p><u>'An Inspector Calls'</u></p> <ul style="list-style-type: none"> We will appreciate why Priestley wrote this morality play, and will understand his political message therein. We will understand key political ideologies, specifically, socialism and capitalism. We will understand the historical and contextual significance of the text, including ideas about gender, class, responsibility (in both the Edwardian and post WW2 eras). 	<ul style="list-style-type: none"> The divide between the rich and the poor in 'ACC'. The abuse of power, and the exploitation of the working class, link back to the poetry and 'ACC' studied earlier in the year. Role of women in society, along with patriarchy, links to 'R&J'. 	<ul style="list-style-type: none"> Shakespearean Elizabethan era patriarchy Petrarchan hamartia catharsis novella political diatribe allegory conscience social criticism misanthropic morality play political ideologies socialism/ capitalism social responsibility egalitarian Bourgeoisie cataclysms objective subjective biased/ non-biased rhetoric ironic jocular prologue dramatic irony soliloquy aside blank verse oxymoron redemption repentance solitary benevolent altruistic motif culpable exposition resolution antithesis symbolism pathos portentous derision irreverent disdainful aggrieved eloquence facetious
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6	<p><u>English Language Paper 2, Section A: Response to Unseen Non-fiction</u></p> <ul style="list-style-type: none"> We will learn how to analyse and interpret a wide range of 'unseen' non-fiction texts. 	<ul style="list-style-type: none"> The skills of interpretation and analysis that you developed in term 1. The skills of comparison that you have 	<ul style="list-style-type: none"> Shakespearean Elizabethan era patriarchy Petrarchan hamartia catharsis novella political diatribe allegory conscience social criticism misanthropic morality play political ideologies socialism/ capitalism social responsibility egalitarian Bourgeoisie cataclysms objective subjective biased/ non-biased rhetoric ironic jocular prologue dramatic irony soliloquy aside blank verse oxymoron redemption repentance solitary benevolent altruistic motif culpable exposition resolution antithesis symbolism pathos portentous derision irreverent disdainful aggrieved eloquence facetious
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CORE KNOWLEDGE

What I will know and understand by the end of Year 11.

This year in English we will be learning:	This links to:	Key Vocabulary:
<p>1</p> <p><u>English Language Paper 2 / Blood Brothers Revision</u></p> <ul style="list-style-type: none"> Practising the reading and writing skills needed to be successful at Language Paper 2: AO1, 2, 3, 5 & 6. Revising core knowledge on characters and themes, key quotes and practising skills and approaches to exam questions for Blood Brothers. 	<ul style="list-style-type: none"> Your analytical skills from your study of Language Paper 1 and the Literature texts will be built upon from your study in Y10 to prepare you for Language Paper 2. The text topics selected for Paper 2 will link to themes from the 'Power and Conflict' anthology. 	<ul style="list-style-type: none"> Rant Derision Social criticism Superiority Perspective Motif Didactic Superstition Inequality Expletives
<p>2</p> <p><u>Language Paper 1 Revision</u></p> <ul style="list-style-type: none"> Practising the reading and writing skills needed to be successful at Language Paper 1: AO1, 2, 4, 5 & 6. PPEs: Language Paper 2 and Literature Paper 1. 	<ul style="list-style-type: none"> You will build upon your writer's craft from your study of Literature texts and fiction texts from Y10. You will draft and revise your golden paragraphs. 	<ul style="list-style-type: none"> Narrative perspective Cyclical structure Semantic field Juxtaposition Dynamic verbs Malevolent Malignant Mesmerising Kaleidoscopic
<p>3</p> <p><u>Literature Paper 2 / Language Paper 1 Revision</u></p> <ul style="list-style-type: none"> Revising core knowledge on characters and themes, key quotes and practising skills and approaches to exam questions for Blood Brothers, Anthology Poetry and Unseen Poetry. Practising exam questions for Language Paper 1. 	<ul style="list-style-type: none"> Your analytical skills will be built upon from your study in term 1 to prepare you for Literature Paper 2. A Christmas Carol will be used for Language Paper 1 questions to support Literature Paper 1 revision. 	<ul style="list-style-type: none"> Dramatic irony Merciless In Media res Allusion Colloquialism Omniscient Narrator Adolescence Foreshadowing Inevitability Social Class
<p>4</p> <p><u>Literature Paper 1 Revision</u></p> <ul style="list-style-type: none"> Revising core knowledge on characters and themes, key quotes and practising skills and approaches to exam questions for Romeo and Juliet and A Christmas Carol. PPEs: Language Paper 1 and Literature Paper 2. 	<ul style="list-style-type: none"> Your analytical skills from your study of the Literature texts will be built upon from your study in Y10 to prepare you for Literature Paper 1. 	<ul style="list-style-type: none"> Iambic pentameter Patriarchal Hamartia Elizabethan era Antithesis Political diatribe Redemption Repent Allegory Victorian era
<p>5</p> <p><u>Literature / Language Revision</u></p> <ul style="list-style-type: none"> We will practise exam skills and complete responses to exam questions perfecting our skills ready for the GCSE exams. 	<ul style="list-style-type: none"> Revising all core knowledge from Y10 and Y11 and practising exam skills ready for the exams. 	<ul style="list-style-type: none"> Catharsis Entitlement Nurture Analysis Evaluate Pathetic fallacy Personification Sibilance Inference Anaphora
<p>6</p> <p><u>GCSE Exams taking place</u></p>	<ul style="list-style-type: none"> Revising all core knowledge from Y10 and Y11 and practising exam skills ready for the exams. 	<p>Revising key vocabulary from Y10 and Y11</p>