

Curriculum Design 2026-27

English							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
7	Theme	Core text-The Hunger Games		Core text- Frankenstein (play version)		Core text- Shakespearean Extracts	Synoptic Character Review of the Year
	Concept	Narratology and Context		Genre and themes		Characterisation and setting	
	Skills Knowledge	Stories reflect something about real life Stories express common concerns Writers construct stories by foregrounding and sequencing events Writers use stories to explore themes and ideas Writers’ values and beliefs are influenced by context Values and beliefs change over time		Stories can be grouped according to similarities in content, construction and style (e.g. fairy tale, myth, ghost story, dystopian vision etc.) Writers use genre conventions to construct stories Writers use genre to explore themes and ideas Genre and genre conventions can change over time Writers can subvert genre conventions Texts communicate universal ideas, lessons and/or messages Writers use themes to explore ideas about human experience Writers can use themes to construct a text Similar themes are present in different texts and over time Settings can help create allegory		Characters reflect some features of real people Writers use characters to explore themes and ideas Characters can be used in the construction of a narrative Characters can represent groups or types of real people Settings establish genre Non– fiction settings create a sense of place Settings can be used in the construction of a narrative Settings reflect character Settings can function as an extra character in a story Settings can establish context (e.g. social class)	
		Listening and responding confidently to adults and peers. Asking thoughtful questions to extend understanding and knowledge and developing understanding by hypothesising, imagining and exploring ideas. Organising ideas and justifying answers, arguments and opinions. Maintaining attention in collaborative conversations, staying on topic and responding to comments. Using appropriate formality including using Standard English. Beginning to organise and structure talk to meet the needs of an audience. Using homophones correctly in writing. Using past and present tenses consistently. Selecting appropriate pronouns for clarity and cohesion. Using correct subject–verb agreement. Identifying and using expanded noun phrases. Identifying and using fronted adverbial phrases. Identifying, forming/expanding contractions. Recognising formal and informal language and structures and standard and non-standard forms. Use capitalization and full stops accurately throughout all writing. Use commas correctly to write lists and separate out clauses. Use apostrophes correctly to show possession and elision. Use speech marks and commas correctly when writing dialogue. Use semi colons, colons, single dashes and hyphens, some consistently.					
	Wider Curriculum	Year 7 Drop Drown Day		World Book Day			
8	Theme	Core Text – When the Sky Falls		Core text A Midsummer Night’s Dream		Speeches, Animal Farm	
	Concept	Point of view and Perspective		Structure and Style		Rhetoric	
	Skills Knowledge	All texts communicate from a point of view or narrative voice (first person, third person omniscient, third person limited etc.) Texts can have more than one point of view/narrative voice (e.g. first person multiple, third person multiple etc.) Writers can use a point of view to structure a text (e.g. to create suspense) Writers can use a point of view to signpost ideas (e.g. by creating unreliability, comedic irony, tragic irony etc.) Point of view can be used to create character and representations Writers explore ideas from perspectives Different characters in a story will have different perspectives Writers can change perspective in a non-fiction text Writers can use perspective to structure a text Writers can use perspective to explore themes and ideas Perspective can present the writer’s own beliefs and values or those of a constructed persona		Written (and spoken) communication is structured content which is sign-posted and sequenced Writers use a range of devices to structure whole texts (including paragraphs, connective grammar, temporal conjunctions, logical conjunctions, different chronologies, analepsis, prolepsis, symbol, motif, cyclical features, stanzas etc.) Writers use a range of devices to structure paragraphs (including topic change, cohesion features, repetition, patterning etc.) Structure can reflect genre Structural conventions can vary over time Writers can subvert structural conventions Writers can use perspective to create a particular style of writing (e.g. argumentative, persuasive, descriptive, narrative, informative, scientific) Writers can develop patterns in their writing through vocabulary, syntax, grammar and device choices that create a personal style Writers can borrow from, copy or parody another writer’s style Style choices can vary over time and between genres		Human communication frequently has an element of persuasion (e.g. methods to convince, influence or please) Writers (and speakers) choose particular vocabulary, syntax and devices when aiming to persuade Classical rhetorical writers (and speakers) used reference to reputation, emotion and logic (ethos, pathos, logos) Rhetoric has a significant history as a topic of learning The uses and style of rhetoric can change over time At the end of the reading Animal Farm	
			Listening actively and responding relevantly to adults and their peers. Asking relevant questions to clarify their understanding and to prompt exploration of related topics. Articulating and justifying answers, arguments and opinions with reference to previous discussions/reading. Organising ideas for clarity when talking for different purposes. Maintaining attention and participating in collaborative conversations, staying on topic and responding to comments and initiating strands of discussion. Using spoken language to develop understanding and influencing others by hypothesising, imagining and exploring ideas. Beginning to vary volume and fluency for effect. Using appropriate formality including using Standard English when fitting. Contributing successfully in a range of communication situations. Organising and structuring contributions with the intention of influencing an audience.				

		Using “of” and “have” correctly in writing. Selecting and using a range of verb forms to express past, present and future time with increasing accuracy. Using pronouns accurately to clarify meaning in complex sentences. Ensure correct subject-verb agreement. Identifying and using expanded noun phrases to create particular effects. Identifying and using fronted adverbial phrases, including –ly constructions, successfully. Identifying forming and expanding contractions consistently. Identifying and using formal/informal language and structures. Using commas to separate clauses in a range of sentence constructions. Using apostrophes consistently to show possession and elision. Using speech punctuation, including transition between speakers, correctly when writing dialogue. Identifying and using quotation marks for referencing. Use semi colons, colons, single dashes and hyphens consistently.					
	Wider Curriculum						
9	Theme	Core text – The Dark Lady		Core texts – collection of non-fiction 20 th and 21 st century sources		Core text – Romeo and Juliet	
	Concept	Symbolism and imagery		Representation: Places and People		Synoptic unit consolidating KS3	
	Skills Knowledge	Over time language acquires shared meanings beyond the literal (e.g. connotation, symbol, idiom) Writers use vocabulary to layer meaning through connotation and symbolism Writers can use connotation and symbolism to create character, structure texts and explore themes and ideas Connotation and symbolism can change over time and may be different in different cultural contexts Writers use comparison to describe objects, characters, settings, emotions and experiences (figurative language) Writers compare described subjects using sensory terms and ideas (imagery, simile, metaphor, personification, hyperbole, metonymy Comparisons can be conceptual, unexpected or cliched and perceptions of this can vary over time	Without patterns and structures language can have no shared meaning The meta-language of grammar creates a shorthand enabling us to explore language more effectively Writers use verb forms to create tenses and establish a chronology of real or imagined events Writers can use different grammatical constructions to establish different characters Writers can use a range of grammatical constructions to communicate perspective Writers use particular grammatical constructions to sequence ideas Writers use different grammatical constructions to indicate degrees of formality Writers can subvert grammar conventions Academic writing uses specific grammatical constructions (e.g. modal verbs/nominalisation/complex sentence structure/noun phrases/no personal adverbs/no phrasal verbs) Grammar can vary over time	Part 1: Representation - Places Writers create characters, situations, places and events that are credible but not real Writers use stereotypes as a shorthand to represent characters, situations, places and events Representation can be influenced by the writer’s perspective Representation can be used by writers to achieve particular purposes Writers can subvert stereotypes Part 2: Representation – People Looking at how different genres, beliefs and sexualities are represented and misrepresented within the media and wider world Considering how to develop our opinions on topics and express them in a		Narratology and context. Genre and themes. Characterisation and setting. Point of view and perspective. Structure and style. Rhetoric. Connotation, symbolism and imagery. Brings together our learning across the Conceptual Curriculum and leads up to a final summative exam in exam conditions. This	
		Listening actively and responding effectively. Asking apt questions to clarify their own and others’ understanding and to develop a line of argument or discussion. Expressing answers, arguments and opinions effectively and precisely. Organising ideas for clarity and effect when talking for a range of purposes. Participate actively and effectively in collaborative conversations initiating strands of discussion, supporting and challenging the contributions of others. Using spoken language to hypothesise, imagine and explore ideas effectively. Varying volume, tone and fluency for effect. Using appropriate register. Participating in a range of communication situations, including more formal activities, successfully. Organising and structuring contributions to influence the listener(s). Using all homophones, “been” and “being”, “was” and “were”, “is” and “are” and “of “and “have “correctly in writing and speech. Selecting and using a range of verb forms to express past, present and future time accurately. Using pronouns for clarity and effect. Identifying and using expanded noun phrases to create particular effects. Identifying and using fronted adverbial phrases, including –ly constructions, for effect. Identify and use formal/informal language and structures for effect. Using a range of sentence punctuation accurately and consistently. Using apostrophes consistently to show possession (including plural possession and words with a final ‘s’) and elision. Using speech punctuation for clarity and effect. Identifying and using quotation marks for referencing, humour, irony and emphasis.					

10	Language Focus	Language Paper 1		Time given over to completing Lit course		Paper 1 Revision and then Spoken Language	
	Literature Focus	An Inspector Calls		HT3 and HT4: Poetry Anthology and Unseen		Literature Paper 2 Revision for mock	
	Skills Knowledge	Language First encounter of Language Paper 1 – students will become familiar with the content of Question 1-4 in the reading section and how to approach the narrative and descriptive writing skills needed for Section B. The paper is The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by: - in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers - in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks. Content The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be	Literature Reading comprehension and reading critically - literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events - critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text - evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation - comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above	Poetry Anthology Students will study one cluster of poems taken from the AQA poetry anthology, Poems Past and Present. There is a choice of three clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day. The first seven of the poems will be completed in lessons in this time. This means there is a limited selection for students to be focusing on with their revision for the Progress Exam in Half Term 5. Students are each issued an Anthology which they use to work on the poem along with the class, this is delivered through the visualiser by the teacher. Once the poems have been collected, the Anthologies are gathered to then be redistributed in Half Term 3 of Year 11 to complete the next 8 poems. Poetry Unseen In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.	Literature Paper 2 Revision Reading literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. Writing their own creative texts to demonstrate their narrative and descriptive skills Across the lessons, teachers will cover the following areas: AIC - Recapping the plot - Recapping the plot - Looking at core quotes - Revising the structure of the play - Considering the author's messages Anthology - Determining the 5 core poems for the class to revise - Practice comparing between the poems - Work on memorisation of the quotes Unseen - Completing multiples example of Task 1 – analysing an unseen poem - Working together to plan comparisons between two unseen poems for Task 2	Paper 1 Revision Revisiting of the skills encountered in term 1 to prepare them for their first mock Spoken Language Presentation Students speak for 5 minutes on a topic of their choice – this is prepped in lesson time and then performed in front of an audience of their peers. A teacher assesses this grade and then it is submitted to the exam board. - presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches - responding to spoken language: listening to and responding appropriately to any questions and feedback - spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.	Macbeth Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Our students study Macbeth as their Shakespeare choice, the students will start work after the work on doing a focused read through of the text supported through visualiser learning. Annotations are made and recorded in a copy of the text which they are issued. These are then kept as a revision resource which is distributed in the Exam Rundown period.

		prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches. As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.					
11	Language Focus	Paper 2: Section A and Section B		HT3: Language Paper 1 Sec A HT4: Exam Preparation		HT5: The Exam Rundown	
	Literature Focus	A Christmas Carol		HT3: 2 nd half of Anthology Collection HT4: Exam Preparation			
	Skills Knowledge	This is the students first encounter with Language Paper 2. In this they will focus on Question 1 to 4 which bring in comparison skills and Question 5 which requires them to write an article letter or speech. The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by: • in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader	<u>A Christmas Carol</u> Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Reading linked sources from different time periods and genres including high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.in order to consider how each presents a perspective or viewpoint to influence the Producing written texts to a specified audience, purpose and form in which they give their	<u>Paper 1 Revision</u> Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text	<u>Poetry Anthology</u> Students will study one cluster of poems taken from the AQA poetry anthology, Poems Past and Present. There is a choice of three clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day. Following the same process from last year, the students then complete the final 8 poems from the Anthology so that they have completed the full collection	The Exam Rundown is a document which centrally guides students through the topics of revision towards the exam. The document is shared on Teams and covers all areas of the Language and Literature papers. This is personalised by the class teacher based on the needs of the class. All areas of both the Language and Literature course are covered during this and the document will also specify the content of Enrichment sessions. Some classes may choose to focus on a weekly formative assessment to improve work but teachers are able to determine the frequency and nature of the feedback which they are giving to students.	

		in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A. The paper will assess in this sequence, AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks. Content The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.	own/s credible assumed perspective on a theme.	evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation		
	Wider Curriculum	National Poetry Day		World book day		