

Year 7: Redemption, Conflict, Adventure				
Autumn	Spring		Summer	
<i>A Christmas Carol</i> by Charles Dickens An in-depth study of a nineteenth-century novel, introducing students to sustained whole-text analysis and establishing the foundations for literary study throughout the English curriculum. Unit focus: Exploring how Dickens crafts character, setting and plot to communicate ideas about society and morality. Core literary concepts: Characterisation; figurative language; setting; symbolism; pathetic fallacy; allegory; narrative structure; narrative perspective; archetype. Key themes explored: Redemption; social injustice; poverty and inequality; family; generosity; personal responsibility. Important contextual knowledge: Victorian England; industrialisation; poverty and social inequality; the Poor Law and workhouses; Dickens' social reform agenda; attitudes towards charity and responsibility. Curriculum progression and connections: Introduces whole-text literary study and foundational concepts such as characterisation, symbolism and context. Themes of redemption, inequality and responsibility reappear in <i>An Inspector Calls</i>, <i>The Empress</i>, <i>Purple Hibiscus</i> and <i>Tess of the D’Urbervilles</i>.	Conflict: Non-fiction An exploration of conflict through a range of non-fiction texts, introducing students to the study of multiple forms and perspectives while developing analytical reading and non-fiction writing skills. Unit focus: Exploring how writers convey perspective, tone and emotion through language and structure, while examining the human experiences of conflict, persecution and displacement. Core literary concepts Tone; perspective; inference; structural features of newspaper articles; direct and indirect speech; appositive phrases; embedding evidence. Key themes explored: Conflict; persecution; prejudice; identity; resilience; courage; refugees and displacement; remembrance. Important contextual factors: World War II and the Holocaust (age-appropriate study); Anne Frank and Miep Gies; Kindertransport; Operation Pied Piper; the role of journalism in reporting historical events. Curriculum progression and connections: Develops analysis of perspective, tone and writer's intention, preparing students for later rhetoric units in Years 8 and 9 and the non-fiction requirements of GCSE English Language. Themes of identity, prejudice and social responsibility recur throughout the curriculum.	<i>A Midsummer Night's Dream</i> by Willim Shakespeare During students' first encounter with Shakespeare in Key Stage 3, we introduce the demands of reading a whole play in its original language and establishing the foundations for dramatic and poetic analysis. Unit focus: Exploring how Shakespeare uses characterisation, stagecraft and poetic form to present love, conflict and gender, and how alternative stagings shape an audience's interpretation of the play. Core literary concepts: Characterisation; figurative language; stagecraft (soliloquy, monologue, stage directions, dramatic irony); poetic form and metre (blank verse, rhymed verse, prose, iambic pentameter); comedy and magic realism; narrative structure; appositive phrases and relative clauses. Key themes explored: Love and unrequited love; gender and the patriarchy; conflict; the natural and imagined world; comedy and resolution. Important contextual knowledge: Shakespeare and Renaissance theatre; the patriarchal Elizabethan era and its traditions of love, marriage and gender; conventions of performance and staging; the comic tradition. Curriculum progression and connections: Provides students' first encounter with Shakespeare, introducing dramatic methods and performance interpretation that underpin later study of <i>King Lear</i>, <i>Macbeth</i> and <i>Othello</i>. Themes of power, gender and relationships continue throughout KS3, KS4 and KS5.	Conflict: Poetry An exploration of conflict through poetry, developing students' understanding of how writers represent war, displacement and remembrance while introducing them to the conventions of poetry study and creative poetic writing. Unit focus: How poets and non-fiction writers use language, structure and perspective to communicate experiences of conflict, encouraging students to read critically, analyse poetic methods and craft their own writing. Core literary concepts Tone; perspective; extended metaphor; rhyme scheme; metre; enjambment; caesura; anaphora; speaker. Key themes explored: Conflict; persecution; prejudice; identity; resilience; courage; refugees and displacement; remembrance. Important contextual factors: World War I; refugee experiences and forced migration; the British Empire; colonialism; the experiences of Black and Commonwealth soldiers in the World Wars; recruitment and propaganda; Curriculum progression and connections: Introduces poetry analysis and comparison, establishing knowledge of poetic methods developed further in social justice poetry, mythology poetry, the GCSE Belonging anthology and A Level poetry study.	<i>The Girl of Ink & Stars</i> by Kiran Millwood Hargrave An in-depth study of a contemporary adventure novel, extending students' capacity for sustained whole-text analysis to a Bildungsroman quest narrative and consolidating the essay-writing skills established earlier in Year 7. Unit focus: Exploring how Hargrave uses the conventions of the quest narrative and Bildungsroman to present ideas about power, colonialism and identity, and how the protagonist's development reflects the novel's central themes. Core literary concepts: Characterisation (explicit and implicit); narrative structure; quest narrative and Bildungsroman conventions; magic realism; tension and cliffhangers; foreshadowing; pathetic fallacy and personification; appositive phrases and participle phrases. Key themes explored: Power and the abuse of power; colonialism and subjugation; gender and the subversion of traditional roles; redemption and sacrifice; childhood and coming of age; imagined worlds. Important contextual knowledge: The novel's setting, inspired by the Spanish Canary Island of La Gomera; the conventions of colonial rule and its abuses; the Bildungsroman and quest narrative traditions. Curriculum progression and connections: Extends whole-text analysis through a coming-of-age narrative while introducing ideas of colonialism, power and identity. These themes are revisited in <i>Purple Hibiscus</i>, <i>The Empress</i>, the Belonging anthology and postcolonial texts at KS5.

Year 8: Gothic, Justice, Dystopian				
Autumn 1	Autumn 2	Spring 1	Spring 2 and Summer 1	Summer 2
Gothic reading and writing We explore the conventions of Gothic fiction, extending students' understanding of figurative language, atmosphere and narrative structure through the analysis and creation of Gothic writing. Unit focus: Exploring how writers use Gothic conventions to create suspense, mood and a sense of the supernatural, and how students can employ similar techniques in their own creative writing. Core literary concepts: Gothic conventions; archetype; figurative language (simile, metaphor, personification, extended metaphor); symbolism; foreshadowing; pathetic fallacy; characterisation. Key themes explored: Fear and the unknown; the supernatural; good and evil; appearances and reality; the sublime and "pleasing terror". Important contextual knowledge: The origins and conventions of Gothic fiction; Victorian fascination with the supernatural; the Gothic tradition in literature from the eighteenth century to the present day. Curriculum progression and connections: Builds on earlier study of figurative language and symbolism while introducing Gothic conventions that are developed in <i>Frankenstein</i> and later A Level study of Romanticism and the sublime.	Social justice: non-fiction rhetoric A study of five real-world speeches and letters — by Malala Yousafzai, Queen Elizabeth I, Emmeline Pankhurst, Marcus Rashford and Dr Martin Luther King Jr. — introducing students to rhetoric as a mode of persuasion and its use across history to advocate for social justice. Unit focus: Exploring how speakers and writers use rhetorical devices and appeals to ethos, logos and pathos to persuade audiences and advocate for change on issues of inequality and injustice. Core literary concepts: Rhetoric and rhetorical devices; ethos, logos and pathos; anecdote; emotive language; anaphora and parallelism; rhetorical questions; allusion and analogy; personal pronouns and subordinating conjunctions. Key themes explored: Social justice and civil rights; gender equality and suffrage; activism and advocacy; moral integrity; representation; age and other forms of discrimination. Important contextual knowledge: The historical and biographical context of each speaker, spanning the Elizabethan era, the suffrage movement, the American civil rights movement, and contemporary campaigns against child poverty and for girls' education. Curriculum progression and connections: Deepens understanding of persuasive writing and rhetoric first encountered in Year 7, preparing students for GCSE Language Paper 2 and A Level language analysis. Themes of equality and activism connect to <i>An Inspector Calls</i>, <i>The Empress</i> and <i>Othello</i>.	Dystopian short stories Students will read three short stories — 'Examination Day' by Henry Slesar, 'The Pedestrian' by Ray Bradbury and 'The Lottery' by Shirley Jackson — introducing students to the dystopian genre and its use of unsettling, controlled societies to comment on conformity, authority and human nature. Unit focus: Exploring how writers construct dystopian worlds through mood, structure and dialogue to expose the dangers of totalitarian control, enforced conformity and the erosion of individual freedom. Core literary concepts: Mood and atmosphere; semantic field; figurative language and imagery; foreshadowing; dialogue; expanded noun phrases and participle phrases; complex sentences and subordinating conjunctions. Key themes explored: Totalitarianism and control; propaganda; dehumanisation; conformity and societal norms; rebellion; the cautionary tale. Important contextual knowledge: The conventions of utopian and dystopian fiction; the mid-twentieth-century context in which all three stories were written, including post-war anxieties about state control and conformity. Curriculum progression and connections: Introduces dystopian conventions and ideas about control, conformity and power. This prepares students for wider dystopian study through <i>Lord of the Flies</i>, GCSE unseen texts and KS5 coursework texts such as <i>The Handmaid's Tale</i> and <i>1984</i>.	Lord of the Flies by William Golding Through studying this canonical text, we aim to develop students' understanding of morality, symbolism and improve their sustained whole-text analysis. Unit focus: Exploring how Golding uses character, setting, symbolism and narrative structure to examine the tensions between civilisation and savagery. Core literary concepts: Symbolism; setting; characterisation; allegory; figurative language; motif; narrative structure; perspective. Key themes explored: Civilisation and savagery; power; leadership; morality; corruption; violence; human nature; fear. Important contextual knowledge: British imperialism and colonial perspectives; Golding's experiences of war; twentieth-century anxieties about humanity and conflict. Curriculum progression and connections: Develops sustained literary analysis through symbolism and allegory while exploring power, morality and human nature. These themes are revisited in <i>Macbeth</i>, <i>King Lear</i>, <i>Othello</i> and <i>A Streetcar Named Desire</i>.	Social justice: poetry An anthology study spanning three centuries of poetry, introducing poetry as a vehicle for social and political comment. Unit focus: Exploring how poets use figurative language, poetic form and structure to express perspectives on injustice, inequality and oppression, and how students can use similar methods to write their own social justice poetry. Core literary concepts: Figurative language (simile, metaphor, extended metaphor, personification, symbolism); poetic structure (enjambment, caesura, refrain, stanza, form); tone and perspective; juxtaposition. Key themes explored: Social justice and injustice; abuse of power; inequality and the gender pay gap; oppression and exploitation; civil rights and activism; personal perspective and voice. Important contextual knowledge: The civil rights and women's suffrage movements; historical and contemporary forms of prejudice and exploitation; the poets' individual and cultural contexts, spanning the eighteenth to twenty-first centuries. Curriculum progression and connections: Develops analytical and comparative poetry skills introduced in Year 7 while exploring power, oppression and identity. These ideas recur in the Belonging anthology, <i>The Empress</i>, <i>Othello</i> and A Level poetry.

Year 9: Identity, Humanity, Power				
Autumn		Spring	Summer	
<i>An Inspector Calls</i> by J. B. Priestley An explorative study developing students' understanding of dramatic methods, contextual interpretation and the analysis of a play script. Unit focus: Exploring how Priestley uses character, dramatic structure and stagecraft to communicate ideas about responsibility, equality and social change. Core literary concepts: Dramatic irony; stagecraft; characterisation; dialogue; symbolism; dramatic structure. Key themes explored: Responsibility; gender; prejudice; inequality; class; age; power; social change. Important contextual knowledge: Edwardian society in 1912; post-war Britain in 1945; the suffrage movement; social class and inequality; capitalism and socialism; changing attitudes towards gender and responsibility. Curriculum progression and connections: Builds upon ideas of responsibility and social inequality introduced in <i>A Christmas Carol</i> while developing dramatic analysis. Prepares students for <i>The Empress</i>, <i>Macbeth</i>, <i>Othello</i> and wider study of power, prejudice and social change.	Relationships and identity: non-fiction We read a collection of sophisticated non-fiction texts, developing students' understanding of rhetorical methods, writer's perspective and critical comparison. Unit focus: Exploring how writers use rhetoric, tone, perspective and evidence to shape opinions and communicate ideas about identity, equality, representation and contemporary social issues. Core literary concepts: Rhetoric; perspective; tone; bias; audience and purpose; ethos, logos and pathos; comparison; argument; evidence. Key themes explored: Identity; gender; equality; representation; privilege; diversity; respect; climate change; personal perspectives; social responsibility. Important contextual knowledge: Contemporary feminism and gender equality; changing gender roles and expectations; equal marriage debates; Black British history and representation; contemporary environmental debates. Curriculum progression and connections: Extends students' ability to analyse and compare viewpoints, supporting GCSE Language preparation. Themes of identity, representation and equality connect directly to <i>Purple Hibiscus</i>, <i>The Empress</i>, the Belonging anthology and A Level language topics.	<i>The Purple Hibiscus</i> by Chimamanda Adiche A study of a contemporary postcolonial novel, developing students' understanding of narrative voice, symbolism and whole-text interpretation. Unit focus: Exploring how Adiche presents Kambili's journey from silence to expression, while developing students' ability to construct conceptual interpretations supported by whole-text evidence and to also produce pieces of narrative writing inspired by the novel. Core literary concepts: Narrative voice; symbolism; characterisation; structure; perspective; whole-text analysis; conceptual argument; interpretation. Key themes explored: Power and authority; identity; freedom and oppression; family; religion and belief; patriarchy; coming of age; silence and speech; violence; hope and transformation. Important contextual knowledge: Postcolonial Nigeria; British colonialism and Nigerian independence; military rule; Catholicism and Igbo traditions; patriarchy and gender roles; the relationship between personal identity, cultural heritage and political change. Curriculum progression and connections: Develops understanding of postcolonial literature, symbolism and conceptual argument. Builds on themes of identity and power explored throughout KS3 and prepares students for <i>The Empress</i>, the Belonging anthology and comparative study at KS5.	<i>King Lear</i> by William Shakespeare We study Shakespeare's tragedy, introducing students to the play through a full theatrical production before exploring key scenes in depth. Unit focus: Exploring how Shakespeare uses characterisation, the tragic form and language to present ideas about ambition, violence and madness. Core literary concepts: Tragedy; characterisation; soliloquy; dramatic irony; imagery; symbolism; stagecraft. Key themes explored: Ambition; violence; madness; kingship; family; loyalty; deceit; power. Important contextual knowledge: Jacobean England; King James I; the Divine Right of Kings; patriarchal society and gender roles; beliefs about order and the natural world; the conventions of Shakespearean tragedy. Curriculum progression and connections: Extends Shakespeare study through tragedy and introduces more complex analysis of power, family and leadership. Creates a direct pathway to <i>Macbeth</i> at GCSE and <i>Othello</i> at A Level.	Mythology in poetry A comparative study of poetry inspired by classical mythology, developing students' understanding of how poets respond to myths to explore universal human experiences. Unit focus: Exploring how poets draw on mythological stories, symbolism and allusion to communicate ideas about human nature, power, fate and identity, while developing students' analysis of language, form and structure and their own analytical comparisons. Core literary concepts: Allusion; symbolism; figurative language; poetic form; structure; narrative voice; comparison; interpretation. Key themes explored: Humans and gods; power and hubris; fate and destiny; banishment and punishment; transformation; justice; sacrifice. Important contextual knowledge: Classical mythology; the significance of oral storytelling traditions; the moral and cultural purposes of myth; the enduring influence of mythology on literature and culture. Curriculum progression and connections: Strengthens comparative poetry analysis. Provides a foundation for GCSE comparative anthology study and the wider literary traditions explored through Shakespeare, Romantic poetry and A Level poetry.

The structure of KS4 and KS5 often changes due to the needs of the cohort. Therefore, rather than explicitly placing each scheme in a term, this is an outline of the texts we study. Substantial time is given in years 11/13 to revision and recap of the texts taught in the first year of teaching.

KS4	The Empress by Tanika Gupta Unit Focus A study of Tanika Gupta's historical drama, exploring how the play reimagines overlooked voices from the British Empire to examine questions of power, identity, belonging and representation. Core Literary Concepts Characterisation; stagecraft; dramatic irony; symbolism; structure; dialogue; perspective; conflict; representation. Key Themes Explored Power and exploitation; empire and colonialism; identity and belonging; race and prejudice; loyalty and betrayal; gender; friendship and human connection. Important Contextual Knowledge The British Empire; Victorian attitudes towards race and class; colonialism in India; Queen Victoria's relationship with Abdul Karim; migration, cultural identity and representation in historical narratives. Curriculum progression and connections: Brings together themes of identity, belonging, colonialism and representation explored in <i>The Girl of Ink & Stars</i> and <i>Purple Hibiscus</i> . Prepares students for postcolonial and race-focused study in <i>Othello</i> and wider KS5 literature.	Macbeth by William Shakespeare Unit Focus Through studying Shakespeare's tragedy, students explore how ambition, power and moral corruption drive Macbeth's tragic downfall. Core Literary Concepts Tragedy and tragic conventions; soliloquy and aside; dramatic irony; symbolism; foreshadowing; stagecraft; imagery. Key Themes Explored Ambition and power; kingship and tyranny; guilt and conscience; the supernatural; appearance and reality; loyalty and betrayal; masculinity and gender; order and chaos; violence and corruption. Important Contextual Knowledge Jacobean England; King James I and the Stuart monarchy; the Divine Right of Kings; the Great Chain of Being; beliefs about witchcraft and the supernatural; attitudes towards kingship and regicide following the Gunpowder Plot; patriarchal gender expectations; conventions of Shakespearean tragedy. Curriculum progression and connections: Builds on Shakespearean knowledge developed through <i>A Midsummer Night's Dream</i> and <i>King Lear</i> . Themes of power, ambition and morality connect to <i>Lord of the Flies</i> , <i>An Inspector Calls</i> and <i>Othello</i> .	Frankenstein by Mary Shelley Unit Focus A study of Shelley's Gothic novel, exploring how she uses narrative, character and symbolism to examine ambition, responsibility and the consequences of scientific discovery. Core Literary Concepts Characterisation; narrative perspective; symbolism; Gothic conventions; setting; foreshadowing; structure; motifs; pathetic fallacy. Key Themes Explored Ambition; responsibility; isolation and loneliness; nature and the sublime; prejudice and otherness; revenge; creation and power. Important Contextual Knowledge The Romantic movement; the Gothic tradition; scientific discovery and experimentation. Curriculum progression and connections: Develops students' understanding of Gothic literature, symbolism and narrative perspective first introduced in Year 8. Provides important foundations for A Level Romantic poetry and wider discussions of ambition and responsibility.	Edexcel Belonging Poetry Anthology Unit Focus An exploration of how poets present experiences of identity, place and human connection, and how ideas about belonging are shaped by personal, social and cultural influences. Core Literary Concepts Imagery; symbolism; voice and perspective; poetic form; structure; tone; juxtaposition; extended metaphor. Key Themes Explored Identity and belonging; relationships; heritage and culture; place and community; displacement; memory; the natural world; the significance of place. Important Contextual Knowledge The poets' social, cultural and historical contexts; diverse experiences of identity and belonging; migration; family and community; contemporary and historical perspectives on place and culture. Curriculum progression and connections: Draws together poetry skills developed across Years 7-9 while exploring identity, place and culture. Establishes analytical approaches and thematic understanding required for A Level poetry study.	English language paper 1 AQA (50% of English language GCSE) Creative reading and writing Reading - analysis of language and structure; evaluation and providing a personal response to texts; using quotations to support analysis. Writing – creative writing. Creating effective plots, setting and characters; writing with accuracy; writing with a variety of vocabulary, sentence structures and punctuation; structuring writing for maximum impact.	English language paper 2 AQA (50% of English language GCSE) Non-fiction reading and writing Reading - analysis of language and structure; evaluation and providing a personal response to texts; using quotations to support analysis; comparison of writers' viewpoints. Writing – non-fiction writing. Adapting writing for purpose, audience and form, writing with accuracy; writing with a variety of vocabulary, sentence structures and punctuation; structuring writing for maximum impact.
	English language skills are taught throughout year 10 and 11 through engaging, relevant texts and stimulus for writing.					

KS5 – English literature	<i>A Streetcar Named Desire</i> by Tennessee Williams Themes: Desire; gender; cruelty; loneliness; illusion/reality; significance of setting (1940s New Orleans) Contextual factors: Post WW2 and post-depression; post-civil war; abolition of slavery; women’s role in the workplace; North vs. South Core literary concepts: analysis of the play form; understanding stagecraft; personal response to the text; interweaving analysis and contextual influences	<i>Othello</i> by William Shakespeare Themes: prejudice; race; gender; power; jealousy; manipulation; significance of setting (Venice vs. Cyprus) Contextual factors: The tragic genre and influences; changing Elizabethan society (focus on trade, identity and mixing of cultures); race and racism in Elizabethan England; religion and attitudes; patriarchy in Elizabethan England. Core literary concepts: critical reading of Shakespeare; understanding and application of critical theory; interweaving analysis and contextual influences	<i>Tess of the D’Urbervilles</i> by Thomas Hardy & <i>A Thousand Splendid Suns</i> by Khaled Hosseini. Themes: suffering and injustice; women in society and gender roles. Context: Victorian era, treatment of women, Victorian class structure, Afghanistan Core literary concepts: finding comparative links between novels; interweaving analysis and contextual influences	Poems of the Decade 21st Century poetry which address a variety of themes. Themes: gender; power; class; youth/experience; family; memory and nostalgia; childhood. Core literary concepts: analysis and comparison of unseen poetry/taught poem; analysis of poetic techniques/devices	Romantic poetry (a range of Romantic poets are studied) Themes/contextual factors: Central Romantic beliefs: - Imagination as being superior to reason - Worship of nature - The Sublime - Individualism - Innocence and freedom of childhood - Interest in common people and society Knowledge of the life, central beliefs and characteristics of: - William Blake - William Wordsworth - Lord Byron - Percy Shelley - John Keats	Coursework (20%): <i>A Handmaid’s Tale</i> and comparison text of students’ own choice. Possible comparison texts (but not limited to): • 1984 by George Orwell • Never Let Me Go by Kazuo Ishiguro • A Clockwork Orange by Anthony Burgess • Fahrenheit 451 by Ray Bradbury
KS5 – English language	Child language acquisition A study of how children acquire and develop spoken, written and multimodal language from birth to eleven years, exploring theories of language acquisition alongside the influence of cognitive, social and environmental factors.	Language levels Students are introduced to the following areas of linguistics, in order to enable them to analyse all forms of language effectively: • Grammar • Syntax • Phonology • Semantics • Phonetics • Pragmatics • Graphology • Discourse analysis	Textual Variations and Representations An exploration of how language varies according to audience, purpose, genre, mode and context, developing students' ability to analyse how writers and speakers construct identities, shape representations and position their audiences.	Language diversity and change An exploration of the ways English varies and evolves across time, place and social groups, developing students' understanding of language variation, language change and the debates surrounding attitudes towards English. • Power • Technology • Social groups • Ethnicity • Gender • Regional variation • World Englishes • Age • Class • History of language	Coursework (10%) Language investigation: A study of how language is discussed, debated and represented in public discourse, developing students' ability to analyse how texts construct viewpoints, influence audiences and contribute to wider debates about language diversity and change	Coursework (10%) Original writing: A creative and analytical writing project in which students craft an original text for a specific audience and purpose, drawing on stylistic models and reflecting critically on their linguistic choices through an accompanying commentary.