

Subject	English
Group	KS3 - KS5

Year 7	Unit Title	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6	Assessment												
		Curriculum/Syllabus Coverage						Curriculum/Syllabus Coverage						Curriculum/Syllabus Coverage						Curriculum/Syllabus Coverage							Curriculum/Syllabus Coverage						Curriculum/Syllabus Coverage					
		C1						C2						C3						C4							C5						C6					
Sequencing: knowledge & skills in class		<b>The Tempest</b> AO1 Understanding texts						<b>Oliver Twist</b> AO1 and AO2 Understanding texts and analysing the writer's choices, AO4 Evaluation						<b>Descriptive Writing</b> AO5 communication of ideas and AO6 SPaG						<b>Poetry: culture and identity (using local Hackney spoken word performers)</b> AO1 understanding texts and AO2 analysing the writer's choices						<b>Lord of the Flies</b> AO1 and AO2 understanding writer's structural and linguistic choices						<b>Exploring non-fiction; Boy and I am Malala (Theme: Education)</b> AO1 understanding texts, AO2 analysing the writer's choices, AO3 comparing texts						Reading entry exam (RLA leading)  A1 - On/off track: GCSE English Language Paper 1, Section A (HA will use knowledge of the Oliver Twist) A2 - GCSE English Language Paper 1, Question 4 (Extract from Oliver Twist) A3 -- GCSE English Language Paper 1, Section B (Writing) A4 - GCSE English Language Paper 1  SPaG and Writer's methods quizzing in lesson.
GCSE paper link																																						
Sequencing: knowledge & skills HW		Plot recap, context						Plot recap and context; tier 2 vocabulary; paper 1 skills						Tier 2 vocabulary, fiction language skills						Descriptive writing (including vocabulary and sentences) and language analysis skills						Poetry revision						Cumulative: recall of all HW Qs throughout the year						
Literacy & reading		<b>KS3 Entry Reading Test</b>						Reading strategies for understanding difficult extracts. Teach form of Bildungsroman.						KS2 SPaG and grammar revision						Punctuation for effect						Immersive reading						Immersive reading						
Differentiation for H, M, L		H: Sizzler non-fiction articles on colonialism. M: Understanding language by establishing a personal response L: Opportunities for Drama in English.						H: Understanding context in the Victorian era M: Dickens's use of a Bildungsroman to share his message about class L: Modelling reading strategies for challenging texts						H: AO5 communication of ideas M: Using writer's methods to establish an effect on the reader L: Explicit teaching of descriptive writing						H: AO2 Analysing language M: Establishing personal response L: M: AO3 comparing texts. L: Opportunities to perform the poem to understand writer's use of imagery						H: Reading the whole text M: Modelling reading strategies of challenging texts L: Teaching using extracts						H: GCSE questions on making inferences M: Unpacking similarities and differences between two texts L: Strategies for reading non-fiction						
Enrichment & cultural refs		Transition Unit. Opportunities to watch a number of different performances and interpretations of the play						Malthus and The Welfare State.						BBC 500 word writing competition.						Performance of a spoken word poem. Trip to The Globe.						Linked to performances in drama						Off-text project based on tolerance in our community						
British Vals & SMSC		Gender equality						Compassion, democracy and individual liberty						Self-expression						Diversity and equality						Democracy and mutual respect						Mutual respect and tolerance						
Personal Devt		Performance of a memorised text						Reflection on how writers' messages can develop our own thought						Fostering independence of thought						Opportunity to challenge any intolerant views						Exploring gang mentality and bullying						Working in groups to complete a project						
Careers		Civil Service						Politician						Author or editor						Curator						Charity Sector						Events						

Year 8	Unit Title	Term	Aut 1	Unit	7	Term	Aut 2	Unit	8	Term	Spr 1	Unit	9	Term	Spr 2	Unit	10	Term	Sum 1	Unit	11	Term	Sum 2	Unit	12	Assessment												
		Curriculum/Syllabus Coverage						Curriculum/Syllabus Coverage						Curriculum/Syllabus Coverage						Curriculum/Syllabus Coverage							Curriculum/Syllabus Coverage											
		C1						C2						C3						C4							C5						C6					
Sequencing: knowledge & skills in class in class		<b>Romeo and Juliet</b> AO1 and AO2 Understanding texts and analysing the writer's choices						<b>Romeo and Juliet</b> AO1 Understanding text, AO2 analysing the writer's choices and						<b>Animal Farm</b> AO1 Understanding text, AO2 analysing the writer's choices, AO4						<b>Poetry: war and conflict +non-fiction texts</b> AO2 analysing language AO3 comparing texts						<b>Gothic Literature: Frankenstein</b> AO1 Understanding text, AO2 analysing the writer's choices, AO3						<b>Refugee Boy</b> AO1, AO2, AO4						A1 - On/off track: GCSE English Language Paper 2, Section A (HA will use knowledge of Romeo and Juliet) A2 - GCSE English Language Paper 1 Section A A3 - GCSE English Language Paper 1 A4 - GCSE English Language Paper 1  Cumulative revision of skills within centralised HW In-class assessment of writing skills across the schemes  SPaG and Writer's methods quizzing in lesson.
Link to GCSE paper																																						
Sequencing: knowledge & skills HW		Descriptive writing skills, vocabulary and spelling						Plot recall; paper 1 skills and metacognition						Paper 2 writing skills						Revision of structure and language						Unseen poetry						Recall of all HW Qs throughout the year						
Literacy & reading		Reading strategies for understanding difficult extracts						Use of structure to create tension in texts paragraphing focus.						Immersive reading						Punctuation for effect						Developing vocabulary						Immersive reading						
Differentiation for H, M, L		H: Linking context to authorial intent M: Explicit teaching of key structural techniques and the intent behind them L: Focus on rivalry to engage.						H: Using AO1 and AO2 to evaluate authorial intent M: Explicit teaching of the freytag structure to create tragedy L: Explicit links with the Drama curriculum						H: Understanding use of allegory to present author's viewpoints M: Context to understand viewpoints L: Use of graphic novel and film clips to enhance understanding						H: Comparing big ideas of GCSE P&C poems M: Explicit teaching of the language of comparison (addressing KS4 misconceptions) L: Reduced anthology and crucial knowledge grids						H: Explicit teaching of Romanticism and the intent of Romantic writers (Preparing for P&C) M: Modelling reading of challenging texts L: Abridged version to support understanding of plot						H: Non-fiction articles to stretch understanding of conflict and class M: Reading the whole text L: A focus on personal response and modelling reading strategies						
Enrichment & cultural refs		Gang culture and mob mentality						Modern remake in drama using current cultural backdrop						Communism and Karl Marx. Link to modern day communist states.						COL WW1 poetry trip						Links to enlightenment and Victorian era beliefs regarding science and reason over faith.												
British Vals & SMSC		Gender roles and equality						Mutual respect and tolerance						Compassion, democracy and individual liberty						World Wars and current world conflicts						Individual liberty (link to the villains in texts)						Individual liberty						

Personal Devt	Relationships and consent	Friendships	Confidence in exploring a writer's message.	Dealing with trauma and mental health awareness	Resilience to approach an unseen paper.	Mutual respect and tolerance
Careers	Youth Worker	Theatrical Production	Historian	Historian	Teacher	Journalist

	Term	Aut 1	Unit	13	Term	Aut 2	Unit	14	Term	Spr 1	Unit	15	Term	Spr 2	Unit	16	Term	Sum 1	Unit	17	Term	Sum 2	Unit	18	Assessment
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Assessment			
Unit Title	C1				C2				C3				C4				C5				C6				Setted on ability from Y9
Sequencing: knowledge & skills in class	<b>Hamlet</b> AO1 Understanding text, AO5 communication of ideas, AO6 SPaG				<b>Hamlet + Non-Fiction Texts</b> AO1 Understanding text, AO5 communication of ideas, AO6 SPaG				<b>DNA + Non fiction texts</b> AO1 Understanding text, AO2 analysing the writer's choices and AO3 comparing the texts.				<b>Myths and Legends</b> AO1 Understanding text, AO5 communication of ideas, AO6 SPaG				<b>Jekyll and Hyde</b> AO1 Understanding text, AO2 analysing the writer's choices, and AO4 evaluating texts				<b>The Supernatural</b> AO1 Understanding text, AO2 analysing the writer's choices, AO4 evaluating texts,				A1 - On/off track: GCSE English Language Paper 2, Section B A2 - GCSE Paper 2, Section A A3 - GCSE Paper 1 full A4 - GCSE Paper 2 and Paper 1
Link to GCSE Paper																									
Sequencing: knowledge & skills HW	Paper1 and 2 metacognition question				Tier 2 vocab and paper 1 and 2 skills				Shakespeare killer context, non-fiction language skills				Poetry revision				Recall of all HW Qs throughout the year				Recall of all HW Qs throughout the year				
Literacy & reading	Form of the tragedy.				Non-fiction articles used for comparison practise.				Comparison and summary of texts, use of literary methods.				Vocabulary and analysis of methods. Creative writing.				Reading strategies for understanding difficult extracts: narrative perspective.				Using challenging language and sentence forms to convey meaning				
Differentiation for H, M, L	H: Understanding Aristotelian tragedy in preparation for Macbeth M: Explicit teaching of vocabulary associated with tragic heroes L: Teaching through extracts and use of abridged version to support understanding of plot				H: Using non-fiction texts to further support big ideas surrounding Hamlet M: Focus on confidence in using a wide range of persuasive devices and understanding their intended effects L: Focus on SPaG revision for AO6				H: Use of high-level non-fiction texts to analyse comparisons and viewpoints using GCSE writing strategies M:Comparing texts in the style of English Language Paper 2 L: Focus on the language of comparison and how to find similarities and differences				H: Wider reading to further develop cultural context and encouraging students to make links between mythology and Aristotelian tragedy M: Linking mythology to modern texts L: Use of Stephen Fry's easily accessible texts for pre-reading.				H: Wider reading on gothic tropes to support AO5 and understanding of genre M: Explicit teaching of duality and hidden meanings in preparation for Macbeth L: Understanding how setting can be used to enhance meaning				H: Challenging texts to establish a wider understanding of the genre e.g. Angela Carter's The Bloody Chamber M: Mirroring sentence forms in L: Explicit teaching of vocabulary to support writing				
Enrichment & cultural refs	English literary heritage				English literary heritage				English literary heritage				As MA above. Visit to the British Museum.				Victorian conflict between science and faith.				Study of medicine over time. Visit to the Wellcome Collection. Poetry archives.				
British Vals & SMSC	Religious belief				Religious belief				Mob mentality and the rule of law.				Human morality and shared values				Cultural and social differences				Tolerance				
Personal Devt	Analysing a challenging text				Expressing a clear opinion about a moral topic.				Building resilience through analysis of non-fiction texts.				HW project to foster independence in creating own myth or legend set in past or modern Hackney.				Confidence built through a focus on independent inference				Independence built through self-selection of new structures and vocabulary.				
Careers	Psychologist				Psychologist				Social Worker				Archeology and anthropology				Detective				Medicine. Poet. Soldier.				

	Term	Aut 1	Unit	19	Term	Aut 2	Unit	20	Term	Spr 1	Unit	21	Term	Spr 2	Unit	22	Term	Sum 1	Unit	23	Term	Sum 2	Unit	24	Assessment
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Assessment			
Unit Title	C1				C2				C3				C4				C5				C6				A1: City of Beasts (Lang P1) A2: Lang P1 Sec A (Nov 2018); Sp1: Lang P1 (Sound of Thunder); Sp2: Lang P2 full (Spec Material 3); Su2: Lang P1 (June 2018), P2 (June 2017)
Sequencing: knowledge & skills in class	<b>Macbeth</b> AO1 Understanding text, AO2 analysing the writer's choices				<b>Macbeth.</b> AO1 Understanding text, AO2 analysing the writer's choices				<b>Poetry: Power and Conflict.</b> AO1 Understanding text, AO2 analysing the writer's choices and AO3 comparing the texts				<b>Britain Today: Non-Fiction Reading and Writing.</b> AO1 Understanding text, AO2 analysing the writer's choices and AO3 comparing the texts.				<b>An Inspector Calls.</b> AO1 Understanding text, AO2 analysing the writer's choices				<b>Spoken Language Certificate AO7.8.9</b> <b>Poetry: Power and Conflict.</b> AO1 Understanding text, AO2 analysing the writer's choices and AO3 comparing the texts				
Link to GCSE paper																									
Sequencing: knowledge & skills HW	Revising structural features				Revising language and structural features				Vocabulary and descriptive writing				Non-fiction writing				Descriptive writing				Macbeth and A1C revision				
Literacy & reading	Form of the tragedy				Form of the tragedy, structure of a description.				Analysing form and language, making connections.				Summary and comparison of viewpoint.				Structure of a play				Structure of a play, Freytag story structure.				
Differentiation for H-M-L	H: Literary context/form brought into analysis; M: historical contextual knowledge for increased understanding. L: use of reading comprehension worksheets, simple text, and illustrated version.				H: Literary context/form brought into analysis; M: historical contextual knowledge for increased understanding. L: use of reading comprehension worksheets, simple text, and illustrated version.				H: Contextual knowledge of literary movements in historical setting; M: extended research into the context of the poems and outside research into critics' response; L: Use of extensive scaffolding when annotating/practising REP paragraphs				H: higher level booklet, focus on extended 19th century writing; M: Ability to cogently respond to P2 Section A Qs; L: simpler and shorter non-fiction texts with easier themes.				H: Ability to comment on significance of structure; M: different play types (mystery, morality, etc). L: focus on characters and how they develop.				H: More nuanced discussion of similarities and differences between how Big Ideas are presented; M: Detailed analysis of Killer Quotes and how they are explored. L: focus on key quotes and understanding of Big Ideas.				

Enrichment & cultural refs	See play performed by the Globe players	Research on the play using British library extracts	Poetry Live performance to engage with the text	Wider 19th century reading.	Key issues explored in interyear debates.	Wider contextual readings
British Vals & SMSC	Rule of law	Religious belief	Global contexts and Tolerance	Democracy	Rule of Law and Democracy	Mutual Respect and Tolerance
Personal Devt	Ambition and moral ambiguity.	Developing leadership skills.	Exploring what it means to be a citizen in different contexts.	Exploring the changes between Britain in the 19th century to now.	Understanding class and gender injustice	Exploring the influence of the Welfare State and making links to present day.
Careers	Politician, leader	Politician, leader	Reporter, soldier	Historian, Journalist	Policy Maker, Police	Police, Writer

Year 11	Term	Aut 1	Unit	25	Term	Aut 2	Unit	26	Term	Spr 1	Unit	27	Term	Spr 2	Unit	28	Term	Sum 1	Unit	29	Term	Sum 2	Unit	30	Assessment									
	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Assessment									
	C1				C2				C3				C4				C5				C6													
	Unit Title	A Christmas Carol AO1 Understanding text, AO2 analysing the writer's choices				A Christmas Carol. AO1 Understanding text, AO2 analysing the writer's choices				Autumn 2 Revision: Lang P1-2, Lit P1-2				Poetry: Power and Conflict, Unseen poetry. AO1 Understanding text, AO2 analysing the writer's choices and AO3 comparing the texts.				Non-fiction Paper 2 Revision and Lit Paper 1				Fiction Paper 1 revision and Lit Paper 2				Literature Revision				A1: Paper 1 literature (2018) A2: Lang P1 (June 2020), P2 (June 2019) and Lit P1 (MB: Duplicity; ACC: Redemption), P2 (AIC: Mr B, Irresponsibility; P&C: Storm and Power of Nature; Unseen: McCrae and Laskey), HW focusing on AIC; Sp1: HW focusing on poetry; Sp2: Lang P2 (Nov 2021) and Lit P2 (Specimen Material 3)				
	Sequencing: knowledge & skills in class																																	
	Sequencing: knowledge & skills HW	Macbeth revision				An Inspector Calls revision				Descriptive writing revision				Poetry revision				Macbeth and ACC revision				Paper 2 revision				Lit paper 1				Lit paper 2				
	Literacy & reading	Narrative structure				Developing a clear structure to an argument				Comparative essay structure and key quote memorisation				Paper 1 (literature) and Paper 2 (language)				Paper 2 (literature) and Paper 1 (language)				All - working through key walk and talk assessments, study booklets												
	Differentiation for H-M-L	H: Genre of Bildungsroman and context embedded in analysis; M: focusing on narrative structure and rhetorical devices. L: focus on ACC, key characters and quotes.				H: Use of punctuation and persuasive devices for effect; M: essay and argumentative skills. L: key connectives, planning points.				H: Form, structure, and context brought into analysis; M: focus on subjectivity and opinion. L: focus on key similarities and pairings between poems.				H: 1-2 independent essays a week, seeking regular feedback, and able to recall/create different Q5 models; M: need to be doing 1-2 independent essays a week. L: revision booklets completed at home for retention.				H: 1-2 independent essays a week, seeking regular feedback, and able to recall/create different Q5 models; M: need to be doing 1-2 independent essays a week. L: revision booklets completed at home for retention.				H: 1-2 independent essays a week, seeking regular feedback, and able to recall/create different Q5 models; M: need to be doing 1-2 independent essays a week. L: revision booklets completed at home for retention.												
	Enrichment & cultural refs	Research into the context of the time using the British Library archives.				Focus on reading speeches and essays to learn argumentative phrasing and structure.				Reading essays and critical texts on the poems.				Reading a wide range of essays and contextual texts on the literature studied.				Reading a wide range of essays and contextual texts on the literature studied.				Reading a wide range of essays and contextual texts on the literature studied.												
	British Vals & SMSC	Rule of Law				Tolerance of others				Individual liberty				Rule of law (fairness in exams)				Rule of law (fairness in exams)				Rule of law (fairness in exams)												
Personal Devt	Understanding how society affects out self-belief and identity.				Understanding how society affects out self-belief and identity. Practise public speaking to build confidence.				Understanding how society affects out self-belief and identity.				Resilience through extended exam practise.				Resilience through extended exam practise.				Resilience through extended exam practise.													
Careers	Scientist, Social Worker				Journalist, politician				Reporter, Soldier				Academic				Teacher				Teacher													