


ENGLISH	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 
Year 7	<p><b>Beowulf</b> Whole text exploration of the oldest text in the English language, focused on core skills of inference, evidence selection and reader response</p>	<p><b>Fantasy Writing</b> Use of adventure/fantasy style models to develop students' creative writing skills</p>	<p><b>Introduction to poetry through song lyrics</b> Use of contemporary and classic song lyrics to teach core poetic knowledge and vocabulary</p>	<p><b>The History/Evolution of the English Language</b> An introduction to linguistics, exploring the history/influences on the English language, accent bias and how new words are formed</p>	<p><b>A Midsummer Night's Dream</b> Beginning with an 'introduction to Shakespeare' unit, students explore the text in performance, analysing staging, costumes and power dynamics between characters</p>	<p><b>A Midsummer Night's Dream</b> Students develop their understanding of Shakespeare by exploring inference and characterisation.</p>
Year 8	<p>Private Peaceful Whole-text study of classic children's war literature, exploring themes of family, war and changing attitudes to morality</p>	<p>Private Peaceful and War Poetry Concluding studying the text, interspersed with the canon of war literature: Pope, Owen, Binyon etc., charting changing societal attitudes to world war 1</p>	<p><b>Romanticism</b> Exploration of core principles of romanticism through poetry,</p>	<p><b>Gothic</b> Exploration of the evolution of the gothic genre, studying conventions of form and using it for students' own creative writing</p>	<p><b>The Tempest</b> Study of The Tempest, building on AMND knowledge to begin analysing Shakespeare's language/dramatic devices/structure</p>	<p><b>The Tempest and opinion writing</b> Finishing study of the play, and then applying knowledge to opinion writing: to 'bin the bard' vs 'save our Shakespeare'</p>
Year 9	<p><b>Noughts and Crosses and Protest Poetry</b> Students study the Royal Shakespeare Company's adaptation of Malorie Blackman's young adult novel, exploring modern stagecraft, language analysis and characterisation. Alongside this, they study powerful American</p>	<p><b>Noughts and Crosses and Villains through Literature</b> Students consolidate their study of the play, exploring how playwrights structure their texts. Alongside this, students focus on a range of famous literary villains across time: mythology,</p>	<p><b>Dystopian Literature and Creative Writing</b> Students study The Giver by Lois Lowry, exploring authorial language/structure choices and conventions of the genre. Alongside this, students also explore dystopian extracts as inspiration</p>	<p><b>Dystopian Literature and The Art of Rhetoric.</b> Students consolidate their understanding of the dystopian genre and whole-novel study. Alongside this, students explore powerful speeches from leaders/visionaries</p>	<p><b>Macbeth and SLE</b> Students begin their GCSE study of Macbeth, building on their knowledge of two other Shakespeare plays studied in previous years, now encountering the tragic form. The focus is on plot, context, character and structure at this point in year 9.</p>	<p><b>Noughts and Crosses and Protest Poetry</b> Students study the Royal Shakespeare Company's adaptation of Malorie Blackman's young adult novel, exploring modern stagecraft, language analysis and characterisation. Alongside this, they study powerful American</p>

	and English poems about political activism.	Shakespeare, detective and modern dystopian. Students develop the core skills needed for GCSE Language paper 1	for their own creative writing	across time, studying the art/skill of rhetoric.	Alongside this, students write and deliver their own speech, both as their recorded GCSE Spoken Language Endorsement (SLE), graded as Pass, Merit or Distinction – and entered as part of the NSB Trust’s ‘Find Your Voice’ Oracy competition.	and English poems about political activism.
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