

		Term 1		Term 2		Term 3	
No. of Weeks		E.g. 8	7	6	6	5	7
Year 7	Topic Title and NC link	Literature Through Time Reading: English literature, both pre-1914 and contemporary, including prose, poetry and non-fiction Writing: write accurately, fluently, effectively and at length		Shakespeare's Tales Reading: Shakespeare; plays and poetry. Writing: writing for a wide range of purposes and audiences Spoken English: rehearsing and performing play scripts		Poetry Through the Ages Reading: poetry Writing: writing for a wide range of purposes and audiences Spoken English: rehearsing and performing poetry	
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will study a range of texts from the Literary Canon, from ancient civilisations through to contemporary world Literature. Pupils will be analysing the presentation of key characters and themes in texts from the Ancient Period, the Medieval Period, The Renaissance, The Enlightenment, the Romantic Period, the Victorian Period, Modernism, and Postmodernism. During this topic students will engage with the changing nature of writing over time. Students will place texts within their geographical and historical context while developing an understanding of how the function, form and meaning of literature changes. Students will gain a knowledge of a wide range of literature while developing a chronological schema that will be the foundation of future literary analysis.		Students will study a range of Shakespearean plays, focusing on Shakespeare's tragedies, comedies and histories. Students will focus on the conventions of Shakespeare's plays and sonnets and they will know the purpose, audience for and context of the writing. They will develop a knowledge of the Elizabethan/Jacobean era through our study of the context surrounding Shakespeare's plays. They will then draw on this knowledge to support comprehension and understanding of characterisation. Students will understand structural choices such as verse and meter and the effect of these choices.		Students will study a range of texts from the poetic canon, including Elizabethan poetry, Metaphysical poetry, The Romantics, War poetry and Contemporary poetry. Students will focus on the themes and symbols that often appear in poetry such as relationships; the supernatural; nature; identity; loss; dreams; time; and religion and faith. Students will develop their knowledge of poetic forms, structures and devices and developing a chronological schema that will be the foundation of future poetry analysis 12 lessons - Creative writing: students will write accurately, fluently, effectively and at length	
	<i>Pupils should be able to do... (Skills being developed)</i>	Students will focus on common symbols used in literature to create meaning and they will demonstrate an understanding of the context or time they were written. They will focus on themes and ideas such as religion, morality, redemption, inequality, loss, power and identity. Students will develop their inference and analysis skills across this term and will confidently be able to comprehend and form inferences for fiction and non-fiction texts. Finally, they will refine their knowledge of the writer's craft and write in an extended and creative way.		Students will analyse how Shakespeare's vocabulary choices, figurative language and structure present meaning. They will develop further knowledge of the sonnet form and poetic conventions. They will understand the art of dramatists and communication through performance. They will begin to make comparisons across texts and will consider multiple interpretations when making inferences. Students will rehearse and perform a scene from a Shakespeare play in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact		Students will analyse poetic conventions and form, they will focus on the presentation of core themes and symbols and they will critically compare poems, writing in an extended and analytical way. Students will write accurately, fluently, effectively and at length focusing on narrative perspectives; vocabulary; sentence and paragraph structures; extended metaphors and personification. Students will rehearse and perform poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact	
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	By exploring a range of texts from the literary canon, students will build a literary and contextual foundation that will provide a schema that is essential for them to comprehend and gain meaning from challenging unseen texts. They will build upon their knowledge of Shakespeare, myths and legends and non-fiction writing and the learning will prepare them for further study at KS3 and 4 where they will revisit and develop further knowledge of the majority of the time periods including Victorian and Renaissance Literature, literary allusions and contemporary literature.		By studying Shakespeare in depth at this point in the curriculum, students will have a critical knowledge and understanding of the core themes and concepts explored in Shakespeare's texts. Students will have an opportunity to revisit and build upon this learning in year 8 when they study Macbeth, Year 9 when they study King Lear and KS4 when they study Romeo and Juliet,		By this point students will have studied some of Shakespeare's sonnets in term 1 and 2 and will have some foundation knowledge of poetic conventions, they will now develop this knowledge in depth and will gain a chronological schema in poetry that will enable them to gain meaning from a wide range of poems from different time periods and cultures and will provide them with the foundation skills to understand a poem they haven't seen before. They have begun to compare and make links between texts and in this term, they will develop this further by critically comparing poetry. This will prepare them for the study of Victorian Gothic poetry in Year 8, Identity poetry in year 9, Unseen Poetry in year 10 and Power and Conflict anthology poetry in year 11.	

		Term 1		Term 2		Term 3			
No. of Weeks		E.g. 8	7	6	6	5	7		
Year 8	Topic Title and NC link	Victorian Gothic Reading: pre-1914 prose, poetry and short stories in their entirety Writing: write accurately, fluently, effectively and at length. Plan, draft, edit and proof-read		Love and war Reading: contemporary and seminal world literature. Writing: write accurately, fluently, effectively and at length. Plan, draft, edit and proof-read Spoken language:		Dickensian Cities Reading: work of Dickens. Writing: writing for a wide range of purposes and audiences		Macbeth Reading: Shakespeare Writing: writing for a wide range of purposes and audiences Spoken English: rehearsing and performing play scripts	
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will study a range of short stories from The Victorian Era, developing a knowledge of the gothic genre and gothic conventions such as the supernatural, extremity of emotions, gothic settings, the damsel in distress, the wilderness and the hero. They will build upon their knowledge of Victorian context, with an emphasis on the Victorian fascination with all things gothic. Students will understand how gothic writers frequently used symbolism in their writing and how they structured their literature to build tension, they will then apply this knowledge to your own writing.		Students will study a variety of non-fiction texts and poetry that explore ideas such as Love, death, war, equality, acceptance, identity and bias. The scheme will focus on writer's attitudes, perspectives, intentions and the methods writer's use to convey these. Students will learn how to apply these conventions themselves when writing to inform, argue and persuade and they will develop their knowledge of the different forms writer's use to express their thoughts, feelings and emotions.		Students will develop their knowledge of all things Dickens by studying his most famous literature and his articles and letters. Students will focus on the Dickensian style of writing and use of vocabulary and they will use Dickens' description of characters and settings to inform their own writing. Students will gain a knowledge of Dickens' life, views and perspectives and the Victorian societal structure.		Student will read Macbeth in its entirety. Students will build upon their knowledge of Shakespeare and during this scheme learning will focus on the themes and ideas in Macbeth including patriarchy, gender roles, power, the feudal system, religion, treason, guilt and nature. Students will analyse the key characters in detail and explore the methods Shakespeare has used to present them. Students will develop their knowledge of a Jacobean audience and how audiences react to the ideas within the play. Students will focus on the constructs of a play: the fourth wall, acts, stages directions, dialogue and soliloquy. Students will also explore the conventions of a tragedy, including hamartia.	
	<i>Pupils should be able to do... (Skills being developed)</i>	Students will be able to consider and analyse a text in its entirety. Students will be able to identify and analyse the meaning of a range of writer's methods and the use of symbolism and conventions. Students will be able to use structure and figurative language effectively when writing creatively and they will focus on drafting, editing and improving their writing.		Students will develop their summary and comparison skills when writing to analyse. Students will write to inform, argue and persuade. Students will write letters, speeches, articles and essays. Students will identify and use methods such as: allusion, anaphora, metanoia, tricolon and other DAFOREST techniques. Students will learn how to speak confidently and effectively during classroom debate and presentations.		Students will make explicit links between texts and context. Students will analyse characterisation and setting in detail and through their study of Dicken's challenging texts and vocabulary, students will know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.		Students will begin to write an essay, focusing on forming arguments, exploring the structure of a play and exploring the development of themes and characters across a full text. Students will develop their spoken language skills further.	
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This scheme will build up student's ability to access the language and concepts presented in pre 19th Century texts in preparation for studying An Inspector Calls and A Christmas Carol in year 10 and 11. Students will develop their writing skills throughout this term which they will revisit during their Diverse Shorts and Pigeon English study in year 9 and will prepare them for further study of creative writing in year 10 and 11.		Students will build on their existing skills from KS2 and Literature through time in year 7 as this scheme will afford pupils the opportunity to respond critically to non-fiction texts. This will prepare them for further non-fiction study in their Diverse Shorts and Pigeon English scheme in year 9 and Writer's perspectives scheme in Year 10. They will continue to refine their spoken language skills throughout KS3 and 4.		Students will build upon their prior knowledge of Dickens by studying the writer in depth, they will focus on his fiction and non-fiction work as well as focusing on local links to Manchester, this will prepare them for the study of A Christmas Carol in year 10 and will build students' knowledge of pre 19 th century vocabulary and concepts that are needed for GCSE.		Students will build upon their knowledge of Shakespeare from year 7 and the knowledge and skills that they develop whilst analysing Shakespeare in depth will enable them to be more successful when they study King Lear in year 9 and Romeo and Juliet in year 10 and 11. Students will build upon their essay writing knowledge and skills in this scheme and they will further refine these skills in the following scheme of work in year 9.	

Year 9	Topic Title and NC link	Identity literature Reading: poetry, Shakespeare, pre-1914 Writing: write accurately, fluently, effectively and at length.	Diverse shorts Reading: Seminal world literature, short stories and non-fiction Writing: write accurately, fluently, effectively and at length. Plan, draft, edit and proof-read Spoken English: speeches and debates.	Pigeon English Reading: contemporary novel in depth, non-fiction Writing: Writing: write accurately, fluently, effectively and at length. Plan, draft, edit and proof-read
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will study the theme of Identity in a range of poetry by Laurence Ferlinghetti, Carol Ann Duffy, Sylvia Plath and Maya Angelou. Students will then progress onto how identity appears as a concept across other texts such as Shakespeare's King Lear and Oscar Wilde's Dorian Gray in HT2. Learning will focus on gender, internal conflict, relationships, psychosis, flawed characters, ego and the fragile sense of self. Students will focus on the methods writers use to characterise and explore identity across fiction and poetry, whilst developing and refining their knowledge of essay writing technique.	Students will study short stories, extracts and non-fiction writing from the diverse anthologies: Iridescent Adolescent and Diverse Shorts. Students will read the stories in their entirety and develop their critical reading and their writing skills. Learning will focus on core concepts such as Diversity and Community; Tolerance, Rights and Respect; Justice, Change and Action; Democracy, Equality and Responsibility; Power, Freedom and Control.	Students will read the contemporary novel Pigeon English. Learning will focus on the themes and ideas explored in the novel, such as power and control; violence in all its forms; immigration and multiculturalism; gender and stereotypes; religion, identity and class systems. Students will focus on the structural choices that Kelman makes such as dual narrative, child narrator, circular narrative, flashbacks and media res and they will apply this craft to their own writing.
	<i>Pupils should be able to do... (Skills being developed)</i>	Student will develop their academic and critical writing by writing thesis statements; topic sentences; introductions and conclusions; and embedding quotations. Students will focus on Identifying and analysing the effect of poetic devices in HT1 and writer's methods on HT2. Across both half terms students will develop their ability to form a structured argument and explore meaning, themes and effects.	Students will analyse the texts and make links that compare and evaluate the ideas and the methods used to convey them. They will craft and refine their own short story using the writing as inspiration and they will practice developing an argument and expressing their ideas in a coherent, clear and imaginative way, both written and spoken.	Students will develop their essay writing so that it is critical and sophisticated, using context and forming critical ideas in a relevant and insightful way.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students begin year 9 by focusing on the skill of writing an essay - a skill they will continue to develop across the year to enable them to begin their GCSE year with a strong critical writing foundation. The focus on poetry builds on their previous knowledge of poetry built in year 7 and 8 and prepares them for unseen poetry in year 10 and anthology poetry in year 11. When studying King Lear, students should recall the conventions of tragedy from Shakespeare's Macbeth and develop their knowledge of tragedy further to prepare them for the study of Romeo and Juliet at GCSE. The study of pre-1914 texts such as Dorian Gray will support students understanding of the rich elite in Victorian Britain and will help them to create links with the deserving poor in A Christmas Carol studied at GCSE.	Students are developing their knowledge and application of the writer's craft, this builds upon their knowledge of descriptive writing developed during year 8 and year 7 and prepares them from Explorations in creative reading and writing in year 10 and mastering English Language in Year 11 – all in preparation for their English language paper 1 GCSE.	This novel and its themes are pertinent to the modern context in Manchester and bear relevance to the lives of young people. The study of a literature novel at this stage will prepare students for their GCSE literature study that commences in year 10. By focusing on the structural choices that writer's make to engage their readers, students will build upon their knowledge of creative writing.

		Term 1		Term 2		Term 3	
	No. of Weeks	E.g. 8	7	6	6	5	7
	Topic Title and NC link	Romeo and Juliet Reading: Shakespeare	A Christmas Carol Reading: pre-1914	Explorations in creative reading and writing Reading: understand and critically evaluate texts Writing: write accurately, fluently, effectively and at length	An Inspector Calls Reading: 20 th Century play	Writer's Viewpoints and Perspectives Reading: understand and critically compare texts Writing: write accurately, fluently, effectively and at length	Unseen poetry and spoken language Reading: poetry Spoken English: speeches and debates.
Year 10	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will critically read William Shakespeare's Romeo and Juliet. Learning will focus on the core concepts within the play such as patriarchal societies, gender, power, Italian renaissance, religion, love, relationships, tragedy, comedy and fate. We will explore the characters, themes, context and Shakespeare's intentions in detail and we will focus on analysing key extracts and writing a detailed and sophisticated essay.	Students will critically read Charles Dicken's A Christmas Carol. Learning will focus on the core concepts within the novella such as change and redemption; class and responsibility; Christmas rituals and Christian values; family; the supernatural; and poverty. Students will explore the characters, themes, context and Dicken's intentions in detail and we will focus on analysing key extracts and writing a detailed and sophisticated essay.	Students will develop their understanding of Language paper one along with their exam technique and knowledge of the questions. Learning will focus on critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature; reading in different ways for different purposes, and evaluating the methods writer's use; drawing inferences and justifying these with evidence; and using their wider knowledge of all the different concepts and texts that we have studied in KS3 English to form layered interpretations. Students will use this knowledge to write their own engaging and creative narratives and descriptions.	Students will critically read J. B Priestley's An Inspector Calls. Learning will focus on the core concepts within the play such as capitalism and socialism; responsibility, redemption; morality; social class; and gender. Students will explore the structure of the play, the characters, themes, context and Priestley's intentions in detail and they will focus on developing confident ideas and a secure knowledge base, so that they can write a sophisticated essay without an extract to start from.	Students will develop their understanding of Language paper two along with their exam technique and knowledge of the questions. Learning will focus on reading and analysing non-fiction texts from the 19 th – 21 st centuries. Students will develop their knowledge of the methods writers use to convey their perspectives and they will use this knowledge to convey their own ideas effectively when writing. Students will focus on writing effectively for different purposes and audiences: to explain, instruct, and argue; selecting vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context; using language imaginatively and creatively; and maintaining coherence and consistency across a text.	Students will experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. Students will analyse and compare key features such as their content, theme, structure and use of language. Learning will focus on essay writing and comparison skills and students will further develop their knowledge of poetic forms, techniques and the desired effects of poetry. Students will also focus on preparing spoken presentations, listening to and responding appropriately to any questions and feedback, and expressing ideas using Standard English.
	<i>Pupils should be able to do... (Skills being developed)</i>	Write a critical literature essay using an extract. Refine their exam skills for Literature Paper 1.	Write a critical literature essay using an extract. Refine their exam skills for Literature paper 1.	Analyse and evaluate writers' methods in an unseen extract. Write to narrate and describe using a variety of methods. Refine their exam skills for Language paper 1.	Write a critical Literature essay responding to a closed book question on character and theme. Refine their exam skills for Literature paper 2.	Analyse and compare non-fiction texts from the 19 th – 21 st centuries. Write speeches, articles and letters that use a variety of methods to argue, persuade and inform. Refine their exam skills for Language Paper 2.	Analyse and compare unseen poetry, write a critical essay in response. Speech and communication. Re-draft and refine a speech, using standard English and effective techniques to communicate their ideas in a formal presentation.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students have studied Shakespeare in years 7, 8 and 9. Students will study Romeo and Juliet at this point because they will have opportunities to recall and revisit this knowledge before they sit their GCSE exam on the topic in year 11. Students will revisit and master their knowledge of the play in the Mastering English Literature scheme in year 11.	Students have studied Dickens in year 7 and in depth in year 8. Students will study A Christmas Carol at this point because they will have opportunities to recall and revisit this knowledge before they sit their GCSE exam on the topic in year 11. Students will revisit and master their knowledge of the text in the Mastering English Literature scheme in year 11.	Students have developed their creative writing skills from year 7, to year 8 and 9. Students are preparing for their English language paper 1 GCSE and will revisit these skills and knowledge in year 10.	Students have studied plays in year 7,8 and 9 and this play will build upon their knowledge of staging and dramatis. Studying An Inspector Calls at this point because they will have opportunities to recall and revisit this knowledge before they sit their GCSE exam on the topic in year 11. Students will revisit and master their knowledge of the text in the Mastering English Literature scheme in year 11		Students have developed their spoken language and presentation skills throughout 7, 8 and 9 and will now redraft and refine a speech to be given in front of peers. Students are building on their poetry analysis skills developed in year 7, 8 and 9 by focusing on responding to an unseen poem. Students are working towards Literature paper 2 GCSE in year 11.

		Term 1		Term 2		Term 3	
	No. of Weeks	E.g. 8	7	6	6	5	7
Year 11	Topic Title and NC link	Romeo and Juliet Reading: Shakespeare		Mastering English Language	Mastering English Literature	language and literature revisit.	GCSE EXAMS
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will critically read William Shakespeare's Romeo and Juliet. Learning will focus on the core concepts within the play such as patriarchal societies, gender, power, Italian Renaissance, religion, love, relationships, tragedy, comedy and fate. We will explore the characters, themes, context and Shakespeare's intentions in detail and we will focus on analysing key extracts and writing a detailed and sophisticated essay.		Students will master their understanding of Language paper one along with their exam technique and knowledge of the questions. Learning will build upon our critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature; reading in different ways for different purposes, and evaluating the methods writer's use for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; and using wider knowledge of all the different concepts and texts that students have studied in English to form layered interpretations. We will use this knowledge to write our own engaging and creative narratives and descriptions.	Students will master their ability to write a literature essay and they will develop further depth and understanding of their GCSE literature texts. Learning will build upon their previous knowledge of An Inspector Calls, A Christmas Carol, Romeo and Juliet and Unseen Poetry. They will analyse the characters, themes, methods and writer's intentions in more detail and focus on forming their own critical and developed ideas with an emphasis on the key concepts.	Students will revisit the literature texts and knowledge of Language paper 1 and 2 and we will practice and refine our exam technique. The Learning will be focused on improving performance across all of the questions and focusing on pace, resilience and exam management skills for English. This will be done through walking talking mocks and practice papers to ensure that they are fully prepared for their GCSE exams.	
	<i>Pupils should be able to do... (Skills being developed)</i>	Write a critical literature essay using an extract. Refine their exam skills for Literature Paper 1 – in direct preparation for their PPE. <i>Students will also revisit and recall their language skills throughout the term.</i>		Analyse and evaluate writers' methods in an unseen extract. Write to narrate and describe using a variety of methods. Refine their exam skills for Language paper 1. <i>Students will also revisit and recall their literature knowledge throughout the half term.</i>	Recall key information and quotations/references. Write critical and extended literature essays independently. <i>Students will also revisit and recall their language skills throughout the half term.</i>	Complete WTM and independent Mock exams in lessons. Maintain pace, resilience and exam management.	
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	As a result of Covid and lockdowns year 11 are studying Romeo and Juliet in year 11 as opposed to year 10. This scheme of work will be replaced with the power and conflict poetry anthology for the class of 2022/23. Students have studied Shakespeare in years 7, 8 and 9. Students will revisit and master their knowledge of the play in the Mastering English Literature scheme in year 11.		Students have developed their creative writing skills from year 7, to year 8 and 9. Students are preparing for their English language paper 1 GCSE and will revisit these skills and knowledge in year 10.	Our interleaved approach will ensure that students are able to make connections within the literature skills needed when analysing all of the texts and will improve their retention of core concepts and knowledge.	At this stage students will be preparing for their exams, lessons will be interleaved so that students are actively able to make connections and recall information.	