

English

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
7	Hunger Games Creative writing		The Tempest	Poetry from other cultures	Viewpoint writing	Private Peaceful
8	War Poetry	Creative writing	Romeo and Juliet	Short stories	Viewpoint writing	(Reading and writing gothic fiction)
9	Animal Farm	Creative writing	Small Island	Blood Brothers	Viewpoint writing	Power and Conflict anthology poetry
10	A Christmas Carol	English Language Paper 1	An Inspector Calls	English Language Paper 2	English Language Mock exam revision	Power and Conflict anthology poetry
11	Macbeth	Anthology poetry	Revision			

Scope:

We are committed to providing our students with the foundation to become confident and successful readers, writers, and speakers. We inspire them to engage with the very best of what has been written, while empowering them to develop their own critical voices and articulate their responses to literature with fluency and insight.

Our curriculum offers access to a rich and varied selection of plays, poetry, and prose, encouraging students to explore themes of human nature, society, and identity. Through these texts, students deepen their understanding of both the world around them and their place within it.

We actively celebrate culture and diversity, using literature as a lens through which students can encounter a wide range of perspectives and experiences. For example, we begin with the dystopian novel *The Hunger Games* to spark enthusiasm for fiction and introduce thought-provoking themes. Later, students engage with *The Tempest*, where they investigate themes of colonialism through the character of Caliban, analysing how interpretations of the character have evolved over time and how modern audiences may respond differently. Alongside this, students examine the character of Juliet in *Romeo and Juliet*, exploring her strength while considering Shakespeare's presentation of patriarchy in the Elizabethan era.

This emphasis on cultural literacy enables students to make meaningful connections across texts and to recognise diverse traditions and viewpoints in both their studies and wider reading. Our carefully curated range of texts, fully aligned with the National Curriculum, spans both modern and classic literature, ensuring a broad and enriching literary experience for all students.

Rigour:

Our curriculum introduces students to challenging, canonical texts at every key stage. At KS3, students engage with a rich range of authors, including Shakespeare, Orwell, Morpurgo, and contemporary voices such as Andrea Levy. We are committed to making these texts accessible to all students, regardless of age, background, or ability, ensuring that every learner can engage meaningfully with complex literature.

We want our students to feel a sense of ownership over the literary canon: to recognise that works by Dickens, Shakespeare, and Priestley are not beyond their reach, but belong to them. We encourage them to read poetry for pleasure, to experience live theatre, and to see that these texts remain relevant to their lives. Through this, students not only develop their academic skills, but also come to understand that canonical literature offers enduring insights from which they can learn and grow.

Sequencing:

Our curriculum is carefully sequenced to build cumulative knowledge, enabling students to develop an ambitious understanding of key concepts and powerful knowledge over time. This approach allows students to revisit and reflect on their study of novels, plays, and poetry, making meaningful thematic connections across the curriculum. It is this ability that enables our students to become perceptive and critical readers of the most significant works of literature.

We teach full texts to all students, ensuring that they can engage deeply with and appreciate the works of great authors. Key events and ideas within each text are explicitly linked to our core concepts, supporting students in continually developing and strengthening their schema.

For example, students begin their journey in English with the modern dystopian novel *The Hunger Games*, which introduces them to complex themes and encourages engagement with contemporary fiction. They then study Shakespeare's *The Tempest* and *Romeo and Juliet*, exploring key ideas such as colonialism and patriarchy. Students further broaden their understanding of different cultures and lived experiences through texts such as *Animal Farm*, *Blood Brothers*, and *Small Island*.

Throughout the curriculum, key concepts and powerful knowledge are revisited and embedded to ensure they are retained in long-term memory, equipping students with the skills and understanding needed to succeed at GCSE and beyond.

Coherence:

For students to become fluent and confident literary critics, they must first develop a secure understanding of a text's context, plot, purpose, and authorial intent. This foundational knowledge enables them to make meaningful connections and expand their schema as they encounter key themes and concepts such as poverty, family, love, gender, social inequality, and injustice throughout KS3.

This learning provides the essential groundwork for success at KS4, KS5, and beyond, ensuring students become thoughtful and effective readers. The explicit teaching of Tier 2 vocabulary is carefully sequenced to develop students' articulacy, enabling them to express their ideas with precision and confidence in both written work and oracy. As a result, students are equipped to analyse significant moments in a text and respond perceptively to characters and themes.

Students also develop their understanding of grammar and writing through a focus on point of view and creative expression, with these skills embedded across reading and writing lessons. Through this integrated approach, students gain the knowledge and tools they need to become successful communicators, building a strong foundation for lifelong learning.

