

Year 7 English Year 7 is serves as an introduction to the foundation principles of our curriculum: pupils are introduced to issues surrounding social justice and encouraged to adopt their own opinions on these; next we introduce the idea of writing as a craft, deconstructing literature and building our own narratives; finally, these skills are brought to bear on a modern classic, *Of Mice and Men*

	Cycle One: Introduction to Writers' Craft: The Power of Storytelling	Cycle Two: Widening perspectives and developing a voice: The Art of Rhetoric	Cycle Three: Analysing the writer's craft: exploring themes of conflict, power and inequality
Core Content	<p>Cycle 1 serves as an introduction to the foundational principles of English Literature and Language: Students read and explore seminal texts and genres as well as securing understanding of grammatical terms and accurate and fluent writing. Designed to provide students a shorthand in many literary allusions and intertextual references, this Cycle encourages students to develop creativity and accuracy, explore structure of narratives as well as developing the skills of 'reading and writing like a scholar' and beginning to develop the analytical skills to support critical reading 'like a scholar'.</p>	<p>In Cycle 2 students are introduced to issues surrounding social justice and exploration of a range of perspectives and opinions. Students are introduced to the art of rhetoric and appeals to ethos, pathos, and logos; they read and analyse the features a variety of forms of non-fiction. Students are increasingly taught to understand writing as a 'craft' evaluating and emulating methods to develop a strong sense of voice in their own compositions. They are also provided with opportunities to 'Speak like a Scholar' and develop their oracy skills.</p>	<p>Analysing the writer's craft: exploring themes of conflict, power and inequality In Cycle 3 the students develop their analytical reading skills and 'Writing like a scholar' further as they study whole texts and begin to develop their critical reading and academic writing skills further. Through a lens of social justice and returning to some of the topics explored in Cycle 2 such as racism, discrimination and gender roles, students explore how writers use literature to explore and reflect important ideas. They develop their academic writing and ability to analyse conventions of the texts they study, broadening their repertoire of tier 3 terminology.</p>
Skills	Transactional Writing, Features of Form, Writer's Methods, Extending Vocabulary	Creative Writing, Structure, Deconstructing texts, Grammar, Punctuation, Extending Vocabulary	Academic Register, Inference, embedding quotations, language analysis, Extending vocabulary
Key Concepts	Role of the State, Role of Women, Social Justice, Gender Politics, Migration,	Gothic, Dystopian, Fantasy, Romantics; Myth/Shakespeare - Cultural Literacy	Role of the State, Role of Women, Social Justice, Appearances vs. Reality, Academic Writing, American Dream
Building Vocabulary	1.Rhetoric- 2. Ethos - 3.Logos - 4.Pathos- 5. Perspective- 6.Discourse- 7.Advocate- 8.Cogent- 9.Hyperbolise - 10.Prognostication	1.Protagonist – 2.Antagonist - 3.Exposition- 4.Inciting Incident- a 5.Climax - 6.Falling Action- 7. Denouement- 8.Hamartia – 9. Visceral – 10.Instinctive - 11.Rational	1.Domineer - 2. Objectify - to treat like an object 3.Infantilise - 4. Emasculate - 5.Segregate - 6.Isolate - 7.Aspire - 8.Contrast - 9.Juxtapose - 10.Foreshadow
Assessment	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test



**Year 8 English Curriculum** Year 8 builds upon Year 7, turning to look at how we read critically and make links between texts and the contexts they are written in: we start by looking at the role the written word has in criticising the state and how authors have used their texts to question the status quo; students then explore different perspectives and consider how these have developed; finally Shakespeare is explored by considering Shakespeare's influences, crucially the Ancient Greek conception of love and how this shapes our understanding of the human condition, relating this back to the key ideas across Year 7 & 8.

	Cycle Four: Literature as a criticism of politics - <i>Animal Farm</i>	Cycle Five: Shakespeare on Tragedy	Cycle Six: Perspectives and Form - English Language
<b>Core Content</b>	We start, in Cycle 1, by looking at how literature as an art-form can be used to criticise political ideologies in Orwell's seminal allegorical work: <i>Animal Farm</i> . We develop students' knowledge of the historical and social context in which Orwell was writing- the political turbulence of the era and socialism, capitalism and communism. We also look at Stalin and The Great Purge in order to help students understand that texts can be allegorical and how characters can be used as symbols for real-world events. We return to core conceptual ideas of power and conflict. We also develop students' ability to evaluate how writers use language and form to create meaning.	In this cycle pupils study Shakespeare's <i>Romeo &amp; Juliet</i> , exploring thematic and conceptual links such as how Shakespeare was influenced by his classical education, the religious and societal conflicts of the era, the role of women and social class differences. Students also consider his use of the dramatic form and how this fits within the literary context of the Renaissance and popularisation of the classics.	Pupils are introduced to a wide range of texts from the 16th to the 21st century allowing them to examine issues around gender, class, travel and childhood and expanding their cultural capital. They build their analytical skills beginning with summary, inference and examining bias before moving on to examine writers' methods. Interweaved with this, students write their own travel writing pieces, enabling them to reflect on the methods they are analysing by apply them to their work.
<b>Skills</b>	Commenting on writers' intent <i>linked</i> to the context they are writing in; developing academic register; introducing argument across essays to HPAG; making comments across a text to support an answer.	Context, inference, understanding themes in a text, analysis of writers' methods, academic writing, extending vocabulary	Summary, inference, recognising bias and objectivity, analysis of writers' methods, creative writing (focussing on tone, perspective and the five senses), extending vocabulary
<b>Key Concepts</b>	Role of the State, Social Justice, Appearances vs. Reality, Academic Writing	Conflict, Relationships, Historical Context, Appearances vs Reality, Conventions of the Tragedy genre, Academic Writing	Changing role of women, travel and 'Othering', Class and status, childhood – privileges and challenges
<b>Building Vocabulary</b>	1.Ostracize - 2.Democracy - 3.Dictatorship - 4.Communist - 5.Socialism - 6. Tyrannical - 8.Bourgeoisie - 9.Allegory - 10. Exploitation - 7. Satire.	1- Soliloquy - 2. Monologue - 3. Hubris - 4. Hamartia - 5. Catharsis - 6. Tragic hero - 7. Eponymous hero - 8. Blank Verse - 9. Iambic Pentameter - 10. Prose	1. Poignant - 2.Conceited - 3.'Othering'- 4.Earnest 5.Literary. 6.Emotive language - 7.Implicit 8. Inference – Explicit - 9. 10.Emotional repression
<b>Assessment</b>	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test

**Year 9 English Curriculum:** Year 9 sees the start of our staggered GCSE system, with pupils focusing on texts to deepen their understanding of key concepts (in bold) from Cycles 1-6. Students begin with a critical approach to Dickens' *A Christmas Carol* as a novella aimed at bringing about social change; next, explore how poets have identified, criticised and meditated on Power & Conflict across time; finally pupils study *An Inspector Calls*, tracing the common themes of individual versus society across the centuries.

	Cycle Seven: Dickens on Victorian England - Poverty and Privilege	Cycle Eight: Authority and the State: The poetry of Power & Conflict	Cycle Nine: Priestley on Capitalism - Poverty & Privilege II
Core Content	In this unit, we return to the concept of social justice studied in year 8, with pupils learning to apply their knowledge of Victorian England to a text with a clear political purpose	The first cluster of poems from the Power and Conflict Anthology are considered, with pupils taught how to compare the intents of writers and discuss their contextual influences.	The theme of social justice is considered as part of society's evolution: was society fairer in the 20th century than in the 19th? Pupils develop their understanding of the relationship around politics and literature.
Skills	Embedding crafted premises that clearly align with academic points to build a cogent argument; the ability to identify, between methods across a text; securing the use of IMPACTS to extend analysis.	The academic language surrounding comparison; consideration and comment on language, structure and form as well as their interplay with each other.	The form of a play is considered and analysed as a political tool; the nature of character creation is considered in depth; being able to use political theory to inform analysis and argument is refined
Key Concepts	<b>Role of the State</b> , Gothic, <b>Social Justice</b> , socialism), <b>Othering</b> , How context informs crafting, Academic Writing,	<b>Role of the State</b> , <b>Social Justice</b> , Internal and External forms of power & conflict, Romanticism, <b>Role of Women</b> , How context informs crafting, <b>Academic Writing</b> (comparative)	<b>Role of the State</b> , <b>Social Justice</b> , <b>Capitalism vs Socialism</b> , <b>Othering</b> , <b>Role of Women</b> , Gender Politics, <b>How context informs crafting</b> , <b>Academic Writing</b> ,
Building Vocabulary	1. Allegory - 2. Stave - 3. Omniscient narrator 4. Foreboding - 5. Vignettes - 6. Narrative Arc 7. Foil - 8. Nomenclature - 9. Misanthropic - 10. Cyclical structure	1. Ambiguity – 2. Reverence – 3. Jingoism 4. Ostracised 5. Trivialise – 6. Megalomania – 7. Bellicism - 8. Ideology – 9. Enmity – 10. Schism	1. Microcosm - 2. Socialism - 3. Capitalism - 4. Social hierarchy – 5. Bourgeoisie - 6. Proletariat - 7. Aristocracy – 8. Patriarchal society – 9. Status Quo 10. Dramatic irony – 11. Exploitation
Assessment	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment - PPE , Post-knowledge Test



**Year 10 English Curriculum: Year 10 uses Cycles 7-9 as a lens through which to explore Shakespeare's Macbeth; Cycle 11 refines and enhances students' understanding of both academic style & register, using the knowledge from Cycles 7-11 as a foundation for this; finally pupils consider the key themes from Literature in the modern state, presenting these as part of a spoken exam.**

	Cycle Ten: An insight into the human condition - hubris and unchecked ambition	Cycle Eleven: The poetry of conflicted identity. Academic Writing - How can we successfully argue our position on a text?	Cycle Twelve: Constructing viewpoints, I
Core Content	Pupils consider themes that have been previously explored, considering them in greater breadth and depth by application to new contexts. Students are explicitly taught different critical interpretations of the text.	Pupils consider the ideas around social justice, power and conflict via identity poems. A rigorous approach to revision is then taken, with academic register, and academic argument at its heart. NB: Classes reset depending on whether pupils are entered or not. Those not sitting Literature in year 10 start Cycle 12 earlier	Pupils study a range of non-fiction texts are inspiration for their own Speaking and Listening presentations; time is spent on crafting argument, speaking with authority, and the importance of passion and knowledge.
Skills	Consolidating key literature skills previously taught, with a tight focus on analysis of authors from both contemporary and modern audiences.	The academic language surrounding comparison; consideration and comment on language, structure and form as well as their interplay with each other. Further consolidation of academic register, including adopting the perspective of academic confidence when writing an essay.	<b>Transactional Writing/Speaking, Features of Form, Writer's Methods</b> , Extending Vocabulary, Oracy and speaking with confidence.
Key Concepts	<b>Role of the State, Role of Women, Gender Politics, Power and Conflict, How context informs crafting, Academic Writing, Conventions of the Tragedy genre</b>	<b>Role of the State, Social Justice, Internal and External forms of power &amp; conflict, Romanticism, Role of Women, How context informs crafting, Academic Writing (comparative)</b>	<b>Role of the State, Role of Women, Social Justice, Gender Politics</b> , Contemporary issues
Building Vocabulary	1.Patriarchal society – 2.Subservient – 3.Predetermined – 4. Aristotelian – 5.Hamartia – 6.Dramatic irony – 7.Hubris - 8. Malevolence - 9. Equivocation - 10. Trochaic Tetrameter	1.Transcends - 2.Muses - 3.Fragility - 4.Artificial construct - 5.Lexical dichotomy - 6. Paradox - 7.Status Quo - 8. Eurocentric - 9. Ambiguity – 10.Emasculate - to weaken	
Assessment	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, <b>Staggered GCSE entry</b>	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test



**Year 11 English Curriculum: Year 11 consolidates pupils' time at CEC by returning to the focus of how and why authors express their own perspectives, interleaving key ideas from across their time at CEC.**

	Cycle Thirteen: Constructing viewpoints II NB: Cycle 13/14 cross over due to internal programmes of assessment	Cycle Fourteen: Revision	
Core Content	Pupils look again across a range of texts, both fiction and non-fiction, developing their ability to deconstruct and evaluate writers' intentions and methods. Pupils are encouraged to evaluate texts by relating them to previously encountered ideas across the curriculum. The pragmatic requirements of the language examination are also covered here.	This cycle will be responsive to the revision needs of the pupils as they approach their final exams.	
Skills	Transactional Writing, Features of Form, Writer's Methods, Extending Vocabulary, Creative Writing, Structure, Deconstructing texts, Grammar, Punctuation, Extending Vocabulary		
Key Concepts	Role of the State, Social Justice, Internal and External forms of power & conflict, Romanticism, Role of Women, How context informs crafting, Academic Writing (comparative)		
Building Vocabulary	1.Perspective - 2.Narrative Perspective – 3.Tone - 4. Fiction – 5.Non-fiction – 6.Contemporary - 7. Genre – 8.Implicit- 9.Explicit- 10.Summary 11.Infer – 12. First-hand experience - 13.Adversary – 14.Prognostication – 15.Imagery		
Assessment	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, Final application Assessment, Post-knowledge Test	Baseline Application Assessment, Pre Knowledge Test, Mid-Cycle Application Assessment, <b>GCSE</b>	

