ENGLISH CURRICULUM JOURNEY

Together we belong, develop character and achieve excellence.

Curriculum overview

The English Tier 3 curriculum is organised through schemes of learning, powerful knowledge and threshold concepts, composites and components, end points, disciplinary vocabulary and explicit curriculum connections. It shows how pupils develop increasingly sophisticated knowledge and application from Year 7 to Year 11.

BUILDING ON KEY STAGE 2 ENGLISH

- Reading widely across fiction, poetry, plays and non-fiction, with increasing fluency and understanding.
- Retrieving, summarising and inferring information, and discussing how language and structure shape meaning.
- Writing accurately and effectively for different purposes and audiences, including planning, drafting and editing.
- Speaking and listening through discussion, explanation, performance, debate and presentation.

Tier 3 curriculum structure

Powerful knowledge	Components and end points	Curriculum connections
The essential contextual, conceptual and disciplinary knowledge pupils need to understand texts and communicate meaning.	The component knowledge and skills pupils build towards assessed reading, writing and oracy outcomes.	Explicit links backwards and forwards across texts, genres, contexts, writers' methods and disciplinary vocabulary.

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
7		Power and Oppression: The Tempest Biographies Anne Frank Malala <

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
		A Christmas Carol Justice and Injustice	Understanding Society and Attitudes Victorian London Poverty Disease Disability Redemption The poor law Morality Responsibility Social Injustice Inequality Oppression and hierarchy Social and collective responsibility Charity People and Relationships Father and son relationship Family structure Reputation Societal expectations Form, Structure and Narrative Allegory Imagery Symbolism Foreshadowing Development of character Analysis of character; character as a construct Endings	and the writers' intentions to extracts from the text. Craft accurate and persuasive texts of their own. TVCOPS Accurate and/or varied use of grammar Ambitious vocabulary choices Use of persuasive techniques (DAFOREST)	Weekly focus Q: How do writers use methods to create characters? Peer assessment of analysis of the description of Scrooge. Weekly focus Q: How can we create convincing and carefully crafted writing? WCF on 'writing to Scrooge' letters Weekly focus Q: How and why might a writer create a character who changes? Teacher feedback for analysis of this change. End of Semester 2 Assessment: Memory and Recall on Why We Tell Stories (20 minutes) Recreative Writing: Write a letter from a Charity to Scrooge asking him to make a contribution.	Weekly focus Q: How do writers use methods to create characters? Peer assessment of analysis of the description of Scrooge. Weekly focus Q: How can we create convincing and carefully crafted writing? WCF on 'writing to Scrooge' letters Weekly focus Q: How and why might a writer create a character who changes? Teacher feedback for analysis of this change. End of Semester 2 Assessment: Memory and Recall on Why We Tell Stories (20 minutes) Recreative Writing: Write a letter from a Charity to Scrooge asking him to make a contribution.	bad about to happen (e.g., In The Landlady, the quiet house and strange behaviour create strong foreboding). Significance – The importance of a word, image, or event in shaping meaning (e.g., The leg of lamb is significant because it's both dinner and murder weapon). Inference – A conclusion drawn from evidence and reasoning (e.g., The reader infers the landlady is a killer before it is confirmed). Unconventional – Going against norms or expectations (e.g., Lamb to the Slaughter is unconventional because the murderer is a pregnant, soft-spoken woman). Implies – Suggests something without saying it directly (e.g., The landlady's comments about her guests imply that something has happened to them). Impartiality – Being neutral and fair; the opposite of bias (e.g., A detective must approach a case with impartiality to find the truth). Sexism – Prejudice based on gender, often explored or challenged in literature (e.g., Mary is underestimated because she's a woman, which allows her to get away with murder). Stereotypes – Oversimplified ideas about groups of people (e.g., Mary appears to fit the stereotype of the gentle housewife, which she subverts). Subversion – Undermining or overturning expectations or norms (e.g., Lamb to the Slaughter subverts the typical detective story by making the criminal the main character and never caught).
		Why We Tell Stories: Myths and Legends Biographies here? Society and attitudes Slavery Life in 1600s Britain Oppression Freedom Shakespeare's Theatre People and Relationships Father/daughter relationship New love Power struggle Adversity		Conventions of stories, and how they entertain, hook, and move readers. Conventions of fairytales: Hansel and Gretel Conventions of myths: Pandora's box; creation myths Tales of terror: The Undoor; Uncle Montague; Climb not Tools for meaning making. Semiotics: hieroglyphics; graphic novels (Heartstopper) Coded resistance: Songs of Slavery Language: analysis woven throughout Morals as a force within stories Fables: Tortoise and the hare Cautionary tales in myths and			Allegory – A story with a deeper moral or political meaning; A Christmas Carol is an allegory about social inequality, greed, and redemption. Characterisation – How a character is presented and developed (e.g., Scrooge changes from miserly to generous). Narrative voice – The perspective from which the story is told; Dickens uses a third-person omniscient narrator who often speaks directly to the reader. Tone – The writer's attitude or mood created (e.g., light-hearted in the Fezziwig scene, dark in the ghostly visits). Mood – The emotional atmosphere of a scene (e.g., gloomy in the scenes with the Ghost of Christmas Yet to Come). Foreshadowing – Hints about future events (e.g., Marley's ghost warns Scrooge of the consequences of his ways). Symbolism – Using objects or characters to represent deeper ideas (e.g., chains represent guilt and consequences; light represents truth and enlightenment).

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
		Form, Structure and Language Play structure Stage directions and staging Monologues Soliloquys Dialogue Comedy Understanding Society and Attitudes Gender roles and sexism (1950's) Stereotype Impartiality Subversion People and Relationships Marital roles Characterisation Reputation Friendships (male) Motives and greed Platonic relationships Femme fatale? (dangerous females) Powerful female voices Form, Structure and Narrative Mystery Perspective Narrative voice Foreshadowing Suspense Turning point Pathetic Fallacy Symbolism Motifs Lock door mystery Dramatic Irony	Understanding Society and Attitudes Slavery LGBTQ+ rights Freedom and free will Morals World culture Religious beliefs Fake news/media People and Relationships LGBTQ+ relationships Friendships Family stories Oral Tradition Form, Structure and Narrative Oral story telling Fairytale story Structure Slang Presentation skills Building tension Mystery Perspective Narrative structure Graphic Novels Make a comment on characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context Make a comment on writers' methods and we use them to make deductions and inferences Narrative voice Foreshadowing Suspense Symbolism Motifs Pathetic fallacy Dramatic irony Be able to identify and use writing methods TVCOPS SHAMPOO Basic grammar Effective narrative Purpose/audience	legends: Pandora's box; Annapurna; Where the night came from	Presentation on favourite myth/legend Paired presentation Conventions it conforms to Why they like it What we can learn from it Creative Writing Write a scary story?	Presentation on favourite myth/legend Paired presentation Conventions it conforms to Why they like it What we can learn from it Creative Writing Write a scary story? Protagonist – Main character (e.g., Prospero) Antagonist – Opposing force (e.g., Antonio, possibly Caliban) Soliloquy – A speech where a character speaks their thoughts aloud (e.g., Prospero's reflections) Aside – A brief remark to the audience, unheard by other characters Monologue – A long speech by one character (e.g., Prospero's epilogue) Dialogue – Conversation between characters Stage directions – Instructions in the script (e.g., "Enter Ariel, invisible") Dramatic irony – When the audience knows more than the characters Foreshadowing – Hints of what is to come Symbolism – Objects or events representing deeper meanings (e.g., the tempest/storm) Allegory – A story with a deeper political, moral, or spiritual meaning (often read this way) Motif – A recurring theme, image, or idea (e.g., magic, power, colonization) Colonialism – Explored through Prospero's control of the island and Caliban	Motif – A recurring idea, image, or theme (e.g., time, shadows, cold vs warmth, bells). Theme – The central ideas (e.g., redemption, generosity, social responsibility, family, time). Transformation – A major change in a character (e.g., Scrooge's transformation from selfish to selfless). Contrast – Highlighting differences for effect (e.g., contrast between Scrooge and Fred or Scrooge and the Cratchits). Dialogue – Conversations between characters (e.g., used to reveal Scrooge's attitude and others' reactions to him). Imagery – Descriptive language appealing to the senses (e.g., Dickens uses rich visual imagery to describe the Christmas scenes). Pathetic fallacy – Using the weather to reflect emotions (e.g., the cold at the start mirrors Scrooge's heart). Simile – A comparison using "like" or "as" (e.g., "as solitary as an oyster"). Metaphor – A direct comparison without using "like" or "as" (e.g., Scrooge's heart is described as frozen or hard). Hyperbole – Exaggeration for effect (e.g., the extreme joy of Fred's Christmas party). Redemption – A key theme; the idea that a person can change and be forgiven (e.g., Scrooge's redemption arc). Morality – Lessons about right and wrong; Dickens uses the story to promote kindness and charity. Social commentary – Criticism of society (e.g., Dickens highlights the struggles of the poor and criticises the lack of compassion from the rich). Allegory – A story with a hidden moral or political meaning (e.g., Aesop's Fables use animals to teach life lessons). Moral – The lesson the story teaches (e.g., "Slow and steady wins the race" from The Tortoise and the Hare). Symbolism – When an object or idea stands for something bigger (e.g., Night in Where the Night Came From symbolizes peace and rest). Archetype – A typical character or storyline seen across many cultures (e.g., the wicked stepmother in Hansel and Gretel is an archetypal villain). Hero's journey – A story structure where a hero goes on an adventure, faces challenges, and returns changed (e.g., the children in Hansel and Gretel overcome danger and grow stronger). Personification – Giving human traits to non-human things (e.g., Where the Night Came From gives Night a personality and feelings). Myth – A traditional story explaining natural or social phenomena, often

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Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context (woman in the 1950's, detective in Victorian era etc) Make a comment on writers' methods and we use them to make deductions and inferences Narrative voice Foreshadowing Suspense Symbolism Motifs Pathetic fallacy Dramatic irony Be able to identify and use writing methods TVCOPS SHAMPOO Basic grammar Effective narrative Purpose/audience Make comments on creation of characters using references to the text. Relevant textual references Context links Writer's intention Choice of language and language techniques Apply an understanding of context and the writers' intentions to extracts from the text. Craft accurate and persuasive texts of their own. TVCOPS Accurate and/or varied use of grammar Ambitious vocabulary choices Use of persuasive techniques (DAFOREST)	Make a comment on characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context (woman in the 1950's, detective in Victorian era etc) Make a comment on writers' methods and we use them to make deductions and inferences • Narrative voice • Foreshadowing • Suspense • Symbolism • Motifs • Pathetic fallacy • Dramatic irony Be able to identify and use writing methods • TVCOPS • SHAMPOO • Basic grammar • Effective narrative • Purpose/audience Make a comment on characterisation using a range of supporting evidence.		Tone – The writer's attitude toward the subject; can shift from calm to sinister (e.g., The Landlady has a deceptively friendly tone that masks danger). Bias – A one-sided viewpoint that influences the way events are presented (e.g., In The Speckled Band, Watson's admiration for Holmes may bias how others are portrayed). Reporting – The act of narrating or telling events, sometimes like a journalist or detective might (e.g., The Speckled Band is structured as a case being reported after it happened). Deduction – Logical reasoning used to solve a mystery (e.g., Holmes uses deduction to uncover the truth behind Julia's death). Perspective – The point of view from which the story is told (e.g., Lamb to the Slaughter uses third-person limited, focusing on Mary's perspective). Foreboding – A sense of something bad about to happen (e.g., In The Landlady, the quiet house and strange behaviour create strong foreboding). Significance – The importance of a word, image, or event in shaping meaning (e.g., The leg of lamb is significant because it's both dinner and murder weapon). Inference – A conclusion drawn from evidence and reasoning (e.g., The reader infers the landlady is a killer before it is confirmed). Unconventional – Going against norms or expectations (e.g., Lamb to the Slaughter is unconventional because the murderer is a pregnant, soft-spoken woman). Implies – Suggests something without saying it directly (e.g., The landlady's comments about her guests imply that something has happened to them). Impartiality – Being neutral and fair; the opposite of bias (e.g., A detective must approach a case with impartiality to find the truth). Sexism – Prejudice based on gender, often explored or challenged in literature (e.g., Mary is underestimated because she's a woman, which allows her to get away with murder). Stereotypes – Oversimplified ideas	involving gods or supernatural elements (e.g., Annapurna explains the power of the mountain goddess). Legend – A story from the past, often based on real events but exaggerated (e.g., heroic tales about brave climbers or ancient lands). Fable – A short tale, usually with animals, that teaches a moral (e.g., Aesop's Fables like The Fox and the Grapes). Hyperbole – Extreme exaggeration used for effect (e.g., describing the mountain Annapurna as impossibly powerful or deadly). Narrative voice – The perspective or "voice" telling the story (e.g., third-person in Hansel and Gretel makes it feel like a traditional tale). Setting – Where and when the story takes place (e.g., dark forests, mystical lands, or magical realms common in myths and legends). Conflict – The struggle between opposing forces, often good vs evil (e.g., Hansel and Gretel vs. the witch). Theme – The main idea or message of the story (e.g., bravery, greed, cleverness, or consequences). Builds on A Christmas Carol and WWT Stories Why this, why now? Structure – morality play and then moving onto mystery with context of Vic society (links to heroes and villains and Jekyll and Hyde for future...) Gender Roles – Intro to and reappears in AIC, Macbeth, R&J, Short Stories. Suspense – leads onto gothic (WR) and big ideas of the gothic. Form, Structure & Narrative (All) - leads into Jekyll and Hyde, The Gothic and Short Stories. Builds to: Lang Paper 1. Characterisation – links to all later texts (reputation, sinicism, malintent, Subversion – links to Y8 poetry and Lady Macbeth

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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		Understanding Society and Attitudes Slavery LGBTQ+ rights Freedom and free will Morals World culture Religious beliefs Fake news/media People and Relationships LGBTQ+ relationships Friendships Family stories Oral Tradition Form, Structure and Narrative Oral story telling Fairytale story Structure Slang Presentation skills Building tension Mystery Perspective Narrative structure Graphic Novels	Conventions of stories, and how they entertain, hook, and move readers. Conventions of fairytales: Hansel and Gretel Conventions of myths: Pandora's box; creation myths Tales of terror: The Undoor; Uncle Montague; Climb not Tools for meaning making. Semiotics: hieroglyphics; graphic novels (Heartstopper) Coded resistance: Songs of Slavery Language: analysis woven throughout Morals as a force within stories Fables: Tortoise and the hare Cautionary tales in myths and legends: Pandora's box; Annapurna; Where the night came from	Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context (woman in the 1950's, detective in Victorian era etc) Make a comment on writers' methods and we use them to make deductions and inferences Narrative voice Foreshadowing Suspense Symbolism Motifs Pathetic fallacy Dramatic irony Be able to identify and use writing methods TVCOPS SHAMPOO Basic grammar Effective narrative Purpose/audience Make a comment on characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context (colonialisation, enslavement, Shakespearean attitudes towards men and women,		about groups of people (e.g., Mary appears to fit the stereotype of the gentle housewife, which she subverts). Subversion – Undermining or overturning expectations or norms (e.g., Lamb to the Slaughter subverts the typical detective story by making the criminal the main character and never caught). Allegory – A story with a deeper moral or political meaning; A Christmas Carol is an allegory about social inequality, greed, and redemption. Characterisation – How a character is presented and developed (e.g., Scrooge changes from miserly to generous). Narrative voice – The perspective from which the story is told; Dickens uses a third-person omniscient narrator who often speaks directly to the reader. Tone – The writer's attitude or mood created (e.g., light-hearted in the Fezziwig scene, dark in the ghostly visits). Mood – The emotional atmosphere of a scene (e.g., gloomy in the scenes with the Ghost of Christmas Yet to Come). Foreshadowing – Hints about future events (e.g., Marley's ghost warns Scrooge of the consequences of his ways). Symbolism – Using objects or characters to represent deeper ideas (e.g., chains represent guilt and consequences; light represents truth and enlightenment). Motif – A recurring idea, image, or theme (e.g., time, shadows, cold vs warmth, bells). Theme – The central ideas (e.g., redemption, generosity, social responsibility, family, time). Transformation – A major change in a character (e.g., Scrooge's transformation from selfish to selfless). Contrast – Highlighting differences for effect (e.g., contrast between Scrooge and Fred or Scrooge and the Cratchits). Dialogue – Conversations between characters (e.g., used to reveal Scrooge's attitude and others' reactions to him). Imagery – Descriptive language appealing to the senses (e.g., Dickens uses rich visual imagery to describe the Christmas scenes). Pathetic fallacy – Using the weather to reflect emotions (e.g., the cold at the start mirrors Scrooge's heart). Simile – A comparison using "like" or "as" (e.g., "as solitary as an oyster"). Metaphor – A direct comparison without using "like" or "as" (e.g., Scrooge's heart is described as frozen or hard). Hyperbole – Exaggeration for effect (e.g., the extreme joy of Fred's	Builds on: Society and attitudes from Lamb to the Slaughter. Stories and myths, magic and the supernatural.

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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				attitudes towards the supernatural) Recognise writers' methods and how we use them to make deductions and inferences Narrative voice Foreshadowing Tone Symbolism Motifs Pathetic fallacy Dramatic irony Imagery Mood Dialogue Social commentary Be able to identify and use writing methods TVCOPS SHAMPOO Basic grammar Effective narrative Purpose/audience Small incremental pieces of work: Weekly focus Q: What is colonialism, and how is it reflected in The Tempest? Independent writing task based around an extract from an enslaved person. Pupils to pick out quotations, talk about effects and what it tells us about colonialism. Weekly focus Q: How does Shakespeare present Prospero (the protagonist) in the opening of The Tempest? Independent writing task answering the question. WAGOLL for the opening. Weekly focus Q: How is Caliban treated in the start of Act 2? Whole class writing with an example and then independent writing focusing on combined ideas about colonialism with how Caliban is treated. Weekly focus Q: Is Caliban justified in wanting to kill Prospero? Paired work to assess the justifications to Caliban enacting revenge on Prospero. Context is to be revisited. Final Semester Two Assessment: Memory and Recall on Crime and Punishment. Language analysis on an extract from The Tempest. Final paragraph on how power is presented. Weekly focus Q: How do we reimagine a story in a different form? Independent writing task – WAGOLL on the opening (green pen). Weekly focus Q: How does the writer create a sense of foreboding? Masters of Recall or retrieval quiz. Weekly focus Q: How do writers use methods to create a sense of foreboding? Write it up for WCF.		Christmas party). Redemption – A key theme; the idea that a person can change and be forgiven (e.g., Scrooge's redemption arc). Morality – Lessons about right and wrong; Dickens uses the story to promote kindness and charity. Social commentary – Criticism of society (e.g., Dickens highlights the struggles of the poor and criticises the lack of compassion from the rich). Allegory – A story with a hidden moral or political meaning (e.g., Aesop's Fables use animals to teach life lessons). Moral – The lesson the story teaches (e.g., "Slow and steady wins the race" from The Tortoise and the Hare). Symbolism – When an object or idea stands for something bigger (e.g., Night in Where the Night Came From symbolizes peace and rest). Archetype – A typical character or storyline seen across many cultures (e.g., the wicked stepmother in Hansel and Gretel is an archetypal villain). Hero's journey – A story structure where a hero goes on an adventure, faces challenges, and returns changed (e.g., the children in Hansel and Gretel overcome danger and grow stronger). Personification – Giving human traits to non-human things (e.g., Where the Night Came From gives Night a personality and feelings). Myth – A traditional story explaining natural or social phenomena, often involving gods or supernatural elements (e.g., Annapurna explains the power of the mountain goddess). Legend – A story from the past, often based on real events but exaggerated (e.g., heroic tales about brave climbers or ancient lands). Fable – A short tale, usually with animals, that teaches a moral (e.g., Aesop's Fables like The Fox and the Grapes). Hyperbole – Extreme exaggeration used for effect (e.g., describing the mountain Annapurna as impossibly powerful or deadly). Narrative voice – The perspective or "voice" telling the story (e.g., third-person in Hansel and Gretel makes it feel like a traditional tale). Setting – Where and when the story takes place (e.g., dark forests, mystical lands, or magical realms common in myths and legends). Conflict – The struggle between opposing forces, often good vs evil (e.g., Hansel and Gretel vs. the witch). Theme – The main idea or message of the story (e.g., bravery, greed, cleverness, or consequences).	Builds on Y7: storytelling, morality and folklore. A move into a full novel and morality tale. Why now? Exploring character in preparation for heroes and villains, the Gothic. Exploring issues of class and responsibility to prepare for AIC. Victorian novel to prepare for J&H as well as the Gothic and the Brontes in Y8. Introduction to society, equality and inequality and class. Consideration of societal responsibility. Ghosts and the supernatural for Gothic and Macbeth.
				Make a comment on characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context (woman in the 1950's, detective in Victorian era etc) Make a comment on writers' methods and we use them to make deductions and inferences • Narrative voice • Foreshadowing • Suspense • Symbolism • Motifs • Pathetic fallacy • Dramatic irony Be able to identify and use writing methods • TVCOPS • SHAMPOO • Basic grammar • Effective narrative • Purpose/audience				

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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				WCF – WAGOLL: detect what's good (green pen). Weekly focus Q: How can we report based on the knowledge we have gathered? Mini report to be written and peer assessed.			Why now? A key KS2 focus is comprehension. This SOW aims to support pupils to deepen their reading, by moving them from answering questions about what happens in a story to why we tell a story. Pupils leave primary school with technical language knowledge, most can identify and categorise word class, for example. Activities in this scheme build upon this, by making them look at these language categories more analytically, beginning to comment on individual word effects. Builds to: Conventions of stories, especially Tales of Terror, links to gothic themes explored in Y8. Moral learnings within stories are re-explored throughout the learning journey, e.g. A Christmas Carol > The Tempest > Frankenstein > Animal Farm > An Inspector Calls
			Make a comment on characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context (woman in the 1950's, detective in Victorian era etc) Make a comment on writers' methods and we use them to make deductions and inferences Narrative voice Foreshadowing Suspense Symbolism Motifs Pathetic fallacy Dramatic irony Be able to identify and use writing methods TVCOPS SHAMPOO Basic grammar Effective narrative Purpose/audience	Weekly focus Q: How do writers use methods to create characters? Peer assessment of analysis of the description of Scrooge. Weekly focus Q: How can we create convincing and carefully crafted writing? WCF on 'writing to Scrooge' letters Weekly focus Q: How and why might a writer create a character who changes? Teacher feedback for analysis of this change. End of Semester 2 Assessment: Memory and Recall on Why We Tell Stories (20 minutes) Recreative Writing: Write a letter from a Charity to Scrooge asking		

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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				him to make a contribution.			
			Make a comment on characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Character perspectives and relationships Context (colonialisation, enslavement, Shakespearean attitudes towards men and women, attitudes towards the supernatural) Recognise writers' methods and how we use them to make deductions and inferences Narrative voice Foreshadowing Tone Symbolism Motifs Pathetic fallacy Dramatic irony Imagery Mood Dialogue Social commentary Be able to identify and use writing methods TVCOPS SHAMPOO Basic grammar Effective narrative Purpose/audience	Presentation on favourite myth/legend Paired presentation Conventions it conforms to Why they like it What we can learn from it Creative Writing Write a scary story?			
8	**1**	The Gothic The Brontes	Understanding Society and Attitudes Gender identity Patriarchy Representation	To be able to explore how historical and social contexts influence Gothic texts. To be able to identify key features of Gothic literature, such as setting,	READING ASSESSMENT: Assessed writing task on either Dracula, Rebecca or another extract of choice (Setting) WCF	READING ASSESSMENT: Assessed writing task on either Dracula, Rebecca or another extract of choice (Setting) WCF	Gloomy Eerie Menacing Foreboding Foreshadowing Bleak

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		Heroes and Villains Frankenstein (short play) Understanding Society and Attitudes Gender identity Patriarchy Representation Reputation Feminism Societal judgment Male identity and masculinity Class inequality Victorian era fears Madness (mental state) Political and cultural shifts Appearance and reality People and Relationships Emotions Psychological conflicts Power Fear Control Love Hate Guilt Good relationships Bad relationships Family relationships Loneliness Death The supernatural Form, Structure and Narrative Prose fiction (Novels) Framed narratives Unreliable narrators ‘A story within a story’ Symbolism Emotive language Non-linear structures Climax in narratives Tension Gothic settings Different narrative perspectives (first and third) Understanding society and attitudes • Power • Justice • Anti-hero (complexities of	Reputation Feminism Societal judgment Male identity and masculinity Class inequality Victorian era fears Madness (mental state) Political and cultural shifts Appearance and reality People and Relationships Emotions Psychological conflicts Power Fear Control Love Hate Guilt Good relationships Bad relationships Family relationships Loneliness Death The supernatural Form, Structure and Narrative Prose fiction (Novels) Framed narratives Unreliable narrators ‘A story within a story’ Symbolism Emotive language Non-linear structures Climax in narratives Tension Gothic settings Different narrative perspectives (first and third) Understanding society and attitudes • Power • Justice • Anti-hero (complexities of modern society) • Tragic hero (society’s obsession with downfall) • Subjective narrative • Reputation and respectability • The importance of science • Neglect and rejection (the creature does not fit in with expectations) • Societal outcast • Responsibility • Justice and injustice People and Relationships • Propp’s character types • Choices • Conflict • Motivation • Redemption • Regret • Overcoming adversity • Hubris and recklessness • Innocence • Hero’s Journey • Nature vs Nurture • Isolation and humanity • Revenge Form, Structure and Narrative • Characterization – How heroes and villains are developed through actions, dialogue, and	atmosphere and character types. To be able to create a piece of descriptive or narrative writing using Gothic conventions (setting, mood, tone). To be able to comment on how specific word choices affect the reader’s understanding or emotions for a Gothic text. To be able to recognise themes of the text. To understand how the characterisation of heroes and villains is created through language. To understand dramatic techniques are used purposely. READING ASSESSMENT: Assessed writing task on either Dracula, Rebecca or another extract of choice (Setting) WCF Reading Assessment: How does the writer present the character of Dracula? WCF Reading Assessment: How does the writer present Bertha as a Gothic Monster? WCF END OF SEMESTER 1 ASSESSMENT WRITING ASSESSMENT: Descriptive writing using an image – choice of Gothic images. (Whole Class Feedback)	Reading Assessment: How does the writer present the character of Dracula? WCF Reading Assessment: How does the writer present Bertha as a Gothic Monster? WCF END OF SEMESTER 1 ASSESSMENT WRITING ASSESSMENT: Descriptive writing using an image – choice of Gothic images. (Whole Class Feedback) Create your own villain (Creative Writing) WCF Character Essay How does Philip Pullman present the character of the Creature as both sympathetic and threatening in his adaptation of Frankenstein? Task: Write an analytical essay using evidence from the play to support your points. Encourage students to consider: How the Creature is described through stage directions and dialogue The impact of his treatment by Victor and society How performance choices (voice, gesture, lighting) affect our view of him Success Criteria: Clear introduction and conclusion Embedded quotations or close reference to scenes Analytical vocabulary (e.g., "This shows... This suggests...") Consideration of dramatic performance Creative Writing	Reading Assessment: How does the writer present the character of Dracula? WCF Reading Assessment: How does the writer present Bertha as a Gothic Monster? WCF END OF SEMESTER 1 ASSESSMENT WRITING ASSESSMENT: Descriptive writing using an image – choice of Gothic images. (Whole Class Feedback) Create your own villain (Creative Writing) WCF Character Essay How does Philip Pullman present the character of the Creature as both sympathetic and threatening in his adaptation of Frankenstein? Task: Write an analytical essay using evidence from the play to support your points. Encourage students to consider: How the Creature is described through stage directions and dialogue The impact of his treatment by Victor and society How performance choices (voice, gesture, lighting) affect our view of him Success Criteria: Clear introduction and conclusion Embedded quotations or close reference to scenes Analytical vocabulary (e.g., "This shows... This suggests...") Consideration of dramatic performance Creative Writing	Isolated Sinister Malevolent Haunted Deranged Repressed Symbolism Narrative Gender Supernatural Patriarchy Crypt Labyrinth Mystery Tension Uncanny Duality Ambition Creation Isolation Responsibility Revenge Nature Vs. Nurture Gothic Science Romanticism First-Person Narration Narrative Frame Symbolism Pathetic Fallacy Juxtaposition Monstrous Allusion Stage Directions Monologue Dialogue Props Lighting Emotive Language Builds On A Christmas Carol (Y7). Victorian novel. Heroes and villains: Y8 (Bertha as a Gothic Monster) Frankenstein (Y8): An Intro to the Gothi.

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
		modern society) • Tragic hero (society's obsession with downfall) • Subjective narrative • Reputation and respectability • The importance of science • Neglect and rejection (the creature does not fit in with expectations) • Societal outcast • Responsibility • Justice and injustice People and Relationships • Propp's character types • Choices • Conflict • Motivation • Redemption • Regret • Overcoming adversity • Hubris and recklessness • Innocence • Hero's Journey • Nature vs Nurture • Isolation and humanity • Revenge Form, Structure and Narrative • Characterization – How heroes and villains are developed through actions, dialogue, and description. • Archetypes • Point of View (Armstrong) • Theme • Foil • Symbolism • Anti-hero • Tragic Hero • Unreliable Narrator • Harmartia • Hubris • Allegory • Juxtaposition • Hero's Journey (Monomyth) • Villain Origin Story	description. • Archetypes • Point of View (Armstrong) • Theme • Foil • Symbolism • Anti-hero • Tragic Hero • Unreliable Narrator • Harmartia • Hubris • Allegory • Juxtaposition • Hero's Journey (Monomyth) • Villain Origin Story To be able to explore how historical and social contexts influence Gothic texts. To be able to identify key features of Gothic literature, such as setting, atmosphere and character types. To be able to create a piece of descriptive or narrative writing using Gothic conventions (setting, mood, tone). To be able to comment on how specific word choices affect the reader's understanding or emotions for a Gothic text. To be able to recognise themes of the text. To understand how the characterisation of heroes and villains is created through language. To understand dramatic techniques are used purposely.	Create your own villain (Creative Writing) WCF Character Essay How does Philip Pullman present the character of the Creature as both sympathetic and threatening in his adaptation of Frankenstein? Task: Write an analytical essay using evidence from the play to support your points. Encourage students to consider: How the Creature is described through stage directions and dialogue The impact of his treatment by Victor and society How performance choices (voice, gesture, lighting) affect our view of him Success Criteria: Clear introduction and conclusion Embedded quotations or close reference to scenes Analytical vocabulary (e.g., "This shows... This suggests...") Consideration of dramatic performance Creative Writing Title: Imagine you are directing the scene where the Creature confronts Victor after Elizabeth's death. Task: Write a director's commentary explaining how you would stage the scene to emphasise the tension and emotional impact. WCF	Title: Imagine you are directing the scene where the Creature confronts Victor after Elizabeth's death. Task: Write a director's commentary explaining how you would stage the scene to emphasise the tension and emotional impact. WCF	Title: Imagine you are directing the scene where the Creature confronts Victor after Elizabeth's death. Task: Write a director's commentary explaining how you would stage the scene to emphasise the tension and emotional impact. WCF Gloomy Eerie Menacing Foreboding Foreshadowing Bleak Isolated Sinister Malevolent Haunted Deranged Repressed Symbolism Narrative Gender Supernatural Patriarchy Crypt Labyrinth Mystery Tension Uncanny Duality Ambition Creation Isolation Responsibility Revenge Nature Vs. Nurture Gothic Science Romanticism First-Person Narration Narrative Frame Symbolism Pathetic Fallacy Juxtaposition Monstrous Allusion Stage Directions Monologue	Looks towards: The Strange Case of Dr. Jekyll and Mr. Hyde (Y11) Gothic features and Victorian novel. Short Stories (Y9) and characterisation. An Inspector Calls (Class Divide) Builds on: Y7: The Tempest. Play structure. Y7: Crime and Punishment (introducing characters and concepts of character types. Y7: Develops work on Scrooge as a villain to a hero. Heroes and villains can be very one-dimensional and the scheme moves from the simplistic to the complex with Frankenstein (ambiguous who is a hero and who is a villain) Why now? Exploration of a variety of texts that are fiction and non-fiction to look closely at representation and how meanings are created. Introduces ideas that relate to heroes and villains and the Gothic with Frankenstein, just prior to the teaching of the Gothic. Laying the character concept foundations for R&J, Dystopia and Animal Farm. Macbeth, J&H and AIC in KS4. Introduces the concept of choices and identity (and the fallability of man) as well as the blurred lines

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
						Dialogue Props Lighting Emotive Language	between hero and villain (ready for J&H in Y11).
8	2	Blue Book of Nebo <

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
		Understanding Society and Attitudes Gender identity Patriarchy and power Representation and diversity Social expectations of gender Reputation Feminism Social judgement Marriage and social status Identity (men) and lack of identity (women) Conflict and class Racial inequality People and Relationships Courtship Manipulation and misunderstanding Betrayal Hero/Villain/Victim Wit and communication Perception and assumption Father and daughter relationships Form, structure, language Comedy Tragedy (Tragicomedy) Stage directions Dramatic irony Blank verse Soliloquy Aside Dramatic irony Five act structure Foreshadowing Metaphor Simile Pun Alliteration Rhetorical questions Oxymoron	Tragedy (Tragicomedy) Stage directions Dramatic irony Blank verse Soliloquy Aside Dramatic irony Five act structure Foreshadowing Metaphor Simile Pun Alliteration Rhetorical questions Oxymoron Be able to comment on characterisation using a range of supporting evidence. Physical description Cultural heritage and identity Actions and interactions with other characters Be able to comment on genre and links to wider contextual factors Attitudes towards a changing world Impact of global politics Nuclear warfare/power and post-apocalyptic scenarios Environmental issues Self-sufficiency vs reliance on consumerist culture Be able to comment on structure and effect of structural choices: Narrative perspective Dual narrative Non-linear narrative Building tension and suspense Be able to identify and use writing methods TVCOPS SPaG Using an effective narrative perspective Tone, style, register matched to purpose/audience Using a range of effective vocabulary Be able to identify and start to explore effects of language and structural choices made by writers eg: -metaphor -simile - personification -repetition - enjambment - caesura Be able to identify and use writing methods • TVCOPS • SPaG • Creating effective character monologue • Tone, style, register	Be able to explore and understand dramatic techniques: - Acts/scenes - Soliloquy - Aside - Stage directions - Dramatic irony Be able to consider a text in performance: Globe theatre Creating a character Round/Flat characters Comic relief In their responses to the text, students can: Oracy Task: Presentation. Shopping list task. Assessing presentation skills based on a success criterion. Peer assessment. Tension task: Comment on how writer's methods are used to build tension: language techniques, sentence structure, word choice etc. WCF. Creative Written Task: Writing from different perspectives. Re-writing the ending of the story from the perspective of another character WCF. END OF SEMESTER 2 ASSESSMENT Extract to whole task: End of Topic task. Put actual question here. Poetry comparison: Medusa/Havisham. Analysing writers' methods and how writers convey powerful feelings. WCF Creating own dramatic monologue (Peer assessment?) Creating a mask for a character that explores Shakespeare's intentions (WCF) Final Assessment: How does Shakespeare present attitudes to women in this extract?		Faith Foreshadowing Bereavement Resilience Catastrophe Suspense Tension Survival Connotations Personification Gender Feminism Reputation Courtship Betrayal Deception Wit Bachelor Spinster Misogyny Patriarchy Comedy Tragedy Soliloquy Aside Dramatic irony Dramatic monologue Enjambment Caesura Stanza Personification	Protest Poetry (Y9) – literature with a political message Animal Farm (Y10) - political allegory / moral message Builds on Beginning with a range of poems that focus on identity. Y7: storytelling and myths Y8: heroes and villains. Why now? Poetry introduces themes of identity and difference. Students explore a variety of cultures through each text. How is identity constructed? Much Ado About Nothing (edited version). Focus is on gender roles and how these are represented in the play. Links forward to: R&J: themes are very similar, including courtship and a masked ball and perception and assumption (Y9) Macbeth (KS4) themes: Appearance vs reality KS4 Poetry themes: Identity poems in Power and conflict

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
			matched to purpose/audience • Using a range of effective vocabulary Be able to use contextual information to begin to develop an understanding of texts and explore author intentions: - Eg Elizabethan gender norms and expectations around courtship and marriage Be able to explore and understand dramatic techniques: - Acts/scenes - Soliloquy - Aside - Stage directions - Dramatic irony Be able to consider a text in performance: Globe theatre Creating a character Round/Flat characters Comic relief	Much Ado – close analysis of an extract: character/character development/how gender stereotypes/expectations are upheld/subverted			
9	1	Dystopia and Political speeches Societies and attitudes through: Power and Obsession Rebellions, uprisings, war and disaster Totalitarianism and lack of democracy Oppressive governments Scarce resources Education bans Futuristic disaster Resistance Inequality Corrupt governments and their effect on society Impact of politics on society Common links to today's world and the suggested impacts by the author People and Relationships: Community Tyranny Relationships Effects of oppression Traditions Poverty, status and wealth Hierarchy and Revolution Form, Structure, and Narrative. Development of ideas through carefully structured narratives and speeches Writer's purpose and how they convey their messages Impact of form, structure and language that is typical to the genre Building tension Effective characterisation Speaker/listener perspectives Exploration of the novel, short story, speech and poetry form	Societies and attitudes through: Power and Obsession Rebellions, uprisings, war and disaster Totalitarianism and lack of democracy Oppressive governments Scarce resources Education bans Futuristic disaster Resistance Inequality Corrupt governments and their effect on society Impact of politics on society Common links to today's world and the suggested impacts by the author People and Relationships: Community Tyranny Relationships Effects of oppression Traditions Poverty, status and wealth Hierarchy and Revolution Form, Structure, and Narrative. Development of ideas through carefully structured narratives and speeches Writer's purpose and how they convey their messages Impact of form, structure and language that is typical to the genre Building tension Effective characterisation Speaker/listener perspectives Exploration of the novel, short story, speech and poetry form Students to identify key dystopian features through key texts. These include: Rebellions, uprisings, war and disaster A lack of democracy and totalitarianism Oppression and a lack of right to	Students to identify key dystopian features through key texts. These include: Rebellions, uprisings, war and disaster A lack of democracy and totalitarianism Oppression and a lack of right to choose Reduced/no resources Education bans Disasters in the future Poverty Students to understand authors intentions using: Narrative voice Characterisation Setting Imagery Dialogue Purpose Students are to build and develop their writing to ensure that their speech is suited to genre and purpose. This will lead to inspiring and engaging content for their reader. Students achieve this through: Analysing famous speeches and deciding what makes them effective Including dystopian tropes Including a range of writer's techniques such as TVCOPS and DAFOREST Writing with their intended audience in mind Tone, style, register matched to purpose/audience including a range of vocabulary choices for effect Implementing a range of effective sentence forms Controlled use of spelling, punctuation and grammar Writing concisely Students are able to contextualise	In discussion and written responses, students are able to produce: Written responses: To develop the writing style of a speech, and identify, explore and implement linguistic devices that are effective for their audience and purpose This will include a range of dystopian ideas and themes Analytical Tasks: Identify a range of writer's methods and comment on their effect Comment in detail about the writer's purpose and the contextual implications of the texts studied Understand dystopian and political literature as a concept and identify key tropes in both Oral Tasks (and written) Students can develop their own confidence through public speaking to convey their own ideas and feelings in preparation for their Speaking and Listening exam	In discussion and written responses, students are able to produce: Written responses: To develop the writing style of a speech, and identify, explore and implement linguistic devices that are effective for their audience and purpose This will include a range of dystopian ideas and themes Analytical Tasks: Identify a range of writer's methods and comment on their effect Comment in detail about the writer's purpose and the contextual implications of the texts studied Understand dystopian and political literature as a concept and identify key tropes in both Oral Tasks (and written) Students can develop their own confidence through public speaking to convey their own ideas and feelings in preparation for their Speaking and Listening exam Dystopia Racism Difference Utopia Post apocalyptic Natural disasters Power Oppression Coercive governments Resistance Democracy Futuristic Rhetoric	Dystopia Racism Difference Utopia Post apocalyptic Natural disasters Power Oppression Coercive governments Resistance Democracy Futuristic Rhetoric Short stories and Creative Writing- (Yr 7) Understanding structural features of writing for effect and the implementation of these to engage the reader Protest poetry- (Year 9) Understanding cultural and diverse perspectives and the struggles of marginalised people Animal Farm (Year - allegorical and social commentary on democracy, inequality and its impact on society) Blue Book of Nebo (Year 8) Dystopian concepts An Inspector Calls (Year 10- social commentary on women, class and historical impact) Language Paper 1 (Year 10 and 11- GCSE Spec) Language Paper 2 (Year 10 and 11- GCSE Spec)

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
			choose Reduced/no resources Education bans Disasters in the future Poverty Students to understand authors intentions using: Narrative voice Characterisation Setting Imagery Dialogue Purpose Students are to build and develop their writing to ensure that their speech is suited to genre and purpose. This will lead to inspiring and engaging content for their reader. Students achieve this through: Analysing famous speeches and deciding what makes them effective Including dystopian tropes Including a range of writer's techniques such as TVCOPS and DAFOREST Writing with their intended audience in mind Tone, style, register matched to purpose/audience including a range of vocabulary choices for effect Implementing a range of effective sentence forms Controlled use of spelling, punctuation and grammar Writing concisely Students are able to contextualise writer's ideas and commentary on historical and social issues such as Government control Gender Equality Reduced birth rates Climate Change Social Equality	writer's ideas and commentary on historical and social issues such as Government control Gender Equality Reduced birth rates Climate Change Social Equality In discussion and written responses, students are able to produce: Written responses: To develop the writing style of a speech, and identify, explore and implement linguistic devices that are effective for their audience and purpose This will include a range of dystopian ideas and themes Analytical Tasks: Identify a range of writer's methods and comment on their effect Comment in detail about the writer's purpose and the contextual implications of the texts studied Understand dystopian and political literature as a concept and identify key tropes in both Oral Tasks (and written) Students can develop their own confidence through public speaking to convey their own ideas and feelings in preparation for their Speaking and Listening exam			
9	2	Romeo and Juliet	Understanding society and attitudes Understanding of Elizabethan England Attitudes toward women and men, young and old, higher and lower classes Exploration of attitudes towards love Understanding honour between men, women and families Renaissance comedy and tragedy, and how a modern audience responds to both genres People and Relationships Marriage, courtship and love Generational conflict Honour and rivalry Development of relationships Power dynamics and hierarchy Parents and children Form, Structure and Narrative Tragic structure Three Act Structure Shakespearean dramatic choices Stagecraft Conflicts and resolutions	Explore and analyse Shakespeare's language, characterisation and symbolism Character exposition and depiction by other characters Allusion and symbolism Dialogue, duologue, soliloquy, monologue, blank verse Understanding Early Modern English Elizabethan puns and humour Understand and be able to analyse a variety of dramatic techniques employed by Shakespeare Tragic structure – unity of time, place and action; exposition, rising action, climax, resolution/catastrophe Tragic features – hamartia and catharsis Dramatic speech techniques – soliloquy, sonnet, asides Act and scene transitions Be able to understand and apply key contextual knowledge to the text Romantic love vs courtly love Generational divisions Petrarchan lovers	Oracy Task: Presentation about a theme and a connected character e.g. femininity and Juliet. Spoken Lang Grade? Creative Writing Task: Juliet's Diary – write from the perspective of Juliet after a crucial moment e.g. after she meets Romeo, after she finds out he killed Tybalt, after her father forces her to marry Paris. WCF (Writing) Analytical Task: Students are given one scene from the play and asked to analyse a character in that scene with links to the whole play, e.g How is [CHARACTER] presented in the scene and the whole play? WCF (Reading) Semester 2 Final Assessment: Extract to whole text: How does Shakespeare present relationships between parents and children in Romeo and Juliet?	Oracy Task: Presentation about a theme and a connected character e.g. femininity and Juliet. Spoken Lang Grade? Creative Writing Task: Juliet's Diary – write from the perspective of Juliet after a crucial moment e.g. after she meets Romeo, after she finds out he killed Tybalt, after her father forces her to marry Paris. WCF (Writing) Analytical Task: Students are given one scene from the play and asked to analyse a character in that scene with links to the whole play, e.g How is [CHARACTER] presented in the scene and the whole play? WCF (Reading) Semester 2 Final Assessment: Extract to whole text: How does Shakespeare present relationships between parents and children in Romeo and Juliet?	Prologue Tragedy Patriarchal/Patriarchy Dramatic Irony Imagery Fate Hierarchy Sonnet Antagonist Juxtaposition Metaphor Simile Rhyming couplet Antagonist Semantic field Adjective Flat character Allusion Petrarchan love Romantic love Courtly love Blank verse Honour Pun Mercurial

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
		Animal Farm Understanding society and attitudes Understanding of Elizabethan England Attitudes toward women and men, young and old, higher and lower classes Exploration of attitudes towards love Understanding honour between men, women and families Renaissance comedy and tragedy, and how a modern audience responds to both genres People and Relationships Marriage, courtship and love Generational conflict Honour and rivalry Development of relationships Power dynamics and hierarchy Parents and children Form, Structure and Narrative Tragic structure Three Act Structure Shakespearean dramatic choices Stagecraft Conflicts and resolutions Understanding Society and Attitudes: Power Emotional manipulation Rebellions and uprisings Totalitarianism; lack of democracy Oppressive governments; rulers Propaganda Resistance Inequality and stratification Corrupt governments and their effect on society Impact of politics on society and individuals Historical contexts of rebellion, and oppression Political ideologies Political conflict	Understanding Society and Attitudes: Power Emotional manipulation Rebellions and uprisings Totalitarianism; lack of democracy Oppressive governments; rulers Propaganda Resistance Inequality and stratification Corrupt governments and their effect on society Impact of politics on society and individuals Historical contexts of rebellion, and oppression Political ideologies Political conflict Common links to today's world and the suggested impacts by the author Historical events surrounding the Russian revolution and the USSR People and Relationships: Community and collectivism Tyranny and totalitarianism Relationships Effects of oppression Rebellion and revolution Manipulation and the mechanics of repression and oppression Cult of personality Form, Structure, and Narrative. Use of allegory Circular structure Foreshadowing Symbolism Writer's purpose and how they convey their messages Impact of form, structure and language that is typical to the genre Building tension Effective characterisation Reader interpretation and layers of meaning Explore and analyse Shakespeare's language, characterisation and symbolism Character exposition and depiction by other characters Allusion and symbolism Dialogue, duologue, soliloquy, monologue, blank verse Understanding Early Modern English Elizabethan puns and humour	Renaissance attitudes to gender and hierarchy Catholicism's role in European/Italian Renaissance society Renaissance attitudes towards suicide and death Masculinity and honour Be able to comment on characterisation using a range of supporting evidence. • Physical description • Actions and interactions with other characters • Use of language and other devices by author to create character • Allegorical/symbolic nature of characters Be able to comment on genre and links to wider contextual factors • Attitudes towards a changing world • Impact of political ideologies • Socialism/communism • Totalitarianism • Soviet revolution/USSR Be able to comment on structure and effect of structural choices: • Narrative perspective • Circular structure • Foreshadowing • Building tension and suspense Students to understand authors intentions using: • Narrative voice • Characterisation • Setting • Imagery • Allegory • Structure • Dramatic Irony • Context • Purpose/intended effects Oracy Task: Presentation about a theme and a connected character e.g. femininity and Juliet. Spoken Lang Grade? Creative Writing Task: Juliet's Diary – write from the perspective of Juliet after a crucial moment e.g. after she meets Romeo, after she finds out he killed Tybalt, after her father forces her to marry Paris. WCF (Writing) Analytical Task: Students are given one scene from the play and asked to analyse a character in that scene with links to the whole play, e.g How is [CHARACTER] presented in the scene and the whole play? WCF (Reading) Semester 2 Final Assessment:	In discussion and written responses, students are able to produce: Written responses: Develop writing in character, and implement linguistic devices that are effective for purpose Analytical Tasks: Identify a range of writer's methods and comment on their effect Comment in detail about the writer's purpose and the contextual implications of the texts studied Understand allegory as a method used to convey a viewpoint and explain its effectiveness To include elements of social and historical context and political ideologies in their written analysis ANALYSIS of rhetoric (Old Major's speech) WCF ANALYSIS of structure (Boxer's death) WCF EXTRACT-to-WHOLE assessment at unit end (Reading assessment) Oral Tasks (and written) Students can develop their own confidence through discussing in small groups to convey their own ideas and feelings in preparation for analysis, and wider applications. Debate here?	In discussion and written responses, students are able to produce: Written responses: Develop writing in character, and implement linguistic devices that are effective for purpose Analytical Tasks: Identify a range of writer's methods and comment on their effect Comment in detail about the writer's purpose and the contextual implications of the texts studied Understand allegory as a method used to convey a viewpoint and explain its effectiveness To include elements of social and historical context and political ideologies in their written analysis ANALYSIS of rhetoric (Old Major's speech) WCF ANALYSIS of structure (Boxer's death) WCF EXTRACT-to-WHOLE assessment at unit end (Reading assessment) Oral Tasks (and written) Students can develop their own confidence through discussing in small groups to convey their own ideas and feelings in preparation for analysis, and wider applications. Debate here? Prologue Tragedy Patriarchal/Patriarchy Dramatic Irony Imagery Fate Hierarchy Sonnet Antagonist Juxtaposition Metaphor Simile Rhyming couplet Antagonist Semantic field Adjective	Exploitation Laborious Rhetoric Revolution Declarative Significance Symbolism Commandment Indoctrination Maxim Foreshadowing Comrade Binary Opposition Propaganda Dictatorship Democracy Allegory Tyrant Manipulation Naive Corruption Dramatic Irony Scapegoat Totalitarian Dictator Cult Narcissist Connotation Retirement Corrupt Privileged Structure Eulogy Cyclical Structure Foreshadowing Genre Conventions Y7 – The Final Year – family dynamics/conflict The Tempest – Renaissance drama/treatment of others/hierarchy Y8 – The Blue Book of Nebo – family relationships Frankenstein play – dramatic form Y9 – The Hunger Games – struggle and conflict/hierarchy Animal Farm – classic literature/allusion/conflict/hierarchy /morality Y10 – An Inspector Calls – generational conflict/family honour and reputation/suicide and death

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
		Common links to today's world and the suggested impacts by the author Historical events surrounding the Russian revolution and the USSR People and Relationships: Community and collectivism Tyranny and totalitarianism Relationships Effects of oppression Rebellion and revolution Manipulation and the mechanics of repression and oppression Cult of personality Form, Structure, and Narrative. Use of allegory Circular structure Foreshadowing Symbolism Writer's purpose and how they convey their messages Impact of form, structure and language that is typical to the genre Building tension Effective characterisation Reader interpretation and layers of meaning	Understand and be able to analyse a variety of dramatic techniques employed by Shakespeare Tragic structure – unity of time, place and action; exposition, rising action, climax, resolution/catastrophe Tragic features – hamartia and catharsis Dramatic speech techniques – soliloquy, sonnet, asides Act and scene transitions Be able to understand and apply key contextual knowledge to the text Romantic love vs courtly love Generational divisions Petrarchan lovers Renaissance attitudes to gender and hierarchy Catholicism's role in European/Italian Renaissance society Renaissance attitudes towards suicide and death Masculinity and honour Be able to comment on characterisation using a range of supporting evidence. • Physical description • Actions and interactions with other characters • Use of language and other devices by author to create character • Allegorical/symbolic nature of characters Be able to comment on genre and links to wider contextual factors • Attitudes towards a changing world • Impact of political ideologies • Socialism/communism • Totalitarianism • Soviet revolution/USSR Be able to comment on structure and effect of structural choices: • Narrative perspective • Circular structure • Foreshadowing • Building tension and suspense Students to understand authors intentions using: • Narrative voice • Characterisation • Setting • Imagery • Allegory • Structure • Dramatic Irony • Context • Purpose/intended effects	Extract to whole text: How does Shakespeare present relationships between parents and children in Romeo and Juliet? In discussion and written responses, students are able to produce: Written responses: Develop writing in character, and implement linguistic devices that are effective for purpose Analytical Tasks: Identify a range of writer's methods and comment on their effect Comment in detail about the writer's purpose and the contextual implications of the texts studied Understand allegory as a method used to convey a viewpoint and explain its effectiveness To include elements of social and historical context and political ideologies in their written analysis ANALYSIS of rhetoric (Old Major's speech) WCF ANALYSIS of structure (Boxer's death) WCF EXTRACT-to-WHOLE assessment at unit end (Reading assessment) Oral Tasks (and written) Students can develop their own confidence through discussing in small groups to convey their own ideas and feelings in preparation for analysis, and wider applications. Debate here?		Flat character Allusion Petrarchan love Romantic love Courtly love Blank verse Honour Pun Mercurial Exploitation Laborious Rhetoric Revolution Declarative Significance Symbolism Commandment Indoctrination Maxim Foreshadowing Comrade Binary Opposition Propaganda Dictatorship Democracy Allegory Tyrant Manipulation Naive Corruption Dramatic Irony Scapegoat Totalitarian Dictator Cult Narcissist Connotation Retirement Corrupt Privileged Structure Eulogy Cyclical Structure Foreshadowing Genre Conventions	Anthology Poetry – My Last Duchess – gender-based violence and honour Macbeth – Shakespearean tragedy/tragic features/conflict and hierarchy/classic literature Y12/13 - King Lear – Shakespearean tragedy/family dynamics Writing- (Yr 7) Understanding structural features of writing for effect and the implementation of these to engage the reader • Protest poetry- (Year 9) Understanding cultural and diverse perspectives and the struggles of marginalised people • Dystopia - (Year 9) Understanding genre conventions and elements of political and social control • Blue Book of Nebo (Year 8) Dystopian concepts • An Inspector Calls (Year 10- social and political commentary impact) • Language Paper 1 (Year 10 and 11- GCSE Spec) Language and structure analysis • Language Paper 2 (Year 10 and 11- GCSE Spec) Writing speeches
9	2	Short Stories Understanding society and attitudes Wish-making / monetary gain as literary tropes (Monkey's Paw) Mob mentality (The Lottery)	Understanding society and attitudes Wish-making / monetary gain as literary tropes (Monkey's Paw) Mob mentality (The Lottery) The role of tradition and customs	Be able to comment on genre features and how they shape reader response: Short story form Dystopia	Oracy Task: 3 Wishes debate (based on The Monkey's Paw) - What is the best thing to wish for and why?	Oracy Task: 3 Wishes debate (based on The Monkey's Paw) - What is the best thing to wish for and why?	Gothic Genre Structure Foreshadowing Narrative

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
		The role of tradition and customs (The Lottery) Education / testing / human intelligence (Examination Day) Nuclear war and its impact - Hiroshima (TWCSR) Human relationships with technology (TWCSR) The purpose of fairy tales People and Relationships Obsession / mental illness Parent – child relationships Effects of poverty – Russian communal living Communities and traditions Form, structure and language Short story form and its impact Unreliable narrators Using structure to build tension Narrative twists Genre features – gothic, dystopia, sci-fi. Foreshadowing Characterisation Narrative gaps Personification Dialogue Setting and atmosphere Pathetic fallacy	(The Lottery) Education / testing / human intelligence (Examination Day) Nuclear war and its impact - Hiroshima (TWCSR) Human relationships with technology (TWCSR) The purpose of fairy tales People and Relationships Obsession / mental illness Parent – child relationships Effects of poverty – Russian communal living Communities and traditions Form, structure and language Short story form and its impact Unreliable narrators Using structure to build tension Narrative twists Genre features – gothic, dystopia, sci-fi. Foreshadowing Characterisation Narrative gaps Personification Dialogue Setting and atmosphere Pathetic fallacy Be able to comment on genre features and how they shape reader response: Short story form Dystopia Gothic Fairy tales Science fiction Be able to use contextual information to develop an understanding of texts and explore author intentions: Literary genre – the short story Gothic genre Nuclear war / Hiroshima Technology Fairy tales Poverty Dystopian genre Exams and education Be able to identify a range of techniques used by writers and comment on their effectiveness: Narrative voice Dialogue Setting Characterisation – appearance, behaviour, dialogue, actions Imagery – simile, metaphor, personification Themes and motifs Foreshadowing Narrative twists Narrative structure Respond critically to texts, evaluating the effect of writers' methods. Be able to use a range of techniques in your own writing in order to engage the reader and establish genre.	Gothic Fairy tales Science fiction Be able to use contextual information to develop an understanding of texts and explore author intentions: Literary genre – the short story Gothic genre Nuclear war / Hiroshima Technology Fairy tales Poverty Dystopian genre Exams and education Be able to identify a range of techniques used by writers and comment on their effectiveness: Narrative voice Dialogue Setting Characterisation – appearance, behaviour, dialogue, actions Imagery – simile, metaphor, personification Themes and motifs Foreshadowing Narrative twists Narrative structure Respond critically to texts, evaluating the effect of writers' methods. Be able to use a range of techniques in your own writing in order to engage the reader and establish genre. Oracy Task: 3 Wishes debate (based on The Monkey's Paw) - What is the best thing to wish for and why? Creative Writing Task: Write your own mini short story (like Babycakes / Acid) Write using personification (Day in the Life of a school) Analytical Task: Structural analysis of The Lottery? WCF Critical response to TWCSR WCF END OF SEMESTER 1 ASSESSMENT: Write a dystopian short story (students can plan and write in timed conditions) Use of picture stimulus.	Creative Writing Task: Write your own mini short story (like Babycakes / Acid) Write using personification (Day in the Life of a school) Analytical Task: Structural analysis of The Lottery? WCF Critical response to TWCSR WCF END OF SEMESTER 1 ASSESSMENT: Write a dystopian short story (students can plan and write in timed conditions) Use of picture stimulus.	Creative Writing Task: Write your own mini short story (like Babycakes / Acid) Write using personification (Day in the Life of a school) Analytical Task: Structural analysis of The Lottery? WCF Critical response to TWCSR WCF END OF SEMESTER 1 ASSESSMENT: Write a dystopian short story (students can plan and write in timed conditions) Use of picture stimulus. Gothic Genre Structure Foreshadowing Narrative Narrator Retrieval Inference Interpretation Unreliable narrator Context Personification genre	Narrator Retrieval Inference Interpretation Unreliable narrator Context Personification genre Y7 – Crime and Punishment short stories. Mystery genre. Y7 – Social morality and community (ACC) Y8 – Gothic literature Y9 – Dystopian genre Y10 / 11– Writing about Structure / Evaluating methods for Language Paper 1 Reading
10	**1**	An Inspector Calls	Understanding Society and	Make detailed comment on	Assessment 1 WCF Sheila or Mr	Capitalism	Capitalism

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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			Attitudes Social Justice Inequality: class and gender Oppression and hierarchy Social and collective responsibility Capitalism and socialism Post-war England People and Relationships Guilt Power Struggles Generational divide Parent and children Form, Structure and Narrative Morality Play Dramatic Irony False Ending Stage directions Static and dynamic characters	characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Language features Have an understanding of different dramatic techniques used by Priestley to convey ideas and engage audience. Dramatic irony Stage directions Set and lighting Entrances and exits Turn-taking / interruption Structure Morality play / allegory Be able to comment in detail on key themes and ideas explored by Priestley and how they relate to the play's context. Socialism v capitalism 1914 v1946 – post war society Gender roles Class system & attitudes Treatment of women Workers' rights	Birling Assessment 2 MOCK –Theme of responsibility with mark In their written responses to the text, students can: Draw confidently on a range of evidence from the text to develop clear arguments (AO1) Comment in detail on characters, understanding them as constructs with a specific function within the text (AO2) Identify a range of dramatic methods employed by Priestley and comment on their effect (AO2) Show detailed awareness of the specific context the play was written the key messages and ideas communicated by Priestley (AO3) Make detailed comment on characterisation using a range of supporting evidence. Physical description / costume (where relevant) Voice and tone Language features Have an understanding of different dramatic techniques used by Priestley to convey ideas and engage audience. Dramatic irony Stage directions Set and lighting Entrances and exits Turn-taking / interruption Structure Morality play / allegory	Socialism Dramatic irony Class Construct Morality play Well-made play Patriarchy Responsibility	Socialism Dramatic irony Class Construct Morality play Well-made play Patriarchy Responsibility A Christmas Carol (Y7) – social responsibility / moral message. Jane Eyre (Y8) - social commentary on class, women, education Protest Poetry (Y9) – literature with a political message Animal Farm (Y10) - political allegory / moral message
10	**1**	Poetry Cluster 1: Power London Ozymandias My Last Duchess Understanding society and attitudes: The Establishment-religion Social Injustice Inequality: class and gender Oppression and hierarchy	Understanding society and attitudes: The Establishment-religion Social Injustice Inequality: class and gender Oppression and hierarchy	Be able to interpret the poems using a range of supporting evidence: Description /voice within the poem of the hierarchy Description /voice (or lack therefore) of the society / the oppressed Description of the setting Be able to correctly identify and comment on the different methods used by the writers to create meaning: Dramatic monologue Stanza structure / lengths Caesura / enjambment Direct address Repetition Comment on the key themes within the poems and how they link together, and with An Inspector Calls Gender roles and expectations Treatment of women Societal divide; class structures	ASSESSMENT: WCF In their comparison of texts, students can: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to a given theme (AO2) Show detailed understanding of the writer's ideas and perspectives at the time of writing and how this links to the language and structure choices (AO3)	Word Revolution: Misogyny Oppression Hubris Patriarchy Volta Power Caesura Anaphora Bourgeoisie Proletariat Elite	Word Revolution: Misogyny Oppression Hubris Patriarchy Volta Power Caesura Anaphora Bourgeoisie Proletariat Elite Curriculum connections: An Inspector Calls (bourgeoisie and proletariat, inequality, patriarchy, class and gender, social injustice, power, oppression) Protest poetry in Year 9 (anti-establishment, social injustice, power, oppression, prejudice and discrimination) Poetic structure and forms introduced in Year 8 and 9

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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				ASSESSMENT: WCF In their comparison of texts, students can: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to a given theme (AO2) Show detailed understanding of the writer's ideas and perspectives at the time of writing and how this links to the language and structure choices (AO3)			
10	**1**	Poetry Cluster 2: Internal /external conflict Exposure Bayonet Charge Remains War Photographer Poppies Understanding society and attitudes: Attitudes towards soldiers past and present Societal expectations past and present Propaganda vs reality of war People and relationships: Post-war trauma Masculinity and shame Impacts on families	Understanding society and attitudes: Attitudes towards soldiers past and present Societal expectations past and present Propaganda vs reality of war People and relationships: Post-war trauma Masculinity and shame Impacts on families	AO1 Be able to interpret the poems using a range of supporting evidence: Emotions of the writers relating to war/conflict Distinguish and explain internal and external conflict Description of the settings AO2 Be able to correctly identify and comment on the different methods used by the writers to create meaning: Stanza structure / lengths Caesura / enjambment Direct address Repetition Refrain Imagery AO3 Comment on key themes within the poems and how they link together: How society views soldiers The reality for soldiers Mental health of soldiers during war and post war How society deals with post war trauma ASSESSMENT: Comparison essay on the theme of conflict End points: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to themes of war and internal conflict (AO2) Show detailed understanding of the writer's ideas and perspectives at the time of writing and how this links to the language and structure choices (AO3) Comment on the intentions of the writers; the reality for families, the mental health effects on soldiers and others involved in conflict, the lack of understanding among	ASSESSMENT: Comparison essay on the theme of conflict End points: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to themes of war and internal conflict (AO2) Show detailed understanding of the writer's ideas and perspectives at the time of writing and how this links to the language and structure choices (AO3) Comment on the intentions of the writers; the reality for families, the mental health effects on soldiers and others involved in conflict, the lack of understanding among society	Word Revolution: Volta Caesura Enjambment Imagery Motif Refrain In media res Cyclical Colloquial language	Word Revolution: Volta Caesura Enjambment Imagery Motif Refrain In media res Cyclical Colloquial language

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept Links	Composites and their Components	End Points	Word Revolution	Curriculum Connections
				society			
10	2	Macbeth Understanding society and attitudes Exploration of Jacobean England Attitudes towards patriarchal societies and the role of men and women Exploration of attitudes towards the monarchy and its impact Understanding the role of religion, superstition and their significance Understanding the role of power and authority Understanding the genre of tragedy Contextual relevance to issues of the time such as The Gunpowder Plot People and Relationships Power struggles Social expectations and the importance of hierarchy Conflict Reputation and social status Breakdown of relationships, tyranny, regicide, betrayal and its impact Form, Structure and Narrative Structure Shakespeare's writers methods Power and destructive forces	Understanding society and attitudes Exploration of Jacobean England Attitudes towards patriarchal societies and the role of men and women Exploration of attitudes towards the monarchy and its impact Understanding the role of religion, superstition and their significance Understanding the role of power and authority Understanding the genre of tragedy Contextual relevance to issues of the time such as The Gunpowder Plot People and Relationships Power struggles Social expectations and the importance of hierarchy Conflict Reputation and social status Breakdown of relationships, tyranny, regicide, betrayal and its impact Form, Structure and Narrative Structure Shakespeare's writers methods Power and destructive forces	Students can analyse Shakespeare's use of language, symbolism and construction of characters • Character exploration • Symbolism, themes, representations, and motifs and their impact • Dialogue, soliloquy, monologue, blank verse •Decoding early English •Jacobean interpretation of moral and ethical dilemmas Students can understand and analyse a range of dramatic techniques Dramatic speech techniques – soliloquy and asides Structure – Time, place building of tension, action, climax and ending Stage Directions and their implications Tragic features – e.g. hamartia hubris, moral lessons, suffering Students can apply key contextual knowledge to the play The role of monarchy Historical events that shaped the play such as The Gun Powder plot Societal view of gender stereotypes such as masculinity and gender bias The role of religion and it's impact on a Shakesperean audience ASSESSMENT: Extract to whole essay on the presentation of Macbeth [30+4] In their written responses to the text, students can: Judiciously select evidence from the text to form clear and concise arguments (AO1) Comment in detail on how and why characters have been constructed in a specific way by Shakespeare (AO2) Identify a range of dramatic methods employed by Shakespeare and comment on their effect (AO2) Show detailed awareness of the specific context in which the play was written and the wider messages implied by Shakespeare (AO3)	ASSESSMENT: Extract to whole essay on the presentation of Macbeth [30+4] In their written responses to the text, students can: Judiciously select evidence from the text to form clear and concise arguments (AO1) Comment in detail on how and why characters have been constructed in a specific way by Shakespeare (AO2) Identify a range of dramatic methods employed by Shakespeare and comment on their effect (AO2) Show detailed awareness of the specific context in which the play was written and the wider messages implied by Shakespeare (AO3)	Word Revolution Ambition Regicide Soliloquy Power Divine Right of Kings Jacobean Royalty Loyalty Disloyalty Murder Blank verse Prose Trochaic tetrameter Metaphor Simile Vivid Imagery Biblical imagery Appearance vs Reality Foreshadowing Traitor	Word Revolution Ambition Regicide Soliloquy Power Divine Right of Kings Jacobean Royalty Loyalty Disloyalty Murder Blank verse Prose Trochaic tetrameter Metaphor Simile Vivid Imagery Biblical imagery Appearance vs Reality Foreshadowing Traitor The Tempest (Year 7) An introduction to Shakespeare and the methods he deployed to convey meanings Romeo and Juliet (Year 9) Further development of analytical skills and decoding of Early English. Building on the introduction of contextual application to understanding Abuse of power in poetry cluster 1
10	2	Poetry Cluster 3: Nature Storm on the Island Prelude Charge of the Light Brigade Kamikaze Understanding society and attitudes: Civil conflict (Northern Ireland) Romantic movement – religion and revolution Kamikaze pilots & Japanese culture Patriotism and the military People and relationships: Understanding the lasting effects of war on communities	Understanding society and attitudes: Civil conflict (Northern Ireland) Romantic movement – religion and revolution Kamikaze pilots & Japanese culture Patriotism and the military People and relationships: Understanding the lasting effects of war on communities Power of people over others in societal structures Conflicting identities Finding your true identity	AO1 Be able to interpret the poems using a range of supporting evidence: Emotions of the writers relating to identity Discuss ideas around the writer's identity AO2 Be able to correctly identify and comment on the different methods used by the writers to create meaning: Stanza structure / lengths Caesura / enjambment Colloquial language Repetition	End points: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to themes of the power of nature over humans (AO2) Show detailed understanding of the writer's ideas and perspectives at the time of writing and how this links to the language and structure	Word Revolution: Futility Patriotism Strength and bravery Psychological effects Power of nature Hubris Man's insignificance	Word Revolution: Futility Patriotism Strength and bravery Psychological effects Power of nature Hubris Man's insignificance Curriculum connections Identity poetry in Y8: Medusa, Flag Protest poetry in Y9: voice and identity Jekyll and Hyde: Constraints of identity

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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		Power of people over others in societal structures Conflicting identities Finding your true identity		Phonetic spelling Imagery AO3 Comment on key themes within the poems and how they link together: How society views soldiers The reality for soldiers Mental health of soldiers during war and post war How society deals with post war trauma End points: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to themes of the power of nature over humans (AO2) Show detailed understanding of the writer's ideas and perspectives at the time of writing and how this links to the language and structure choices (AO3)	choices (AO3)		
10	2	Poetry Cluster 4: Identity Emigree Tissue Checking Out Me History Understanding society and attitudes: Societal attitudes towards immigrants Changes in societal attitudes Understanding the lasting effects of colonialism People and relationships: Power of people over others in societal structures Conflicting identities Finding your true identity	Understanding society and attitudes: Societal attitudes towards immigrants Changes in societal attitudes Understanding the lasting effects of colonialism People and relationships: Power of people over others in societal structures Conflicting identities Finding your true identity	End points: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to theme of identity (AO2)	End points: Choose precise references from the poems to support their interpretations (AO1) Make a range of critical, structured comparisons between the poems (AO1) Comment on a range of methods used by the poets and their effect in relation to theme of identity (AO2)	Word Revolution: Identity Perception Geography Culture Ethnicity Prejudice Discrimination Ostracised Vulnerability Emigrant Immigrant Colonialism	Word Revolution: Identity Perception Geography Culture Ethnicity Prejudice Discrimination Ostracised Vulnerability Emigrant Immigrant Colonialism
11	1	Jekyll and Hyde	Understanding Society and Attitudes Reputation Victorian society and values Victorian London (Soho) Scientific development Supernatural Gender roles Crime and punishment Class Religion Darwinism and Evolution Representation Reputation and Societal judgment Class inequality Victorian era fears Madness (mental state) Political and cultural shifts Appearance and reality Good and evil The Law People and Relationships Public vs private Duality: hero and villain Repression and restraint Fear Male identity and masculinity	AO1 – Understanding of the key characters in the story and the key events Physical description of Jekyll vs Hyde and the duality of man and expectations of Victorian society around appearance Language features Genre of the gothic / genre of mystery AO2 - Have an understanding of different literary techniques to build tension and suspense : Use of non-linear structure Use of letters and documents Different narrative perspectives AO3 - Have an understanding of literacy techniques to describe settings and characters: Figurative language to describe Hyde Animal imagery to describe Hyde Violent imagery Use of doors as motifs	Show detailed understanding of the writer's ideas and perspectives at the time of writing and how this links to the language and structure choices (AO3) How does Stevenson present Hyde as a frightening outsider? WCF. Explore how Stevenson creates mystery and tension in The Strange Case of Dr Jekyll and Mr Hyde. Be able to comment in detail on key themes and ideas explored by Priestley and how they relate to the play's context. Socialism v capitalism 1914 v1946 – post war society Gender roles Class system & attitudes Treatment of women Workers' rights Be able to: Understand the following: Plot Character (inc development)	Alliteration Antiquated Archaic Complex Ellipsis Exclamative Foreshadow Hyperbole Imperative Interruption Juxtaposition Minor sentence Onomatopoeia Personification Perspective Premodification Sibilance Simile Symbolism Tricolon Allegory Confessional Epistolary Gothic Tragedy Ambiguous Atavism Bohemian	Builds on: Victorian novels: Y7 A Christmas Carol, Y8 The Gothic. Narrative and Character: Y8 Blue Book, Y9 Animal Farm. Society and inequality: Y7: The Tempest, Y8 and 9: Powerful Poetry; Y10: An Inspector Calls. Final Lit text that is a culmination of the exploration into the fallability of human nature. A dense Victorian novel that needs specific understanding of context and structure in order to succeed in the AOs. As a story, it explores the concept of good and evil that exists in all of us so can be linked to Macbeth as well as An Inspector Calls. It is a critique on the hypocrisy and double standards of society, again linking to AIC and corruption in Macbeth. There are also links to the final poems, which are about Identity. This considers the nature of power

ENGLISH TIER 3 CURRICULUM JOURNEY | YEAR 7 TO YEAR 11

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			The duality of human nature Heroes and villains Friendship Physiognomy Form, Structure and Narrative Gothic settings Mystery novel Multiple narrators Epistolary features Motif Symbolism (house/weather) Narrative voice Allusion (‘wild as harpies’; ‘ape-like fury’)	Description of Hyde’s home vs description of Jekyll’s Juxtaposition of Hyde and the child and Hyde and Danvers Carew Be able to comment in detail on key themes and ideas explored by Stevenson and how they relate to the novel’s context. Duality of man Victorian expectations of appearance Victoria expectations of a gentleman Repression The theory of evolution Christianity The development of science and attitudes towards this	Structure of the novella Writers’ methods Context and intention Memorise and be able to recall quotations. Break down a question: ‘this extract’ and ‘a whole’. Effectively plan an answer: Key ideas Quotations and methods Structure Link to context Critical style Explore, analyse and evaluate Stevenson’s use of language. Write critically and analytically in response to an unseen task. Make explicit links between the text and the context. Evaluate success of own writing and make improvements based on feedback.	Civilised Conscience Darwinism Decorum Duality Evolution Façade Immoral Irrational Omnipotent Primitive Savagery Supernatural Suppression Theology Victorian Virtue	in society as well as the abuse of power by the upper classes.
11	**2**	Unseen poetry	People and Relationships Identifying voice and perspective and exploring feelings expressed. Family relationships is a common theme in poetry, as is human relationships with the natural world. Form, Structure and Narrative Titles Imagery – simile, metaphor, personification Word choice and connotations Structural techniques – stanzas, enjambment, caesura Voice and tone	AO1 Developing a personal interpretation using evidence. AO2 Titles Imagery – simile, metaphor, personification Word choice and connotations Structural techniques – stanzas, enjambment, caesura Voice and tone	Choose precise references from the poems to support their interpretations (AO1) Identify a range of methods used by the poets and explore their effects. (AO2) Make thoughtful comparisons of how poets use methods to convey ideas.		