

## Curriculum Coverage in the Department of English

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	<p><b>Topic:</b> Core Text: Oliver Twist</p> <p><b>Overview:</b> Students are introduced to character archetypes, Victorian literature, and analytical writing through an exploration of Dickens' classic text.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice Quizzes (MCQ) or analytical writing in-class</li> </ul>	<p><b>Topic:</b> Core Text: Lord of the Flies</p> <p><b>Overview:</b> Students study William Golding's classic dystopian novel, as they expand their understanding of narrative conventions and post-war writing.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice Quizzes (MCQ) or analytical writing in-class</li> </ul>	<p><b>Topic:</b> Core Text: Short story anthology</p> <p><b>Overview:</b> Students open their final year of KS3 by studying a fiction anthology covering a wide range of short stories. The diversity of fiction within this anthology allows the students to appreciate that everyone's voice and everyone's story is important.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice Quizzes (MCQ) or analytical writing in-class</li> </ul>	<p><b>Topic:</b> GCSE English Literature: A Christmas Carol</p> <p><b>Overview:</b> Students' introduction to their Eduqas English Literature GCSE course begins with an exploration of a literary classic: Dickens' 'A Christmas Carol'. Students will become secure with the plot, characters, and themes and begin to apply their analytical writing skills to the GCSE content.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice Quizzes (MCQ) every fourth lesson.</li> <li>40 mark GCSE style essay (ACC)</li> </ul>	<p><b>Topic:</b> GCSE English Literature: Component One</p> <p><b>Overview:</b> Students will begin their final year of study by applying their understanding of the poetry anthology and Shakespeare's Macbeth to enhance their expository writing. With the security of the content they covered in Y10, students are able to really focus on securing their understanding and fine tuning their writing style to produce high quality extended essays.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice Quizzes (MCQ) every fourth lesson.</li> <li>Mock Exam: GCSE English Literature Component One: full paper.</li> </ul>
	<p><b>Topic:</b> Wider Study: Imaginative Writing</p> <p><b>Overview:</b> Students ensure that they are mastering the VSSP basics, as they create their own imaginative and descriptive writing following the narrative arc.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Baseline: Comparative narrative baseline.</li> <li>MCQ and Big Write every fourth lesson.</li> <li>End of unit: Core knowledge quiz</li> </ul>	<p><b>Topic:</b> Wider Study: Dystopian fiction</p> <p><b>Overview:</b> Students take inspiration from dystopian fiction to craft their own dystopian narratives, building upon their Y7 foundations to enhance character / setting descriptions and build tension through their writing.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Baseline: Comparative narrative baseline.</li> <li>MCQ and Big Write every fourth lesson.</li> <li>End of unit: Core knowledge quiz</li> </ul>	<p><b>Topic:</b> Wider Study: Crafting fiction</p> <p><b>Overview:</b> With the security of their fiction work in Y7 and Y8, students are able to manipulate their own writing to create effective narratives with interesting structural choices.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Baseline: Comparative narrative baseline.</li> <li>MCQ and Big Write every fourth lesson.</li> <li>End of unit: Core knowledge quiz</li> </ul>	<p><b>Topic:</b> GCSE English Language: Component 1</p> <p><b>Overview:</b> Following their work with fiction reading and writing at KS3, students should be able to begin their GCSE course with confidence. The reading component is taught through short fiction extracts whereby students practise the skills required for each of the GCSE questions, as they become progressively tougher. In terms of the fiction writing, students apply what they have learned in previous years to create short narratives inspired by a selection of variable titles.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Questions 1-4. 30 mark GCSE reading paper (Component 1A)</li> </ul>	<p><b>Topic:</b> GCSE English Language: Component One</p> <p><b>Overview:</b> With the security of completing the first year of their GCSE English Language course, students will begin their final year by building upon their areas for development with their component one work. Likewise, interventions will begin to ensure that any personal gaps in learning are closing before the final two terms.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice Quizzes (MCQ) every fourth lesson.</li> <li>Mock Exam: GCSE English Language Component One: full paper.</li> </ul>
Spring Term	<p><b>Topic:</b> Core Text: Poetry</p> <p><b>Overview:</b> This unit explores poetry through a range of poems explicitly exploring techniques, form and</p>	<p><b>Topic:</b> Core Text: Touching the Void</p> <p><b>Overview:</b> Having studied a fictional account of an adventure into the wilderness during the Autumn term, students</p>	<p><b>Topic:</b> Rhetoric and Persuasive Writing Core Text: Speeches and persuasive non fiction extracts including texts by Chimamanda Ngozi Adichie and Emmeline Pankhurst.</p>	<p><b>Topic:</b> GCSE English Literature: An Inspector Calls</p> <p><b>Overview:</b> In every Spring term so far, students have looked at powerful pieces of writing that send pertinent messages that still</p>	<p><b>Topic:</b> GCSE English Literature: An Inspector Calls and A Christmas Carol</p> <p><b>Overview:</b></p>

<p>rhythm. Teachers have opportunities to stretch or simplify knowledge in order to support the appropriate level of language analysis. This unit also hopes to make poetry feel accessible and practical as well as academic.</p> <p><b>Assessment:</b> Multiple Choice Quizzes (MCQ) or analytical writing in-class</p>	<p>turn their attention to the real-life adventures of Joe Simpson and his disastrous climb in the Peruvian Andes in 'Touching the Void'. Students are encouraged to explore how their own non-fiction writing can be just as impactful and interesting as the fiction that they produce.</p> <p><b>Assessment:</b> Multiple Choice Quizzes (MCQ) or analytical writing in-class</p>	<p><b>Overview:</b> In Spring Term 1, Year 9 students explore how writers use rhetoric to influence audiences and communicate powerful ideas. Students study a range of persuasive speeches and non-fiction extracts to understand how language, tone, and rhetorical techniques shape meaning. Throughout the unit, students learn to identify methods such as emotive language, rhetorical questions, statistics, and tone shifts. They also analyse how writers adapt their message for different audiences and purposes. By the end of the unit, students develop confidence in explaining how language choices create meaning and impact, while also practising analytical writing using clear evidence from the texts.</p> <p><b>Assessment:</b> Multiple Choice Quizzes (MCQ) and analytical writing in class.</p>	<p>resonate today. Although the text that our students study here is a drama text, the message that led to its conception is as powerful as any of the speeches that we have studied so far. Students will begin to develop their extended literature analysis through the study of Priestley's 'An Inspector Calls'</p> <p><b>Assessment:</b> Literature Component 2 – 1 question about An Inspector Calls (40 marks)</p>	<p>Having studied all of their core texts, students will spend some time revisiting the poems that they studied as part of their anthology unit of work in year ten. The sheer quantity of poems that the students need to engage with means that this is the perfect time to revisit and target any gaps in their knowledge at this stage. The mock examinations will also provide us with an opportunity to target other aspects of our literature course that students may need to revisit or revise, allowing for a more bespoke set of interventions as the examinations draw nearer.</p> <p><b>Assessment:</b> Literature Component 2 (1 hour 30 minutes)</p> <ul style="list-style-type: none"> <li>• 1 x AIC question (40 marks)</li> <li>• 1 x ACC question (40 marks)</li> </ul>
<p><b>Topic:</b> Wider Study: Planet Earth</p> <p><b>Overview:</b> In Spring Term, Year 7 students develop their non-fiction writing skills by exploring the wonders and challenges of Planet Earth. This unit focuses on crafting informative and engaging texts that highlight the beauty of our natural world and the urgency of environmental issues. Through the study of articles, speeches, and travel writing, students will learn how to use rhetorical techniques, descriptive detail, and persuasive language to captivate and inform their audience. By the end of the term, students will be empowered to produce their own impactful non-fiction pieces, showcasing their understanding of the planet and their role in protecting it.</p> <p><b>Assessment:</b> Writing: A piece of writing about a relevant topic (given to</p>	<p><b>Topic:</b> Wider study: Adventure</p> <p><b>Overview:</b> The wider study unit is designed to really draw out the students' own non-fiction writing skills, allowing them to create empowered pieces of writing about their own adventures; this, twinned with the additional study of travel writing excerpts from some of the most exotic and interesting locations on earth should inspire our own intrepid explorers.</p> <p><b>Assessment:</b> Writing: A piece of writing about a relevant topic (given to students on the day). This is a Comparative Judgement test.</p>	<p><b>Topic:</b> Wider Study: Disasters</p> <p><b>Overview:</b> In Spring Term, Year 9 students focus on developing their non-fiction writing skills through the study of natural disasters. This unit sharpens their ability to write with clarity, precision, and impact, using techniques such as rhetorical devices, structure, and tone to inform and engage. By analysing a range of real-world texts—such as news articles, eyewitness accounts, and reflective pieces—students will explore how writers convey urgency and evoke emotion. This study not only enhances their analytical skills but also empowers them to craft their own compelling non-fiction, demonstrating the power of language to document, persuade, and inspire.</p> <p><b>Assessment:</b> Writing: A piece of writing about a relevant topic (given to students on the day). This is a Comparative Judgement test.</p>	<p><b>Topic:</b> GCSE English Language: Eduqas Component 2</p> <p><b>Overview:</b> Our second KS4 unit continues with the ongoing pattern of examining non-fiction texts that begun in KS3. We adapt and build upon the same core skills of reading and writing but with a more analytical focus, whereby our analysis is condensed and tightened in a strive for a combination of breadth with precision. The writing aspect of this unit should also be no surprise to our year ten students, who should be well rehearsed in creating compelling pieces of non-fiction writing. In this particular unit of study, we examine how great writing can be adapted to suit a range of audiences, purposes and formats.</p> <p><b>Assessment:</b> Language Component 2 Questions 1-4</p>	<p><b>Topic:</b> GCSE English Language: Eduqas Component 2</p> <p><b>Overview:</b> Our final unit of study for English Language wraps up their prior learning, again through repetitive and independent application of their analytical and evaluative framework to a wide variety of unseen source material. There is a greater strive for independence when producing pieces of writing at this stage, as we encourage students to adapt their rhetoric so that they are writing with flair, originality and perception.</p> <p><b>Assessment:</b> Language Component 2 full paper (2 hours)</p>

	students on the day). This is a Comparative Judgement test.				
Summer Term	<p><b>Topic:</b> <b>Core Text:</b> A Midsummer Night's Dream</p> <p><b>Overview:</b> In the summer term of Year 7, we conclude our exploration of the overarching question 'Where do we belong?' by focusing on the world around us, particularly through the lens of Shakespeare's <i>A Midsummer Night's Dream</i>. Students will delve into the power and mystery of nature, exploring how it has inspired writers from ancient Greece through the Romantics to the present day. Through the study of Shakespeare's play, they will examine how the natural order is subverted to create chaos and comedy, allowing them to appreciate both the intricacies of the text and the timeless themes it explores.</p> <p><b>Assessment:</b> Multiple Choice Quizzes (MCQ) or analytical writing in-class</p>	<p><b>Topic:</b> <b>Core Text:</b> Frankenstein (Playscript)</p> <p><b>Overview:</b> The culmination of this year's 'leap into the unknown' is a unit that explores how the features of Romanticism were taken to their extreme to create a genre of fiction whose legacy has been celebrated ever since. Students will study a dramatic adaptation of Shelley's 'Frankenstein' as part of their core text work which encompasses both dramatic and spoken language features to allow students the opportunity to explore and perform some of the texts most iconic scenes whilst still probing and analysing the characters and writer's methods.</p> <p><b>Assessment:</b> Multiple Choice Quizzes (MCQ) or analytical writing in-class</p>	<p><b>Topic:</b> <b>Core Text:</b> Romeo and Juliet</p> <p><b>Overview:</b> Our final unit of study in KS3 explores a series of modern conflicts and how they are presented in a 21st century world, alongside an examination of one of the most significant conflict into the entirety of literature: The Montagues vs. The Capulets. The study of Shakespeare's Romeo and Juliet begins to mirror the true rigors of GCSE study as students approach key extracts with a much more forensic appreciation for the intricacies of Shakespeare's language and dramatic choices. Alongside this, the wider study allows to students to appreciate that the conflicts of Shakespeare's eponymous characters are not dissimilar to the conflicts in a 21st century world as they find translate their ideas about modern societal issues into powerful speeches.</p> <p><b>Assessment:</b> Multiple Choice Quizzes (MCQ) and analytical writing in-class</p>	<p><b>Topic:</b> English Language Component 1 Spoken Language</p> <p><b>Overview:</b> In the summer term, students will recap what they learned in the autumn term and be tested on the same skills to ensure that the baseline and end-of-year tests are comparable. The reading component will revisit short fiction extracts, allowing students to practice and refine the skills required for each of the GCSE reading questions, with increasing complexity. For fiction writing, students will apply their previous learning to create short narratives, drawing inspiration from a range of variable titles, reinforcing their understanding and preparedness for the GCSE course.</p> <p><b>Assessment:</b> Language Component 1 full paper</p>	
	<p><b>Topic:</b></p> <p><b>Wider Study: Greek Myths:</b> Spoken Language and Drama</p> <p><b>Overview:</b> The wider study introduces students to the world of Greek myths through descriptive and creative writing. Students explore mythical settings, creatures and characters whilst developing their use of ambitious vocabulary, descriptive devices, precise verbs and varied sentence structures. Through reading and writing inspired by Greek mythology, students build confidence in crafting</p>	<p><b>Topic:</b></p> <p><b>Wider Study:</b> Spoken Language and Drama</p> <p><b>Overview:</b> The wider study aspect of this unit is a study of various Gothic texts, from the macabre to the mysterious, where students really sink their teeth into the close analysis of specific extracts. Students will be tested on the same skills as Autumn to ensure that the baseline and end-of-year tests are comparable.</p> <p><b>Assessment:</b> Writing: A piece of writing about a relevant topic (given to students on</p>	<p><b>Topic:</b></p> <p><b>Poetry anthology</b></p> <p><b>Overview:</b> Students will explore a range of unseen poems from different writers, time periods and perspectives. They will develop their ability to interpret meaning, analyse language and structure, and form thoughtful personal responses to poetry. Students will practise comparing ideas, themes and methods across poems whilst building confidence in responding independently to unfamiliar texts.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Writing: A piece of writing about a relevant topic (given to students on the day). This is a Comparative</li> </ul>	<p><b>Topic:</b> <b>Macbeth</b></p> <p><b>Overview:</b> Building upon the foundations of studying Shakespeare and drama texts in previous Summer terms, as well as the analysing the dramatic form in the previous term, students complete their first year of GCSE study with an examination of their second core text: Macbeth. One of Shakespeare's most iconic plays, Macbeth's relevance still resonates today as the eponymous 'hero' wrestles with his ambition, guilt, pride and love.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Literature Component 1:</li> <li>• 1 x Macbeth question (15 marks)</li> </ul>	

	<p>atmosphere, character and narrative. Students will revisit and apply core writing skills from earlier in the year to support progression and allow assessment of development over time.</p> <p><b>Assessment:</b> Writing: A piece of writing about a relevant topic (given to students on the day). This is a Comparative Judgement test benchmarked nationally.</p>	<p>the day). This is a Comparative Judgement test benchmarked nationally.</p>	<p>Judgement test benchmarked nationally.</p> <ul style="list-style-type: none"><li>• Poetry quizzes and an essay</li></ul>	<ul style="list-style-type: none"><li>• 1 x poetry anthology question (15 marks)</li></ul>	
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