

## 1. Young voices

How do young people use their voices? Reading and writing autobiographical texts which share experiences of young people.



## 3. Exploration of the gothic genre

What are genre conventions and how are they represented over time? Tracking how the gothic genre has developed over time through reading and writing.



## 5. Making a difference: Charity writing

How can speech writers make a difference in the world? Learning about the art of rhetoric and analysing how it is used. Creating our own persuasive speeches.



## 1. Exploration: travel writing over time

How can reading allow us to explore the world? Analysing how writers over time have introduced readers to unfamiliar places. Creating our own travel writing.



## 2. Bildungsroman: Great Expectations



How do writers show the growth of a character? Learning about the bildungsroman genre while studying Charles Dickens' *Great Expectations*.

## 3. Rebellious voices: protest poetry from the romantic period to the modern day

How has poetry been used as a form of protest over time? Analysing a range of protest poetry from the Romantic period to the modern day.



## 4. The monster within: Jekyll and Hyde

What can literature say about human nature? Reading and analysing the novel, *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson.



## 5. Moral tales across time

How do moral tales reflect the times in which they were written? Reading and analysing moral tales from Chaucer to the modern day.



## 6. Understanding tragedy: Romeo and

What is the literary genre of tragedy? Reading and analysing the Shakespeare play, *Romeo and Juliet* and exploring how tragedy is made entertaining.



Year 9

## 4. Modern drama: A View from the Bridge

How do playwrights show character and motivation? Reading and analysing the play, *A View from the Bridge* by Arthur Miller and exploring why the characters behave as they do.

How do playwrights show character and



## 5. Dystopian fiction: Lord of the Flies

How do we write an essay on a whole novel? Reading and analysing the novel, *Lord of the Flies* by William Golding and consolidating our analytical skills.



## 6. Finding my voice: using spoken language

How can we speak to an audience with a clear purpose? Planning and writing a speech to be delivered to an audience.



FINISH

START!

Key Stage 3

Year 7

Year 8

## 2. The influence of Literature: Richard III

What can *Richard III* teach us about why we still study Shakespeare? Reading and analysing the play and looking at how Shakespeare created a classic villain.



## 4. Adventure from another world: Trash

What can Literature teach us about the wider world? Studying the novel *Trash* by Andy Mulligan and exploring how themes are presented.



## 6. Exploring identity: Poetry about place

How do poets explore the concepts of place and identity? Reading and analysing a range of poems focusing on where we come from.



## 1. Different experiences: Diverse Shorts

How can the short story genre allow writers to share diverse experiences? Reading a range of short stories from different cultures and backgrounds and writing our own.



## 2. Science fiction reflecting our world:

How do literary writers influence their readers' interpretations? Reading and analysing Mary Shelley's *Frankenstein* and exploring the science fiction genre.



## 3. War and conflict poetry over time

How has the theme of war been presented in poetry over time? Reading a range of poetry discussing ideas of war and conflict from the 19<sup>th</sup> century to modern day.



Assessment 1, September: Baseline writing NGRT Recount writing

1. Young voices You are at the beginning of your journey in English here at Central. Starting high school and finding yourselves as the youngest can make it feel like your voices aren't heard. In this unit, we will look at some truly inspirational young people who have spoken out and shared their experiences. We focus on Malala Yousafzai's autobiography, in which she shares how she nearly died standing up for her right to have an education. We will analyse how she uses her influence to fight to ensure that people around the world get to experience education, which we may sometimes take for granted. We will also use writing to explore our own experiences so far.



2. The influence of Literature: Richard III

Shakespeare's influence on our culture and language is massive. Through his dramatised version of the rule of Richard III, he changed the way the real king was viewed for centuries.



Richard, in this play, is a fantastic fictionalised character. He is a pure villain with no redeeming qualities. Shakespeare masterfully shows his ruthless ambition, insidious scheming and shrewd intelligence. Despite knowing what happens to him in the end, Shakespeare is able to make his inevitable downfall exciting as well as shocking. There really is nothing Richard won't stoop to in order to gain and keep the crown. We will analyse how Shakespeare uses language and how plays are crafted to entertain.



Year 7

Half term 1

4. Adventure from another world: Trash

Literature has the power to entertain but also to teach us about the wider world. The 2010 novel, 'Trash', is a truly gripping and pacey adventure story about three young boys whose life is forever changed one 'unlucky-lucky day'. It is also an eye-opening glimpse into a very different world. The novel, though fiction, is based on a real place, real issues and real problems. It tells the story of people living lives we cannot imagine, but lives which are the reality for many people in the world today. Through literature, we can enter other worlds. We will analyse how the novel entertains whilst also teaching us about an unfamiliar world.



Assessment 5, May: Performing a prepared speech

Assessment 4, March: Analysing how tension is created in the novel.



Assessment 2, December: Analysis of how Shakespeare presents a character.

Half term 2

Half term 3



Assessment 3, February: Analysing gothic conventions in a text and writing a gothic description.



5. Making a difference: Charity writing

We have a voice which can influence others and which can be empowering. The ancient art of rhetoric can make audiences aware of issues and injustices and persuade them to fight against them. Over history, many famous speakers have inspired audiences to make a difference and individuals today aim to change the world through the power of their speech.



We will look at the methods used by these inspirational individuals and use our own voices to craft speeches which call for change to make the world a better place.

Half term 5

3. Exploration of the gothic genre

The gothic genre has been one which was established in the 18th century but which is still popular today. Gothic elements can regularly be seen in popular culture today, from books to films to video games, and this proves that it is a genre which never goes out of fashion. Looking at how the genre originated, developed and was adapted over time is a perfect way to explore how genre conventions are used and adapted in fiction. Appreciating how the different conventions are used for effect can also help us, as writers, to craft our own texts.

Half term 6

6. Exploring identity: Poetry about place

Where we come from has a huge influence on our sense of identity. What does this mean if we move? How is British culture affected by the fact that people have always moved here from all parts of the world? How do we take the places we have lived with us? We will learn how to read and understand a range of poems from different cultures and times as well as commenting on the techniques poets use to explore identity and place. We will analyse how poetic devices are used to share and explain different identities.



Assessment 6, July: End of Year 7 exam, assessing knowledge from all six units.



**Assessment 1, September:**  
Writing a travel review

### 1. Exploration: travel writing over time

Reading can allow us to explore the **world**. The **experiences** of others can bring places to life which we are unable to see ourselves and can make us more aware of different **cultures** and **experiences** across the globe. By looking at **travel** writers from the past, we can see how they aimed to use writing to make the **world** seem wider for readers who were not able to see or experience other places in person or via technology. Today, **travel** writers can give us unique insights and opinions of unfamiliar places or even those we thought we knew. In our own **travel writing**, we can express clear views and **influence** readers.

### 2. Bildungsroman: Great Expectations

*Great Expectations* is a classic of the **bildungsroman** genre: you will have come across this genre even if you haven't realised it. This remains one of Dickens' most celebrated **novels**.

The characters and settings are extreme and unforgettable and the novel allows us to **analyse** everything from **mystery** to **tragedy** and a truly surprising and complex plot as we see the protagonist, Pip, grow from the frightened orphan we first meet. We will learn about the **importance of where you come from** but also about **aiming high** in life.



**Assessment 3, February:**  
Analysing how one chosen poet aims to persuade readers to agree with them.



**START!**  
Year 8

Half term 1

Half term 2

### 4. The monster within: Jekyll and Hyde

This literary classic is both a gripping **mystery** and an exploration of **human nature**. Through **analysing** the story of the charismatic Dr Jekyll and the mysterious Mr Hyde, we can learn how Literature can have something to say about who we are and why we act as we do. On the surface, the story is thoroughly enjoyable and helped to popularise the **detective fiction** genre in the Victorian era. Delving deeper, readers can

uncover what the writer has to say about our own weaknesses and desires. A complex **novella**, readers can appreciate Stevenson's use of language and tension and understand why 'Jekyll and Hyde' is a phrase applied to people today.

**Assessment 5, May:**  
Writing a modern moral tale.

### 5. Moral tales across time

You are almost certainly aware of **moral tales** from childhood – they have been used to teach children right from wrong for as long as stories have existed. Through studying the **conventions** of these tales, and how they have changed over time, we can track how moral attitudes have been developed. We can also learn how powerful literature can be in shaping **morality** from a young age. Through your own writing, you will explore how you can use **moral tales** to teach others but also to engage and entertain them.



**Assessment 4, March:**  
Analysing how Dr Jekyll is presented at different points in the play.

**Assessment 2, December:**  
Explaining how Dickens creates mood and atmosphere at different

Half term 4

Half term 3

### 3. Rebellious voices: protest poetry from the romantic period to the

**Poetry** is not just a medium used by dreamers to express their deep and troubled feelings: it can have a real **purpose** and it can pack a punch. **Poetry** has been used to **protest** against injustice for hundreds of years and it has the power to **raise awareness** and to **empower**. Through the study of a range of **poetry** from the 1800s to 2020, it is possible to **analyse** and track how writers have used **poetry** to highlight **social issues** and to give a **voice** to the voiceless over time. The **poetic** form is perfect for quickly and effectively calling for change.

Half term 5

Half term 6

### 6. Understanding tragedy: Romeo and Juliet

Many people know the story of what is, perhaps, Shakespeare's most famous **play** and there have been many modern adaptations and books and films which borrow heavily from it. In studying the **play**, we will explore why it has such longevity and why the plot, themes and characters are as **influential** and relevant today as they were over 400 years ago. We will also learn how the genre of **tragedy** is exemplified here and, again, why this ancient genre (which is over 2000 years old!) is still engaging audiences and readers today. We will develop our understanding of Shakespeare's language, through close **analysis**, and develop our own views on why characters act as they do and how an **audience** might respond.



**Assessment 6, July:**  
End of Year 8 exam, assessing knowledge from all six units.





**Assessment 1, September:**  
Writing a modern moral tale.

**1. Different experiences: Diverse Shorts**

A lot of what we study in English relates to people having a **voice** through literature. You have already studied how speeches and poetry can share **experiences** with others and will now look at the genre of **short stories**. Without the time to develop ideas in a lot of detail, **short stories** can really pack and emotional punch but the genre offers challenges. We will study a range of **short stories** from people with different **experiences**, learning how the short story form allows them to have a **voice**. We will also work on **crafting** and **writing** our own **short stories**, sharing our own unique **experiences** and dreams.



**2. Science fiction reflecting our world: Frankenstein**



Shelley arguably created the first **Science Fiction** story: a genre which it's hard to imagine life without today. That it was created in the early 19th century by a woman is remarkable. We all think we know a little about Frankenstein, which shows how **ingrained** it is in our **culture**, but most readers are surprised by the story which unfolds. The monster is so ingrained in horror today that the complex themes of nature versus nurture, good and evil and responsibility aren't expected and make reading and **analysing** the **novel** rewarding. The complex narrative style, told from three viewpoints, lends itself to interesting **discussions** on who creates **morality**.

Half term 2

Half term 3

**Assessment 3, February:**  
Analysing how one chosen poet aims to persuade readers to agree with them.



START!  
Year 9

Half term 1

**4. Modern drama: A View from the Bridge**

The genre of **tragedy** is not unfamiliar to you now but you have yet to study a modern **play**. Miller's *A View from the Bridge* is a gripping adaptation of classic **Greek tragedy** where we see the effect of the upheaval of a close family's life as a result of the arrival of two smuggled immigrants. With few settings and characters, we see closely how the idea of a tragic flaw can propel a hero to disaster – and how it **impacts** on others. The characters are everyday and wholly relatable. The **historical** context has crucial **relevance** today, with issues and misunderstandings around immigration and the reasons behind it making regular headlines. As well as **analysing** the play, we will work on **crafting** and **writing** our own **play scripts**.



**Assessment 4, March:**  
Analysing how Dr Jekyll is presented at different points in the play.

**Assessment 2, December:**  
Explaining how Dickens creates mood and

Half term 4

**Assessment 5, May:**  
Writing a piece of travel writing based on experience.

**5. Dystopian fiction: Lord of the Flies**

This classic **novel** is an exciting and dramatic warning of what happens in a **society** where rules no longer exist. The premise of being stranded on a desert island is made real as a group of schoolboys find themselves suddenly without adults and with no clear hope of rescue. This island is no paradise.



You have studied a wide range of **fiction** and learned a great deal of knowledge about the ways writers craft successful stories. In this unit you will consolidate your knowledge and skills, becoming ready for the challenges of **analytical essay-writing** at GCSE.

**3. War and conflict poetry over time**

Unfortunately, war has been a feature of life on earth for all of **history**. Its **influence** on humankind, both as a whole and as individuals, are immense. **Poetry** can be a way of exploring feelings about something with such a devastating impact in a way that other forms can't match. It can shock, sadden and educate. War **poetry** can also be a form of **protest**, where those who have experienced conflict can try to prevent **history** from repeating itself. We will **analyse** a range of poems from the 19<sup>th</sup> century right up to those exploring modern conflicts.

Half term 5

Half term 6



**6. Finding my voice: using spoken language effectively**

will put together what you have learned in Key Stage Three and learn how to plan and write a **speech** with a clear **purpose**. We will then explore ways of effectively **performing** in front of others, so that your **voice** can be heard when you need it to be.

We all use our **voices** much more than we use written language and being able to **speak** effectively in front of an audience is a vital life skill. You have already studied how young people can use their **voices** for good and how they can express ideas. In this unit you

**Assessment 6, July:**  
End of Year 8 exam, assessing knowledge from all six units.