

	Half Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 2025	1	<b>Characterisation &amp; Setting</b> This scheme focuses on connecting people and places with understanding of how and why they express a writer's intention. <b>Key text:</b> The Graveyard Book by Neil Gaiman. <i>We can use this text to analyse a writer's exploration of aspects of growing up. Gaiman uses a range of strategies to present his characters. This unit allows pupils to explore these approaches and use some of them in their own writing.</i>	<b>Perspective &amp; Point-of-View</b> Building on the schemes studied so far, particularly 7.1, this looks at how a writer's perspective is influenced by their context, and how that in turn influences the writing they produce. <b>Key text:</b> Journey's End by RC Sherriff. <i>This text allows us to explore a work written by someone with a particularly keen perspective - Sherriff was a war veteran writing a play based on his own experiences.. He creates an authentic view of life in the trenches in order to put forward a more realistic perspective of WWI. This makes it a particularly good text for exemplifying the concept of perspective. We also introduce the trauma as a theme and explore different attitudes to war through war poetry.</i>	<b>Relationships and Societal Representation</b> This scheme explores how groups in society and their relationships are represented in texts. It draws on all of the previous concepts to develop a more mature understanding that every text is a representation of reality. A key focus is the relevance of contextual ideas. <b>Key text:</b> <i>Romeo and Juliet</i> by William Shakespeare. <i>The text allows us to explore relationships and contextual relevancy when understanding a play. Additionally, it is building pupils' understanding of and confidence with Shakespeare. We also explore love, hate, revenge and contextual relevancy of women in Jacobean times and the influence of the patriarchal society.</i>	<b>English Language:</b> Narrative writing (C1 Section B)  <b>Literature:</b> <b>'A Christmas Carol'</b> <b>EdExcel Poetry Anthology:</b> <b>Conflict :</b> <b>Themes=&gt; Personal conflict</b> Poppies, Cousin Kate, Catrin.	<b>English Literature:</b> Preparation for PPE1 (Lit P2: A Christmas Carol Part (a) and part (b), Poetry anthology, Unseen poetry) <b>English Language:</b> Preparation for PPE1 (C1) Post PPE1: <b>Literature:</b> <b>'Macbeth'</b> <b>English Language:</b> Aut 2: Paper 2 preparation
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Spring Term 2026	3	<b>Poetry:</b> These schemes focus on connecting time and place with understanding of how and why they influence a writer's personal experience, through analysis of how writers choose vocabulary & techniques to be entertaining. <b>Key poems:</b> An anthology of Time and Place poems: Goblin Market, London, Spellbound, Wind, The Ancient Mariner, Bazars of Hyderabad, Paris in Spring, February Evening in New York	<b>Rhetoric</b> This scheme will seek to delve into the more profound notions of ethos, pathos & logos expounded by Aristotle. We also take a broad view of 'rhetoric' by including more subtle approaches to the notion of influencing. <b>Key text:</b> Extract-based work includes speeches by: Malala, Emma Watson, Elizabeth I, Winston Churchill, MLK, Chi Adichie	<b>Morality</b> This scheme will allow for a more in-depth exploration of how different contexts create different experiences, shape decision-making and build morals for audiences as well as writers. We also look at how sequencing relates to meaning and impact on the audience. <b>Key text:</b> <i>Heroes</i> by Robert Cormier. <i>Heroes by Robert Cormier. The manipulation of time makes this an interesting text through which to explore structure. It also allows us to reflect on the notion of a 'hero', an idea pupils will have come across before, and deepen pupils' understanding of this idea as well as introducing guilt as a theme.</i>	<b>English Language:</b> Paper 2 (non-fiction reading and writing skills) <b>Literature:</b> <b>Poetry Anthology (Conflict) –</b> <b>Themes=&gt; Personal conflict</b> The Poison Tree, Half Caste, The Class Game, No Problem;  <i>Reality and suffering at war=&gt; Exposure, The Charge of the Light Brigade, What Were They Like?</i> <b>Power of nature =&gt; Destruction of Sennacherib, Extract from Prelude, Exposure</b>  <b>Preparation for PPE1:</b> 4 weeks in run up to PPE (Trust wide initiative): Common curriculum of preparation for: Lit P2 (A Christmas Carol, Poetry and Unseen poetry) Lang C1	<b>English Literature and Language:</b> Revision for all papers.  PPE2: Spring 1
	4		<b>Political Poetry:</b> This scheme exemplifies the significance of rhetoric in relation to political oppression, looking at ideas within this, such as the relationship between emotion and reason in the human psyche. Poetry(Study 3 from a choice of 6): Dulce et Decorum Est, Checking Out Me History, Neighbours, Still I Rise			
Summer Term 2026	5	<b>Introduction to Shakespeare:</b> This scheme is focussed on reading and understanding Shakespearean drama – with an emphasis on inference & interpretation of language and performance, supported by key quotations. The play content also lends itself to the study of advice writing, considering the target audience <b>Key text:</b> <i>Much Ado About Nothing. This text allows us to explore a particular genre – Shakespeare comedy – as an introduction to genres, humours in Elizabethan times and characterisation.</i>	<b>Symbolism and Debate</b> In this scheme, we explore metaphorical thought and language so that students learn about the conventions and shared meanings that underpin English, as well as the skills of discursive writing. <b>Key text:</b> <i>Refugee Boy</i> by Benjamin Zephaniah	<b>Consolidating the Concepts</b> This final KS3 unit brings together everything that students have learned up to this point and places it within the context of the GCSE English Language and Literature courses. This unit helps students to transition between KS3 and KS4. The final scheme of KS3 continues building on the knowledge and skills developed, through advanced study of a variety of short stories and poetry, with a focus on comparison and analysis. <b>Key text:</b> 19 <sup>th</sup> century short stories  <b>GCSE Spoken Language Assessment</b>	<b>Literature:</b> <b>'An Inspector Calls' English</b> <b>Language:</b> Narrative and transactional (Linked to 'An Inspector Calls') <b>Poetry Anthology:</b> <i>Inequality and injustice=&gt; Belfast Confetti, The Man He Killed, War Photographer</i>	<b>English Literature and Language:</b> Revision for all papers.
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