

Intent

Our aim is to create fluent, critical readers who develop their thinking skills and creativity through the study of all literature, fiction and nonfiction, including Shakespeare, the 19th-century novel, poetry, modern texts and drama. Through reading we want to develop students' cultural capital, allowing their wider reading to support their knowledge and understanding of the world they live in. We want to encourage and support independent reading habits which will allow students to move on to enjoy reading and follow the subject into higher education should they wish to. We want students to explore a diverse range of texts that ignite their passion; create a voice where they challenge inequality and question who we are and where we come from.

We also want to create fluent writers who are able to write for a sustained period of time; who use Standard English confidently and coherently, using knowledge gained from wide reading to craft and develop their own writing through the use of linguistic and grammatical methods, based on a wide and ambitious vocabulary and secure grammatical structures.

Furthermore, we want our students to be confident speakers, who are able to express their opinions passionately and effectively in order to influence others positively, using their voice for good.



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Year 7

	Myths and Local Legends	Oliver Twist	A Midsummer Night's Dream	The World at War	Creative Writing
Enquiry Question	How do myths and legends show what people in a community believe, fear, and value?	How does Charles Dickens use Oliver and the lives of poor people to show what was wrong with Victorian society?	How does Shakespeare show love, identity, and change in <i>A Midsummer Night's Dream</i> , and what does this tell us about human relationships?	How do the poets use words, pictures, and mood to show different views of conflict and how it affects soldiers, civilians, and society?	How do writers use language to capture the human experience of war?
Subject Content	Characteristics of myths; characteristics of heroes in myths; Greek Gods and Goddesses, Hercules, Pandora's Box, King Midas, Icarus, Narcissus, Medusa, Hades and the Underworld, Poseidon and local legends.	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play.	Harsh realities of war; modern poets' perspectives on war; women's role in war poetry; how and why poets write in times of conflict; the significance of the written word in war.	How to write with technical accuracy and for increasing impact. Simply, what is said and how well it is said; how accurate it is.
Disciplinary Knowledge/ Skills	Writing analytical paragraphs Analysing characters Selecting key quotes Inference through imagery Writing (retrieved) Identifying audience and purpose of a text. Producing a response suited to audience and purpose. Using a story as a springboard for a piece of writing. Planning and redrafting Taught - creative writing structure.	Reading (taught) Composing topic sentences. Analysing characters Selecting and analysing key quotes Composing an introduction and conclusion. Writing (retrieved) Identifying audience and purpose of a text. Producing a response suited to audience and purpose. Letter writing, drafting and crafting.	Reading (retrieved and taught) Topic sentence about themes/concepts + selecting / embedding a quotation + starting to use analytical sentences to explore effects of dramatic choices. Writing Understand the purpose of soliloquy Creating an inner-dialogue Drafting and crafting Contextualizing soliloquy Use of language to convey emotional state of a character	Reading Prediction Summarising Establishing a viewpoint on a poem Analysing the use of language in the poem. Introduction of a writer's big idea. Writing Using empathy in writing	Sentence Structures Punctuation for Accuracy and Effect Word Classes and Functions Paragraphing and Cohesion Grammar for Style and Impact Vocabulary Development Spelling and Morphology Application in Context

Theme (if applicable)	Good vs evil Heroism Morals and morality Mortal Beauty Pride (Hubris) Justice and Vengeful	Good vs evil Crime and punishment The plight of the working classes Morals and morality	Free will Love Family Conflict Women and marriage Power and its abuse	Resilience Moral conflict Death and Destruction Loss of innocence Futility of war Loss and grief	Resilience Moral conflict Death and Destruction Loss of innocence Futility of war Loss and grief
SMSC	Myths and legends teach life lessons, show right and wrong, explain beliefs about gods and the supernatural, reflect social roles, and share cultural values that shape a community's identity and view of the world.	The text explores innocence, virtue, and redemption, shows right and wrong through choices, critiques poverty and class divisions, and highlights cultural gaps between the rich and poor in Victorian society—all reflecting key spiritual, moral, social, and cultural themes.	The play blends magic and fate, showing love's unpredictability. It teaches that love needs respect and choice, questions social rules on marriage, highlights class differences, and reflects Elizabethan views on love, nature, and the supernatural.	War poetry explores faith, sacrifice, and divine connection, questions the morality of violence, highlights class and social impacts, and reflects shifting cultural views—from patriotic pride to the brutal realities and moral costs of war.	Writing about war helps us reflect on human feelings (spiritual), explore right and wrong (moral), see how people and communities are affected (social), and understand how different cultures and times remember conflict through stories, poems, and memorials (cultural).
Careers	Librarian Historical Archeology Theologian	Social worker Foster carer Teacher Undertaken Mortuary Technician Economist Judiciary system	Actor/actress Director Theatre designer Playwright Costume designer	Poet Creative writer Historian War journalist Librarian Therapist Political speechwriter	Poet Creative writer Historian War journalist Librarian Therapist Political speechwriter



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Year 8

	The Adventures of Sherlock Holmes	The Tempest	Rhetoric -	Animal Farm	HT6: Creative Writing - NARRATIVE
Enquiry Question	How does Arthur Conan Doyle use the character of Sherlock Holmes to explore the themes of intelligence, morality, and justice?	In what ways does <i>The Tempest</i> explore the conflict between nature and nurture, particularly in the development of Caliban's character and his relationship with Prospero?	How do speakers and writers use rhetorical techniques to persuade, influence, and manipulate their audience?	How does George Orwell explore the corrupting influence of power in <i>Animal Farm</i> , and what does the novel suggest about the nature of political revolutions?	Why are dark settings and strange characters so powerful in storytelling?
Subject Content	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Aristotle; ethos, logos, pathos; links between Greek & Roman discourse of rhetoric and Renaissance/Shakespearean texts; how to write for performance and impact	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption	Explore key features of Gothic writing: setting, atmosphere, character, and symbolism. Develop descriptive and narrative skills to build tension, mood, and mystery. Use vocabulary and figurative language to create unsettling effects. Redraft and edit writing for accuracy (spelling, punctuation, grammar) and impact. Reflect on how Gothic writing explores fear, the unknown, and human imagination.
Disciplinary Knowledge/ Skills	Characters can have complex, dual natures. It is important to link topic sentences across paragraphs. Relevant quotations from the	Texts can have multiple plots. Some of the conventions of comedies, tragedies and tragicomedies. Closed book assessment. Composing a balanced	Use the five parts of oratory: invention, arrangement, style, memory and delivery when planning a speech Sequence ideas logically and cohesively	The events of a story can represent historical events. Characters can represent particular people or sections of society.	Understand what makes a text Gothic (e.g. eerie settings, supernatural elements, suspense). Recognise how writers use language and structure to

	text support topic sentences. You must make it clear where a quotation has come from. You must explain quotations in detail.	argument.	Use ethos, logos & pathos as a guide to intended impact and language selection Use complex grammatical structures to create emphasis Choose rhetorical devices selectively for intended impact (ethos, logos, pathos) Select vocabulary for persuasive impact Use prior knowledge gained from fiction or non-fiction reading and real-world examples to develop your ideas, argument and style	How to analyse the structure of a novel. Understanding extended metaphor.	create mood and tension. Be aware of Gothic traditions in literature and how they've influenced storytelling. Know how narrative voice and perspective affect the reader's experience. Analyse extracts to see how atmosphere and suspense are built. Experiment with vocabulary, imagery, and figurative language to unsettle the reader. Craft narrative structures (openings, build-up, climax, endings) with control. Redraft and edit to refine both accuracy and impact. Reflect on writing choices and explain their effects.
Theme (if applicable)	Crime and justice Science and deduction Social status Morals and morality	Magic Nature vs Nurture Power Monarchy and treason Colonialism Love	Power Ambition Propaganda Classism Poverty Hypocrisy Morality Social justice/injustice Exploitation Suffering	Corruption and tyranny Communism and animalism Education and illiteracy Propaganda Violence Dreams/hope	
SMSC	Sherlock Holmes stories explore truth, justice, and ethics, showing moral dilemmas like justice versus mercy. They reflect social norms, class, and relationships, especially with Watson, while capturing Victorian culture and influencing the world through	<i>The Tempest</i> explores themes of forgiveness, revenge, and redemption, while examining power dynamics, social hierarchies, and loyalty. It reflects Renaissance humanism, gender roles, and colonization, prompting discussions on ethics, culture, and societal evolution.	Rhetoric helps individuals seek truth, promote compassion, and reflect on spiritual growth. It encourages ethical persuasion, supports advocacy for justice, strengthens social connections, and shapes cultural identities, influencing media, art, and societal change.	<i>Animal Farm</i> explores the spiritual pursuit of justice and fairness, highlighting the dangers of corrupt ideologies. It raises moral questions about power and loyalty, critiques social inequality and class, and reflects on the manipulation of language in political control.	Spiritual – Explore imagination, mystery, and human fears through creative writing. Moral – Consider themes of good vs evil, choices, and consequences in Gothic stories. Social – Work together to share ideas, give feedback, and discuss interpretations.

	lasting adaptations.				Cultural – Study Gothic traditions and how different times and cultures use fear in storytelling.
Careers	Detective Forensic scientist Criminal Psychologist/Profiler Police Officer Medical Examiner Codebreaker Consulting Detective	Literary scholar Theatre director Actor Playwright Shakespearean costume designer Editor/Publisher Linguist	Speechwriter PR Political Strategist Advertiser Lawyer Journalist Diplomat Lobbyist	Political Scientist History Professor Journalist Social Worker Political Activist Philosopher Propaganda/Communications Specialist	Author Screenwriter Playwright Content creator/blogger Copywriter Children's author Journalist Editor

	Small Island	Noughts and Crosses	Poetry	HT5/6: Heroes and Villains
Enquiry Question	How does <i>Small Island</i> explore the complexities of identity and belonging?	How does <i>Noughts and Crosses</i> challenge traditional power structures and social hierarchies?	How do poets use language and imagery to convey the emotional or physical experiences of a journey?	What qualities define a Shakespearean hero, and how do these qualities challenge traditional concepts of heroism? How does Shakespeare use villains to explore themes of power, ambition, and morality?
Subject Content	The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue; foreshadowing; the form of a tragedy; AC Bradley's lectures on tragic character.	Examines themes of race, class, prejudice, power and societal divisions; dystopian world. Character analysis of Sephy and Callum. Examines how the novel reflects and critiques real-world issues of racial inequality, such as segregation, discrimination, and systemic oppression, drawing parallels between the fictional world and the real world.	'Island Man', 'Wherever I Hang', 'Limbo', 'Gap Year', 'My Father thought it...'	Heroes and villains in Shakespeare's work. Tragic heroes and villains. Explorations of Richard III, Lady Macbeth, the Seven Deadly Sins, witchcraft, Iago from Othello, Othello as a tragic hero, Desdemona - a victim of Othello's villainy, Macbeth, King Lear, The suffering of King Lear
Disciplinary Knowledge/ Skills	Understanding the post-World War II migration and the Windrush generation , knowledge of British colonial history. The multi-faceted characters like Hortense, Gilbert, Queenie and Bernard, use of multiple perspectives, flashbacks and time shifts. Literary analysis, historical contextualization, comparative analysis.	Use a full range of punctuation in my writing sometimes for effect. Spell most words correctly and look for patterns to spell most complex words correctly. Make varied and deliberate vocabulary choices for effect. Use a range of language techniques in my writing for clear effect. Create a clear argument by considering purpose, audience and form.	Using Standard English to write about poems Making references to poems without using quotations Structuring comparison essays Referring to writers correctly Using pronouns with precision Academic tone	Elizabethan and Jacobean society, Shakespeare's political and philosophical views, heroism and tragedy, villains and morality, moral ambiguity. Social and gender dynamics, power, authority and kingship, fate and free will, revenge and justice, soliloquies and internal conflict. Literary analysis, critical thinking - moral ambiguity, writing coherent, evidence-based essays on topics like the tragic flaw in Macbeth or the manipulative nature of Iago.

		Use strategies to understand unfamiliar vocabulary independently Choose multiple pieces of evidence from a text to support my ideas.		
Theme (if applicable)	Ambition Adversity Political influence Prejudice Classism	Power Race Discrimination Love	Journeys Belonging Decisions Rebellion	Good versus Evil Fate versus Free Will Power and Corruption Revenge and Justice Identity and Self- Perception Morality and Justice Deception and Manipulation The Supernatural Gender and Power Dynamics
SMSC	The text explores race, migration, and social mobility, addressing prejudice, injustice, and the power of empathy and forgiveness. It reflects on identity, belonging, and faith, while highlighting cultural clashes, colonial legacy, and the complexities of assimilation and adaptation in a diverse world.	The text examines racism, inequality, and the fight for social change, exploring moral questions of oppression, violence, love, and sacrifice. It delves into identity, hope, and despair, while highlighting cultural divisions, the impact of history, and the struggle to preserve cultural identity.	The text explores human connections and social issues, highlighting moral choices, justice, and personal growth. It reflects on the search for meaning, faith, and resilience, while addressing cultural identity, conflict, and the importance of understanding across cultures.	The text explores power, social hierarchies, and human relationships, highlighting moral choices, justice, and the struggle between good and evil. It examines fate, free will, conscience, and hope, while reflecting on cultural traditions, the human condition, and the evolving role of women in society.
Careers	English Teacher Author/writer Immigration Advocate Diversity and Inclusion Specialist Human Rights Advocate	Literature Professor Author Human Rights Advocate Diversity and Inclusion Specialist Trauma Specialise Activist Public Speaker	Poet Author Literary critic Editro Poetry professor Teacher Spoken word artist Publisher	Theatre and performing arts Director Literature professor Academic researcher Playwright Costume/set designer

	Paper 1 Exploration in Creative Reading and Writing (Section A)	Exploration in Creative Reading and Writing (Section B)	A Christmas Carol	Macbeth	HT6: An Inspector Calls
Enquiry Question	How do writers use language techniques, structure, and form to engage the reader and convey meaning in the text?	How do writers craft their language and structure to engage the reader and convey a particular mood, theme, or perspective in their creative writing?	How does Charles Dickens use the character of Scrooge and the novella's supernatural elements to explore themes of social responsibility, personal transformation, and the consequences of greed?	How does Shakespeare use the themes of ambition, guilt, and fate to explore the consequences of unchecked power and moral corruption in <i>Macbeth</i> ?	How does J.B. Priestley use the character of the Inspector and the theme of social responsibility to critique the values of the upper class and advocate for social change?
Subject Content	Reading for meaning; language features; tone and mood; effect on reader; structural features; evaluating writer's intentions.	Descriptive and narrative writing tasks, writing appropriate communication, suited to audience and purpose	Themes; character analysis; social and historical context including the writer's big idea; literary devices; moral lessons	Plot, key events, structure, themes, characters, language and literary devices, historical context.	Plot, key events, structure, themes, characters, language and literary devices, historical context.
Disciplinary Knowledge/ Skills	Understanding of literary genres and contexts; literary devices; language techniques; context of the extract. Close reading, critical thinking, selecting judicious quotations, commentary on language and structure.	Awareness of genre, appropriate literary techniques; structure and organisation of writing; contextual awareness; audience and purpose. Language and stylistic control; descriptive writing skills; narrative writing skills; grammar, punctuation and spelling rules.	Victorian society and social issues; Dickens as a writer. Close reading and interpretation; critical analysis; argumentative writing; use of evidence; evaluation skills; understanding authorial intent; historical context; linking text to broader themes.	Jacobean society and social issues; Shakespeare as a writer. Close reading and interpretation; critical analysis; argumentative writing; use of evidence; evaluation skills; understanding authorial intent; historical context; linking text to broader themes.	Edwardian society and social issues; Priestley as a writer. Close reading and interpretation; critical analysis; argumentative writing; use of evidence; evaluation skills; understanding authorial intent; historical context; linking text to broader themes.
Theme (if applicable)	Conflict Identity Power and control Human nature Isolation Social class and inequality Love and relationships Society and social norms		Social Responsibility Redemption and Transformation Greed and Selfishness Family and Love Time and Memory	Ambition and power Fate and free will Guilt and conscience The corrupting nature of power The supernatural Appearance versus reality Manhood and gender roles Loyalty and betrayal	Social responsibility Class and social inequality The generation gap Morality and guilt Hypocrisy The supernatural Gender and power The illusion of uncertainty

	Justice and injustice Freedom and confinement Hope and despair Fear			The natural order and chaos.	
SMSC	The texts might explore inner conflict and moral reflection, focusing on choices between right and wrong. It highlights social and class tensions, personal relationships, and the search for identity and belonging across diverse cultures.	Creative writing explores Spiritual, Moral, Social, and Cultural themes, reflecting on human experiences, ethical dilemmas, and societal issues. It addresses identity, faith, ethical choices, relationships, social structures, and cultural values, encouraging deeper thinking and emotional engagement with personal values, relationships, and worldviews.	The text explores redemption, forgiveness, and compassion, reflecting on life, the afterlife, and personal growth. It highlights moral responsibility, social inequality, and the importance of charity, community, and family within the context of Christmas traditions, Victorian England, and timeless, universal messages.	The text explores fate, free will, and conscience, with themes of guilt, the supernatural, and the divine. It examines ambition, corruption, and moral choices, while highlighting power, loyalty, and gender roles. Set in a historical context, it critiques society and portrays cultural views of good and evil.	The text explores social responsibility, guilt, and moral change, addressing class inequality, personal responsibility, and the consequences of selfishness versus altruism. It highlights class divisions, women's roles, generational differences, and empathy, set against the historical context of socialism, capitalism, and industrialization, with a lasting social message.
Careers	Author Proofreader Publisher Journalist	Author Proofreader Publisher Journalist	Social work/charity, psychology, literature professor, author, Victorian historian, social justice advocate	Author Proofreader Publisher Journalist Psychologist Therapist	Author Proofreader Publisher Journalist Psychologist Therapist

	Love and Relationship Poetry	Writers' Viewpoints and Perspectives	Revision Pathways	Revision Pathway	Revision Pathways	HT6: Complete
Enquiry Question	How do the poets present love and/or relationships in the poems studied?	How do writers' viewpoints and perspectives influence their writing?				
Subject Content	Themes: Love, loss, longing, desire, distance, relationships, family, romance. Social and Historical context for each poet so their message can be explored. Literary Devices and author's message.	Reading for meaning; language features; tone and mood; effect on reader; structural features; comparing writers' viewpoints and perspectives.				
Disciplinary Knowledge/ Skills	Society and its portrayal of relationships between men and women. Close reading and interpretation; critical analysis; argumentative writing; use of evidence; evaluation skills; understanding authorial intent; historical context; linking text to broader themes. Understanding of alternative viewpoints.	Write a summary, analysis of language, compare writers' viewpoints and perspectives, transactional writing.				
Theme (if applicable)	Love Desire Loss Relationships Family Parenting					
SMSC	The text explores various relationships, societal expectations, and moral lessons on respect and love. It incorporates religious imagery, linking Christian beliefs	The texts could explore worldviews, moral dilemmas, and personal reflections, emphasizing character development and accountability. It				

	and the natural world, while also exploring different religions' views on love. Cultural perspectives on romantic relationships emphasize how culture shapes attitudes toward gender roles and relationships.and love.	addresses social issues, challenges stereotypes, and promotes understanding of diverse perspectives, encouraging tolerance and open-mindedness within historical and cultural contexts.				
Careers	Marriage and family therapy Relationship counselling Psychologist Life coach Social worker	Creative writer Journalist/reporter Essayist Opinion writer Academic writer PR				