

ENGLISH
YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects might be made?	Enrichment
Half Term 1 & 2	Me, Myself and Why Grammar for Writing Students will study Artichoke Hearts as a reader for pleasure.	Consolidate/learn different grammatical terms in response to Year 6 learning. Gain an understand of the significance of 'context' and its role in the study of English Explore individual identity, social, historical, cultural identity. They will learn how to read a text and practise the skills of interpretation and analysis to a level which is appropriate for the key stage (understanding of character). Students will learn to write in a style (personal narrative).	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write a personal narration utilising appropriate methods for genre. Oral literacy. Ability to work in groups/pairs/individually. Time management.	Who am I and what makes me this way? What shapes and forms individual identity and how do authors represent that? How people respond to new environments, new situations. Have an understanding of the differences between people and to respect and appreciate those.	history - context citizenship - what is a citizen? (Year 7 T3) R.S. - individual pilgrimage MfL - Who am I vocab. geography - place as context drama - confidence, public speaking, communication, group work. D&T - research skills, identity Year 8 textiles Library - research skills Art - identity Year 8	World Book Day Shakespeare's Birthday Students will be encouraged to enter competitions run internally and externally Opportunities will be provided for trips appropriate to texts and genre.
Half Term 3	Introduction to Non-Fiction (Manchester and Me)	Students will have a greater understanding of Manchester's history. Students will have an understanding of thematic links. Students will have a greater understanding of the 19th Century context and the role Manchester played in it. Familiarisation with Non-fiction throughout time. They will learn how to read a text and practise the skills of interpretation and analysis to a level which is appropriate for the key stage. Students will learn to write in genre non-fiction.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write a personal narration utilising appropriate methods for genre. Oral literacy. Ability to work in groups/pairs/individually. Time management.	Where do I live and what is my place in this community? Understanding of themes and issues which are still present today (fights for equality, patriotism, socialism, capitalism, justice, diversity, cultural appreciation)	geography - Manchester scheme, surveys and questionnaires, regeneration of Manchester, Year 12 coursework history - non-fiction historical sources, Year 8 cotton industry, industrial revolution, slave trade, Year 9 capitalism vs communism R.S. - different cultures and backgrounds, citizenship - rights and equality, identity maths/science - graph and interpretation skills D&T – Protest Banners Dance – Manchester half term 2 MfL – KS5 topic study	Clubs are run to extend learning e.g. creative writing
Half Term 4 & 5	Poetry, Place and Identity	Consolidate/learn different literary terms in response to Year 6 learning. Develop an understanding of a range of poetry from different authors, times and places. They will learn how to read a text and practise the skills of interpretation and analysis to a level which is appropriate for the key stage (understanding of characterisation within the context of a poem). Students will learn to write in style (poetry). Gain a more nuanced understanding of the literary canon. Understanding of changing identity in multicultural Britain.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write a personal narration utilising appropriate methods for genre. Oral literacy. Ability to work in groups/pairs/individually. Time management.	What are the universal themes which link us together? Identity and how that is conveyed in a different genre and how identity can be expressed in a different mode. How different people can express different points of view from around the world. How different parts of the world explore common human themes. Creation of a voice.	history - context drama - confidence, public speaking, communication, group work. Art/music - figurative modes of self-expression Citizenship - identity and its creation in multicultural Britain. R.S. - poetry from perspective of foetus. Music – Poetry, rhythm and rhyme (school song creation) Dance – poem as stimulus MfL – different cultural contexts	
Half Term 6	His-stories: An Introduction to Shakespeare	Students will develop an understanding of the significance of context and how that informs style. Appreciation of the significance of Shakespeare within the English literary canon. Problem solving - decoding. Students will gain a greater understanding of Shakespeare and his methods and how he uses dramatic devices to create humour.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write non-fiction texts utilising appropriate methods/features of genre. Oral literacy. Ability to work in teams Time management	Who was Shakespeare as a storyteller and how did he reflect his world? Students often fear Shakespeare but considering his place in the canon and the fact he was a storyteller aims to increase the enjoyment of his work.	D&T - significance of context Yr 9 history – context - Year 10 Elizabethan England, Year 13 Tudors. dance - use of entrances/exits citizenship – relationships Drama – Shakespeare, set design Science and mathematics – inference and logical deduction, problem solving. R.S. - Catholics vs Protestants in Elizabethan England	

ENGLISH
YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?	Enrichment
Half Term 1 & 2	Getting to Know Genre READER: Iridescent Adolescent - collection of diverse short stories is read alongside scheme.	Students are given a range of extracts which demonstrate the features of the genre such as Fantasy, Sci fi, Crime, Gothic Teachers select 2-3 stories from Iridescent Adolescent to explore and consider the overall structure of a text. Students will understand the key term 'genre'. Students will understand the relative features of two major literary genres - detective and gothic and will be able to apply these conventions in their own writing. Students will be exposed to a range of texts from different genres.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write non-fiction texts utilising appropriate methods/features of genre. Oral literacy. Ability to work in groups/pairs/individually. Time management. Creativity Inference and deduction	What constitutes genre and what are some of the common characteristics? How different writers manipulate style and methods to match different genre conventions. A wider understanding of the literary canon.	What is a genre/type of text? - art/dance/drama history - context drama - tension/suspense, Year 8 Science Fiction T1 art - picture as stimulus, genre in art (impressionism Year 8) Science and mathematics – inference and logical deduction, problem solving.	Radio 2 500 Word Story (Deadline March) World Book Day Students will be encouraged to enter competitions run internally and externally Opportunities will be provided for trips appropriate to texts and genre.
Half Term 3 & 4	Texts in Conflict	Students will understand the theme of conflict and will explore this in a number of guises: personal, social, worldwide. Students will see a range of texts from different cultures and backgrounds and time periods. Students will build on Year 7 study and understand the relationships between characters Students will look at a range of texts types all linked by a different theme.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write a text utilising appropriate methods/features of genre. Oral literacy. Ability to work in groups/pairs/individually. Time management. Evaluation and critical thinking skills	The nature of conflict- what causes this, the different impacts, different perspectives and understanding, conflict through the ages. Empathy skills.	history - different world wars/context Year 7 Norman Conquest, Year 8 English Civil War, Year 9 World Wars geography - conflict throughout the world (Russia as a superpower, year 11) citizenship - conflict and its causes R.S. - war and empathy (Year 9 ethics), relationships and identity	Clubs are run to extend learning e.g. creative writing,
Half Term 5 & 6	Shakespeare - the comedies - A Midsummer Night's Dream	Students will develop an understanding of the significance of context and how that informs style. Appreciation of the significance of Shakespeare within the English literary canon. Problem solving - decoding. Students will gain a greater understanding of Shakespeare and his methods and how he uses dramatic devices to create humour.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write non-fiction texts utilising appropriate methods/features of genre. Oral literacy. Ability to work in groups/pairs/individually. Time management.	How does Shakespeare craft his work to create humour for an Elizabethan audience? The role of theatre in Elizabethan England. How to confidently articulate how dramatic devices create humour. What can be a barrier to a successful relationship?	D&T - significance of context Yr 9 history – context - Year 10 Elizabethan England, Year 13 Tudors. dance - use of entrances/exits citizenship – relationships Drama – Shakespeare, Twelfth Night (Year 8 T2) The Tempest (Year 7 T2) Macbeth (Year 9 T2), set design Science and mathematics – inference and logical deduction, problem solving. R.S. - Catholics vs Protestants in Elizabethan England	

ENGLISH
YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?	Enrichment
Half Term 1	Archetypes Writing	Students will concentrate on skills needed for successful narrative writing. Students will understand that all stories follow the same common elements and make these connections across time, genre, culture and to use these to shape their writing. Students will consolidate knowledge of storytelling from KS3 and prepares students to write longer narrative pieces.	Use of figurative devices for impact Increased use of sophisticated punctuation for effect Drafting and redrafting incorporating feedback	How to translate both individual and wider human concepts into writing. Students will practise how to create emotional impacts through the choices they make on the page. Wider human concepts and how writers are trying to convey these through allegory. Students will identify patterns/recurring ideas within literature.	R.S. - Stories from religions and cultures Drama – commonality of storytelling History – stories throughout time Music – metaphor and allegory	World Book Day Library Reading Competition Opportunities will be provided for trips appropriate to texts and genre.
Half Term 2	The Novel: Jane Eyre	Students will understand the role metaphor/allegory plays in a novel. Students will study in depth a novel of significance written in English. Students will all have read a novel. Students will study a text thematically.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write a narrative utilising appropriate methods/features of genre. Oral literacy. Ability to work in groups/pairs/individually. Time management. Creativity	Students will understand the common human concerns throughout time. Students will consider what life was like in Victorian England including issues surrounding women's rights, poverty, education.	history - context R.S./citizenship/geography (text dependent): conflict, democracy, war, human rights, suffering, good vs. Evil. Geography – Russia as a superpower	Students will be encouraged to enter competitions run internally and externally Clubs are run to extend learning e.g. creative writing
Half Term 3&4	Shakespeare - Much Ado About Nothing	Students will consolidate understanding of features of genre in Shakespeare. Students will study a text in depth. Students will build on Year 8 study and understand a theme within a Shakespeare text.	Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Technical accuracy and control. Ability to write a non-fiction text utilising appropriate methods/features of genre. Oral literacy. Ability to work in groups/pairs/individually. Time management. Creativity	How a writer uses a character to explore different themes and ideas within a text. Healthy relationships. How does Shakespeare use comedy as a vehicle to critique and satirise society.	history – context - Elizabethan England (Year 10 History) Drama – Shakespeare, Twelfth Night (Year 8 T2) The Tempest (Year 7 T2) Macbeth (Year 9 T2) humour, comedy and staging citizenship - healthy relationships.	
Half Term 5&6	Poetry: Love through the Ages	Students will understand the theme of relationships and explore this in a number of guises: personal, social, worldwide. Students will study a range of poetry from different cultures. Students garner a greater appreciation for the literary canon and English literary heritage and make connections to contemporary literature. Students understand love as a key theme which underpins much of literature. Helps pupils build skills of connections	Dialogic approach to teaching Reading for meaning. Interpretation. Attempts at analysis. Literary and grammatical terminology appropriate to genre. Oral literacy. Ability to work in groups/pairs/individually. Creativity	How we can define love in different contexts. Different types of relationships (familial, parental, romantic, sexual, friendship).	history - context art/music - the romantic movement dance/drama - forms of expression R.S. - philosophy - virtues relationships, the importance of community, agape, selfless love citizenship – relationships MfL – family and relationships	