BEECHEN CLIFF

English

Curriculum Booklet

2026 - 2027

Head of Faculty: Mrs Sarah O'Higgins

Deputy Head of Faculty: Mr Andrew Sayles

Subject Curriculum Intent:

At Beechen Cliff we recognise that pupils' competence and confidence in English sits at the very heart of the school curriculum. The English curriculum is founded upon a common aim to promote three shared core values of communication, culture and character. We strive to achieve a careful balance between these aims in terms of how our curriculum is designed including what to teach when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught. Our curriculum is designed to meet and exceed the National Curriculum requirements.

At Beechen Cliff we cater for a wide range of ability and needs, including a significant number of pupils with high prior attainment and our curriculum is designed so that all pupils are challenged, regardless of their ability, to achieve and exceed their potential. As such, we have a broad, balanced and aspirational curriculum which is founded on high expectations for all learners. The curriculum intent for English takes into account the specific needs of the learners we have the privilege to teach and the local community we serve.

Literacy is at the heart of all that we do and our curriculum is specifically designed to foster a love of language and reading for pleasure so that reading is part of the culture of our school. We know that reading a wide range of genres and styles is essential to success and we encourage this through our additional reading curriculum and well-resourced library. Our Accelerated Reader programme further ensures that children have access to a wealth of books suited to their interests and ability.

We also recognise the importance of oracy in developing the character strengths of empathy, curiosity, resilience and self-control. In addition, through structured discussion pupils are able to recall key knowledge and develop confidence in using more advanced, academic vocabulary.

Our choices and sequence of learning are devised to provide creative and exciting opportunities for pupils' to explore different ideas and voices (including their own) through a broad, rich and balanced curriculum.

Further, our curriculum gives pupils an insight into their shared literary heritage examining how the English Language has developed over time and how Literature can influence and be influential.

Above all we seek to inspire them to think critically, apply the ideas of others to their own and enable them to use language thoughtfully and creatively.

While we help them to be prepared for the demands of examinations, our aim is for them to be confident in applying this knowledge so they are well prepared both for the challenges of assessment and for life beyond school.

Subject Curriculum Implementation:

The English curriculum is implemented using the following strategies to ensure all pupils are successful in acquiring the knowledge and skills they require to be successful:

1. *Modelling learning for pupils*: Our teachers show how knowledge is applied, and suitable vocabulary is chosen, helping students to improve the quality of their work by demonstrating what successful work looks like.

2. *Questioning pupils*: Our teachers carefully plan their questions for students and use a range of question types and strategies to check students' understanding, challenge their thinking and assess their grasp of key knowledge concepts.

3. *Unpacking learning for all pupils*: We further support our learners by breaking knowledge down into easier chunks to learn. That way all pupils can achieve well and remember more.

4. Helping pupils *recall learning*: Our teachers have designed subject specific knowledge organisers which are available to students in their Google classrooms, and use regular quizzing to support our students to develop their recall skills and apply their knowledge with confidence. We have deliberately ordered learning so that it makes sense and one piece of knowledge builds on top of another with secure foundations - which supports long-term memory through regularly referring to prior learning.

5. Ensuring *challenge*: Our teachers teach to the top, and then scaffold to enable all learners to achieve.

6. Helping our pupils develop their skills of *Oracy*: Our teachers expect pupils to communicate by answering questions regularly in class, or working in groups to develop ideas and responses.

7. Developing a *reading culture.* Reading is at the heart of all that we do across the school and this is especially important in English. We challenge, support and monitor the reading that students undertake across KS3, to ensure that they are both widely read, and have the skills to read a variety of books for different purposes. In particular, we encourage the reading of more challenging and academic texts using reciprocal reading strategies by preparing pupils with the skills they need to predict, clarify, question and summarise texts.

8. Ensuring *learning relationships are positive:* clear expectations of behaviour and relationships within the learning environment are consistently and fairly enforced, allowing all students to learn in a calm, purposeful environment.

9. Clearly stating *a challenging learning objective* for each lesson which is a challenging learning objective for all students to aim for that clearly summarises what learning should take place.

10. Supporting *learning through assessment*: Much assessment is through low-stakes quizzes to help teachers understand how much pupils have learnt and retained. Tests help teachers determine how well pupils can apply their knowledge in different situations.

Key Stage 3

The English department has deliberately sequenced learning so that one piece of knowledge builds on top of another with secure foundations. We have considered the ordering of our learning within units, the units across the academic year, and the development of knowledge as students move up through the school. For example, students recall their KS2 knowledge of figurative language at the start of Year 7 in their study of *The Graveyard Book*, then build on this to comprehend symbolism in several texts encountered throughout the year; in Year 8 they use this in their creative writing, and their examination of texts such as T*he Book Thief* combining it with an understanding of narrative; in Year 9, they apply this understanding of figurative language and narrative structure to their study of *A View from the Bridg*e, the Gothic genre and *Romeo and Juliet* and they consider how recurrent motifs are used as a means of creating dystopian worlds. This coherent development of knowledge is embedded at every point of the curriculum.

Students' reading and writing skills are used to reinforce each other and develop strong schema of understanding around key threshold concepts. Examples of excellent writing are used to contextualise the methods being taught and provide students with aspirational models. By analysing these models, students gain a genuine understanding of the purpose and potential of the knowledge they are gaining and skills they are developing.

Key Stage 4

Students study a wide range of literature texts from Shakespeare to more contemporary poetry and texts. Students are taught to question and interpret a range of themes and ideas in each text and use these to inform their analytical writing on each text. Students are given models of key literary interpretations of text to inform their own. Classes are given opportunities to discuss ideas and learn from one another's interpretations.

Their study of Language begins with an explicit focus on slow, careful and methodical reading which is again modelled by the teacher and practised by the students. Students are given the opportunity to consider a range of openings of texts and discuss the writer's intention and the choices made alongside the effects of these choices. This enables students to articulate their views before having to tackle the GCSE style questions. This approach is then followed in the weekly lessons throughout the year.

Pupils maintain high quality notes using three sources: their exercise books, poetry anthologies and Language resource booklets. Lesson work and notes support students with their knowledge and learning, and formative assessments offer pupils personalised feedback to help them in improving future assessment performance.

Allocated Curriculum Time:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Fortnightly lesson allocation	6 x English 2 x Reading	7 x English 1 x Reading For some pupils + 1 x Creative Writing	7 x English 1 x Reading For some pupils + 1 x Creative Writing	8 x English	7 x English

Year 7

Term	Curriculum Foci Areas	Assessment
1	**Baseline: The Secret at the Heart of My School** **Myths and Legends** • Students study myths from Greek, Roman and Norse cultures that are frequently alluded to in and underpin our literary heritage • Students complete a research project on creation myths from around the world and use their research to create a creation myth of their own	**Baseline** **Creative Writing-Creation Myth**
2	**The Graveyard Book** • Students apply their understanding of myths and legends to the reading of a contemporary novel • Students develop their analytical reading skills and begin to consider writer's purpose • Students develop their writing skills by considering how real writers, in particular Neil Gaiman, write and attempting to emulate similar processes in their own work	
3	**The Graveyard Book** • As above **Fantastic Beasts Poetry** • Students develop their ability to read poetry for meaning • Students read a range of poetic forms from sonnets to spoken word poetry • Students consider a range of poetic methods used by writers and their intended effects • Students develop their analytical reading and writing skills by responding to what they've read	**Analytical Essay - Bod's character progression**
4	**Fantastic Beasts Poetry** As Above	**Analytical Essay - Comparing two poems**
5	**Islands and Pirates** • Students read a range of non-fiction writing about pirates • Students read *Treasure Island* and consider writer's craft • Students develop their own writing style using what they've read as inspiration	**Reading Exam- Comprehension** **Writing Exam- Non-fiction writing task**
6	**A Midsummer Night's Dream** • Students develop their ability to read Shakespeare's language for meaning • Students consider a range of comedic methods and their effects • Students develop their understanding of stagecraft through a research project and their own performance of a scene	**Speaking and listening assessment task - presentation of a scene**

Year 8

Term	Curriculum Foci Areas	Assessment
1	**Poetry of the First World War** ● Students study a range of war poetry as an introduction to literature inspired by war ● Students revise common language and structural techniques ● Students develop their own interpretations of the poems	**Analysis of a poem**
2	**War Novel** ● Students study *The Book Thief* – a challenging novel with a female protagonist set during WW2 and analyse the narrative form and learn about structural concepts- in particular narrative voice ● Students develop their ability to apply context to a text	
3	**War Novel** ● As above	**Analytical essay- The Book Thief-Liesel's character change**
4	**Exploring the Gothic** ● Students study a range of texts tracing the development of the Gothic genre over time ● Students consider what specific features make up the genre and begin to apply these to their own writing ● Students develop their skills of editing and redrafting as they revisit their piece of writing each week applying their new learning	**Creative writing**
5	**Crime: Fiction and Non-fiction writing** ● Students develop their non-fiction reading skills by reading a range of non-fiction texts on contemporary issues and learning about the style and form of broadsheet and tabloid newspapers ● Students develop their writing voice by using this understanding of style and form to create their own non-fiction writing **Other Worlds** ● Students trace the Science Fiction and Dystopia genres as they developed over time ● Students use their understanding of the styles and tropes found in each to craft their own creative writing	**Reading Exam-Comprehension** **Writing Exam-Creative Writing**
6	**Heroes and Villains** ● Students consider how and why the character tropes of hero and villain have changed over time ● Students read a range of texts from Shakespeare's Othello to Paradise Lost and trace their influence on these tropes ● Students then demonstrate their understanding by crafting characters of their own	**Analytical writing -Henry V's character**

Year 9

Term	Curriculum Foci Areas	Assessment
1	**A View from the Bridge** • Students analyse writer's methods-language and structural- with a focus on writer's intention • Students develop their reading comprehension and analytical skills by reading a text from a different culture • Students discuss important ideas about masculinity and prejudice as they apply their understanding of the context of 1950's America to their reading of the text	**Analytical writing -Essay on the character of Eddie**
2	• **Poetry of Identity** • Students study a range of poems from different forms on the theme of identity • Students practice annotating, analysing and developing their interpretations of poems • Students practice comparison skills	**Comparison essay**
3	**Romeo and Juliet** • Students develop their familiarity with Shakespeare's language by reading the play out loud in lessons • Students apply their understanding of context to the text as they critique representations of masculinity and femininity in the text • Students develop their analytical reading skills as they consider the intended effects of Shakespeare's use of language and imagery on an audience	**Analytical writing-Essay**
4	**Soapbox** • Students study a range of famous speeches from Shakespeare to Martin Luther King • Students are taught rhetorical methods and consider their effects so that they might also use them in their own writing	**Writing Exam- Non-fiction writing** **Reading Exam- Comprehension**
5	**Animal Farm** • Students revise their knowledge of the novel form • Students apply context to their study of a text • Students analyse how writers use methods to create meaning	**Analytical essay**
6	**Creative Writing - There and Back Again** • Students are explore writing in the fantasy adventure genre and use these concepts in their own writing • Students develop their use of imagery: metaphor, simile and personification for specific effects • Students develop their use of structure: sentencing, motifs and symbols, punctuation etc. for specific effects	

Year 10

Exam Board: AQA

Specification: English Language 8700 and English Literature 8702

Term	Curriculum Foci Areas	Assessment
1	**Explorations in Creative Reading** ● Students develop their understanding of narrative craft and how writers use language and structure to craft openings of texts; characters; moments of tension; settings; endings and short stories ● Students read a wide range of texts from the 20th and 21st centuries ● Students consider the effects of specific choices writers make on their audience ● Students develop their ability to evaluate and support an argument **Students gain full understanding of how to:** ● Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. ● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. ● Evaluate texts critically using appropriate textual references. **Power and Conflict poetry - Cluster 1** ● Students study a range of poems on the topic of Power and Conflict ● Students annotate and analyse these poems with a focus on how writers present ideas about power and conflict in their respective poems ● Students learn how poets use their own experience and that of others to shape the ideas in the poem (context) ● Students develop their analytical writing skills by supporting their reading of the poem with references to writer's choices- method and language ● Students make comparisons between language, structure and ideas in each poem and how these are influenced by writer's ideas and context	**Language paper 1 Section A –** **45 minutes**

2	**Studying the 19th Century Novel: Strange Case of Dr Jekyll and Mr Hyde** • Students develop their understanding of the conflicts, themes and ideas in their text, how writers uses language and structure to craft these and how this relates to the context of the text studied • Students study the entirety of the play and consider ideas such as what it means to be a gentleman; concepts of good and evil; the impact of suppression on one's character • Students prepare to write analytical essays with an extract to support. • Students practice crafting arguments on a range of themes and tracing these through the whole text • Students practice analysing how writers language and method choices impact on our reading of character and theme	**English Literature Paper 1 Section B: 19th Century Novel - 45 mins**
3	**Power and Conflict poetry - Cluster 2** • Students study a range of poems on the topic of Power and Conflict • Students annotate and analyse these poems with a focus on how writers present ideas about power and conflict in their respective poems • Students learn how poets use their own experience and that of others to shape the ideas in the poem (context) • Students develop their analytical writing skills by supporting their reading of the poem with references to writer's choices- method and language • Students make comparisons between language, structure and ideas in each poem and how these are influenced by writer's ideas and context **Explorations in Creative Writing** • Students begin to craft their own creative writing using the methods they've seen writers use in their work: metaphor, simile, personification. • Students apply thor understanding of the narrative arc to the crafting of well structured passages of writing • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • Note the difference between narrative and descriptive writing.	**Language paper 1 Section B - 45 mins**
4	**Power and Conflict poetry - Clusters 3 and 4** • Students study a range of poems on the topic of Power and Conflict • Students annotate and analyse these poems with a focus on how writers present ideas about power and conflict in their respective poems • Students learn how poets use their own experience and that of others to shape the ideas in the poem (context)	

	• Students develop their analytical writing skills by supporting their reading of the poem with references to writer's choices- method and language • Students make comparisons between language, structure and ideas in each poem and how these are influenced by writer's ideas and context **Shakespeare - Macbeth** • Students develop their understanding of the conflicts, themes and ideas in their text, how Shakespeare uses language and structure to craft these and how this relates to the context of the text studied • Students study the entirety of the play and consider ideas such as how power can corrupt individuals; the dangers of selfish ambition; gender stereotype; and views of the supernatural • Students prepare to write analytical essays with an extract to support. • Students practice crafting arguments on a range of themes and tracing these through the whole text • Students practice analysing how Shakespeare's language and method choices impact on our reading of character and theme	
5	**Shakespeare - Macbeth (continued)** • Students develop their understanding of the conflicts, themes and ideas in their text, how Shakespeare uses language and structure to craft these and how this relates to the context of the text studied • Students study the entirety of the play and consider ideas such as how power can corrupt individuals; the dangers of selfish ambition; gender stereotype; and views of the supernatural • Students prepare to write analytical essays with an extract to support. • Students practice crafting arguments on a range of themes and tracing these through the whole text • Students practice analysing how Shakespeare's language and method choices impact on our reading of character and theme **Power and Conflict poetry - Clusters 5** • Students study a range of poems on the topic of Power and Conflict • Students annotate and analyse these poems with a focus on how writers present ideas about power and conflict in their respective poems • Students learn how poets use their own experience and that of others to shape the ideas in the poem (context) • Students develop their analytical writing skills by supporting their reading of the poem with references to writer's choices- method and language • Students make comparisons between language, structure and ideas in each poem and how these are influenced by writer's ideas and context	**Literature paper 1 Section A: Shakespeare - 45 mins**

6	**Revision of:** **Explorations in Creative Reading and Writing** Students practice all of the below in timed conditions to develop their exam technique ● Students develop their understanding of narrative craft and how writers use language and structure to craft openings of texts; characters; moments of tension; settings; endings and short stories ● Students read a wide range of texts from the 20th and 21st centuries ● Students consider the effects of specific choices writers make on their audience ● Students develop their ability to evaluate and support an argument **Students gain full understanding of how to:** ● Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. ● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. ● Evaluate texts critically use appropriate textual references. **Revision of Shakespeare and Strange Case of Dr Jekyll and Mr Hyde** **MOCK EXAMS** Students undertake a full English Language Paper 1 and a full English Literature Paper 1. **Unseen Poetry** ● Students learn how to approach the unseen poetry question: annotating a poem to prepare for an analytical essay. ● Students read a range of poems on a range of different themes and ideas to practicing considering writer's method ● Students practice how to compare methods used by each writer in their respective poems and how these methods are used for different effects **Spoken Language -NEA**	**English Language Paper 1 - 1 hr 45 mins** **English Literature Paper 1 - 1 hr 45 mins** **Students complete a 3-5 minute speech to their teacher and peers and answer questions based on their speech**

Year 11

Exam Board: AQA
Specification: English Language 8700 and English Literature 8702

Term	Curriculum Foci Areas	
1	**Power and Conflict** **Explorations in Non-Fiction Reading and Writing** Students practice all of the below in timed conditions to develop their exam technique • Students develop their understanding of narrative craft and how writers use language and structure to craft openings of texts; different text types • Students read a wide range of texts from the 19th , 20th and 21st centuries • Students consider the effects of specific choices writers make on their audience • Students develop their ability to evaluate and support an argument	
2	**Revision of Shakespeare and Strange Case of Dr Jekyll and Mr Hyde** **MOCK EXAMS** • Students undertake a full English Language Paper 2 and a full English Literature Paper 1. **Modern Text - An Inspector Calls / Lord of the Flies** • Students read the text considering themes, characters and method choice and how these impact on us as readers • Students analyse Priestley's/Golding's use of language and structure to shape his ideas • Students apply their understanding of context to ideas in the text • Students write analytical essays with a focus on writer's intent and using quotation and support from the text to consider these ideas • Students learn how to write an essay based on a choice of 2 Qs: Widen the response to the text as a whole. • Learn how to plan quick effective planning.	English Language paper 2 - 1 hr 45 mins English Literature Paper 1 - 1 hr 45 mins

3	**An Inspector Calls / Lord of the Flies (continued)** • Students read the text considering themes, characters and method choice and how these impact on us as readers • Students analyse Priestley's/Golding's use of language and structure to shape his ideas • Students apply their understanding of context to ideas in the text • Students write analytical essays with a focus on writer's intent and using quotation and support from the text to consider these ideas • Students learn how to write an essay based on a choice of 2 Qs: Widen the response to the text as a whole. • Learn how to plan quick effective planning. **Unseen Poetry Revision** **Revision of Power and Conflict poetry - Clusters 1, 2, 3, 4 and 5** **English Language Paper 1 revision**	English Literature Paper 2 Section A : Modern text essay 50 minutes
4	**Mock Exams** Students undertake a full English Language Paper 1 and a full English Literature Paper 2	English Language Paper 1 - 1 hr 45 mins English Literature Paper 2 - 2 hrs 15 mins
5	**Revision and Exams**	
6	**Exams**	

Revision and Support:

Key Stage 3:

How parents can support:

- Students will have knowledge organisers in their exercise books for each unit. Help them learn this key information by quizzing them on the facts found here.
- Students will need to explain how and why writers make certain decisions in the texts they study and apply the context the text was written in and during to their understanding. Ask them about what they're reading and the ideas in these texts.
- Have a look at your son's creative writing or ask them to read it out to you. Discuss together what is effective and what could be improved. Reading it out loud should help your son critique his own work too.
- Read a book together. Your son will have a class reader but reading beyond this will help him achieve better in every subject and help him be more confident in expressing his own thoughts and ideas about the world. If he doesn't want to read out loud with you, read the book separately and then discuss.

Useful resources:

Recommended revision guide, websites, textbooks etc. (give as bullet points)

- https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

Key Stage 4:

Useful resources:

- Massolit.io (subscription purchased by the department)
- Senecalearning.com
- Litcharts.com
- Sparknotes.com
- https://www.sparknotes.com/shakespeare/

Revision guides for Language:

- CGP GCSE English Language AQA Exam Practice Workbook - for the Grade 9-1 Course ISBN 10 - 1782943706

Revision guides for Literature:

- Macbeth revision guide: CGP Grade 9-1 GCSE English Macbeth - The Complete Play ISBN 10-1841461202
- Power and Conflict poetry revision guide: GCSE English Literature AQA Poetry Workbook: Power & Conflict Anthology ISBN 10- 1782948198
- A Christmas Carol revision guide: Cambridge GCSE English Literature for AQA A Christmas Carol Student Book (GCSE English Literature AQA) ISBN 10-1316504603
- Frankenstein revision guide: Either the English and Media Centre edition of the text or the CPG revision guide - New GCSE English Text Guide – Frankenstein – ISBN 10- 1782943129

Revision cards:

- CGP New 9-1 GCSE English: AQA Power & Conflict Poetry Anthology - Revision Question Cards

Final Assessment Structure:

English Language

Component	Weighting (%)	Content	Proposed Examination Date
Explorations in Creative Reading	25	• Read one fiction text from the 20th or 21st century • 1 short form question (1 x 4 marks) comprehension • 2 longer form questions (2 x 8 marks) language and structure • 1 extended question (1 x 20 marks) evaluation	May/June
Explorations in Creative Writing	25	• One writing task – narrative or descriptive writing (24 marks for content, 16 marks for technical accuracy)	May/June
Writer's Viewpoints and Perspectives	25	• Read one non-fiction text and one literary non-fiction text • 1 short form question (1 x 4 marks) comprehension • 2 longer form questions (1 x 8, 1 x 12 marks) inference and analysis • 1 extended question (1 x 16 marks) comparing and analysing methods and viewpoints	May/June
Writer's Viewpoints and Perspectives	25	• One writing task -writing to present a viewpoint(24 marks for content, 16 marks for technical accuracy)	May/June

Final Assessment Structure:

English Literature

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1: Shakespeare and the 19th-century novel	40	• Macbeth • 19th Century Novel (A Christmas Carol or Frankenstein	May/June
Modern texts and poetry	60	• An Inspector Calls/ LotF • Power and Conflict poetry • Unseen poetry	May/June

Please see exam board websites for up to date information:

Language: https://www.aqa.org.uk/subjects/english/gcse/english-language-8700

Literature: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Careers Education in English

- Jobs that use English and Drama - Careers - BBC Bitesize

Year	Careers Education in History
7	**Practical Skills Development:** • **Analysis of a variety of texts:** Students learn how to explore different types of text from a range of genres, developing skills of analysis relevant to careers in **creative writing, journalism, law, heritage consultancy, and academia**. • **Research and investigation skills:** Students undertake independent research projects, mirroring the work of **researchers**. • **Career Signposting:** Introduction to roles in **marketing, entertainment, media, and publishing**.
8	**Practical Skills Development:** • Continuation of development of analytical skills. • **Career Signposting:** Greater depth in understanding the work marketing, entertainment, media, and publishing , connecting curriculum content with real professional contexts. •
9	**Practical Skills Development:** • Continued progression in research techniques and the evaluation of multiple perspectives. • Students are introduced to more complex historical themes that mirror the challenges faced by **policy researchers**, **academic historians**, and **documentary filmmakers**. • **Career Signposting:** Emphasis on the interdisciplinary applications of English skills, useful for **education, media, law**, **politics**, and **public history** careers.
10	**Practical Skills Development:** • Skills are refined through more independent analysis and engagement with a range of texts. • **Career Signposting:** Focus on roles requiring evaluative and presentation skills, such as **education, marketing, entertainment, media, and publishing legal professionals**, **civil servants**, and **university researchers**.
11	**Practical Skills Development:** • Advanced skills in source evaluation and contextual understanding support students in preparing for GCSE assessments and beyond. • These analytical and interpretative skills are closely tied to careers in **academic research**, **publishing**, **law**, and **heritage policy development**. • **Career Signposting:** Focus on roles requiring evaluative and presentation

	skills, such as **education, marketing, entertainment, media, and publishing legal professionals**, **civil servants**, and **university researchers**.