

Year 7: Curriculum Intent		
The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking throughout our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 7 ‘Big Philosophical and Thematic’ question is: ‘How do stories of myths and magic leave a legacy on the world around us?’. For reading, students will study two novels of ‘The Girl of Ink and Stars’ and ‘Uncle Montague’s Tales of Terror’, Shakespeare’s ‘The Tempest’, a selection of poetry on Greek myths, and a range of non-fiction articles, all which allow students to make intertextual links and connect knowledge of the universal allusions to myths and magic across our literary heritage. Students will understand how myths and magic were historical tools to explore and comprehend the world, understanding the implication and impact of this still today. Students will be secure in their understanding of how myths and magic affect our literary heritage and pave way to future literary works. For writing, students will study Greek mythology and its allusions in fiction writing. Students will understand how fiction texts across the literary canon are inspired by the personification and imagery linked to Greek mythology. Students will be able to select and integrate extensive and ambitious vocabulary that are chosen specifically to personify the weather, will develop their ability to manipulate figurative language devices to create specific imagery for their reader and to use a variety of structural features to build up the imagery and effect of their description. Students will draw on their reading curriculum to inspire their own writing.		
Year 7 Essential Knowledge Summary		
Schemata 1: The Girl of Ink and Stars	Schemata 2: Uncle Montague’s Tales of Terror	Schemata 3: Greek mythology throughout literature
Composite Knowledge: Pupils will gain an understanding of how we make inferences and predictions in a text. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Definition of symbolism and inference - Role of stars and what they represent in the world - How maps change over time and can define a person’s identity Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples Upper Hierarchical Knowledge: - The concept of fate and destiny and how beliefs in these are rooted in stars - The concept of identity linked to geographical maps - Sacrifice and its role in conflicted relationships - Tyrannical power Legacy of mythical allusions	Composite Knowledge: Pupils will gain an understanding of how writers make language or structural choices to achieve specific effect. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the stories - Gothic genre conventions - Word classes and figurative language features: similes; metaphors; personification; alliteration - The role of the supernatural in gothic fiction Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are Upper Hierarchical Knowledge: - The concept of fate and destiny and its role in gothic genre - Greek and Celtic mythology of the underworld and the legacy this has on allusions in literature - Symbolism of ravens as a gothic archetype	Composite Knowledge: Pupils will gain an understanding of how writers are inspired by Greek mythology and how they make language or structural choices to achieve specific effects Component Knowledge: Foundational Knowledge: Declarative Knowledge: 12 Olympians - How the Greeks used mythology to understand the world around them - Allusions to Greek mythology throughout literature - Greek mythology conventions in literature - Word classes and figurative language features: similes; metaphors; personification; alliteration Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are Upper Hierarchical Knowledge: - The concept of fate and destiny within Greek mythology - Symbolism and metaphors of weather Legacy of mythical allusions
Schemata 4: Greek mythology and descriptive writing		Schemata 5: The Tempest
Composite Knowledge: Pupils will gain an understanding of how to allude to Greek mythology when personifying the weather and setting, creating characters and establishing a mood in descriptive writing. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify personification in descriptive writing - Define and identify pathetic fallacy - Identify and apply figurative language features: similes; metaphors; personification; alliteration - How writers build tension in gothic and Greek mythology fiction - Use a full range of punctuation accurately - Use simple, compound and complex sentences accurately Procedural Knowledge: - Make specific choices with vocabulary, punctuation, sentence structure and figurative language to create imagery - Use personification and pathetic fallacy to allude to Greek mythology - Apply genre conventions to create mood Upper Hierarchical Knowledge: - Use genre conventions to establish tone and narrative voice - Use a variety of structural features for cohesion Legacy of mythical allusions		Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Definition of colonialism and symbolism - Context of colonialism and beliefs in magic in Shakespearean England - Great Chain of Being Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are - Articulate why plot, characters and themes develop over a text and how these reveal deeper meanings Upper Hierarchical Knowledge: - Concepts of revenge in abuse of power - Role of justice and forgiveness Identity and conflict in relationships within the play - The importance to recognise the complexity of historical contexts and how we can learn from them in present day
Year 7 Final Composite Knowledge End Point		
- The plot of all texts covered: The Girl of Ink and Stars; Uncle Montague’s Tales of Terror; The Tempest - Genre conventions and archetypes for mythical/fantasy fiction and gothic fiction 12 Olympians and their role in understanding history and literature over time - Context of colonialism and the Great Chain of Being - Use of comprehension to articulate predictions and make accurate inferences - Analyse language or structural choices and what they suggest, exploring their effects - Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning - Role of symbolism across various forms of literature - Concepts of fate and destiny, identity, vengeance and abuse of power, and how these are universal across literature - The history of myths and magic and how literature across the ages constantly alludes to these themes - Make thoughtful connections between the concepts and their role in stories of myths and magic		

Year 8: Curriculum Intent

The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 8 ‘Big Philosophical and Thematic’ question is: ‘How do stories of conflict and identity help us to understand the world around us?’ All study of reading and writing allows students to link concepts to explore and engage with this big question. For reading, students will study a play ‘Noughts and Crosses’, a novel ‘The Hunger Games’, Shakespeare’s ‘Romeo and Juliet’, Maya Angelou poetry anthology, and a range of non-fiction articles, all which allow students to make intertextual links across the texts and consider how conflict and identity are universal themes across our literary heritage. Students will understand how literary texts are designed to mirror real-world experiences and will consider how these texts highlight issues of racism, prejudice and discrimination across our history and present day. For writing, students will study a range of speeches from powerful female figures, learning the genre, style and conventions of a ‘protest speech’. Students will develop their understanding and use of the Aristotelian triad, implementing pathos, ethos and logos effectively for their intended audience. Students will be able to select and integrate extensive and ambitious vocabulary, as well as manipulate persuasive devices to craft a powerful message and elicit an emotive response from their audience. Students will draw on their reading curriculum to inspire their own writing.

Year 8 Essential Knowledge Summary

Schemata 1: Noughts and Crosses	Schemata 2: The Hunger Games	Schemata 3: Aristotelian Triad in Non-fiction writing
Composite Knowledge: Pupils will gain an understanding of how we make inferences and predictions in a text. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Definition of racism and oppression - Transatlantic slave trade and its implications still today - Apartheid and segregation linked to racism - Hierarchy and institutional racism Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples Upper Hierarchical Knowledge - The role of reverse racism in spreading the writer’s allegorical message - The concept of star-crossed lovers, abuse of power, marginalisation and oppression - The role systematic racism plays in society Conflict and identity in key characters	Composite Knowledge: Pupils will gain an understanding of how writers make language or structural choices to achieve specific effect. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the stories - Dystopian genre conventions - Word classes and figurative language features: similes; metaphors; personification; alliteration - How lack of education is used as a weapon for oppression Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are Upper Hierarchical Knowledge - The concept of star-crossed lovers, abuse of power, marginalisation and oppression - How rebellions begin and stem from oppression Conflict and identity in key characters	Composite Knowledge: Pupils will gain an understanding of the Aristotelian triad and how a variety of non-fiction forms utilise the triad to create specific effects Component Knowledge: Foundational Knowledge: Declarative Knowledge: - The history of Aristotelian triad - Identify the Aristotelian triad in use - How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama - How a range of articles have been influenced by the triad - How writers use language and structural features of the triad in their writing to achieve different effects Procedural Knowledge: - Use comprehension to make accurate inferences of writers’ language and structural choices - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are Upper Hierarchical Knowledge - Explore the concepts of identity through the lens of looking at equality and issues in society such as racism, sexism, the need for acceptance Legacy of the Aristotelian triad

Schemata 4: Aristotelian Triad and non-fiction writing	Schemata 5: Romeo and Juliet
Composite Knowledge: Pupils will gain an understanding of how to use the Aristotelian triad for effect in conveying a personal stance in protest speech writing. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify the Aristotelian triad in use - How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama - Identify and apply non-fiction language features: similes, metaphors, anaphora, hyperbole and vague language - Use a full range of punctuation accurately - Use a full range of sentence forms accurately Procedural Knowledge: - Can make specific and purposeful choices with vocabulary, punctuation, sentence structure and language devices. - Apply genre conventions to establish credibility and incorporate the triad - Use cohesive techniques to build argument and point of view Upper Hierarchical Knowledge - Use genre conventions to establish tone and impassioned mood - Explore the concepts of identity through the lens of equality and issues in society such as racism, sexism, the need for acceptance	Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Definition of conflict and symbolism - Context of love, family honour and the Patriarchy in Shakespearean England Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are - Articulate why plot, characters and themes develop over a text and how these reveal deeper meanings Upper Hierarchical Knowledge - Concepts of star-crossed lovers, abuse of power within patriarchy, revenge, transient love - The importance to recognise the complexity of historical contexts and how we can learn from them in present day Conflict and identity in key characters.

Year 8 Final Composite Knowledge End Point

- The plot of all texts covered: Noughts and Crosses; The Hunger Games; Romeo and Juliet
- Genre conventions of dystopian fiction
- Oppression, racism, sexism and marginalisation in history and in modern-day society
- Context of Great Chain of Being, Patriarchy and family honour in Shakespearean England
- Use of comprehension to articulate predictions and make accurate inferences
- Analyse language or structural choices and what they suggest, exploring their effects
- Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning
- Role of symbolism across various forms of literature
- Concepts of star-crossed lover, conflict, identity, marginalisation and oppression and how these are universal across literature and are incorporated to reflect and mirror real-world issues
- Make thoughtful connections between the concepts and their role in stories of conflict and identity

Year 9: Curriculum Intent		
The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 9 ‘Big Philosophical and Thematic’ question is: ‘How do stories about individuals and their power help us to understand the way society is structured?’. For reading, students will study a play ‘Blood Brothers’, a novel ‘Animal Farm’, Shakespeare’s ‘Hamlet’, a powerful female poetry anthology, and a range of non-fiction articles, all which allow students to make intertextual links across the texts and consider how power and society are underpinned by politics and hierarchy. Students will understand how literary texts are designed to not only mirror real-world experiences but spark and ignite change, understanding how themes in the texts impact all aspects of society, such as: social class; education; welfare; opportunities; bias; discrimination and prejudice. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power, hierarchy and inequality are prevalent today. For writing, students will study a range of journalistic think-pieces on the history of representation across Disney and the media, learning the genre, style and conventions of opinions pieces in various forms of journalism. Students will develop their implementation of the Aristotelian triad to incorporate a satirical tone, using the integration of extensive and ambitious vocabulary, persuasive devices and cohesive devices to create an effective balance between a powerful message and humour for effect. Students will draw on their reading curriculum to inspire their own writing.		
Year 9 Essential Knowledge Summary		
Schemata 1: Blood Brothers	Schemata 2: Animal Farm	Schemata 3: Poetry Anthology
Composite Knowledge: Pupils will gain an understanding of how the social and historical context of a text influence’s a writer’s choices with characters, themes, language and structure. Pupils will understand how to analyse these choices and will evaluate how the text is used to mirror real-world societal issues. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, characters and themes of the text - Definitions of socio-economic, prejudice and socialism - The context of Liverpool in the 1950s - The historical class system in Britain Procedural Knowledge: - Understand how plot, characters and themes develop over the text - Identify well-chosen examples from across the text - Make accurate and multiple inferences that explore the message of the play - Accurately identify language or structural choices - Analyse layers of meaning and alternative interpretations - Justify how the writer’s characterisation, themes and plot are influenced by the context and how this reveals an allegorical message Upper Hierarchical Knowledge - How abuse of power in society stems from the class system, socio-economic backgrounds, politics and hierarchy and the impact this has on identity Conflict between characters - How this issue is still prevalent in today’s society and world	Composite Knowledge: Pupils will gain an understanding of how the social and historical context of a text influence a writer’s choices with characters, themes, language and structure. Pupils will understand how to analyse these choices and will evaluate how the text is used to mirror real-world societal issues. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, characters and themes of the text - Definitions of communism, tyranny and hierarchy - The context of Russian Revolution - The political spectrum Procedural Knowledge: - Understand how plot, characters and themes develop over the text - Identify well-chosen examples from across the text - Make accurate and multiple inferences that explore the message of the play - Accurately identify language or structural choices - Analyse layers of meaning and alternative interpretations - Justify how the writer’s characterisation, themes and plot are influenced by the context and how this reveals an allegorical message Upper Hierarchical Knowledge - How political ideals – communism – often fail in practice - How abuse of power and status stems from hierarchy and class systems and how these will develop even in equal intentions - How these concepts and issues still mirror real-world examples	Composite Knowledge: Pupils will gain and understanding of how poetry is influenced by big ideas and societal issues in the world. Pupils will understand how to analyse poetic language and structural choices and will evaluate how poems mirror real-world societal issues. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Poetic terminology: stanza; rhyme; rhythm; enjambment; caesura - Poetic forms: epic; ballad; dramatic monologue Procedural Knowledge: - Articulate what poetic and language features suggest and what their effects are - Articulate why poets choose specific forms and themes and how these reveal deeper meanings - Justify how poetry can contribute to our celebration of female power in society Upper Hierarchical Knowledge - Concepts of identity through the lens of representation, marginalisation and empowerment - Role of poetry over time to communicate these concepts and challenging societal issues
Schemata 4: Non-fiction writing		Schemata 5: Hamlet
Composite Knowledge: Pupils will gain and understanding of how to use Aristotelian triad, language and structural features to articulate their opinions on societal issues convincingly and compellingly, using the study of literature to inspire writing. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration - Use a full range of punctuation consistently and accurately - Use a variety of sentence forms consistently accurately - Know how vocabulary and feature choices create specific effects Procedural Knowledge: - Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas - Apply genre conventions of think-piece journalism to incorporate a satirical tone - Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas. Upper Hierarchical Knowledge - The concept of identity through the lens of the Importance of representation for all groups of society - The concept of power of time and change: how the world progresses in their acceptance of diversity and the media’s role in keeping up with these progressions		Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Characteristics of a Shakespearean tragedy and a tragic hero - Political context of lack of heir in Elizabethan England - Great Chain of Being Procedural Knowledge: - Understand how plot, characters and themes develop over the text - Identify well-chosen examples from across the text - Make accurate and multiple inferences that explore the message of the play - Accurately identify language or structural choices - Analyse layers of meaning and alternative interpretations - Justify how the writer’s characterisation, themes and plot are influenced by the context and how this reveals an allegorical message Upper Hierarchical Knowledge - Concepts of abuse of power revenge, justification of actions, fate and inevitability, lies and deceit, and betrayal - Role of justice and forgiveness Transformation of characters and the legacy of the historical contexts and how we can learn from them in present day
Year 9 Final Composite Knowledge End Point		
- The plot of all texts covered: Blood Brothers; Animal Farm; Hamlet - Genre conventions of a Shakespearean tragedy and genre conventions of think-piece journalism - Context of Liverpool in the 1950s, communism and the Russian Revolution and political unrest in Shakespearean English - Secure understanding of the hierarchical structure of the Great Chain of Being and the Divine Right of Kings - Concepts/ideas of class system, wealth gap, education gap and political spectrum and how all can lead to the abuse of power or tyrannical power in society - Use of comprehension to articulate predictions and make accurate inferences - Analyse language or structural choices and what they suggest, exploring their effects - Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning - Make thoughtful connections between the concepts and their role in stories of individuals and their power		

Year 10: Curriculum Intent		
The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 10 ‘Big Philosophical and Thematic’ question is: ‘How do stories of power, conflict, identity, transformation, fate and legacy help us to understand the world around us?’. For reading, students will study ‘Macbeth’, ‘A Christmas Carol’, ‘An Inspector Calls’, and a range of fiction texts. Students will understand how literary texts, throughout history, have universal themes and concepts and how they are not only designed to mirror real-world experience but also to spark and ignite change. Students will understand how themes in the texts impact all aspects of society, such as: power, identity, conflict, social class; welfare; prejudice; socioeconomic status; inequality. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power, hierarchy and inequality are prevalent today. For writing, students will study a range of fiction extracts to learn different genres, styles and conventions of descriptive and narrative writing. Students will develop their implementation of narrative and descriptive features to incorporate symbolism, using the integration of extensive and ambitious vocabulary, language features and cohesive devices to create a sophisticated piece of descriptive writing. Students will draw on their reading curriculum to inspire their own writing.		
Year 10 Essential Knowledge Summary		
Schemata 1: Macbeth	Schemata 2: A Christmas Carol	Schemata 3: An Inspector Calls
Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Characteristics of a Shakespearean tragedy and a tragic hero - Political context of lack Jacobean England and the Gunpowder Plot - Understanding of the role and significant of the Great Chain of Being and Divine Right of Kings - Patriarchal society Procedural Knowledge: - Understand how plot, characters and themes develop over the text - Identify well-chosen examples from across the text - Make accurate and multiple inferences that explore the message of the play - Accurately identify language or structural choices - Analyse layers of meaning and alternative interpretations - Justify how the writer’s characterisation, themes and plot are influenced by the context and how this reveals an allegorical message Upper Hierarchical Knowledge - Concepts of power; conflict; tyranny; sin; punishment and consequences; religion; fate; supernatural; lies and deceit and betrayal - Role of the genre of a Greek tragedy and a tragic hero – the legacy of Aristotle’s theory - The importance to recognise the complexity of historical contexts and how we can learn from them in present day	Composite Knowledge: Pupils will gain an understanding of how the social and historical context of a text influence a writer’s choices with characters, themes, language and structure. Pupils will understand how to analyse these choices and will evaluate how the text is used to mirror real-world societal issues. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, characters and themes of the text - Definitions of welfare, allegory, misanthropic and benevolent - The context of Victorian England and Malthusian views - The significance of the gothic genre and the supernatural - History of Charles Dickens as a social justice writer Procedural Knowledge: - Understand how plot, characters and themes develop over the text - Identify well-chosen examples from across the text - Make accurate and multiple inferences that explore the message of the play - Accurately identify language or structural choices - Analyse layers of meaning and alternative interpretations - Justify how the writer’s characterisation, themes and plot are influenced by the context and how this reveals an allegorical message Upper Hierarchical Knowledge - Concept of transformation through the lens of redemption and catalyst for change. - Concepts of fate through hell, heaven, purgatory and time. - Symbolism and motifs of coal, fire, death, relationships - How social justice is a universal theme across literature and issues still mirror real-world examples	Composite Knowledge: Pupils will gain an understanding of how the social and historical context of a text influence a writer’s choices with characters, themes, language and structure. Pupils will understand how to analyse these choices and will evaluate how the text is used to mirror real-world societal issues. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, characters and themes of the text - Definitions of welfare, capitalism and socialism - The context of Edwardian England and how society was changed and affected by both world wars - The significance of the ‘birth’ of socialism - History of JB Priestley as a social justice writer Procedural Knowledge: - Understand how plot, characters and themes develop over the text - Identify well-chosen examples from across the text - Make accurate and multiple inferences that explore the message of the play - Accurately identify language or structural choices - Analyse layers of meaning and alternative interpretations - Justify how the writer’s characterisation, themes and plot are influenced by the context and how this reveals an allegorical message Upper Hierarchical Knowledge - Concepts of transformation through redemption and catalysts for change - Concept of abuse of power through capitalism - Symbolism and motifs of the engagement ring, disinfectant and fire imagery - How social justice is a universal theme across literature and issues still mirror real-world examples
Schemata 4: Language Paper 1	Schemata 5: Spoken Language	Schemata 6: Power and Conflict Poetry
Composite Knowledge: Pupils will gain an understanding of how to analyse a writer’s language and structural choices and the effects these create, how to critically evaluate a text, how to use descriptive language and structural features and how to create a compelling piece of descriptive/narrative fiction. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Genres of fiction texts: dystopian; noir; horror; sci fi; fantasy; thriller - Understand and identify language devices: similes, metaphors, personification, alliteration, concrete nouns, abstract nouns, verbs, adverbs and adjectives - Understand and identify structural devices: opening hooks; dialogue; spotlighting; shifts in narrative; tone changes; sequencing; undercurrents; mood; atmosphere; tension and suspense - Use a full range of punctuation consistently and accurately and use a variety of sentence forms consistently accurately Procedural Knowledge: - Accurately identify a range of language and structural devices - Analyse layers of meaning and additional/alternative interpretations - Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas - Apply genre conventions to create a sustained and crafted tone and atmosphere - Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.	Composite Knowledge: Pupils will gain and understanding of how to use Aristotelian triad, language and structural features to articulate their opinions in a spoken language speech. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration - Use a full range of punctuation consistently and accurately - Use a variety of sentence forms consistently accurately - Know how vocabulary and feature choices create specific effects Procedural Knowledge: - Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas - Apply genre conventions to incorporate satirical tone - Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas. - Use a range of Spoken Language features such as body language, eye contact and intonation Upper Hierarchical Knowledge - The concept of power through the lens of articulation in persuasive success - The importance to recognise audience, purpose and setting in how effective speeches are delivered	Composite Knowledge: Pupils will gain an understanding of poetic forms, structure and language devices and will consider how poets use these to convey their messages. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify language features such as similes, metaphors, imagery, semantic field, personification, alliteration, extended metaphors, symbolism and motif - Poetic terminology: stanza; rhyme; rhythm; enjambment; caesura - Poetic forms: epic; ballad; dramatic monologue Procedural Knowledge: - Articulate what poetic and language features suggest and what their effects are - Articulate why poets choose specific forms and themes and how these reveal deeper meanings - Justify how poetry can contribute to our celebration of history and how poetry documents and mirrors real-world issues Upper Hierarchical Knowledge - Concepts of power and conflict throughout the poetry cluster - Role of poetry to communicate concepts and issues in history

Upper Hierarchical Knowledge - Varying styles of characterisation and narrative frames - The concept of comparing similes to abstract nouns		
Year 10 Final Composite Knowledge End Point		
- The plot of all texts covered: Macbeth, A Christmas Carol; An Inspector Calls. How power and conflict is explored in key poems: Ozymandias; London; Remains; Exposure; Emigree - Genre conventions of dystopian, noir and gothic writing - Context of Jacobean, Victorian and Edwardian England: the role of the supernatural, power, Great Chain of Being, Victorian England, socialism and capitalism, welfare, Malthusian views - Concepts/ideas of class system, wealth gap, social and collective responsibility, social justice writing, the political spectrum and how all can lead to inequality in society - Analyse language or structural choices and what they suggest, exploring their effects - Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning - Make thoughtful connections between the concepts and their role in stories of individuals and social justice writing		
Year 11: Curriculum Intent		
The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 11 ‘Big Philosophical and Thematic’ question is: ‘How can stories of power and conflict help us to understand the world around us?’. For reading, students will study a range of non-fiction extracts, a Shakespeare play ‘Macbeth’ and a Power and Conflict poetry anthology, all which allow students to make intertextual links across the texts and consider how power and conflict are presented throughout. Students will understand how literary texts, throughout history, have universal themes of power and conflict and how they are designed to mirror real-world examples and highlight issues with abuse of power. Students will understand how themes in the texts impact all aspects of society, such as: social hierarchy; social class; inequality; sin; punishment and consequences; identity; tyranny. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power and conflict are prevalent today. For writing, students will study a range of non-fiction extracts to learn different genres, styles and conventions of non-fiction writing. Students will develop their implementation of the Aristotelian triad to incorporate a satirical tone, using the integration of extensive and ambitious vocabulary, persuasive devices and cohesive devices to create an effective balance between a powerful message and humour for effect. Students will draw on their reading curriculum to inspire their own writing.		
Year 11 Essential Knowledge Summary		
Schemata 1: Macbeth Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Characteristics of a Shakespearean tragedy and a tragic hero - Political context of lack Jacobean England and the Gunpowder Plot - Understanding of the role and significant of the Great Chain of Being and Divine Right of Kings - Patriarchal society Procedural Knowledge: - Understand how plot, characters and themes develop over the text - Identify well-chosen examples from across the text - Make accurate and multiple inferences that explore the message of the play - Accurately identify language or structural choices - Analyse layers of meaning and alternative interpretations - Justify how the writer’s characterisation, themes and plot are influenced by the context and how this reveals an allegorical message Upper Hierarchical Knowledge - Concepts of power; conflict; tyranny; sin; punishment and consequences; religion; fate; supernatural; lies and deceit and betrayal - Role of the genre of a Greek tragedy and a tragic hero – the legacy of Aristotle’s theory - The importance to recognise the complexity of historical contexts and how we can learn from them in present day	Schemata 2: Language Paper 2 Non-fiction writing Composite Knowledge: Pupils will gain and understanding of how to use Aristotelian triad, language and structural features to articulate their opinions in non-fiction writing Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify conventions of an article, speech, blog post, online journalism and letter - Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration - Use a full range of punctuation consistently and accurately - Use a variety of sentence forms consistently accurately - Know how vocabulary and feature choices create specific effects Procedural Knowledge: - Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas - Apply genre conventions to incorporate satirical tone - Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas. - How to create varying tones suited to audience, purpose and genre Upper Hierarchical Knowledge - Concept of power through the lens of social media and video games - Concept of legacy of Aristotelian triad - Historical figures in journalism, including minority background writers recognised by writing accolades - The role of non-fiction writing in exposing and sharing the truth	Schemata 3: Language Paper 2 Reading Composite Knowledge: Pupils will gain an understanding of how to elicit information from a fiction text, how to analyse a writer’s language and structural choices and the effects these create, and how to synthesise and compare writers’ viewpoints. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify conventions of an article, speech, blog post, online journalism and letter - Understand and identify language devices: similes, metaphors, personification, alliteration, concrete nouns, abstract nouns, verbs, adverbs and adjectives - Understand and identify structural devices: change of tone; genre conventions linking to structure such as headlines, by-lines. Procedural Knowledge: - Identify well-chosen examples from across each text - Accurately identify a range of language and structural devices - Analyse layers of meaning and additional/alternative interpretations - Make specific and developed comparisons of writers’ viewpoints Upper Hierarchical Knowledge - The role of non-fiction writing in exposing and sharing the truth - Universal themes and topics across non-fiction writing across time
Schemata 4: Power and Conflict Poetry and Unseen Poetry		
Composite Knowledge: Pupils will gain an understanding of poetic forms, structure and language devices and will consider how poets use these to convey their messages. Pupils will compare poets’ viewpoints across time. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify language features such as similes, metaphors, imagery, semantic field, personification, alliteration, extended metaphors, symbolism and motif - Poetic terminology: stanza; rhyme; rhythm; enjambment; caesura - Poetic forms: epic; ballad; dramatic monologue - Themes and ideas across all 15 poems in the Power and Conflict cluster - Contextual factors relevant to all 15 poems in the Power and Conflict cluster Procedural Knowledge: - Articulate what poetic and language features suggest and what their effects are - Articulate why poets choose specific forms and themes and how these reveal deeper meanings - Justify how poetry can contribute to our history and how poets mirror real-world issues and experiences Upper Hierarchical Knowledge - Concepts of different types of power: tyranny; individual; war; mental; physical; control - Concepts of different types of conflict: war; internal; external - Role of poetry to communicate concepts and issues across history		
Year 11 Final Composite Knowledge End Point		
- The plot of all texts covered: A Christmas Carol; An Inspector Calls; Macbeth - Themes and ideas in all 15 Power and Conflict poems - Genre conventions of dystopian, noir and gothic writing - Context of Jacobean, Victorian and Edwardian England		

- Historical factors of the role of the supernatural in society; Great Chain of Being; Divine Right of Kings; Patriarchal society; socialism and capitalism; welfare state; Malthusian views
- Concepts/ideas of gender; consequence or punishment; class system; wealth gap; abuse of power; social and collective responsibility, the political spectrum
- Analyse language or structural choices across fiction and non-fiction texts and what they suggest, exploring their effects
- Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning
- Evaluate comparisons between writers’ viewpoints across different time frames and contexts
- Make thoughtful connections between the concepts and their role in stories of power, conflict and social justice