



Year 7 Curriculum Plan

INTENT	At Holsworthy Community College, the English curriculum is designed to develop students' confidence and ability in both spoken and written communication. We aim to develop students' love of reading through exposure to a wide range of literature, increasing their cultural capital and fostering an appreciation of our rich literary heritage. Our non-negotiable core values include kindness, empathy and tolerance. Through reading diverse texts and exploring different perspectives, students are encouraged to understand and respect the experiences of others. These values are embedded in classroom discussions, writing tasks and the study of literature, helping students to become thoughtful, compassionate individuals. With high levels of literacy being the gateway to success in all subjects, we aim to support students in becoming empowered, lifelong learners who can read fluently, think critically and understand the deeper meanings within the texts they are exposed to in order to better navigate the often-complicated world in which they live. The curriculum is also designed to enable students to apply a robust understanding of grammar and linguistic conventions, so that they grow into competent communicators who can articulate themselves convincingly, in both the spoken and written form, in their personal and future professional lives.
RATIONALE	The Key Stage 3 curriculum builds upon the literacy foundations laid in primary school, providing students with a rich, broad, and balanced introduction to a variety of literary genres, periods, and voices. It is designed to deepen students' understanding of texts while systematically developing reading, writing, and oracy skills. Texts are chosen for their cultural and literary value as well as their relevance to students' lives and experiences. Key Stage 4 builds upon this foundation, focusing more closely on the knowledge and skills required for success in GCSE English Language and Literature. The curriculum is carefully sequenced to ensure that students revisit key skills and concepts in increasingly complex ways, allowing for cumulative learning. Prior knowledge, such as grammar, comprehension, and narrative techniques from primary education, is continually reinforced and expanded. In addition to preparing students for their GCSEs, the curriculum is designed to build the academic literacy, critical thinking, and communication skills necessary for success in post-16 education, including A-levels, vocational courses, and further study.
VOCABULARY	We recognise that improving vocabulary improves reading comprehension, is important for language development, develops communication skills and allows students to express themselves in writing. In English lessons students are taught explicit vocabulary with planned lists of words for each unit to reduce the vocabulary deficit. This can be found on the core knowledge maps. During each scheme, all students are taught the same range of ambitious vocabulary. This vocabulary is revised / revisited in retrieval questions and other topics to ensure that it is embedded in their long-term memory.
CULTURAL CAPITAL	Through exposure to global literature and diverse perspectives, students expand their cultural awareness, empathy, and critical thinking. There are also strong links to careers such as journalism, publishing, law, media, advertising, teaching.
PERSONAL DEVELOPMENT OPPORTUNITIES	The English curriculum makes a significant contribution to personal development and the promotion of British Values by providing students with opportunities to explore moral and ethical dilemmas through a wide range of texts. Literature from diverse cultures fosters tolerance and an appreciation of different perspectives, while character studies encourage empathy and the development of emotional intelligence. Through discussion and reflection on societal issues presented in texts, students are supported in forming their own values and understanding the importance of respect, equality, and social responsibility. Topics covered throughout the curriculum allow for students to discuss and explore wider relevant PSHE subjects e.g. toxic masculinity, relationships, social class, social justice, tolerance, empathy, healthy relationships, ethics and prejudice. We also cover various emotions both in others and in themselves e.g. ambition, guilt, psychological breakdown, anxiety, trauma, social pressures etc.
BROADENING HORIZONS	English introduces students to a wide range of career opportunities throughout the year. These include roles in writing and editing, speech writing, advertising, public relations, media, law, and education. Lessons and enrichment activities often make explicit links between the skills learned in English and their applications in professional contexts. Exposure to different cultures and global perspectives via the study of different texts, engagement with social issues and real-world application, building confidence and a personal voice, aspiration and academic capital (e.g. literary theory, authorial intent).

ASSESSMENT	Assessment in English includes both formative and summative approaches. Formative assessment is integrated into daily classroom practice through live marking, whole-class feedback, self- and peer-assessment, and targeted questioning. Summative assessments are scheduled at key points throughout the year and assess a range of skills including analytical and creative writing and spoken language. These assessments provide valuable data to track progress and inform planning. Assessment strategies such as the use of mark schemes, rubrics, and modelling support students in understanding how to improve their work. Regular retrieval tasks help reinforce prior learning and support long-term knowledge retention.
CURRICULUM ORGANISATION	The curriculum is organised on a captivating spiral and interleaving curriculum where each topic builds on previous learning aiming towards their GCSE qualifications. All lessons have an associated core knowledge map that support students when learning, using and revising each topic. All staff follow the same lesson structures where every lesson follows a retrieval activity, guided practice, independent practice and a feedback structure. Teaching Assistants are deployed strategically to support students with additional learning needs, providing in-class scaffolding or small group interventions. Targeted interventions are delivered through literacy support at KS3.

TERM	TOPIC	COMPOSITE IDEA / BIG IDEA	KEY VOCAB	COMPONENT KNOWLEDGE	LEARNING EPISODES	WHY IS THIS IMPORTANT?	LINK IT	ON-LINE LEARNING
Autumn	Origins of Literature: Fausto & Greek Myths	How do myths encode cultural values and explain the world, shaping our understanding of human behaviour, power, and morality?	Aetiological – Explaining the cause or origin of something. Allusion – An indirect reference to a person, place, event, literary work or cultural idea. Historical – Relating to past events (e.g. real events or people from the past). Hubris – Excessive pride or arrogance, especially when it offends moral order or the gods. Injustice – A lack of fairness, an act of unfair treatment or a violation of the rights of others. Moral – A lesson about right and wrong, often taught through a story or learnt through experience.	Students understand that myths explain natural phenomena, human behaviour, and cultural beliefs, often conveying moral messages through archetypal characters and patterns. They recognise how concepts such as patriarchy, representation, injustice, and oppression shape meaning, and that myths can be interpreted from different perspectives. Students also know how to construct a persuasive speech using appropriate structure and rhetorical strategies.	1. How do myths convey moral messages? 2. What is a myth and how was it used to explain the world? 3. How do myths function as warnings about human behaviour? 4. What is a stereotype and how does representation shape meaning? 5. What can we learn from myths such as <i>King Midas</i> and <i>Prometheus</i> ? 6. How is Medusa represented and how can this be interpreted? 7. How can I plan and deliver a persuasive speech for a specific audience?	Reading This unit builds disciplinary literacy by introducing students to foundational narrative forms that underpin Western literature. Students develop the ability to move beyond surface comprehension to interpret implicit meanings, moral messages and cultural values. Engagement with mythological archetypes supports schema-building, enabling students to recognise recurring patterns across texts and contexts. Writing Students apply their understanding of myth to produce purposeful, audience-aware writing. Through structured speech writing, they develop control over	Builds on KS2 exposure to myths and traditional tales by extending students' understanding from simple moral recognition to critical interpretation of theme, perspective and context. Introduces abstract concepts (e.g. patriarchy, injustice) that underpin later literary study. Prepares students for KS3 and GCSE by embedding core analytical concepts (theme, representation, authorial intent) and developing	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: [tes.com] [thenational.academy] [thenational.academy] [natgeokids.com] [youtube.com] [britishmuseum.org]

			Mortal – A human being, especially in contrast with gods or immortal beings. Myth – A traditional story that explains, provides a moral, or marks a historical event. Oppression – The prolonged, unjust exercise of authority or power over others. Patriarchy – A social system in which men hold primary power and authority. Psychological – Relating to the mind, mental processes or emotions. Stereotype – A widely held but oversimplified and fixed idea, image, or belief about a particular type of person, group or thing. Vengeance – The act of harming or punishing someone in response to a wrong.			rhetoric, organisation and viewpoint. This strengthens their ability to construct reasoned arguments and articulate ideas with clarity, forming a secure foundation for later analytical and transactional writing.	structured argument through rhetorical writing, supporting progression into more complex textual analysis and evaluative responses.	See Google Classroom for more resources and copies of the curriculum booklets.
	Medusa	How do stories challenge stereotypes and encourage us to question how individuals are represented and judged by society?	Adjective – A word that describes a noun. Characterisation – The way a writer presents and develops a character through their actions,	Students will understand how writers create characterisation through dialogue, description, imagery and narrative voice. They will explore how perspective influences	1. What can I understand about how a writer creates characterisation? 2. What can I continue to understand about how a writer creates characterisation? 3. What can I continue	Reading This unit develops students' understanding of how modern writers reinterpret traditional stories to explore contemporary issues and viewpoints.	Builds on students' prior study of Greek mythology in the Origins of Literature unit by revisiting the story of Medusa from an	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils

			thoughts, speech and the reactions of others. Dialogue – Conversation between characters used to convey ideas, relationships and character. Identity – The qualities, beliefs and characteristics that make a person who they are. Imagery – Descriptive language that creates pictures in the reader's mind. Narrator – The voice that tells the story. Perspective – A particular point of view or way of seeing events. Prejudice – An unfair judgement about someone formed without knowledge or evidence. Representation – The way people, groups or ideas are portrayed in a text. Simile – A comparison using 'like' or 'as'. Stereotype – An oversimplified and fixed idea about a person or group. Structure – The way a text is	the reader's understanding of events and characters, and how texts can challenge stereotypes and prejudice. Students will develop knowledge of key language features, including adjectives, similes and subordinate clauses, and understand how these choices shape meaning and impact. They will also explore themes of identity, self-acceptance, trust, appearance and representation through Burton's modern retelling of the Medusa myth.	to understand about how adjectives help to create meaning and impact? 4. What can I understand about the impact of a writer's use of dialogue? 5. What can I understand about the impact of a writer's use of carefully crafted similes? 6. What can I understand about the impact of a writer's use of subordinate clauses? 7. What can I continue to understand about how a writer creates characterisation? 8. What can I understand about how a writer structures a text for maximum impact? 9. What can I understand about how Jessie Burton draws together her key messages as the story reaches its conclusion?	Through studying <i>Medusa</i>, students learn how perspective shapes meaning and how writers use language, structure and characterisation to challenge stereotypes and encourage empathy. Students build analytical reading skills by exploring themes such as identity, prejudice, resilience and self-acceptance whilst continuing to develop confidence when interpreting more complex texts. Writing Students strengthen their ability to analyse writers' methods using precise evidence and subject terminology. Through focused study of language choices, dialogue, similes, sentence structures and characterisation, students develop both analytical and creative writing skills. The unit encourages students to make purposeful language choices and write with greater awareness of audience, perspective and effect.	alternative perspective. Extends understanding of representation, stereotypes, injustice and authorial choices introduced earlier in Year 7. Prepares students for later KS3 and GCSE study by developing analysis of characterisation, narrative perspective, writer's methods and thematic interpretation. Supports students in recognising how texts can challenge dominant viewpoints and present alternative voices and experiences.	to secure and extend their understanding beyond the classroom: 5. Perseus and the Gorgon Medusa - BBC Teach See Google Classroom for more resources and copies of the curriculum booklets.
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			organised and developed. Subordinate clause – A group of words containing a subject and verb that does not make sense on its own. Transformation – A significant change in appearance, character or circumstance.					
	Poetry from around the world	How do poets from different cultures and backgrounds use poetry to explore identity, traditions, emotions, relationships, nature and wider human experiences?	Analysis – detailed examination of how writers create meaning through their word and structural choices Anaphora – The repetition of a word or phrase at the beginning of successive clauses. Blank verse – Poetry that does not use rhyme. Connotations – When there is an association or secondary meaning of a word or expressions in addition to its primary meaning. Culture – the ideas, customs, and social behaviour of a particular people or society Enjambment – The continuation of a sentence without a pause beyond	Students will develop secure knowledge of key terminology, concepts, and methods, including poetic devices (e.g. imagery, metaphor, enjambment), analytical vocabulary (e.g. tone, connotation), and core ideas such as structure, audience, and purpose. This knowledge underpins their ability to interpret texts, analyse writer's methods, and communicate ideas clearly in both written and spoken responses.	1. What are the big ideas explored in 'Talking Turkeys'? 2. Which methods are most effective in 'Talking Turkeys'? 3. How well can we explore the big ideas in the poem 'i wanna be yours' by John Cooper Clarke? 4. Can we imagine a world where water is not easily available? 5. Can we explore how language is used to create a change? 6. Can we imagine a world where water is not easily available? 7 & 8. Can we imagine a world where we have more than one language spoken at home? 9. How might physical objects contribute towards our identity? 10. Can we imagine a world where we have more than one	Reading Studying world poetry helps students understand how writers communicate important ideas about identity, culture, relationships, conflict, traditions and human experiences. Students learn how poets use language and structure to create meaning and emotional impact. Exploring poetry from different cultures also develops empathy, cultural awareness and critical thinking, helping students become thoughtful and reflective readers who can connect texts to wider social and personal issues. Writing This unit develops students' ability to	Builds on KS2 poetry study by moving from identifying simple devices to analysing how language, structure and form convey meaning. Prepares students for KS3 and GCSE by developing comparative analysis and introducing key concepts such as symbolism, perspective and writer's methods	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: https://www.bbc.co.uk/bitesize/topics/zmbj382 https://www.poetryarchive.org/ https://www.poetryfoundation.org/ https://classroom.thenational.academy/subjects-by-key-stage/key-stage-

		the end of a line, couplet or stanza. Explicit – ideas which are directly stated by the writer, leaving no doubt about their meaning Identity – The fact of being who or what a person or thing is. Imagery – When pictures are created in your mind, from the words that you read. Implicit – ideas which are suggested by the writer, but not directly stated Language – Word choice and emphasis as well as how words are put together and punctuated in sentences. Metaphor – A figure of speech comparing two things by saying one thing is the other Onomatopoeia – The formation of a word by imitation of a sound made by or associated with its referent.. Personification – A type of metaphor in which an object (the tenor) is given human qualities. Perspective – a		language spoken at home? 11. What are the big ideas explored in 'Nettles'? 12. How does the poet write about the big ideas in the poem? 13. What are the big ideas explored in 'Blackberry Picking'? 14. How does the poet write about the big ideas in Blackberry-Picking? 15 & 16. How can I effectively compare Nettles and Blackberry-Picking? 17. How can I build up my skills of analysis and reflect upon the writer's message	write analytically and creatively. Through exploring poetic methods such as metaphor, symbolism, enjambment and imagery, students learn how to explain writer's methods clearly and effectively using evidence.	3/subjects/english https://quizlet.com/gb/868776590/year-7-world-poetry-flash-cards/ See Google Classroom for more resources and copies of the curriculum booklets.
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			particular attitude towards something based on your 'position' Phonetic – Of a system of writing, having a direct correspondence between symbols and sounds. Poetry – 'The best words in the best order.' By Samuel Taylor Coleridge. Rhyme – Two or more words that have the same ending sound. Rhyme scheme – Using letters to show which lines of poetry rhyme. Simile – A figure of speech comparing two things using words 'like' or 'as'. Stanza – Division in a poem consisting of a series of lines arranged together. Structure – Words that are used to describe how the poem appears on the page. Synthesise – to bring together or combine information from different places / sources Tone – The attitude or mood that a character or narrator or author takes towards a given subject.					
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			Viewpoint – a person's opinion or point of view					
Spring	Speaking and Listening: Developing Oracy	How can we use spoken language effectively to express ideas, shape identity, and influence different audiences?	Accent – The sounds and pronunciation of language heavily influenced by region and social class. Anathema – Something strongly hated. Bidialectal – Able to speak more than one dialect. Closeted – Closed away from view/sight, hidden. Cocooned – Isolated and protected. Code-switching – When a person changes the way they speak depending on the situation, audience, or context. This could include switching between formal and informal language, different dialects, or even different languages. Colloquialism – A word, phrase, or expression that is used in everyday, informal speech rather than in formal writing. Debate – A structured exchange of ideas or arguments.	Students will know key terminology and concepts related to spoken language, including Standard English, code-switching, accent, dialect, sociolect and idiolect. They will understand the differences between spontaneous and scripted speech, as well as formal and informal language, and spoken versus written communication. Students will know how language varies depending on audience, purpose and context, and will develop knowledge of effective discussion and debate, including how to structure arguments, use appropriate register, and communicate ideas clearly when planning, writing and delivering a speech.	1. What is the difference between standard and non-standard English, and what is code switching? 2. What is the difference between spontaneous and scripted speech? 3. Can I identify spontaneous and scripted speech? 4. What is the difference between accent, dialect and sociolect? 5. What is idiolect, and what does mine look like? 6. What are the differences between formal and informal speech? 7. What are the differences between spoken and written language? 8. What does a successful debate look like? 9. How can I successfully plan a debate? 10. & 11 How can I successfully take part in a debate? 12. How can I write an effective speech? 13. How can I deliver my speech?	Reading This unit builds on students' knowledge of language variation by deepening their understanding of the differences between spoken and written language. Students explore key concepts such as idiolect, sociolect, dialect, and accent, using transcripts and examples of real-world speech to analyse how language changes across context, purpose, and audience. This helps students become more aware of how language reflects identity and social factors. It also prepares them to interpret speech features in later study, especially in language-focused analysis tasks at GCSE. Writing Through planning and writing their own speeches, students apply their understanding of formality, register, and audience awareness in purposeful, real-world contexts. They learn	Builds on KS2 speaking and listening by developing awareness of audience, purpose and context in spoken communication Prepares students for KS3 and GCSE by embedding key language concepts and developing confident, structured spoken responses for analysis and presentation.	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: How to write a speech for KS3 English students - BBC Bitesize How to write a speech for KS3 English students - BBC Bitesize How to deliver a speech guide for KS3 English students - BBC Bitesize See Google Classroom for more resources and copies of the curriculum booklets.

			Dialect – Particular form of language (vocabulary, grammar and accent) specific to a regional or social group. Ephemeral – Something that exists only briefly. Equality – The state of being equal, especially in status, rights, opportunities and race. Idiolect – The unique way an individual person uses language. I'll wager – To show confidence in something like 'I'll bet'. Ivory tower – No knowledge/understanding of real problems. Lingua franca – Common language used by many to communicate. Non-standard English – Any way of speaking or writing that does not follow the usual rules of grammar, spelling, or punctuation. It is often used in everyday conversation, regional dialects, or informal situations.			to craft arguments, organise ideas clearly, and use rhetorical techniques to persuade. This develops both their technical accuracy and their ability to adapt tone and style to suit a given purpose—essential skills for both GCSE English Language and functional writing beyond the classroom.		
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			Permanent – Something that is meant to last indefinitely. Received Pronunciation – The regionally neutral accent used by many middle-class speakers in the UK, particularly in England. Widely used as a reference point in dictionaries and as a model for teaching English as a foreign language. Reductive – Presenting something in a simplified form. Revert to type – Behaving as expected after behaving differently / better. Scripted – Planned or written out in advance, especially speech or actions. Slang – Very informal words and phrases restricted to context and social groups. Social mobility – Movement of people between the social classes. Sociolect – A variety of language used by a specific social, age, or					
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			professional group, often characterised by distinct vocabulary, grammar, and pronunciation. Spontaneous – Happening naturally, without planning or force. Standard English – The form of the English language that is widely accepted as the “correct” or formal way of speaking and writing. It is used in official documents, education, media, and professional contexts. Standard English follows established rules of grammar, spelling, and punctuation. Systematic racism – Systems and structures that have procedures, policies or processes that disadvantage people dependent on race. Transcript – A written or typed copy of spoken words, or an official written record of something. Verbal – Expressed in spoken words;					
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			oral rather than written. Zero tolerance – Not accepted/tolerated.					
	Write Like a Journalist	How do journalists inform, influence, and engage the public through purposeful language, structure, and ethical reporting?	Article – A piece of writing published in a newspaper, magazine, or online that provides information or opinion on a topic. Evolution – A slow and gradual development or change over time. Feature – A distinctive attribute or aspect of something. Journalism – The activity or profession of collecting, writing, and publishing news and information for newspapers, magazines, television, radio, or online platforms. Opinion – A personal belief, view, or judgment that is not necessarily based on fact or knowledge. Printing press – A machine for printing text or images, invented in the 15th century, which revolutionised communication	Students will understand the key roles and responsibilities of a journalist in society and how effective news articles are constructed, including the use of structural and stylistic features such as headlines, leads, body paragraphs and quotations. They will explore what bias is and how language, tone and source selection can influence the reader's interpretation, as well as how journalists use persuasive techniques such as emotive language, rhetorical questions and direct address. Students will also learn what makes an interview effective and how questioning can be used to gather relevant information. They will develop an understanding of how to maintain accuracy, clarity and balance when selecting content for a news article, and apply strategies to revise, refine and improve their writing for clarity.	1. What is journalism? 2. How has journalism evolved over time and what role does it play today? 3. What impact does journalism have on public opinion and society? 4. What is an article? 5. Can I explore the key features of an article? 6. Can I understand the purpose and importance of these features? 7. Can I explore the purposes that articles serve? 8. Can I understand the role of an audience for an article? 9. How do journalists adapt their writing for different audiences and contexts? 10. How do headlines and images shape readers' interpretations of an article? 11. What is bias? 12. How does bias influence the way an article is written and perceived? 13. What strategies can journalists use to maintain credibility and trust? 14. How do journalists gather information for their articles?	Reading This unit is important because it strengthens students' critical reading skills through the analysis of real-world texts. By examining a range of journalistic writing, students learn to identify key features such as structure, tone, bias, and persuasive techniques. They develop the ability to question the reliability and purpose of a source, which is essential in today's information-rich society. These skills enable students to become more discerning readers who can navigate media and news critically and thoughtfully. Writing Through the production of their own news articles, students gain valuable experience in writing with clarity, accuracy, and purpose. They learn how to structure information effectively, engage	Builds on KS2 non-fiction and persuasive writing by extending understanding of audience, purpose and viewpoint in real-world texts. Supports with Language Paper 2, Q5 knowledge as to how to write an article.	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: Introduction to media - news and journalism - BBC Bitesize Introduction to media - fake news with BBC Young Reporter - BBC Bitesize See Google Classroom for more resources and copies of the curriculum booklets.

			and allowed mass production of books and newspapers. Public opinion – The collective views and attitudes of people in a society about a particular issue, event, or topic. Purpose – The reason why something is done or created; its intended goal or effect.		15. What makes an effective interview question and why? 16. What makes an effective interview? 17. Can I practice constructing interview questions and conducting an interview with a peer? 18. Can I plan and write an article based on my peer interview?	readers with compelling headlines and leads, and use persuasive and informative language appropriately. This unit also reinforces technical writing skills such as editing, revising, and organising content for a specific audience. These skills are transferable across subjects and vital for success in both academic and real-world contexts.		
Summer	Shakespeare: Introduction to Shakespeare	How does Shakespeare use characters, themes, and the theatre to tell powerful stories that explore human emotions and conflicts?	Allusion – A reference to a famous work of art or literature. Conflict – A struggle or problem between people or forces. Destiny – A predetermined course of events in a character's life, often linked to a sense of purpose or inevitable future. Elizabethan – A person who was born and lived while under the reign of Queen Elizabeth I. It was considered a "golden age" in English history, characterised by relative internal peace, prosperity, and a dramatic	This booklet develops students' understanding of Shakespeare's plays through the interconnected study of context, genre, and literary analysis. Students gain knowledge of the Elizabethan theatre and audience, including how plays were performed and the social beliefs that shaped them, before learning to distinguish between key genres such as tragedy, comedy and history. This foundation supports their study of Hamlet, where they explore plot, character and central ideas such as revenge, fate and the supernatural, alongside learning how writers use	1. What was it like to see a Shakespearean play at The Globe? 2 & 3. What can I learn and understand about the Elizabethan audiences? 4. What are the different types of Shakespeare plays? 5. What is the plot of 'Hamlet'? 6 & 7. What is the 'supernatural' and how is it represented in Hamlet? 8. How can comparing support our own writing? 9. What are the big ideas in 'Hamlet'? 10. How can we analyse quotations from 'Hamlet'? 11. What is 'fate' and how is it represented in Hamlet?	Reading This unit is important for reading because it develops students' ability to access and interpret complex literary texts, particularly Shakespeare's language and ideas. Students learn how to understand meaning beyond surface level by exploring context, genre, and key themes such as revenge, fate and conflict. They build skills in analysing how writers use language and dramatic methods—such as imagery, structure and soliloquy—to shape meaning and influence the audience. As a result, students become more confident in	This unit builds on KS2 learning about Shakespeare and introduces children to classic stories full of strong emotions and interesting characters. It helps them develop reading skills by exploring challenging language and ideas, and builds confidence in discussing themes like right and wrong, emotions, and choices. In writing, children learn how stories can	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: About Shakespeare - KS3 English - BBC Bitesize Shakespeare's life and inspirations - about Shakespeare - KS3 English - BBC Bitesize - BBC Bitesize

			flowering of the arts. Fate – The idea that events are predetermined and beyond human control, suggesting that outcomes are fixed regardless of individual choices. Mythical – Related to myths, legends, or imaginary stories. Play – A dramatic literary work written to be performed on stage by actors in front of a live audience. Revenge – The deliberate act of harming someone in response to a perceived wrong, often driven by anger or a desire for justice. Soliloquy – A dramatic device in which a character speaks their thoughts aloud alone on stage, revealing inner feelings and motivations to the audience. Supernatural – Forces or beings that exist beyond the natural world and cannot be explained by human	language, structure and dramatic devices (such as soliloquy and imagery) to convey meaning. The unit then broadens to include <i>A Midsummer Night's Dream</i>, allowing students to compare genres and examine themes such as love, conflict and destiny, as well as characterisation through figures like Puck. Throughout the booklet, students systematically build analytical skills using the What–How–Why method, developing their ability to select evidence, analyse language and explain writer intentions, culminating in increasingly independent, exam-style responses.	12. What is the plot of 'A Midsummer Night's Dream'? 13. How can we analyse Act 2, Scene 2? 14 & 15. What kind of character is Puck, and how does Shakespeare present him? 16. How does Shakespeare create conflict between characters? 17 & 18. How can I answer an exam-style question effectively? 19. How can I improve my essay response?	reading challenging texts, retrieving information, and making thoughtful interpretations about character, theme and writer intention. Writing This unit is important for writing because it teaches students how to construct clear, analytical responses using precise evidence and subject terminology. Through the What–How–Why structure, students learn to develop structured arguments, embed quotations effectively, and analyse language in detail. They practise moving from simple explanations to more developed, evaluative writing, explaining not just what happens in a text but why the writer presents ideas in particular ways. Over time, this builds their ability to write fluent, coherent and purposeful responses in an academic style, preparing them for exam-style writing and future English study.	show different feelings and conflicts, helping them express their own ideas clearly and creatively.	Life in Shakespeare's England - about Shakespeare - KS3 English - BBC Bitesize - BBC Bitesize Language in Shakespeare's plays - about Shakespeare - KS3 English - BBC Bitesize - BBC Bitesize Shakespeare's plays in performance - about Shakespeare - KS3 English - BBC Bitesize - BBC Bitesize See Google Classroom for more resources and copies of the curriculum booklets.
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			understanding or science. Tragedy – A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.					
	Introduction to Charles Dickens	How does Charles Dickens use language, characters, and context to show Victorian society and explore important social issues?	Bildungsroman – A story about a character growing up or learning important life lessons. (A “coming-of-age” story.) Context – The background of a text — the time, place, and circumstances in which it was written. (What was happening in the world that might influence the story?) Destitute – Extremely poor; having no money, no home, and no basic needs met. Didactic – Writing that is meant to teach a lesson or give a moral message. Emulate – To copy someone or something because you admire it or want to be like it. Pathetic fallacy – When the weather or environment	This unit develops students' understanding of how literature is shaped by context, language, and writer intention through the study of Dickens. Students learn key concepts such as context, realism and didactic writing, enabling them to understand how Victorian social conditions—such as poverty and the workhouse system— influenced Dickens' ideas and messages. They explore how writers construct meaning through language and structural choices, including tone, imagery, pathetic fallacy and narrative structure, and analyse how these methods shape characterisation, particularly in figures such as Oliver Twist, Bill Sykes and Miss Havisham. Students also study genres such as the Bildungsroman to understand	1. How does the social and historical background (context) of a text affect its meaning? 2. How well can I understand a range of historical, social and geographical contexts? 3. How does Dickens' character 'Oliver Twist' reflect Victorian social context? 4. How did Dickens use language to portray a new idea of children? 5. How does Dickens use language to express mood / tone? 6. How well can I analyse language in detail and show an understanding of the impact on the reader? 7. How is Bill Sykes portrayed as a villainous character? 8. What was life like in the workhouse? 9. What effect do structural techniques have as part of Magwitch's characterisation in 'Great Expectations'?	Reading Learning about Dickens and Victorian England helps us understand stories that show real problems people faced, like poverty and unfair treatment. It teaches us to think about why writers write in certain ways and how they use language and story structure to share strong messages. This makes us better readers because we learn to look deeper at texts and connect them to history and society. Writing Studying Dickens helps us become better writers by showing us how to create strong characters, use detailed descriptions, and write with purpose about important ideas. Learning about different writing techniques like mood, tone, and structure	Dickens introduces children to stories that talk about fairness, kindness, and how people lived in the past. It helps them build reading skills by exploring interesting characters and stories with real-life problems. Builds on KS2 narrative study by introducing more complex texts and linking literature to historical and social context. Prepares students for KS3 and GCSE by developing analysis of writer's methods, context and ideas in 19th-century literature.	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: Who was Charles Dickens? - BBC Bitesize English Oliver Twist - Episode 1 - BBC Teach See Google Classroom for more resources and copies of the curriculum booklets.

			reflects the feelings of a character or the mood of the story. Realism – A style of writing that tries to show life as it really is, including ordinary people and real-life problems. Structure – How a text is organised, the order of events, paragraphs, chapters, or how ideas build and change.	character development and moral growth. Alongside this, they develop analytical skills using the What-How-Why structure, as well as creative and transactional writing skills by emulating Dickens' style, using ambitious vocabulary, and crafting detailed descriptions and arguments.	10. What can I understand about a 'Bildungsroman' novel? 11. What can I learn about the character of Miss Havisham, and what effect does she have on the reader? 12. Which methods does Dickens use to present his characters? 13. How can I write an effective letter of complaint? 14. How does Dickens create a child's perspective through the characters of Pip and David Copperfield? 15. What links can we see between 'David Copperfield' and Dickens' own life? 16. How does Dickens use literary devices to create setting in 'Bleak House'? 17. How does Dickens use literary techniques to create characterisation in 'Bleak House'? 18. How can we write like Charles Dickens? 19. How can we show a clear perspective through writing?	helps us write clearly and creatively. Writing letters of complaint or describing characters also prepares us for real-life writing skills.		
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