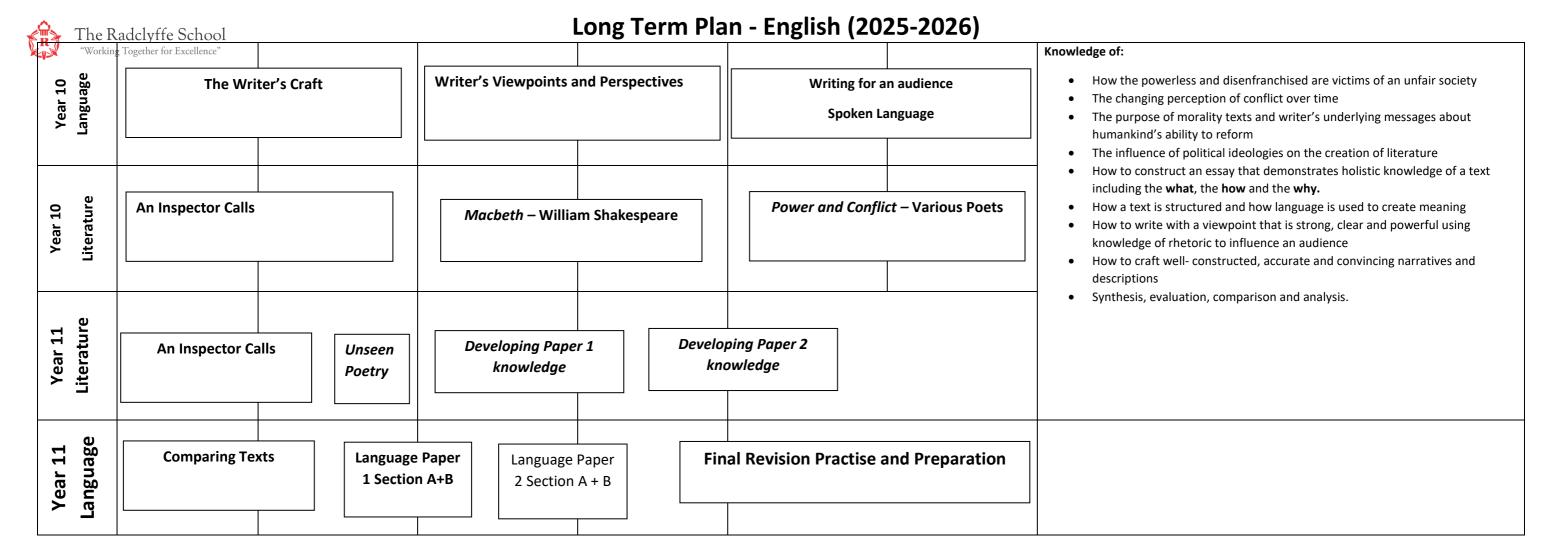


Long Term Plan - English (2025-2026)

Vision: The English faculty is a beacon of excellence. A faculty that fosters a passion and love of English in our students, encourages them to be literary explorers and opens up worlds and cultures that are different to their own. Our students develop a love of language, become articulate communicators, critical readers and are exposed to cultural capital that allows them to take part in conversations, discussions and debates that they may otherwise be excluded from. Fundamentally, we create opportunities through empowering our students by breaking down walls, ceilings and barriers. Threshold concepts HT1 HT2 HT3 HT5 HT6 HT4 Representation of Women in **Presentation of Heroes in** The Power of Language **Greek Myths and Legends** Literature Knowledge of: the concept and qualities of a hero Power the development of character The Iliad the role of women in a patriarchal society **Shakespeare:** Romantic An how to use academic language to express ideas Reading Introduction how to implement the Aristotelian triad **Poetry** Year 7 Romeo and Juliet how figurative language is used to create meaning to the Art of the presentation of spoken language for performance Reimagining Rhetoric nouns, pronouns, verbs, adjectives and adverbs Greek Mythology War and The Gothic **Dystopian World** Conflict Knowledge of: the influence, on literature, of changes in society how setting, motif and extended metaphor are implemented for effect **Year 8 - Conflict** how structure can be manipulated to create meaning Crime and how power can be manipulated to cause conflict **Dystopian Reading:** how social and historical contexts shape meaning **Punishment** Gothic how conflict affects the human condition **Animal Farm Dystopian** War Poetry of developing explanations through word level connotations and examination of Literature Non-fiction language techniques Wilfred Owen Writing main clauses, imperatives, passive voice, compound sentences, subordinating The Body Writing conjunctions, participles and prepositions **Snatcher** Representation of the 'Other' **Reclaiming Voices Identity in a Post-Colonial World** Year 9 - Identity Knowledge of: societal changes that have affected the way that we appreciate Literature Descriptive **Protest** conflict and powerlessness can lead to a loss of identity **Shakespeare:** Writing **Poetry from Articles** how education is transformative and lack of education is disempowers **Post-Colonial play** develop explanations of what a writer is doing, how they are achieving this different and why. Develop interpretations that focus on the bigger picture The Tempest **Small Island** The power of rhetoric in creating powerful voices that can affect change cultures how structure and language can be crafted to create dystopian worlds of control and destruction Relative clauses, fragments, semi colons, colons, dashes, direct speech and punctuation rules



Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
Students will begin their journey through the story of English, beginning with the oral tradition and stories from the Iliad that are still told today. They will learn to critique character and problematic ideas about heroism and masculinity. By the end of Year 7 students will be able to comment on the theme of power, including who has it and what they do with it; who doesn't have it and how they can be exploited including the lack of power afforded to women in the early literature that they are studying. Students will begin to develop an academic style that allows them to express their opinions and understanding of the text in a clear and rational manner. Students will able to draw upon, and employ a range of methods to create narrative and exploring rhetoric as being the foundation of effective transactional writing.	By the end of year 8 students will be able to explain how a changing landscape and conflict affected the individual. They will study how the imagined fears of the gothic tradition transform into the real horrors of early 19 th century war poetry and plays. Students will study dystopian literature and the parallels between this and earlier genres of literature they have studied. They will consider how the powerless and voiceless can finally be heard. They will demonstrate their understanding of the how through developed explanations of language and structure. Students will be able to draw on a broader range of methods to create intended effects in their writing. Students will use their understanding of powerful writing to as a model for their own creative pieces.	By the end of year 9, students will be able to explain the 'story of English' and demonstrate their understanding of the influences on modern literature. They will be able to critique texts, and their representations of character and themes and explore the reasons why certain texts can be perceived as problematic in a more multicultural and politically aware society. They will study the literary voices that have previously been repressed, under represented and marginalised in society. Through their exploration of different perspectives and themes throughout KS3, students will have a greater appreciation of how these universal themes in literature, echo, reinforce and comment upon each other. They will demonstrate their knowledge of the 'what' the how' and the 'why'. Students will draw upon a range of methods to craft their writing, meet the needs of their audiences and understand the power and validity of their own voices.	Throughout KS4, students will continue their literary exploration of influenced by societal changes. They will be able to draw upon the interpret seminal texts that have posed questions throughout hist capacity for reform. Through examination of character and theme formed and transformed and how at the centre of the human con as vice and virtue. Students will be able to express their opinions and pursue a line of selection of evidence to support their arguments. They will analyst spring board to formulate their own critical opinions. Students will skilfully weave narratives and transactional writing, subtly and sophistication. Students' writing will be thought provoked.	eir knowledge of universal themes such as power and conflict to cory about collective responsibility, morality and the human is, students will develop an insight into how identity can be both dition is the continuous struggle between binary oppositions such if inquiry in an academic and scholarly manner using a judicious e, explore and evaluate existing literary criticism and use this as a drawing upon an ever-increasing bank of literary techniques with