English Curriculum Intent	Year 7

At New Line Learning Academy, the English Department's ethos is to deliver an ambitious, diverse, and inclusive curriculum to every pupil, enabling them to become inquisitive readers who appreciate the significance of our global literary heritage.

Our vision is to raise achievement and provide pupils with opportunities for both personal and academic growth, empowering them to succeed and reach their full potential in English. Throughout their five-year English journey, students engage with a rich and challenging curriculum that promotes a love of reading alongside an analytical exploration of texts and writers' craft. This is enhanced through studies of the historical, cultural, and social contexts that shape the literature they encounter.
Alongside a love of reading, the department focuses on building literacy, confident writers, and effective communicators. The curriculum equips students with the literacy, communication, and critical thinking skills necessary for success in school and beyond, preparing them to participate thoughtfully and confidently in an ever-changing world.

We deliver a broad and ambitious programme of study that enables all pupils to:

- Develop knowledge of a range of literary and non-fiction texts from different periods, cultures, and traditions.
- Build a rich and ambitious vocabulary through explicit instruction and regular application, supporting both academic success and personal development.
- Analyse how writers use language, structure, and form to create meaning and influence readers.
- Develop cultural awareness and an appreciation of diverse perspectives that can be applied beyond the classroom.
- Write effectively for a variety of purposes and audiences, using accurate and increasingly sophisticated language.
- Develop confidence in oracy through discussion, debate, presentation, and collaborative learning.
- Explore the social, historical, and cultural contexts that shape texts and their relevance to the modern world.
- Strengthen resilience, independence, and critical thinking through engaging and challenging learning experiences.
- Develop the knowledge, skills, and confidence needed to achieve success in English and beyond.

Our Year 7 curriculum is carefully sequenced in thematic collections to develop the core disciplinary skills of reading, writing, and oracy. The thematic links will underpin the pupils' understanding of how literature connects to their own lives. Through adaptive teaching, explicit vocabulary instruction, and high expectations for all learners, students are supported to become confident, articulate, and successful young people who are prepared for future study and life beyond the classroom.

By the end of Year 7, pupils will be able to read increasingly challenging literary and non-fiction texts independently, making secure inferences supported by textual evidence and analysing writers' methods using appropriate subject terminology. Pupils will understand how context influences both texts and readers and will be able to write effectively for a range of purposes and audiences. They will communicate their ideas

	with increasing confidence through reading, writing and discussion, providing a strong foundation for future study in English Literature and English Language.

Term 1 Topic/Theme/Enquiry		**Conflict** *What can mythological conflicts teach us about human nature?*

Big Picture
What are the main ideas and big questions in this topic?

Pupils will explore the role of conflict in literature through engaging with a variety of texts linked to mythology, exploring origins of storytelling, whilst also considering the impacts of mythology on texts written in modernity. This unit explores the history and purpose of storytelling, helping students understand why stories are told and how they shape human experience. Students will study key literary principles, including rhetoric and narrative structure, before applying these techniques to craft their own engaging and purposeful narratives.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Over the course of the term, pupils will develop their understanding of a range of myths and their protagonists, including *Pandora's Box*, *Theseus and the Minotaur*, *Prometheus*, *Zeus*, and *Hercules*. Through the study of these stories, students will explore how conflict drives narrative and shapes character development. Pupils will also examine the influence of mythology on modern literature whilst they study *The Lightning Thief* by Percy Jackson. Throughout the unit, students will learn to identify and analyse both internal and external conflict, exploring how writers use these forms of conflict to create engaging narratives and communicate deeper themes and ideas.

Key Texts Studied:
'Tales of the Greek Heroes' by Roger Lancelyn Green
Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan

Disciplinary Knowledge: Pupils will develop an understanding of how stories are constructed and how writers use language, structure and literary conventions to communicate ideas through the following:

Knowledge and Skill Development: Reading (skills taught may vary depending on the group):

- Comprehension
- Skimming and scanning
- To identify who, what, where, when and why in a text
- To know word classes and devices and identify these in selected evidence.
- Identify literary devices
- To make inferences about character

- Forming P.E.E.Z paragraphs
- Summarising and annotation

Knowledge and Skill Development: Writing and Grammar (skills taught may vary depending on the group):

Forms of writing that pupils will engage with diary writing, descriptive writing, writing to review.

- Understanding nouns – concrete & abstract
- Understanding nouns – common and proper nouns
- Adjectives – identifying adjectives & participles

Knowledge and Skill Development: Vocabulary: (vocabulary covered may vary depending on the group):

Keywords: flaw, tragic, conflict, atmosphere, protagonist, antagonist, villainous, tragedy, heroism, inference, mythology, divine.

Subject Terminology: noun, verb, adjective, connotation, Freytag's pyramid, tragic hero, foreshadowing, foreboding, dramatic irony, symbolism, characterisation, tension, exposition, climax, denouement, comparative adjective, hamartia.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Pupils will require an intermediate level of reading to access key texts independently and comprehension skills. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences at Key Stage Two. The unit will recap and further build on reading skills that should have been acquired at Key Stage Two, such as reading a wide range of fiction, including mythology, identifying and discussing themes and conventions within literature, drawing inferences from texts around characterisation and explaining and discussing what they have read. Concerning writing, pupils will build on prior knowledge of characterisation and plot, using this to craft convincing fictional pieces. They will use their prior	Over the course of this term, pupils will dive into the exciting world of myths and legendary heroes, exploring stories that are full of adventure, danger, and dramatic conflict. They will study iconic tales such as *Pandora's Box*, *Theseus and the Minotaur*, *Prometheus*, *Zeus*, and *Hercules*, discovering how conflict—both between characters and within them—drives these stories and shapes unforgettable heroes and villains. Students will also investigate how ancient myths continue to inspire modern storytelling through *Percy Jackson's The Lightning Thief*, analysing how contemporary authors adapt mythological conflicts for today's readers. Throughout the unit, pupils will develop a clear understanding of internal and external conflict, learning how these forces create tension, develop character, and make narratives compelling.

knowledge of adjectives and nouns to vary sentence structures and draft engaging narratives.

Pupils will be expected to rehearse spellings of high-frequency words that they would have been taught at KS2. This is embedded to support and secure their spelling ability.

Wider Framework
How does this learning connect to future topics and bigger goals?

Throughout the year, pupils will explore a wide range of literary and non-fiction genres, including novels, plays, poetry and non-fiction texts, developing their understanding of how writers use language, form and structure to craft meaning for different audiences and purposes. They will refine their analytical skills by making increasingly sophisticated connections between themes, writer's methods and contextual influences across texts, while developing their ability to compare, interpret and evaluate literary works.

Pupils will continue to strengthen their creative and transactional writing, experimenting with narrative voice, characterisation, tension, structure and rhetorical techniques to communicate effectively. They will expand both their academic and creative vocabulary, enabling them to express ideas with increasing precision, confidence and sophistication. Through the study of diverse texts, pupils will deepen their understanding of the historical, cultural and social contexts that shape literature, while building confidence in oracy through discussion, debate, presentation and performance.

Collectively, these experiences will establish a strong foundation for future progression, preparing pupils for the demands of GCSE English Language and English Literature through the development of literary analysis, critical thinking, effective communication and narrative crafting.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils would benefit from exploring key Greek myths that underpin much of Western literature, including stories of gods, heroes, and monsters. These myths help explain human behaviour, natural phenomena, and moral ideas, while also shaping narrative structures and archetypes still used in modern storytelling.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Students will develop an understanding and appreciation for the history of mythological literature, making connections between ancient texts, such as Greek myths and medieval literature, and modern works, understanding how these stories continue to influence contemporary literature.

They will explore a range of contexts linked to the theme of conflict, gaining a broad understanding of how conflict has been represented in literature, the moral dilemmas faced by characters, and how these conflicts are resolved. This encourages pupils to reflect on the decisions characters make and form their own judgments about the morality of these choices, while developing a deeper awareness of modern society and diverse cultures.

Analysing myths develops the ability to interpret symbolism, themes, and cultural context—a skill valuable in law, journalism, research, and any field requiring the analysis of complex information. Studying narrative structure and persuasive storytelling also supports careers in writing, publishing, marketing, advertising, film, game design, and any role where clear, engaging communication is essential.

This unit also develops pupils' understanding of human emotions such as jealousy, pride, fear, ambition, consequence, and revenge. These themes link directly to how people make decisions, take risks, and challenge rules in the modern world. It supports students in developing their own ideas about morality and ethics, as mythological characters are often faced with complex moral choices. This helps pupils build resilience and decision-making skills when considering ethical dilemmas in real life.

Themes of power and leadership within the unit provide clear links to real-world issues such as politics, leadership roles, responsibility, corruption, and inequality within society. In particular, the story of Hercules and his heroic journey explore identity and self-discovery, helping students consider how individuals define their place in the world.

Wider Links to other subjects:

- **History:** Ancient Greek society, culture, and beliefs
- **Art & Media:** Influence of myths on literature, film, and popular culture
- **Citizenship:** Moral choices, justice, and consequences

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Home Learning Link: Sparx Reader - Home **Development of Knowledge for the Unit:**	Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through

Mythopedia – Encyclopedia of Mythology Greek Mythology: Gods, Goddesses & Legends | HISTORY **Development of Skills at KS3:** **Fiction writing - KS3 English - BBC Bitesize** Grammar - KS3 English - BBC Bitesize Free KS3 SPaG Online 10-Minute Tests | CGP Books Key Stage 3 English | KS3 Revision | Education Quizzes KS3 English Language: Grammar for 11-14 year olds - BBC Teach	retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis. The end-of-term assessment will focus on • (AO1): comprehension and inference • (AO2): analysis of language and structural devices linked to the GCSE English Language papers.

Term 2

Topic/Theme/Enquiry

Conflict

How do conflicts and relationships shape people's identities and lives?

Big Picture

What are the main ideas and big questions in this topic?

Pupils will deepen their understanding of the role of conflict in literature and examine how relationships can enable individuals to overcome conflict, as well as how conflict can test, transform and strengthen relationships over time. Pupils will study a variety of different texts that present a varied style of relationships whilst exposing students to a range of poetry, prose and non-fiction texts. Pupils will have the opportunity to analyse how established writers use narratives, figurative language, poetic rhyme and grammatical techniques to engage their readers.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Key Texts Studied:

Students will study the following non-fiction extracts in relation to the unit:

- Letter written in 1939 by Andrew Forbat

Students will study the following poetry in relation to the unit:

- *Mother any Distance*, Simon Armitage
- *Nettles*- Vernon Scannell
- *Dulce et Decorum est,* Wilfred Owen

Students will study the following fictional extracts in relation to the unit:

- *The Hunger Games*- Suzanne Collins
- Extracts from Little Princess
- Extracts from *A Christmas Carol* by Charles Dickens

Knowledge and Skill Development: Reading: (skills taught may vary depending on the group):

- Comprehension
- Skimming and scanning
- To know word classes and devices and identify these in selected evidence
- To select evidence which is appropriate for the question.
- To make inferences and explain how the evidence answers the question
- Explanation of ideas
- Forming P.E.E.Z paragraphs

Knowledge and Skill Development: Writing and Grammar: (skills taught may vary depending on the group):

- Forms of Writing: letter writing, descriptive writing, diary writing.
- Identifying and using verbs – identify types and apply.
- Identifying and using adverbs – time, place, manner and degree.
- Identifying and using adverbs – identification, classifying and punctuation.

Knowledge and Skill Development: Vocabulary (vocabulary taught may vary depending on the group):

Keywords: compassion, abundance, subverts, manipulation, virtue, paternal, maternal, adheres, hopeless, melancholy, nostalgia, empathy, sacrifice, desperation, evacuate, philanthropy, tragedy.

Subject Terminology: simple, compound, complex sentences, adjective, main clause, colon, apostrophe, metaphor, simile, personification, stanza, rhyme, ballad, comparison, foreshadowing, direct address, volta, sibilance, symbolism, extended metaphor, sonnet.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*

Pupils will require an intermediate level of reading to access key texts independently and comprehension skills. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences at Key Stage Two. The unit will recap and further build on reading skills that should have been acquired at Key Stage Two, identifying how language and structure presentation contribute to meaning, retrieving and presenting information from non-fiction texts, and presenting reasoned justifications for their views on texts, thereby building upon their oracy skills. Pupils will build on prior writing skills taught at Key Stage Two, focusing on continuing to develop their ability to select appropriate vocabulary and grammatical structures to create engaging pieces of writing. As in Term 1, pupils will be expected to rehearse spellings of high-frequency words that they would have been taught at KS2. This is embedded to support and secure their spelling ability of commonly used words.	Pupils will explore a range of novels, texts, poetry and autobiographical writing, challenging their comprehension and analytical skills. Pupils will read ambitious texts critically, discussing their findings with their peers and using ambitious vocabulary to present their ideas. Through analysing language, structure, imagery and characterisation, pupils will explore how texts communicate powerful ideas about family, love, friends and survival, allowing students to think critically about how conflict influences identity and personal growth.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
The study of conflict and relationships encourages students to consider different contexts, perspectives and human experiences, which prepares them for future exploration around identity, power, and social change. The unit will give the foundational knowledge to analyse how conflict is used by a writer to create an engaging narrative and will support the development of crafting engaging narratives in their own writing. Knowledge acquired during the unit will directly relate to the chosen GCSE texts of *Romeo and Juliet* by William Shakespeare and *Journey's End* by R.C. Sherriff. It will also have direct links to the Edexcel Conflict Poetry anthology.	Pupils would benefit from an understanding of the lives of the key writers and could research the lives of Carol Ann Duffy, William Shakespeare and O. Henry. At the beginning of the unit, pupils will explore how war impacted relationships and may benefit from a trip to the Imperial War Museum. As this unit also introduces pupils to aspects of traditional Chinese culture, they will benefit from exploring the historical and cultural contexts in which the text is situated. Most importantly, pupils should be encouraged to think critically about human emotions, relationships, and the ways in which individuals respond to conflict.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

Pupils will explore a range of contexts linked to the theme of conflict, through which they will develop a broad understanding of the history of conflict and the ways in which literature has been shaped by it. They will examine how conflict is portrayed, including moral dilemmas faced by characters and the resolution of these conflicts, enabling them to reflect on decisions made and form informed opinions about their ethical implications.
Pupils will also gain a deeper understanding of different types of relationships, the impact of human nature on these relationships, societal structures, and the ways in which conflict can affect and transform connections between individuals.
By exploring how people connect, argue, forgive, love, and hurt one another in fiction, poetry, and non-fiction, students develop a stronger understanding of human emotions and motivations.
These skills have clear real-world applications. Employers across a wide range of sectors value individuals who can interpret situations accurately, resolve conflict effectively, and demonstrate empathy. These qualities are essential in fields such as healthcare, social work, education, human resources, counselling, customer service, and leadership roles.

Wider links to other subjects:

- **History**: Understanding the causes, development, and consequences of conflict, and how historical events influence literature.
- **Religious Studies (RS):** Exploring moral dilemmas and ethical decision-making.
- **Citizenship:** Examining relationships, identity, society, justice, and how individuals interact within communities.
- **Psychology:** Understanding human behaviour, emotions and responses to conflict.
- **Drama:** Interpreting relationships and conflict through characterisation and dialogue.
- **Sociology:** Exploring inequality and how society shapes relationships and conflict.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Home Learning Link: Sparx Reader - Home **Development of Knowledge for the Unit:** Mythopedia – Encyclopaedia of Mythology Greek Mythology: Gods, Goddesses & Legends | HISTORY	Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis. The end-of-term assessment will then focus on: • (AO1) Comprehension and inference

Development of Skills at KS3: **Fiction writing - KS3 English - BBC Bitesize** Grammar - KS3 English - BBC Bitesize Free KS3 SPaG Online 10-Minute Tests | CGP Books Key Stage 3 English | KS3 Revision | Education Quizzes KS3 English Language: Grammar for 11-14 year olds - BBC Teach	• (AO2) Analysing the use of language and structure • (AO6) Using interesting vocabulary and language devices; linked to the GCSE English Language papers.

Term 3
Topic/Theme/Enquiry

Crime and Punishment
Why do people commit crimes, and can a person ever escape the consequences of their actions?

Big Picture
What are the main ideas and big questions in this topic?

Over the course of two terms, pupils will study the theme of crime and punishment, exploring how writers present criminal behaviour, justice, consequences, and moral choices. Using *Macbeth* by William Shakespeare as their central text, students will examine how Shakespeare presents the themes of ambition, guilt, and responsibility through a range of dramatic, linguistic, and structural techniques.
Pupils will explore how these themes generate tension and shape characterisation, as well as how characters are driven towards committing crime. They will develop their understanding of how writers engage audiences to reflect on the complex relationship between crime and punishment.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key Texts Studied:
Macbeth by William Shakespeare

Disciplinary knowledge: Pupils should be able to explain how Shakespeare uses dramatic methods, language and structure to explore ambition, power and guilt, while evaluating how Jacobean audiences may have responded to the play and supporting their ideas with precise textual evidence by completing the following:

Knowledge and Skill Development: Reading: (skills covered may vary depending on the group):

- Finding structural features used in a text.
- Making inferences.
- Writing PEEZLE paragraph responses.
- To make links to characterisation, tone and theme.
- Identify key themes within the play and how they link to crime and punishment.

- To identify how contextual facts link to moments in the text.

Knowledge and Skill Development: Writing and Grammar:

- Identifying and writing main clauses – simple sentences.
- Identifying and writing main clauses – punctuating main clauses and simple sentences.
- Identifying and writing subordinate clauses – writing complex sentences.

Forms of Writing: Letters, descriptive writing, speech writing, biography

- Identifying and using verbs – identify types and apply.
- Identifying and using adverbs – time, place, manner, and degree.
- Identifying and using adverbs – identification, classifying and punctuation.

Knowledge and Skill Development: Vocabulary (vocabulary covered may vary depending on the group)

Keywords: inevitability, context, masculinity, femininity, atmosphere, patriarchy, ambition, regicide, impulsive, Patriarchal, punishment, repentant, haunting, prophecy, discrimination, injustice, stereotypical, deception, tragedy, morality, guilt, supernatural, hubristic, dominant, manipulation, progression, divine, notorious, adhere.

Subject Terminology: imperatives, prepositions, adverbials, pathetic fallacy, stage directions, symbolism, dialogue, syllables, subvert, soliloquy, aside, staging, deduce, characteristic, tragic hero, hamartia, foreshadowing, dramatic irony, motif, imagery.

Knowledge and Skill Development: Spelling

- Vowels and consonants (long vowel sound recap)
- Plurals
- Silent letters

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Pupils will require an intermediate level of reading to access key texts independently and comprehension skills. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences at Key Stage Two.	Pupils will engage with a wide range of ambitious vocabulary, applying it confidently to their analysis of the text, while developing and challenging their comprehension and analytical skills through the study of a work of significant literary heritage. They will read the text critically, discussing interpretations

The unit will recap and further develop reading skills acquired at Key Stage 2, drawing on pupils' linguistic knowledge and wider understanding of the world to make meaning from a text. They will also build on prior knowledge of the literary form of drama and how texts are structured to create meaning.

Pupils will continue to develop writing skills introduced at Key Stage 2, with a focus on selecting appropriate and ambitious vocabulary to convey meaning effectively, alongside improving grammatical accuracy, control, and precision.

In addition, pupils will regularly revisit and rehearse the spelling of high-frequency words encountered at Key Stage 2. This is embedded within the unit to support the development of secure spelling accuracy and confidence in written communication.

with their peers and using increasingly sophisticated vocabulary to articulate and develop their ideas.

Pupils will explore ideas relating to masculinity, femininity, and the patriarchal society within which the text is set, alongside a deeper understanding of the themes of ambition, guilt, and moral responsibility. They will develop secure contextual knowledge of the Jacobean period, including beliefs in the Divine Right of Kings and the Great Chain of Being, and consider how these ideas shaped contemporary attitudes towards authority, order, and transgression.

Through this, pupils will examine how Shakespeare uses dramatic, linguistic, and structural techniques to communicate ideas about crime and punishment, particularly the consequences of disrupting social and moral order.

Wider Framework
How does this learning connect to future topics and bigger goals?

The unit will directly relate to the knowledge required for the study of *Romeo and Juliet* at GCSE, supporting pupils in their understanding of Shakespeare's works and the historical context of the era. It will also explore issues of morality and character choice, like those examined in the Edexcel conflict anthology and *Journey's End* by R.C. Sherriff.

The unit will build key writing skills that link to their English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and variation for effect, as well as developing clarity, precision, and control in their written responses.

Beyond this, pupils will develop wider analytical and interpretative skills that support progression to more advanced study of literature, including the ability to compare texts, evaluate writers' methods, and construct well-supported arguments. These skills also build confidence in extended critical writing, independent thinking, and discussion, which are essential for success at GCSE and beyond.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils can prepare for this unit by developing a basic understanding of Shakespeare's world and the ideas that influenced *Macbeth*. They should explore key contextual concepts such as the reign of James I, the belief in the Divine Right of Kings, and Jacobean society. Pupils should also develop an awareness of the supernatural and would benefit from researching beliefs about witchcraft during the period.

In addition, pupils could read moral stories and texts focused on ambition to help them make connections with the play's central themes.

Pupils could visit The Globe Theatre to gain an understanding of the theatre. Exposure to Shakespeare's other plays would benefit their gaining a deeper understanding of Shakespeare's works and common themes.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Pupils will consider the fundamental British value of the rule of law, exploring how this principle operates within society and how it is reflected in literature. They will also examine British culture and its development over time, gaining an understanding of how cultural values and beliefs have shaped texts and interpretations.
The unit will support pupils in recognising the distinction between right and wrong and in analysing how manipulation influences decision-making within the play. They will explore the consequences of characters' behaviour and actions, developing informed and critical opinions about moral responsibility and accountability.
Macbeth requires students to engage with complex moral dilemmas. This supports progression into careers involving leadership, governance, ethics advisory roles, law, and community work, where ethical decision-making, judgement, and responsibility are essential.

Wider links to other subjects:

- **History:** Understanding Jacobean beliefs, authority, and political and social structures
- **Religious Studies (RS):** Exploring morality, guilt, ethics, and frameworks for decision-making
- **Citizenship:** Examining the rule of law, justice, responsibility, and societal structures
- **Psychology:** Considering human behaviour, motivation, and responses to moral conflict

Resources

What books, websites, videos and materials will support our learning?

Home Learning Link:
Sparx Reader - Home

Development of Knowledge for the Unit:
Critical reading - KS3 English - BBC Bitesize
Reading poetry - KS3 English - BBC Bitesize

Development of Skills at KS3:
Fiction writing - KS3 English - BBC Bitesize

Assessment

How will we show what we know, remember and can apply?

Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis.

The end-of-term assessment will then focus on:

Grammar - KS3 English - BBC Bitesize Free KS3 SPaG Online 10-Minute Tests | CGP Books Key Stage 3 English | KS3 Revision | Education Quizzes KS3 English Language: Grammar for 11-14 year olds - BBC Teach	• (AO1/AO2) To identify, explain and analyse the writer's use of language and structure. • (AO3) To identify and comment on the effects of social and historical context.

Term 4
Topic/Theme/Enquiry

Crime and Punishment
Why do people commit crimes, and can a person ever escape the consequences of their actions?

Big Picture
What are the main ideas and big questions in this topic?

Pupils will continue to study the theme of crime and punishment, exploring how writers present criminal behaviour, justice, consequences, and moral choices. Using *Macbeth* by William Shakespeare as their central text, students will examine how Shakespeare presents the themes of ambition, guilt, and responsibility through a range of dramatic, linguistic, and structural techniques.
Alongside this, pupils will study a Victorian crime and punishment text such as *Oliver Twist*, exploring how ideas about law, morality, and punishment were represented in nineteenth-century literature and enabling them to make meaningful comparisons across texts. They will also engage with modern and comparative texts such as *The Tattooist of Auschwitz* by Heather Morris and *The Voice Inside* article, allowing them to consider how experiences of crime, imprisonment, trauma, and justice are represented across different time periods and genres.
Pupils will explore how these texts generate tension and shape characterisation, as well as how individuals are driven towards criminal behaviour or moral conflict. They will develop their understanding of how writers engage audiences to reflect on the complex and evolving relationship between crime and punishment.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key Texts Studied:

- *Macbeth* by William Shakespeare
- *Thoughts of a Convict*, a poem by Luis Verduzco
- *Life means Life,* a biographical account *by* Nick Appleyard
- *Oliver Twist*, by Charles Dickens

Disciplinary knowledge: Pupils should be able to explain how Shakespeare uses dramatic methods, language and structure to explore ambition, power and guilt, while evaluating how Jacobean audiences may have responded to the play and supporting their ideas with precise textual evidence by completing the following:

Knowledge and Skill Development: Reading:

- Making inferences
- Making simple comparisons
- Writing PEEZLE paragraph responses.
- To make links to characterisation, tone and theme.

Knowledge and Skill Development: Writing and Grammar:

- Forms of writing: articles, leaflets, poetry writing
- Identifying and writing compound sentences with coordinating conjunctions
- Writing compound sentences
- Identifying and writing compound sentences with coordinating conjunctions
- Identifying and writing compound sentences

Knowledge and Skill Development: Vocabulary

Keywords: Repentant, morality, deception, remorse, redemption, atonement, conscience, betrayal, treason, tyranny, duplicity, deception, manipulation, regicide, prophecy, supernatural.

Subject Terminology: proper nouns, anaphora, passive voice, subordinate clause, direct address, paradox, stage directions, symbolism, dialogue, syllables, subvert, soliloquy, aside, staging, deduce, characteristic, tragic hero, hamartia, foreshadowing, dramatic irony, motif, imagery, simile, metaphor, personification, stanza, catharsis.

Knowledge and Skill Development: Spelling

- Prefixes – (un- dis- super- sub- auto etc)
- Double consonants

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Pupils will require an intermediate level of reading to access key texts independently and comprehension skills. Pupils will rehearse reading, writing and	Pupils will engage with a wide range of ambitious vocabulary, applying it to the texts they study, and will be challenged to develop their comprehension and analytical skills through engagement with a text of significant literary heritage.

oracy skills that would have been developed through their experiences at Key Stage Two. The unit will recap and further build on reading skills that should have been acquired at Key Stage Two, drawing on linguistic knowledge and knowledge of the world to make meaning of a text. They will also build on prior knowledge of different literary forms. Pupils will build on prior writing skills taught at Key Stage Two, focusing on continuing to develop their ability to select appropriate and ambitious vocabulary to convey meaning and write with grammatical accuracy. Pupils will be expected to rehearse spellings of words that they have previously seen, exercising their understanding of spelling rules. This is embedded to support and secure their spelling ability.	They will then make connections with other forms of literature, exploring how these themes are used in different forms of writing. Pupils will read ambitious texts critically, discussing their findings with their peers and using ambitious vocabulary to present their ideas. They will explore ideas related to morality, including the depiction of the criminal underworld in *Oliver Twist* and how writers represent crime, poverty, and social injustice.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit provides a foundation for the increasingly sophisticated literary analysis required throughout Key Stage 4. The skills developed will be built upon as students are exposed to more complex texts and begin to produce more evaluative and analytical writing. The unit will directly relate to the knowledge required for the study of *Romeo and Juliet* at GCSE, supporting pupils in their understanding of Shakespeare's works and the historical context of the era. It will also consider issues of morality and character choice, similar to those explored within the Edexcel Conflict Anthology and *Journey's End* by R.C. Sherriff. In addition, the unit will build key writing skills that link to the English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and their deliberate variation for effect.	Pupils can prepare for this unit by developing a basic understanding of Shakespeare's world and the ideas that influenced *Macbeth*. They should explore key contextual concepts such as the reign of James I, the belief in the Divine Right of Kings, and Jacobean society. Pupils should also develop an awareness of the supernatural and would benefit from researching beliefs about witchcraft during the period. Pupils should gain a basic understanding of Victorian society, including issues of poverty, inequality, law and order. Pupils should be ready to think critically about how crime is presented and how punishment can be moral and social or legal in nature.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

Pupils will consider the fundamental British value of the rule of law, exploring how this principle operates within society and how it is reflected in literature. They will also examine British culture and its development over time, gaining an understanding of how cultural values and beliefs have shaped texts and interpretations.
The unit will support pupils in recognising the distinction between right and wrong and in analysing how manipulation influences decision-making within the play. They will explore the consequences of characters' behaviour and actions, developing informed and critical opinions about moral responsibility and accountability.
Macbeth requires students to engage with complex moral dilemmas. This supports progression into careers involving leadership, governance, ethics advisory roles, law, and community work, where ethical decision-making, judgement, and responsibility are essential.

Wider links to other subjects:

- **History:** Understanding Jacobean/Victorian beliefs, authority, and political and social structures
- **Religious Studies (RS):** Exploring morality, guilt, ethics, and frameworks for decision-making
- **Citizenship:** Examining the rule of law, justice, responsibility, and societal structures
- **Psychology:** Considering human behaviour, motivation, and responses to moral conflict

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Home Learning Link: Sparx Reader - Home **Development of Knowledge for the Unit:** Macbeth - GCSE English Literature - BBC Bitesize Macbeth: Study Guide | SparkNotes The Weird Sisters (1 of 8) | Macbeth | BBC Teach (youtube.com) **Development of Skills at KS3:** Fiction writing - KS3 English - BBC Bitesize	Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis. The end-of-term assessment will then focus on: • (AO1) To identify and interpret information and find evidence. • (AO1/AO2) To identify, explain and analyse the writer's use of language

Grammar - KS3 English - BBC Bitesize Free KS3 SPaG Online 10-Minute Tests | CGP Books Key Stage 3 English | KS3 Revision | Education Quizzes KS3 English Language: Grammar for 11-14 year olds - BBC Teach	and structure. • (AO5/AO6) Using interesting vocabulary and language devices.

Terms 5 and 6
Topic/Theme/Enquiry

Adversity
How do writers present adversity and its impact on human resilience, identity and hope?

Big Picture
What are the main ideas and big questions in this topic?

Adversity shapes human experience, but it can also reveal resilience, hope, and the strength of identity and relationships during the most difficult times. Across the unit, which spans two terms, students will explore how writers present characters facing hardship, including loss, displacement, injustice, and survival. This will include a study of *The Bone Sparrow* by Zana Fraillon alongside a range of unseen texts.
Students will consider how adversity affects individuals emotionally, socially, and morally, and how it can challenge or strengthen relationships. They will also explore how writers use language, structure, and narrative perspective to present human resilience in the face of difficulty.
Pupils will explore modern adversity, relating the text to adversity that is faced by those living in the world today. They will evaluate the choices made by a writer, making informed judgements on why these choices may have been made.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key Texts Studied:

- *The Bone Sparrow*, by Zana Fraillon
- *A Child Refugee named Mani*
- News Article, Australian detention centres

Disciplinary knowledge: Pupils should be able to explain how The Bone Sparrow uses dramatic methods, language and structure to explore adversity while exploring different forms of writing by completing the following:

Knowledge and Skill Development: Reading:

- Making inferences
- Word level explanation
- Writing PEEZLE paragraph responses
- Making judgements on the choices a writer has made

Term 6

- To know what a similarity and a difference are.
- To identify similarities and differences in a text linked to language, structure, tone, theme, events and ideas.

Knowledge and Skill Development: Writing and Grammar:

- Forms of Writing: Letter writing, descriptive writing, speech writing, review, articles, reports, biography
- Identifying and writing prepositional phrases
- Identifying and using semi-colons
- Identifying and using colons
- Identifying and using verbs - auxiliary and main verbs.
- Identifying and writing speech – direct speech

Knowledge and Skill Development: Vocabulary

Keywords: adversity, suffering, dilemma, turmoil, trauma, conscience, exploitation, context, discrimination, refugee, asylum, inference, naivety, judgment, prophecy, omen, relationship, suffering.

Subject Terminology: verbs, sensory imagery, participle phrase, colons, symbolism, speech tags, anecdotes, structure.

Knowledge and Skill Development: Spelling

Term 5:

- Suffixes – (–ly, -ful, -less)
- Homophones – their/they're/there, too/ two / to

Term 6:

- Mnemonics
- Suffixes & prefixes continued

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
	Pupils will require an intermediate level of reading to access the key text independently and comprehension skills that they have developed in primary		Through this unit, students will critically explore how writers present individuals facing extreme hardship, including displacement, loss, oppression, and survival. Using *The Bone Sparrow* by Zana Fraillon as a

school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences at Key Stage Two. The unit will recap and further build on reading skills that should have been acquired at Key Stage Two, making comparisons within and across books, and explaining and discussing their understanding of what they have read. They will also build on prior knowledge of reading fictional and non-fictional texts. Pupils will build on prior writing skills taught at Key Stage Two, focusing on continuing to develop their ability to select appropriate and ambitious vocabulary to convey meaning, and writing with grammatical accuracy. They will recall previous learning around punctuation use, writing speech, and prepositional phrases, embedding this in their writing. Pupils will be expected to rehearse spellings of words that they have previously seen in Key Stage Two, exercising their understanding of spelling rules. This is embedded in order to support and secure their spelling ability.	central text, alongside a range of unseen fiction, non-fiction, and poetry extracts, students will examine how adversity shapes human experiences and identities. Students will analyse the emotional, social, and moral impact of adversity on individuals and communities, considering how experiences of hardship can challenge beliefs, relationships, and a sense of belonging. They will explore how writers use language, structure, and narrative perspective to convey these experiences and engage readers with important social and humanitarian issues. Pupils will engage with a wide range of ambitious vocabulary and develop their understanding of increasingly sophisticated literary devices. They will read texts critically, discussing and evaluating interpretations with their peers while using precise and ambitious vocabulary to articulate their ideas effectively. Students will explore contemporary issues relating to displacement, refugees, inequality, and resilience, evaluating how successfully Fraillon and other writers communicate the realities of adversity. In their own writing, pupils will be challenged to use more complex sentence structures, varied grammatical constructions, and ambitious vocabulary to craft thoughtful and effective responses. They will develop their ability to express nuanced ideas, construct well-supported arguments, and write with increasing accuracy, confidence, and control.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
The unit will directly relate to the knowledge required for the study of *Refugee Boy* in the following year and *A Christmas Carol* at GCSE, supporting pupils in their understanding of how writers present adversity, poverty, injustice, and resilience. Through engaging with these themes, pupils will secure and extend their vocabulary, enabling them to discuss complex social, cultural, and moral issues with increasing confidence and precision. The unit will also develop key writing skills that link to the English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures	Pupils can prepare for this unit by developing an understanding of the real-world contexts that inform texts such as *The Bone Sparrow*, including refugee experiences and life in detention or restricted environments. They should develop a curiosity about how people respond to hardship and consider how identity, belonging, and culture can be affected by adversity. Pupils would benefit from gaining an awareness of the impact of modern conflicts and humanitarian crises around the world. They could use reputable news sources and other non-fiction texts to explore themes such as

and their deliberate variation for effect. Students will continue to develop their ability to write analytically and thoughtfully, selecting language and structural features purposefully to communicate meaning and engage their readers. Through their study of characters and real-life experiences of hardship, students will explore how individuals demonstrate strength, courage, resilience, and compassion in the face of adversity. This will encourage deeper reflection on human dignity, fairness, justice, and hope, while developing empathy and an appreciation of the challenges faced by others in different contexts and circumstances. These ideas provide an important foundation for future studies of social inequality, responsibility, and human experience across both English Language and English Literature at Key Stage 4.	displacement, migration, resilience, and social justice. In addition, pupils could investigate examples of adversity within their local community, considering how individuals and organisations work to support those facing challenges. This background knowledge will help pupils engage more deeply with the themes, characters, and issues explored throughout the unit.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This unit connects to a wide range of subjects and careers by developing students' empathy, analytical thinking, and communication skills. Studying *The Bone Sparrow* and comparing it with other texts helps pupils develop cultural awareness and a deeper understanding of complex global issues such as migration, displacement, identity, and human rights.

By analysing and comparing different perspectives, pupils strengthen their critical thinking, interpretation, and communication skills, which are highly valued across many professions, including law, journalism, social work, education, international development, public services, and community support roles. Making thoughtful comparisons between texts also develops their ability to research, evaluate evidence, and construct balanced arguments—skills that are essential for further study and the modern workplace.

Through these links, pupils gain a broader understanding of the world around them while developing the knowledge, skills, and values needed to become informed, thoughtful, and responsible citizens.

Wider links to other subjects:

- **Geography:** Exploring migration, displacement, global inequality, and the movement of people.
- **History:** Examining the causes and consequences of conflict and humanitarian crises.

- **Religious Studies (RS):** Considering moral responsibility, compassion, justice, and human dignity.
- **Citizenship:** Exploring human rights, equality, diversity, and social responsibility.
- **Psychology:** Understanding resilience, identity, belonging, and the impact of adversity on individuals.
- **Politics:** Considering responses to migration, asylum, and international humanitarian issues.

Resources
What books, websites, videos and materials will support our learning?

Home Learning Link:
Sparx Reader - Home

Development of Knowledge for the Unit:
The Bone Sparrow Study Guide | Literature Guide | LitCharts

Development of Skills at KS3:
Fiction writing - KS3 English - BBC Bitesize
Grammar - KS3 English - BBC Bitesize
Free KS3 SPaG Online 10-Minute Tests | CGP Books
Key Stage 3 English | KS3 Revision | Education Quizzes
KS3 English Language: Grammar for 11-14 year olds - BBC Teach

Assessment
How will we show what we know, remember and can apply?

Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis.

The end-of-term assessment will then focus on:

Term 5:
- (AO2) To evaluate texts.
- (AO6) Using interesting vocabulary and language devices.
- (AO5) Communication and stylistic writing.

Term 6:
- (AO2) To compare texts
- (AO6) Paragraphing your writing.
- (AO5) Communication and stylistic writing.