English Curriculum Intent	Year 9
	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. Alongside nurturing a passion for reading, the department places a strong emphasis on developing literacy, creating 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. 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 the study of the historical, cultural and social contexts that shape the literature they encounter. The promotion of reading for pleasure is a central feature of the curriculum. Pupils are exposed to high-quality and diverse texts, encouraged to read independently and supported in accessing the school library. Teachers actively celebrate reading achievements and foster positive reading habits, helping students to view reading not only as an essential academic skill but also as a source of enjoyment, curiosity and personal enrichment. Our Year 9 curriculum is carefully sequenced through thematic collections that continue to develop the core disciplinary skills of reading, writing and oracy. Building upon the foundations established in Years 7 and 8, pupils revisit key literary concepts through increasingly challenging texts, genres and historical contexts. Adaptive teaching remains embedded throughout the curriculum to ensure all pupils can achieve success. Teachers model learning, guide practice, explicitly teach vocabulary and scaffold reading through carefully planned support, while maintaining high expectations for all learners. As a result, pupils become increasingly independent readers, writers and critical thinkers who are prepared for the demands of Key Stage 4 and beyond. Reading fluency continues to be developed through structured reading strategies and regular engagement with ambitious texts. Throughout Year 9, pupils deepen their understanding of the key literary concepts that underpin future learning. They further develop their ability to analyse writers' methods, make perceptive inferences and evaluate how language, structure and form are used to shape meaning. Through the study of a range of literary forms and genres, pupils increasingly recognise how literature reflects, challenges and influences the societies in which it is produced. A central thread throughout the curriculum remains the exploration of conflict. However, pupils move beyond considering how conflict is created and sustained by societies to examining how individuals respond to forces greater than themselves. Through the study of Power and Conflict poetry, pupils explore how writers present responses to forces greater than the individual, examining themes of power, suffering, resilience and human experience. They consider how conflict arises through war, nature, authority and adversity, while analysing the ways writers use poetic

	methods to communicate differing perspectives. Through their study of war literature, pupils investigate propaganda, post-war disillusionment and the lasting consequences of conflict, evaluating how writers present contrasting attitudes towards war and its impact on both individuals and society. Through the study of Victorian and Elizabethan literature, including extracts from *Oliver Twist*, *Frankenstein* and *The Strange Case of Dr Jekyll and Mr Hyde*, pupils explore how writers reflect, challenge and critique the values, inequalities and expectations of their societies. They examine enduring themes such as power, morality, justice, ambition and social responsibility, developing an understanding of how literature can be used to question social norms, expose injustice and drive social change. They developing an understanding of how literature can be used to expose injustice and encourage social change. Through the Equality unit, pupils explore how fictional worlds can illuminate real-world issues of discrimination, prejudice and inequality, deepening their understanding of identity, representation and human rights. By revisiting concepts of conflict, identity, power, morality and equality through a range of historical periods and genres, pupils develop an increasingly sophisticated understanding of how writers use literature to explore complex human experiences and societal issues. They recognise literature as a powerful vehicle for challenging assumptions, questioning authority and reflecting diverse perspectives. This progression ensures that pupils move from exploring how conflict affects individuals in Year 7, to understanding how societies create, sustain and challenge conflict in Year 8, before examining how writers use literature to explore conflict, power, inequality and social change across different historical periods and genres in Year 9. By the end of Year 9, pupils understand conflict as a multifaceted concept operating at personal, societal, political and historical levels. They can evaluate how writers use conflict to explore power, identity, equality, morality and human experience across different time periods and genres. Pupils can analyse the relationship between text and context, evaluate differing perspectives and explain how literature reflects, challenges and shapes societal attitudes. This provides a secure foundation for the analytical, contextual and comparative demands of GCSE English Language and English Literature. We aspire to ensure that every learner: • becomes a creative and driven individual who is supported in making excellent progress in the subject. • develops an ambitious repertoire of vocabulary to support their personal development. • has a heightened cultural awareness that they can apply to non-educational environments. • can communicate effectively (both verbally and in writing) and can collaborate with a range of individuals to achieve a desired outcome. 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.
Terms 1 and 2 Topic/Theme/Enquiry	**Equality** *How do authors use fictional worlds to help us understand real-world issues of equality and discrimination?*

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

Across two terms, pupils will study the novel Noughts and Crosses by Malorie Blackman. Pupils will consider the dystopian society and how Blackman presents the impacts of racism on society. The unit will allow pupils to read a whole text and follow an extended narrative, considering plot, characterisation and their effects. The novel demonstrates how systems of power and prejudice shape people's opportunities, relationships, and sense of identity.

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

Key Texts Studied:
Noughts and Crosses, by Malorie Blackman

Disciplinary knowledge: Pupils will explore themes such as equality, prejudice, discrimination, power, and identity. Through their study of the text, they will examine how writers present these ideas and consider their relevance to both the fictional world and contemporary society. Pupils will analyse characterisation, setting, symbolism, narrative perspective, and the ways in which language is used to shape meaning and influence readers' responses. They will develop increasingly sophisticated interpretations of texts, evaluating how writers use literary methods to communicate messages, challenge assumptions, and encourage readers to reflect on issues of justice, fairness, and belonging.

TERM 1
Knowledge and Skill Development: Reading: (skills taught may vary depending on the group):

- To be able to explain how the reader feels and why. To access higher levels, students should consider how innate human instinct or preconceptions are manipulated to create an effect.
- To give a range of interpretations on a piece of evidence.
- To analyse choices of form.
- To understand what a judgement is. To use words that make a judgement.
- To analyse text structure.

TERM 2
Knowledge and Skill Development: Reading: (skills covered may vary depending on the group):

- To give a range of interpretations on a piece of evidence.
- To be able to explain how the reader feels and why. To access higher levels, students should consider how innate human instinct or preconceptions are manipulated to create an effect.
- To conclude the overall findings about a piece of text.

TERM 1
Knowledge and Skill Development: Writing and Grammar: (skills taught may vary depending on the group):
Forms of Writing: monologue, email, article writing, speech writing

- Identifying and writing extended sentences with multiple clauses and phrases.

TERM 2
Knowledge and Skill Development: Writing and Grammar: (skills covered may vary depending on the group):
Forms of Writing: self -help articles, email, descriptive writing, letters, review

- Identifying and writing extended sentences with multiple clauses and phrases.
- Using colons to embellish writing.
- Using contradictions to create realistic speech.

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

Keywords: repression, nostalgia, melancholy, paternal, maternal, unrequited, hierarchy, inequality, segregation, disparity, identity, inevitability, trauma, discrimination, equality, prejudice, oppression, privilege, stereotype, betrayal, bias, institutional discrimination, dominance, entrenched attitudes, anguish, trauma, instability, rebellion, reconcile, revolution, dissent, fractured, deteriorate, evasive, peril, hierarchy, injustice, insurrection.

Subject Terminology: juxtaposition, syntax, narrative voice, monologue, dual narrative, allusion, protagonist, antagonist, characterisation, imagery, metaphor, simile, symbolism, contrast, repetition, chronological structure, contradiction, logos, ethos, pathos.

TERM 1
Knowledge and Skill Development: Spelling: (Spellings taught may vary depending on the group):

- Prefixes – forming opposites
- Il- im- un- ir-

- **TERM 2**
- **Knowledge and Skill Development: Spelling**
- Suffixes – ible, able,

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pupils will require an intermediate level of reading to access the key text independently and comprehension skills that they have developed in primary school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Key Stage Three English and the Literacy Laboratory programme.

Pupils should draw upon their prior study of themes such as conflict, belonging, adversity and dystopian literature, utilising the vocabulary and understanding built in these units to analyse the text.

Pupils will draw upon their foundational knowledge of word classes and the parts of speech and use this knowledge base to craft sentences for impact.

Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules.

Pitch Up
How will we challenge ourselves?

Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of increasingly complex literary devices and methods. They will read the text critically, making links to relevant theories and discussing their interpretations with their peers, using precise and ambitious academic vocabulary to articulate their ideas. Through exposure to challenging texts, pupils will further develop their reading fluency and comprehension skills, analyse complex syntactical choices and evaluate how language and structure shape meaning.

Moving beyond the classroom, pupils will develop an understanding of how power operates within society and the importance of equality, justice, and representation. They will explore how prejudice can become embedded within institutions and social structures, and consider how writers use literature to challenge discrimination, critique society, and encourage readers to question accepted norms and beliefs. Through this, pupils will develop a deeper awareness of the relationship between literature and the wider social world, recognising how texts can both reflect and influence societal attitudes and values.

Commented [MC1]: Specific examples of how you will add DEPTH – wider range of problems, deeper levels of analysis or sophistication, applying knowledge to unfamiliar scenarios. Give examples of challenging concepts. See Sherrington WalkThru Yellow p58

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 knowledge required for pupils' future study of A Christmas Carol for GCSE English Literature, exploring how issues of equality, social responsibility, and injustice are presented in literary texts while securing Tier 2 vocabulary that will provide a strong foundation for interpreting the novella in later study. Key themes explored within the unit will also connect to their study of Romeo and Juliet, particularly through the exploration of forbidden relationships, social divisions, and the ways in which external forces can shape individual choices and destinies. The unit will also develop key writing skills that link directly to GCSE English Language, with pupils focusing on the careful crafting of sentence structures and the deliberate variation of these for impact and effect. Pupils will write in a range of forms and for different purposes, adapting their language and style to suit audience and intent. Beyond examination preparation, this unit will encourage pupils to consider how societies shape and maintain inequalities, and how individuals respond to injustice and discrimination. Through exploring alternative worlds and perspectives through a literary lens, pupils will examine how writers challenge bias, question assumptions, and expose unfair social structures. Pupils will also make connections between the inequalities presented in literature and those that continue to exist today, including disparities linked to wealth, education, housing, employment opportunities, and social mobility. By considering both historical and contemporary examples of inequality, pupils will develop a deeper understanding of how literature can reflect, critique, and challenge society, encouraging critical thinking about equality, power, and social change.	Pupils would benefit from understanding significant historical moments related to racism, prejudice, and discrimination, as this will support their understanding of how the writer draws upon real historical events and social issues to construct a dystopian society. Knowledge of key figures and events from the Civil Rights Movement, including Rosa Parks and Martin Luther King Jr., would provide valuable context for exploring themes of equality, justice, protest, and systemic discrimination. Pupils would also benefit from developing an awareness of how stereotypes and different social groups are represented in the media, enabling them to critically consider how narratives can reinforce or challenge prejudice. Exploring media representations of identity, race, and power will help pupils make meaningful connections between the text and contemporary society. In addition, pupils should be introduced to the work of Malorie Blackman as a significant contemporary children's and young adult author. Exposure to her wider body of work would deepen pupils' appreciation of her recurring exploration of themes such as identity, inequality, discrimination, power, and belonging, while supporting a broader understanding of her contribution to modern British literature.

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

Through analysing this powerful novel, pupils engage with complex themes such as social justice, prejudice, and identity, encouraging empathy and a deeper understanding of societal issues. At the same time, analytical writing teaches them how to organise their ideas clearly, construct sustained arguments, and support interpretations with textual evidence—skills highly valued in professions such as law, media, education, and business.

Commented [MC2]: How does this provide a foundation to next steps? Links to curriculum roadmap, as well as end points.

Together, these skills prepare pupils to think critically, communicate effectively, and navigate diverse professional environments with confidence and insight. Career pathways that draw on these skills include roles such as lawyer, barrister, civil servant, politician, and government officer, as well as careers in journalism, reporting, and editing. They also support progression into education, social work, and other people-focused professions where empathy, communication, and critical thinking are essential.

Wider links to other subjects:

- **History:** Connects to segregation, discrimination, civil rights movements and how societies have changed over time.
- **Religious Education:** Connects to moral responsibility, justice, forgiveness, conflict and different beliefs about equality and human dignity.
- **PSHE:** Connects to identity, relationships, belonging, empathy, resilience, peer pressure and ethical choices.
- **Sociology:** Social inequality, stereotypes, and institutional discrimination.
- **Drama:** Connects to character motivation, conflict and performance.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Malorie Blackman Official Website • Teachit English – Noughts & Crosses Resources • LitDrive English Resources • BBC Bitesize English	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. End- of- term assessment focus will be: TERM 1: AO1: to identify and interpret information AO2: to explain and analyse the writers use of language and structure AO4: to evaluate texts

Commented [MC3]: List online resources here – key texts

Commented [MC4]: What is the structure of the assessment for this term(s) learning; i.e. 10 short answer questions and 3 extended questions. Will there be questions on prior knowledge too?

% Recall - substantive knowledge
% Application – disciplinary knowledge

What is the end point?

Question types

	TERM 2: AO1: to identify and interpret information AO5: to use interesting vocabulary and language devices AO6: technical accuracy, paragraphing, communication and grammar.

Term 3 Topic/Theme/Enquiry		**Elizabethan Literature** *How does understanding Elizabethan drama prepare us for GCSE Shakespeare study?*

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

Pupils will study the play *A Midsummer Night's Dream* by William Shakespeare, allowing them to further develop their understanding of British literary heritage and exposure to pre-1914 literature. Pupils will consider the significance of Elizabethan historical and cultural context, and how these influences meaning within the play. They will analyse the writer's use of language, form, and structure, exploring how Shakespeare constructs character, humour, conflict, and resolution to engage an audience.

The unit is underpinned by a key enquiry into Elizabethan literature and its enduring influence on modern storytelling, encouraging pupils to consider how ideas about love, authority, gender, and relationships are presented within the period. This study directly supports pupils' future learning of Romeo and Juliet, enabling them to build a secure understanding of Shakespearean language, dramatic conventions, and contextual influences before progressing to GCSE study.

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

Key Texts Studied:
A Midsummer Night's Dream, by William Shakespeare

Disciplinary knowledge:
Shakespeare's *A Midsummer Night's Dream* is a rich example for disciplinary analysis because it combines comedy, myth, and theatrical experimentation.

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

- To be able to explain how the reader feels and why. To access higher levels, students should consider how innate human instinct or preconceptions are manipulated to create an effect.
- To conclude the overall findings about a piece of text.
- To identify how contextual facts link to moments in the text.
- To explain how the facts which they know have an impact on the choices that a writer has made.

- To understand how the writer's contemporaries may have responded differently to a moment in the text because of the time period which they were living in.

Knowledge and Skill Development: Writing and Grammar:
Forms of Writing: Essay writing, speech writing
Using punctuation and grammar to craft analytical literature essays.

Knowledge and Skill Development: Vocabulary (vocabulary covered may vary dependent on the group):
Key words: hierarchy, ambiguity, femininity, masculinity, antipathy,

Subject Terminology: Fricative sounds, plosive sounds, dramatic irony, metaphor, symbolism

Knowledge and Skill Development: Spelling
Apostrophes – possession and contraction

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 at both primary school and through their Key Stage Three curriculum. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Key Stage Three English and the Literacy Laboratory programme. Pupils should draw upon their prior study of themes such as conflict, relationships, adversity and the supernatural, utilising the vocabulary taught previously and understanding built in these units to analyse the text. Pupils will draw upon their foundational knowledge of word classes and the parts of speech and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules.	Within English literary studies, Elizabethan literature is approached as a historically situated and formally innovative corpus of Early Modern textual production, shaped by the intersecting discourses of Renaissance humanism, Reformation theology, and emergent theatrical capitalism. Texts from this period are examined through historically informed and theoretically aware methodologies, with close attention to linguistic complexity, rhetorical sophistication, and genre fluidity. Critical engagement typically involves the application of interpretive frameworks that illuminate ideological, cultural, and epistemological structures embedded within the works. Elizabethan drama is read as a site of heightened formal experimentation, where intricate syntactical constructions, lexical expansion, and layered metaphor demand sustained analytical attention. Such texts encourage interpretive practices that move beyond surface comprehension, requiring readers to synthesise contextual knowledge with close textual analysis. In this way, the study of the period fosters an increasingly sophisticated critical

	vocabulary and an awareness of how meaning is constructed through language, structure, and performance conventions.
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 provides a conceptual and contextual foundation for the study of *Romeo and Juliet* at Key Stage 4, while simultaneously developing students' control of sophisticated written expression in line with English Language GCSE requirements. Emphasis is placed on the deliberate manipulation of sentence structure for rhetorical effect, enabling increasingly precise and impactful communication. Within this broader framework, Shakespearean drama can be understood as a negotiation between social order and desire, where individual agency is frequently constrained by inherited structures of authority and convention. The text also operates as a metatheatrical reflection on illusion and performance, foregrounding the instability of representation itself. In addition, it is shaped by the cultural and institutional conditions of Elizabethan theatrical production, including courtly patronage, festive traditions, and the commercial economics of the early modern stage.	This unit provides pupils with essential background knowledge of the Elizabethan world to deepen their understanding of Shakespeare's dramatic intentions and the meanings within the play. Pupils will explore key contextual ideas such as Elizabethan beliefs about love, marriage, gender roles, authority, and the social hierarchy, as well as contemporary attitudes towards the supernatural and the natural order. Pupils will also develop an awareness of the theatrical conditions of the period, including the structure of Elizabethan theatres, performance conventions, and the role of the audience. This contextual understanding will support pupils in interpreting how meaning is shaped through staging, language, and dramatic technique. The unit will introduce pupils to wider Shakespearean themes and motifs that recur across his works, enabling them to make meaningful connections between texts. This includes exposure to other Shakespeare plays to support recognition of common patterns in characterisation, conflict, and resolution. Pupils will benefit from developing a secure understanding of the Elizabethan and Jacobean eras to further strengthen their appreciation of the social, cultural, and political contexts that shaped Shakespeare's writing. Independent research using reliable sources will support this, particularly in relation to key beliefs about authority, gender, love, and the supernatural. Enrichment opportunities, such as a visit to Shakespeare's Globe, will enhance pupils' understanding of how Shakespeare's plays were originally performed and experienced by audiences. This will deepen their understanding of staging, performance conventions, and audience response. Through this knowledge, pupils will build a stronger understanding of British literary heritage and the historical development of drama, supporting their

	transition to more complex Shakespearean texts at GCSE level, particularly Romeo and Juliet.

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

Studying A Midsummer Night's Dream supports pupils in developing key transferable skills such as critical thinking, interpretation, communication, and empathy. Through analysing complex characters, relationships, and conflicting perspectives, pupils learn to understand human behaviour and the ways in which context shapes decision-making and identity.

The exploration of themes such as love, authority, gender roles, and social order encourages pupils to reflect on real-life issues surrounding relationships, power dynamics, and societal expectations. Pupils also consider how misunderstandings, prejudice, and assumptions can influence behaviour and decision-making in both historical and modern contexts.

These skills are highly relevant to a wide range of careers. Analytical and communication skills developed through this unit support progression into law (including legal analysis and argumentation), journalism and media (critical interpretation and communication of ideas), education (communication and explanation of complex concepts), and the creative industries such as theatre, film, and television (storytelling, character development, and interpretation of texts).

The unit also develops emotional intelligence and empathy, helping pupils understand different perspectives and navigate social situations effectively. These qualities are essential in careers such as social work, healthcare, counselling, public services, and leadership roles, where understanding people and relationships is central to professional practice.

Beyond careers, the unit encourages pupils to consider wider life issues such as equality, social expectations, communication breakdown, and conflict resolution, helping them to become thoughtful, reflective individuals who can engage responsibly with the world around them.

Wider links to other subjects:

- **History:** Industrial Britain, post-war social change, the development of the welfare state.
- **Citizenship:** Social justice, inequality, poverty and the impact of society on the individual.
- **Drama:** Performance of character, use of stagecraft and audience impact.

- **Sociology:** Social class, life chances, cultural capital.
- **Geography:** Urban deprivation, housing inequality, regional differences in wealth.
- **Music-** Songs used to develop narratives, express emotion and reinforce themes.
- **Media Studies:** Representation of class in film, television or advertising.
- **Business Studies:** Wealth distribution, inequality, employment and the impact of economic systems on individuals.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• **BBC Bitesize- A Midsummer Nights Dream** • **Elizabeth I – GCSE History BBC Bitesize** • **Analysing and writing a play script- 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. End- of- term assessment focus will be: AO1: to identify and interpret information AO2: to identify, explain and analyse writers' language and structure AO3: to identify and comment on the effect of social and historical context

Term 4 Topic/Theme/Enquiry	**An Exploration of Victorian Literature** *What can Victorian literature teach us about the world then and now?*

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

Pupils will study a range of fiction and non-fiction texts from the Victorian period, exploring how writers used literature to expose, challenge, and comment upon the social issues of their time. Through the study of key literary tropes, themes, and conventions, pupils will examine the relationship between historical context and literary meaning, considering how Victorian attitudes towards class, poverty, education, crime, industrialisation, and social responsibility are represented in texts. Pupils will develop their ability to form informed opinions and make critical judgements about significant societal issues, drawing connections between Victorian concerns and contemporary debates. Through discussion, debate, and presentation, pupils will articulate and justify their interpretations using increasingly sophisticated analytical vocabulary and evidence-based reasoning.

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

Key Texts Studied:
Fiction Extracts:

- *Oliver Twist*, by Charles Dickens
- *A Christmas Carol,* by Charles Dickens
- *Great Expectations,* by Charles Dickens
- *Frankenstein*, by Mary Shelley
- *Strange Case of Dr. Jekyll and Mr. Hyde,* by Robert Louis Stevenson

Non-Fiction Extracts:

- Household Words, by Charles Dickens
- A speech written by Charles Dickens intended to raise money for orphaned children

Disciplinary knowledge: Pupils will develop an understanding of literature as a product of its historical, social, and cultural context. They will explore how Victorian writers used fiction and non-fiction texts to reflect, critique, and influence society, examining how literary form, language, and structure shape meaning.

Knowledge and Skill Development: Reading:

- To give multiple interpretations of a piece of evidence.
- To be able to explain how the reader feels and why. To access higher levels, students should consider how innate human instinct or preconceptions are manipulated to create an effect.
- To conclude the overall findings about a piece of text.
- To understand what a judgement is. To use words that make a judgement
- To make thoughtful comparisons and write developed comparative responses.

Knowledge and Skill Development: Writing and Grammar:
Forms of Writing: Essay writing, speech writing
Using punctuation and grammar to craft analytical literature essays.

Knowledge and Skill Development: Vocabulary
Keywords: poverty, disparity, abundance, critique, microcosm, deprivation, misanthropic, workhouse, morality, industrialisation, urbanisation, philanthropy, exploitation, oppression.

Subject Terminology: syntax, amplification, juxtaposition, hyperbole, triadic structure, ethos, pathos, logos, archetype, irony, satire, allegory, symbolism, trope, motif, tone, simile, stave, metaphor, simile, foreshadowing, Gothic.

Knowledge and Skill Development: Spelling
One or two-word spelling choices (altogether, all together etc.)

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pupils will require an intermediate level of reading to access the key text independently and comprehension skills that they have developed at both primary school and through their Key Stage Three curriculum. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Key Stage Three English and the Literacy Laboratory programme.

Pupils should draw upon their prior study of themes such as adversity, society, and the supernatural, utilising the vocabulary taught previously and understanding built in these units to analyse the text.

Pupils will draw upon their foundational knowledge of word classes and the parts of speech and use this knowledge base to craft sentences for impact.

Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules.

Pitch Up
How will we challenge ourselves?

Pupils will engage with increasingly sophisticated literary and academic vocabulary, developing a nuanced understanding of complex literary devices and their effects. They will read texts critically, making informed connections between language, form, structure, and historical context, and articulating interpretations through structured discussion with peers, using precise subject terminology to communicate ideas with clarity and analytical depth. In doing so, pupils will develop an understanding of literature as a vehicle for social and ideological critique, exploring the dynamic relationship between text, context, and reception, and considering how meaning is constructed through linguistic choices, narrative shaping, and structural design. They will examine the representation of class, power, and inequality, and the influence of ideology on both literary production and interpretation, recognising literature as simultaneously reflective of and resistant to dominant social norms and values.

Pupils will also encounter a range of challenging texts, developing their ability to decode and interpret complex syntactical structures while refining evidence-based analytical responses. Through this process, they will explore the relationship between authorial intention, textual meaning, and audience response, strengthening both their interpretive precision and their critical awareness of literature as a culturally and historically situated form.

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

This unit is situated within a broader framework of English literary study that views texts as culturally and historically embedded constructions shaped by social, ideological, and material conditions. It develops pupils' understanding of literature

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

Pupils would benefit from developing a secure understanding of the Victorian era as a historical and cultural context for literary study. This could be supported through independent research, using digital resources to create a

as a dynamic form of social discourse, in which meaning is produced through the interaction of language, form, structure, and context. The unit builds on prior knowledge of narrative, genre, and literary analysis, while preparing pupils for increasingly sophisticated study at GCSE by strengthening their ability to construct interpretations, evaluate alternative readings, and support ideas with textual evidence. It also reinforces key disciplinary concepts such as representation, perspective, authorial intention, and audience reception. The unit will directly relate to knowledge required for their study of both pre-1914 fiction for the English Language GCSE and *A Christmas Carol* for the English Literature GCSE, exploring common themes across Victorian literature and securing Tier 2 vocabulary that will provide a foundation for interpreting the novella in their later study.	presentation on life in Victorian England, with a particular focus on key aspects such as social class, industrialisation, urban living conditions, and reform movements. Pupils could also research the life and influence of Charles Dickens, enabling them to make informed contextual connections between biography, historical circumstance, and literary production. To deepen curriculum hinterland and experiential understanding, pupils may also benefit from enrichment opportunities that provide insight into Victorian social conditions. This could include visits to the Ragged School Museum, or participation in guided tours of Victorian London, allowing pupils to engage with the lived realities that underpin the literature studied in the classroom. Such experiences would strengthen contextual understanding and support more informed, evidence-based interpretation of Victorian texts.

Authentic connections

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

By exploring a range of perspectives and values from the Victorian era, pupils develop insight into historical social issues, ethics, and cultural diversity, fostering empathy, critical reflection, and a more sophisticated understanding of how societies evolve over time. This awareness supports personal development by encouraging pupils to engage thoughtfully and respectfully with differing viewpoints, while also strengthening their ability to evaluate complex moral and social ideas.

The analytical and interpretative skills developed through the study of Victorian literature—such as close reading, critical thinking, inference, and the construction of evidence-based arguments—are highly transferable across a range of academic and professional contexts. These competencies are particularly relevant to careers in fields such as law, education, journalism, publishing, social work, and public service, where the ability to analyse information, communicate effectively, and construct persuasive arguments is essential.

More broadly, this unit equips pupils with the intellectual habits required for active citizenship and future study or employment, enabling them to approach complex information with confidence, clarity, and critical awareness. In doing so, it supports pupils in becoming informed, articulate, and reflective individuals who are prepared for life beyond the classroom.

Wider links to other subjects:

- **History:** Pupils build on knowledge of industrialisation, urbanisation, the British Empire, and social reform, deepening their understanding of how these forces shaped nineteenth-century society and cultural production.
- **Religious Studies:** Pupils may explore Victorian moral frameworks, including debates around charity, duty, sin, and social reform, particularly in relation to changing religious influence during the nineteenth century.
- **Citizenship/PSHE:** Supports discussion of social responsibility, inequality, morality, and justice.
- **Drama:** Pupils gain insight into narrative voice, characterisation, and interpretation, recognising how texts are shaped for audiences and how meaning can shift through performance and delivery.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• **The Victorians – BBC Bitesize** • **Who was Charles Dickens- BBC Bitesize** • **No Fear Shakespeare** • **YouTube- Shakespeare's Globe**	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. End-of-term focus for assessment will be: AO2: to compare texts AO4: to evaluate texts AO6: to use interesting vocabulary and language devices.

Term 5 Topic/Theme/Enquiry	**Conflict and Consequence** *How do writers use literature to explore propaganda and post-war disillusionment in representations of World War One?*
Big Picture *What are the main ideas and big questions in this topic?*	

English

Pupils will study a range of literature connected to the First World War, exploring how writers represented conflict, experience, and aftermath. They will consider the lived experiences of writers during the war, examining how propaganda was used to construct and shape public perceptions of the conflict, and how later texts reflect growing disillusionment with war and its realities. Pupils will analyse how historical context influences meaning, deepening their understanding of how literature both reflects and critiques its time.

The key focus of the unit is to develop pupils' creative writing skills, with pupils producing imaginative responses inspired by the texts studied. In doing so, they will experiment with voice, perspective, and language to explore themes of conflict, truth, and representation, drawing on their understanding of war literature as a means of shaping human experience.

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

Key Texts Studied:

- *Good-bye To All That*, Robert Graves
- *A Farewell to Arms,* by Ernest Hemingway
- *All Quiet on the Western Front,* by Erich Maria Remarque
- *Whose for the Game?* by Jessie Pope
- *Dulce et Decorum est*, by Wilfred Owen
- Sassoon's Public Statement of Defiance, Siegfried Sassoon
- A letter from Wilfred Owen to his mother
- Extracts from War Horse, Michael Morpurgo
- Extracts from Private Peaceful, Michael Morpurgo

Disciplinary knowledge:
Pupils will develop an understanding of war literature as a contested cultural space in which propaganda, testimony, and disillusionment coexist, enabling texts to function simultaneously as historical artefacts and critical responses to human experience. They will examine how writers employ language, form, and structure to present divergent perspectives on conflict, ranging from early representations shaped by patriotism and propaganda to later texts characterised by disillusionment, fragmentation, and trauma.

Knowledge and Skill Development: Reading:

- To explain how historical context may have had an impact on the choices that a writer has made.
- To explore the allegorical and didactic nature of a text.

Knowledge and Skill Development: Writing and Grammar:

Forms of Writing: Letter writing, descriptive writing, diary writing

- Using coordinating conjunctions to juxtapose and create contrast.
- Using punctuation and grammar to craft descriptive and narrative writing.
- Varying word classes to open sentences.
- Using cyclical structures.

Knowledge and Skill Development: Vocabulary
Key words: disillusioned, stoical, allegorical, futility, masculinity, instability, emphatic, contradiction, complicity, enlightened, didactic, verisimilitude, propaganda, traumatising, manipulation, bombardment, shellshock, indifference, desensitisation.

Subject Terminology: syndetic listing, asyndetic listing, logos, ethos, pathos, volta, metaphor, sibilance, plosives, repetition, rhetorical question, simile, personification, stanza, enjambment, caesura.

Knowledge and Skill Development: Spelling
Standard English vs Americanisms

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 at both primary school and through their Key Stage Three curriculum. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Key Stage Three English and the Literacy Laboratory programme. Pupils should draw upon their prior study of themes such as adversity, the mind and conflict, utilising the vocabulary taught previously and understanding built in these units to analyse the text. Pupils will draw upon their foundational knowledge of word classes and the parts of speech and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules.	Pupils will engage with increasingly sophisticated literary and academic vocabulary, developing a more nuanced command of complex literary devices and their effects. They will read texts critically and independently, making sustained and perceptive links between language, form, structure, and historical context, and articulating interpretations through structured academic discussion with peers. In doing so, pupils will employ precise subject terminology to communicate ideas with clarity, coherence, and analytical depth. Pupils will encounter a range of challenging and conceptually rich texts, developing their ability to decode and interpret complex syntactical structures and to evaluate how meaning is shaped through linguistic and structural choices. They will also refine their understanding of how context informs interpretation, using evidence-based reasoning to support critical responses.

	Alongside this, pupils will embed increasingly sophisticated grammatical structures within their own writing, deliberately shaping language, tone, and narrative perspective for effect. They will craft imaginative and analytical responses with growing control and precision, demonstrating awareness of audience, purpose, and impact.
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 is situated within a broader framework of English literary study that emphasises the relationship between texts, contexts, and ideological perspectives. It develops pupils' understanding of war literature as a culturally and historically situated form of representation, in which meaning is shaped through language, form, structure, and historical circumstance. The unit provides direct progression to GCSE English Literature, particularly the study of *Journey's End*, by supporting pupils' understanding of First World War contexts, including trench warfare, soldier experience, and shifting public attitudes towards conflict. It also secures key Tier 2 vocabulary, enabling pupils to engage with increasingly complex analytical and evaluative demands in later study. In addition, pupils are introduced to the work of Wilfred Owen, whose poetry features in the Edexcel Conflict Poetry Anthology studied in Year 10. This early exposure supports thematic continuity across the curriculum, particularly in relation to ideas of trauma, disillusionment, and the human cost of war. Overall, the unit strengthens pupils' disciplinary understanding of literature as a medium through which historical experience is represented and interrogated, while ensuring clear progression towards GCSE study through shared themes, contextual knowledge, and transferable analytical skills.	This unit is underpinned by a rich curriculum hinterland that deepens pupils' understanding of the First World War as both a historical event and a literary subject. Pupils will explore the broader historical context of the conflict, including trench warfare, military strategy, the role of propaganda, and the impact of total war on civilian and soldier populations. This supports a more secure understanding of how lived experience informs literary representation. Pupils would benefit from developing a secure understanding of life during the First World War and researching the lives and experiences of key writers, enabling them to make more informed contextual connections when engaging with war literature. Wider reading is encouraged, including exposure to poetry and prose related to the conflict, to broaden their understanding of how different writers represent war and its consequences. Pupils may also benefit from enrichment experiences that enhance their understanding of wartime conditions and historical context, such as visiting the Imperial War Museum or engaging with immersive experiences that recreate trench conditions. Such opportunities strengthen contextual awareness and support deeper, more informed interpretation of the texts studied in the classroom. Overall, the curriculum hinterland enriches pupils' engagement with war literature by situating texts within a broader framework of historical events, cultural responses, and evolving representations of conflict.

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

Studying the topic of post-war disillusionment and World War I texts in English helps pupils develop a deep understanding of history, human experience, and the consequences of conflict. Through engagement with powerful themes such as loss, trauma, identity, and social change, pupils build empathy and critical thinking skills, enabling them to better understand both historical and contemporary issues.

These insights help pupils make meaningful connections to real-life issues such as mental health, resilience, conflict, and recovery, as well as the lasting impact of war on individuals and communities. This supports their ability to engage thoughtfully with the world around them and develop as informed, reflective citizens. The study of these texts also strengthens pupils' ability to interpret complex ideas and communicate clearly and effectively, both verbally and in writing. These are essential skills for a wide range of careers, including psychology, history, law, journalism, education, and public services.

In addition, this learning supports pathways into careers such as social work, counselling, the armed forces, healthcare, and government roles, where understanding human behaviour, empathy, and clear communication are vital. Overall, this study helps pupils become insightful, compassionate individuals who are well-prepared to contribute meaningfully to society and the workforce.

Wider links to other subjects:

- **History:** Pupils build on their knowledge of the First World War, including trench warfare, military strategy, the impact of total war, and the role of propaganda.
- **Citizenship/PSHE:** Pupils explore themes of conflict, morality, leadership, and the human cost of war, encouraging reflection on ethical decision-making, national identity, and the consequences of political and military action.
- **Drama:** Pupils develop understanding of voice, performance, and interpretation through exploration of dialogue, monologue, and staging, particularly in relation to war narratives and representations of conflict experience.
- **Religious Studies:** Pupils may consider questions of suffering, sacrifice, morality.

Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• **World War One History – BBC Bitesize** • **Who was Wilfred Owen? - BBC Bitesize** • **Poetry Foundation**	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. End- of- term assessment focus will be: AO2: to identify and analyse the writer's use of language and structure AO5: to use interesting vocabulary and language devices AO6: to use technical accuracy in spelling, punctuation and grammar.

Term 6
Topic/Theme/Enquiry

Conflict in Poetry
How do individuals respond to forces that are greater than themselves?

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

Pupils will study up to 15 poems from the Edexcel Conflict Poetry Anthology, developing a secure understanding of how poets present conflict, power, and human experience across a range of historical and cultural contexts. This unit prepares pupils for English Literature Paper 2, Section B, which requires comparative analysis of an anthology poem selected by the examination board alongside a poem chosen from memory.

Pupils will explore how meaning is constructed through language, form, and structure, and how poets represent the relationship between individuals and external forces such as war, nature, authority, and ideology. Through close reading and discussion, pupils will develop their ability to make sustained comparisons between texts, linking ideas across poems and considering the influence of context on interpretation.

Following study of the anthology cluster, pupils will develop their approach to the unseen poetry component of the examination, comparing two previously unseen poems. This will further strengthen their ability to apply analytical skills flexibly and independently.

Across the unit, pupils will refine their skills in knowledge retrieval, comparative analysis, and contextual interpretation, while developing confidence in applying assessment objectives and examiner expectations. Emphasis is placed on constructing analytical responses that are precise, evidence-based, and conceptually informed.

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

Key Texts Studied:

-*The Destruction of Sennacherib, by Lord Byron*
-*The Charge of the Light Brigade, by Lord Tennyson*
-*The Man He Killed, by Thomas Hardy*
-*Exposure*, by Wilfred Owen
-*A Poison Tree*, by William Blake
-*Extract from The Prelude*, by William Wordsworth

Disciplinary Knowledge: Pupils will develop an understanding of poetry as a form of literary representation through which human experience, conflict, and power are constructed, mediated, and contested. They will recognise that meaning is shaped through the interaction of language, form, structure, and context, and that interpretation is informed by both textual evidence and reader perspective. Pupils will also develop an understanding of comparison as a disciplinary practice, identifying connections and contrasts across texts in relation to theme, method, and context.

Knowledge and Skill Development: Reading:
-To read a poem analytically, exploring a poet's use of language form and structure.
-To explain how the contextual facts which they know have an impact on the choices that a writer has made.
-To understand how the writer's contemporaries may have responded differently to a modern reader.
- Where appropriate, pupils will explore how a writer's intentions may have been to improve morality in society, or for didactic purposes based on their perceptions of the society which they were writing about.

Knowledge and Skill Development: Writing and Grammar:

Forms of Writing: Analytical essay writing and comparative essay writing.

Using punctuation and grammar to craft analytical literature essays.

Knowledge and Skill Development: Vocabulary

Keywords: repentant, antithesis, nostalgia, inevitability, futility, propaganda, nationalism, empire, militarism, censorship, Romantic sublime, authorial intent, cultural values, ideological perspective, representation.

Subject Terminology: rhyme scheme, anaphora, meter, prosody, lineation, feminine/masculine rhyme, dissonance, refrain, volta, metaphor, symbolism, rhythm, allusion, imagery, simile, alliteration, sibilance, fricatives, plosives. parallelism, quatrains, semantic fields, theme, tone, irony, extended metaphor, juxtaposition.

Knowledge and Skill Development: Spelling
Common spelling mistakes (practise / practice etc)

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 at both primary school and through their Key Stage Three curriculum. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Key Stage Three English and the Literacy Laboratory programme. They will use poetic terminology that has been embedded in their study since Year 7. Pupils should draw upon their prior study of themes such as adversity, the mind and conflict, utilising the vocabulary taught previously and understanding built in these units to analyse the poems and read critically.	Pupils will engage with increasingly sophisticated academic and literary vocabulary, developing a nuanced understanding of complex poetic devices and their effects. They will read poems critically and independently, making sustained and perceptive links between language, form, structure, and historical context, and articulating interpretations through structured discussion using precise subject terminology. Pupils will encounter a range of challenging, conceptually rich texts, developing their ability to analyse and interpret complex poetic techniques and evaluate how meaning is constructed. In doing so, they will refine their understanding of the relationship between context and interpretation, and how poets shape ideas, perspectives, and power relations across time. Pupils will embed increasingly sophisticated vocabulary within their analytical responses, using language with accuracy and control to construct coherent, evaluative arguments. They will develop greater confidence in expressing complex ideas with clarity, ensuring their writing demonstrates analytical precision, conceptual depth, and academic fluency.
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 directly prepares pupils for their GCSE English Literature examination in Year 11, strengthening the analytical and comparative skills required for success across both studied and unseen poetry components. It consolidates key assessment objectives, particularly the ability to analyse language, form and structure, and to make informed links between texts and their contexts. Pupils also develop transferable skills in critical thinking, close reading, and academic writing, enabling them to construct coherent, evaluative arguments with increasing precision and sophistication. This supports progression not only within English Literature, but across the wider curriculum where interpretation, analysis, and structured communication are essential.	Pupils would benefit from developing a secure understanding of the Romantic literary movement and its key themes, enabling them to recognise how ideas such as the sublime. This contextual knowledge can be extended through independent research into key historical conflicts, including the Second Boer War, the Battle of Balaclava (Crimean War), and the First World War War, supporting a deeper understanding of the real-world events that inform many of the poems studied. In addition, pupils could benefit from researching the lives and experiences of the poets studied, allowing them to make informed contextual connections between biography, historical circumstance, and literary production.

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

Through exploring poems about war, conflict, and human experience, pupils develop a deeper understanding of history, empathy, and the emotional impact of global events. This supports their personal development by encouraging them to reflect on complex moral and social issues, consider different perspectives, and engage thoughtfully with human experience beyond their own. These qualities are essential for life beyond school, particularly in navigating relationships, evaluating information critically, and participating as informed, reflective citizens.

The analytical skills developed through the study of poetry—such as close reading, inference, evaluation, and the construction of coherent, evidence-based arguments—are highly transferable to a wide range of academic and professional contexts. These include careers in law, diplomacy, social work, journalism, education, public service, and the armed forces, where clear communication, critical judgement, and the ability to interpret complex information are essential.

Overall, this unit equips pupils not only for examination success, but also for life beyond school, fostering intellectual curiosity, cultural awareness, and the ability to engage confidently with complex ideas in both professional and everyday contexts.

Wider links to other subjects:

- **History:** Pupils build on their study of key conflicts such as the Crimean War, the Second Boer War, and the First World War.

- **Religious Studies (RS):** Pupils consider ideas relating to suffering, sacrifice, duty, and morality
- **Geography:** Pupils may explore the spatial impact of conflict, including migration, displacement, and the changing significance of place in wartime context.
- **PSHE:** Pupils explore themes of conflict, ethics, leadership, and human rights.
- **Drama:** Pupils develop understanding of voice, performance, and interpretation, particularly through the exploration of tone, perspective, and emotional expression in poetic texts.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• **BBC Bitesize** • **Poetry Foundation** • **PMT**	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. End –of- term assessment focus will be: AO1: to identify and interpret information AO2: to identify, explain and analyse writers' language and structure AO3: to identify and comment on the effect of social and historical context