



# CURRICULUM PLAN

ENGLISH

BRAMHALL HIGH SCHOOL

## Curriculum Intent

We endeavour to design and deliver a curriculum that will 'let learners go as soon as they are able' but ensures that every step forward is underpinned by a solid block of knowledge and skills beneath. We are aware of our duties to avoid cumulative dysfluency and to meet need of all our learners, including our most able and our disadvantaged learners. As such, we will carefully sequence our learning schemes and build on learners' existing schemas to ensure that knowledge and understanding are secure, and that they are grown strategically with opportunities for even greater depth provided as appropriate.

We aim to deliver a provocative and thinking rich curriculum where knowledge and skills are secured for life, not just danced with. Our intent is that all learners will leave us:

- with a strong command of the spoken and written word,
- as intelligent readers and listeners,

And,

- with a rich social, historical and cultural knowledge, as we believe that these prepare our learners for richer and fuller lives, not just for examination success.

**Academic Year: 2025-2026**

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## YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	Exploring Characters	<u>National Curriculum 2013</u>  Understanding how language presents meaning. Learning new vocabulary. Exploring context. Writing skills for audience. Spoken language in debates.	CPR - Write a paragraph describing a character.          Assessment - Write the opening of a short story which includes a description of a central character.	Book club.	Juxtaposition Annotate Perspective Assertive Impressionable

<b>Term 1b</b>	SMART	<u>National Curriculum 2013</u>  Exposure to pre 1914 English Literature. Making inferences about texts. Studying setting, plot, character and exploring context.	CPR- How does the writer use language to present Ryan? chapter 7  Assessment- How does the writer use language to present Tony?	Potential author visit.	Victim Social responsibility Immoral Domestic Interrogation Community Neglect Quotation Hierarchy inference
<b>Term 2a</b>	SMART	<u>National Curriculum 2013</u>  Writing for different purposes and audiences. SpAG focus	CPR - To create an article about homelessness.  Assessment - To create a speech about animal cruelty.	Enrichment Writing club and book club.	

<b>Term 2b</b>	Animal Poetry	<u>National Curriculum 2013</u>  Making critical comparisons between texts. Recognising poetic conventions and their effect.	CPR – How are birds presented in 'Pigeons' and 'The Eagle'?  Assessment – Compare how Pastan and Bass describe their dogs and how they feel about them.	Poetry club.	Structure Desperation Stanza Evokes facade
<b>Term 3a</b>	Experiences of Conflict	<u>National Curriculum 2013</u>  Exploring context and writers' intentions.	CPR: How has Wilfred Owen used language to present his experiences of war?  Assessment: How has Anne Frank used language to present her feelings and the feelings of her family?	Pupils can attend History Film club. VE Day remembrance.	Conflict Context Honourable malevolent emotive

<b>Term 3b</b>	A Midsummer Night's Dream	<u>National Curriculum 2013</u>  Exploring context and writer intention. Exploring pre 19th Century Literature with a focus on Shakespeare. Developing writing skills.	CPR: drama performance (spoken language).  Assessment: Perform a drama performance of A Midsummer Night's Dream (Spoken Language).	Watch televised production of 'A Midsummer Night's Dream at the Globe'	Mischief Animosity Resolution Dramatic irony Portrays Animosity
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## YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
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<b>Term 1a</b>	Culture and Diversity Noughts and Crosses and Cultural Poetry	<u>National Curriculum 2013</u>  Exploring culture and diversity- developing cultural capital.	CPR: Create a speech persuading people to vote for you as Prime Minister.  Assessment: Create a persuasive speech on a topic that you feel strongly about.	Enrichment Potential school trip to watch Noughts and Crosses at The Lowry Theatre.  Black History Month 1 <sup>st</sup> -31 <sup>st</sup> October.	Discrimination Superior Prejudice Injustice Culture Inferior Segregation Heritage Tyranny Dictatorship Diversity
<b>Term 1b</b>	Noughts and Crosses and Cultural poetry	<u>National Curriculum 2013</u>  Exploring culture and diversity- development of cultural capital.	CPR: How does Malorie Blackman use language to create the impression that Sephy is afraid and confused? – lesson 16.  Assessment: How has the writer used language to create an unpredictable atmosphere? - Lesson 19	Enrichment Watching readings of the poems from different cultures.	

<b>Term 2a</b>	Much Ado About Nothing	<u>National Curriculum 2013</u>  Reading a whole Shakespeare play, exploring context and writer's perspective.	CPR: How does Shakespeare use language to present Beatrice and Benedick's relationship?	Enrichment  Exploring the role of women and discussions about how this has changed.  Watch The Globe version of Much Ado About Nothing.	Patriarchy Sonnet Deception Subservient Stereotype Yield Disobedience Masculinity Femininity Manipulative
<b>Term 2b</b>	Media	Making critical comparisons across texts. Studying setting, plot, and characterisation and the effects of these.	CPR: comparison of media texts.  Assessment: comparison of media texts.		Mise-en-scene Cinematography Rebellion Media Sequence



<b>Term 3a</b>	Dystopian	<u>National Curriculum 2013</u>  Learning new vocabulary. Exploring context. Writing skills for audience. Writing for different purposes and audiences. SpG focus.	CPR: Write the opening of a story set in a dystopian world.  Assessment: Write a piece of dystopian fiction.	Enrichment/cross curricular  Discussion and awareness of social issues relating to the world and environment.	Dystopia Protagonist Antagonist Derelict Apocalypse Perilous Atmosphere Vulnerability Oppression Corruption
<b>Term 3b</b>	Dystopian	<u>National Curriculum 2013</u>  Exploring extracts from varied writers and exploring theme. Comparison of Dystopian extracts and writing styles.  Spoken language.	Year 8 exams Non-fiction writing and fiction reading.  Spoken language.	Eco-club.	

## YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	The Woman In Black  Full novel study and analysis	<u>National Curriculum 2013</u>  Exploration of gothic literature and writer's intention.  To explore genre and style and analyse language in a text.  Develop an appreciation and love of reading, and read increasingly challenging material independently.	CPR: Analysis of the character of Arthur Kipps.  Assessment: How does Hill use setting in the novel to create atmosphere?	Enrichment  Theatre production if available.  Links to other Gothic Literature texts. Use of Dracula, Frankenstein. Dr Jekyll and Mr Hyde.	Ominous Solitary Melancholy Idealised Bleak Sinister Gothic Perception Vengeful

<b>Term 1b</b>	Creative Writing	<u>National Curriculum 2013</u>  Learning new vocabulary. Exploring context. Writing skills for audience. Writing for different purposes and audiences. SpaG focus.	CPR: Write a description of a gothic image.  Assessment: write about a time you have felt afraid.	Creative writing club.	Pathetic fallacy Anticipation Turbulent
<b>Term 2a</b>	Travel Writing	Exploring extracts from varied writers. Comparison of non-fiction extracts and writing styles.  Exploration of different text types to analyse and explore.  Developing writing for different purposes.	Year 9 exams: non-fiction reading and fiction writing.	Opportunities to discuss different countries and cultures.	Deprivation Alienation Sublime enlightened
<b>Term 2b</b>	Unseen Texts	<u>National Curriculum 2013</u>  Exploration of different text types to analyse and explore.	CPR: How does the poet present the relationship in the poem 'Ending'?  Assessment: In 'The Manhunt', how does		Enjambment Caesura Semantic field Colloquial language Volta Couplet

			the poet present the relationship?		
<b>Term 3a</b>	Othello	<u>National Curriculum 2013</u>  Reading a whole Shakespeare play, exploring context and writer's perspective.	CPR: How does Shakespeare present the character of Iago?  Assessment: Explore how Shakespeare presents Othello as a tragic hero.	Enrichment  Exposure to other cultures and traditions, using varied texts and historical documents.	Controversial Duplicious Vindictive Malicious Catastrophe Demise Misogyny Hamartia Catharsis derogatory

<b>Term 3b</b>	Othello	<u>National Curriculum 2013</u>  Reading a whole Shakespeare play, exploring context and writer's perspective.	Spoken language exploring the theme of race or gender in Othello.		
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## YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	Power unit: <b>An Inspector Calls</b>	<u>National Curriculum 2014</u>  Reading of high -quality Literature from the 20th Century.	CPR sheets on An Inspector Calls: plot, characters, key quotations, writer's intentions, essay plan.  Assessment: essay on how and why Sheila changes in An Inspector Calls.	Enrichment  Possibility of watching the play depending on availability.	Socialism Capitalism Exploitation Prominent Microcosm Ideologies Fragility Colossal Futility Monotony Condemn Insightful Elite
<b>Term 1b</b>	Power and Conflict unit: et Poetry (Ozymandias, Tissue, London, My Last Duchess, Checking Out Me History)  Macbeth.  <b>3 weeks poetry</b> <b>3 weeks Macbeth</b>	<u>National Curriculum 2014</u>  Reading of poetry.  Reading of high-quality Literature pre 19th Century- study of a whole Shakespeare play.	CPR sheets on the power poetry: summaries, key quotations, context, writer's intentions, structure.  Assessment: Explore how the theme of power is presented in Ozymandias and	Enrichment  Poetry Live	Judicious Inevitable allegory

			one other poem from the Power and Conflict anthology.		
<b>Term 2a</b>	Power and Conflict unit: <b>Macbeth</b>	<u>National Curriculum 2014</u>  Reading of high-quality Literature pre 19th Century- study of a whole Shakespeare play.	CPR sheets for Macbeth: plot, key quotations, writer's intentions, context, essay plan.  Assessment: To what extent does Shakespeare present Lady Macbeth as a villain?	Cross-curricular History Reading of texts from different eras with different historical context.	Machiavellian Cowardice Usurp Regicide Unscrupulous Valiant Hubris Equivocation Corruption Catalyst Coercion nurturing

<b>Term 2b</b>	Power and Conflict unit: An Inspector Calls revision and Language Paper 1	<u>National Curriculum 2014</u>  Exploration of different fiction texts looking at structure. Exploration and evaluative techniques of statements and texts.	CPR and assessment: Language paper 1 The Tiredness of Rosabel.		Interpretations Reiterates Exemplifies Epitomises Utilises Elucidates Initially Instantaneously
<b>Term 3a</b>	Conflict and The Natural World unit: The Charge of the Light Brigade, Bayonet Charge, Remains, Poppies, War Photographer, The Emigree, Kamikaze.	<u>National Curriculum 2014</u>  Close analysis of language.  Reading of poetry.	Year 10 exams: Language Paper 1 The Silk Factory and An Inspector Calls.	History Reading of texts from different eras with different historical context.	Patriotism Allusion Impassively Desensitisation Displacement



<b>Term 3b</b>	<p>The Natural World unit:  Storm on the Island,  Exposure, Extract from, the  Prelude, unseen poetry,  language paper 2 and  Spoken Language.</p>	<p><u>National Curriculum 2014</u>  Reading of non- fiction  texts with varied purpose  and audience.  Close analysis of language.</p> <p>Reading of poetry from  since 1789 Anthology of  poetry and unseen poetry  from different eras.</p>	<p>CPR sheets on  Power and Conflict  poetry: summaries,  key quotations,  context, writer's  intentions, structure.</p> <p>Assessment: Spoken  Language</p>		<p>Merciless  Nonchalant  Poignant  Exposed  Covert</p>
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## YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	Conflict, corruption and Poverty unit: <b>A Christmas Carol, Macbeth revision.</b>	<u>National Curriculum 2014</u>  Study of pre 1914 text with challenging content.	CPR sheets for A Christmas Carol: plot, key quotations, writer's intentions, context, essay plan.  Assessment: Starting with Marley's Ghost ("Mankind was my business"), explore how Dickens uses the ghosts to present his message.	Enrichment Targeted intervention.	Misanthropic Philanthropic Malthusian Avarice Parsimonious Transformation Redemption Abundance Idle Remorse Burden Morality Denounce Demonised Contemporary
<b>Term 1b</b>	Conflict, corruption and Poverty unit:  <b>A Christmas Carol and Macbeth revision for 1 week.</b>  <b>Complete Power and Conflict poetry after mock exams.</b> Poppies	<u>National Curriculum 2014</u>  Study of pre 1914 text with challenging content.	Year 11 mock exams Literature paper 1  CPR sheets on Power and Conflict poetry: summaries, key quotations,	Enrichment Targeted intervention.	

	The Charge of the Light Brigade Bayonet Charge Remains War Photographer Kamikaze The Emigree Revise: Exposure, Extract from, the Prelude, London, Ozymandias, Checking Out Me History, My Last Duchess, Tissue.		context, writer's intentions, structure.  Assessment: Explore how memories of conflict are presented in The Emigree and one other poem from the Power and Conflict unit.		
<b>Term 2a</b>	Language Paper 1 and 2 and unseen poetry.	<u>National Curriculum 2014</u>  Revisit poetry and language skills. Writing with detail and analysis.	CPR and assessment: Language paper 2 Orwell (elephants).	Enrichment Targeted intervention	Revision of past vocabulary.

## CURRICULUM PLAN – ENGLISH

<b>Term 2b</b>	Revision	<u>National Curriculum 2014</u>  Revisiting texts and studying language skills. Comparison of texts.	Year 11 mock exams: Language Paper 2.  CPR: unseen poetry.	Enrichment Targeted intervention	
<b>Term 3a</b>	Revision				