



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: 2026-2027

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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
Term 1a	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

Term 1b	Mystery 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
Term 2a	Mystery 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.	

Term 2b	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
Term 3a	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

Term 3b	Shakespeare - 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: How does Shakespeare use language to present Titania's feelings? 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
Term 1a	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 st -31 st October.	Discrimination Superior Prejudice Injustice Culture Inferior Segregation Heritage Tyranny Dictatorship Diversity
Term 1b	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 methods to create the impression that Sephy is afraid and confused? – lesson 16. Assessment: How has the writer used methods to create an unpredictable	Enrichment Watching readings of the poems from different cultures.	

			atmosphere? - Lesson 19		
Term 2a	Much Ado About Nothing	<u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer's perspective.	CPR - How does Shakespeare present Beatrice and Benedick's relationship? Assessment – Starting with Act 4 Scene 1, how does Shakespeare present the female characters in the play?	Enrichment Exploring the role of women and discussions about how this has changed. Watch The Globe version of Much Ado About Nothing.	Patriarchy Sonnet Masculinity Femininity Deception Subservient
Term 2b	Dystopian	<u>National Curriculum 2013</u> Learning new vocabulary. Exploring context. Writing skills for audience. Writing for different purposes and audiences. SpAG 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

Term 3a	Dystopian	<u>National Curriculum 2013</u> Exploring extracts from varied writers and exploring theme. Analysis of Dystopian extracts and writing styles. Spoken language.	CPR - How does the writer use language to create a terrifying atmosphere? (Exam Prep) Assessment - Perform a 3-4 minute podcast/speech on either plastic pollution or AI technology.	Eco-club.	Atmosphere Vulnerability Oppression Corruption

Term 3b	Media	Making critical comparisons across texts. Studying setting, plot, and characterisation and the effects of these.	Year 8 Exams		Mise-en-scene Cinematography Rebellion Media Sequence
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YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	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

Term 1b	Creative Writing (Gothic, Sci-Fi and Disaster genres).	<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
Term 2a and 2b	Tragedy - Othello	<u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer's perspective. Spoken Language	2a: Year 9 exams: non-fiction reading and fiction writing. 2b: CPR: How does Shakespeare present the character of Iago? Spoken language performing a speech on an important theme from (e.g. race or gender).	Enrichment Exposure to other cultures and traditions, using varied texts and historical documents.	Controversial Duplicious Vindictive Malicious Catastrophe Demise Misogyny Hamartia Catharsis derogatory
Term 3a	Unseen and Comparison of Poetry	<u>National Curriculum 2013</u> Exploration of different poems to analyse and explore.	CPR: How does the poet present the relationship in the poem? Write two PEA paragraphs		Enjambment Caesura Semantic field Colloquial language Volta Couplet

		: In 'The Manhunt' and 'Sonnet 43', how does the poet present the relationship?	answering this question. Assessment: How do the poets present the relationships in 'The Manhunt' and one other poem you have studied?		
Term 3b	Travel Writing – GCSE Preparation	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.	CPR - Create a diary entry about travelling to an unusual place. Assessment - Write a journal entry about exploring, featuring a disaster	Opportunities to discuss different countries and cultures.	Deprivation Alienation Sublime enlightened

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Power and Society An Inspector Calls Non-fiction Writing Spoken Language	<u>National Curriculum 2014</u> Reading of high -quality Literature from the 20th Century. Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation. Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects. Choosing and reading books independently for	CPR: the opening of a non-fiction speech or plan for a non-fiction speech. Assessment: A speech about a topic of your choice. This can be used for Spoken Language.	Enrichment Possibility of watching the play depending on availability. Library Lesson Book Club	Socialism Capitalism Exploitation Microcosm Allegory Ideologies Insightful Elite Judicious Inevitable

		challenge, interest and enjoyment. Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate. Write accurately, fluently, effectively and at length for pleasure. Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.			
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Term 1b	Power and Society An Inspector Calls Non-fiction reading skills. Ozymandias London My Last Duchess Checking Out Me History Tissue	<u>National Curriculum 2014</u> Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. Consolidate and build on their knowledge of grammar and vocabulary, studying their effectiveness and impact in the texts they read. Distinguishing between statements that are supported by evidence and those that are not, and	CPR: how are female characters presented in An Inspector Calls? Start of the essay or PEA paragraph. Assessment: how are female characters presented in An Inspector Calls? Full essay.	Enrichment Possibility of attending Poetry Live.	Fragility Colossal Futility Monotony Condemn
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		identifying bias and misuse of evidence. Consolidate and build on their knowledge of grammar and vocabulary.			
Term 2a	Mankind VS Nature Exposure Extract from, The Prelude Storm on the Island Kamikaze The Emigree Bayonet Charge Unseen Poetry Language Paper 2	<u>National Curriculum 2014</u> Poetry since 1789, including representative Romantic poetry. Re-reading literature and other writing as a basis for making comparisons. Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.	CPR: how is the theme of power presented in Ozymandias and one other poem from the Power and Conflict cluster. PEA paragraph comparing two poems. Assessment: how is the theme of power presented in Ozymandias and one other poem from the Power and Conflict cluster. Full essay.	Cross-curricular History Reading of texts from different eras with different historical context.	Patriotism Allusion Impassively Desensitisation Displacement Merciless Nonchalant Poignant Exposed Covert

		Make an informed personal response, recognising that other responses to a text are possible and evaluating these.			
Term 2b	Extended Writing Essay skills Revision of An Inspector Calls Power and Conflict Poems (Ozymandias, Checking Out Me History, Tissue, London, My Last Duchess, Exposure, Extract from, The Prelude, Storm on the Island, Kamikaze, The Emigree, Bayonet Charge Unseen Poetry Language Paper 2	<u>National Curriculum 2014</u> Seeking evidence in the text to support a point of view, including justifying inferences with evidence. Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue.	CPR: Unseen poetry PEA paragraph. Assessment: Unseen Poetry.		Interpretations Reiterates Exemplifies Epitomises Utilises Elucidates Initially Instantaneously

Term 3a	Conflict and the supernatural Macbeth Language Paper 1 – creative writing	<u>National Curriculum 2014</u> Reading a wide range of high-quality, challenging, classic literature –at least one Shakespeare play. Identifying and interpreting themes, ideas and information. Make notes, draft and write, including using information provided by others. Revise, edit and proof-read. Paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.	Year 10 exams	Possibility of watching the play. Creative Writing Club	Machiavellian Cowardice Usurp Regicide Unscrupulous Valiant Hubris Equivocation Corruption Catalyst Coercion nurturing
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Term 3b	Conflict and the supernatural Macbeth Language Paper 1 Questions Spoken Language Presentations	<u>National Curriculum 2014</u> Understand and critically evaluate texts. Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. Reflecting on whether their draft achieves the intended impact. Speak confidently, audibly and effectively.	CPR: Creative writing. Assessment: Spoken Language		
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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
Term 1a	Poverty, Childhood and Transformations A Christmas Carol Language Paper 2 Library Lesson	<u>National Curriculum 2014</u> Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes. Choosing and reading books independently for challenge, interest and enjoyment.	CPR: how is Scrooge presented in Stave 1? PEA. Assessment: how and why does Scrooge change?	Enrichment Targeted intervention. Possibility of watching a performance of A Christmas Carol.	Misanthropic Philanthropic Malthusian Avarice Parsimonious Transformation Redemption Abundance Idle Remorse Burden Morality Denounce Demonised Contemporary

Term 1b	Poverty, Childhood and Transformations A Christmas Carol Macbeth Revision Language Paper 2 – writing skills. Before mocks: Macbeth A Christmas Carol Language Paper 2 Skills After mocks: Power and Conflict Poetry An Inspector Calls Unseen Poetry Language Paper 1 skills	<u>National Curriculum 2014</u> Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects. Analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	Mock Exams Language Paper 2 Literature Paper 1	Enrichment Targeted intervention.	
Term 2a	Revisiting the Past Power and Conflict Poetry An Inspector Calls Unseen Poetry Language Paper 1 skills	<u>National Curriculum 2014</u> Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.	CPR: Unseen poetry PEA. CPR: language paper 1.	Enrichment Targeted intervention	Revision of past vocabulary.

Term 2b	Revisiting the Past Macbeth A Christmas Carol Language Paper 2 Skills Power and Conflict Poetry An Inspector Calls Unseen Poetry Language Paper 1 skills	<u>National Curriculum 2014</u>	Mock Exam Language Paper 1 Assessment: An Inspector Calls.	Enrichment Targeted intervention	

Term 3a	Revisiting the Past Macbeth A Christmas Carol Language Paper 2 Skills Power and Conflict Poetry An Inspector Calls Unseen Poetry Language Paper 1 skills		CPR: start of a Macbeth essay on the theme of the supernatural. Assessment: complete Macbeth essay on the theme of the supernatural.		
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