English - Curriculum Overview - Autumn 2025

Year 7	
What are you teaching? Autumn 2	**What are you teaching? Autumn 1**
Stone Cold by Robert Swindells - novel	Creative writing - fantasy
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
We like to read a whole novel to engage the students and give them the experience of completing a whole narrative (investing in the characters and being eager to find out what happens to them). It leads on well from creative writing as the students can identify methods and techniques used by the author that we are encouraging them to use in their own writing. This is also a longer term so it means that all teachers will have enough time to read the complete novel. This novel links into the idea of escapism as it is about a young teenager who tries to escape an unhappy home life by running away to London.	All year groups in key stage 3 start with creative writing as a baseline test and the follow with a unit on creative writing to work on key skills and areas that have been identified through the baseline. Teachers are encouraged to adapt the lessons to work on areas of weakness that have been picked up through baselines and other mini assessments throughout the unit. The themes of the unit links to the thematic thread of that year group. For year 7 it is fantasy and escapism.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
● How to write a SEIZE paragraph (what it means to infer, language analysis) ● Different narrative perspectives ● What dramatic irony and why it is used	● Sentence types and how to manipulate them ● How to use APES STOMP techniques and ambitious vocabulary effectively ● How to show a shift in tone (structure)

Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 8	
What are you teaching? Autumn 2	**What are you teaching? Autumn 1**
Bone Sparrow by Zana Fraillon- novel	Creative writing - dystopia
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
We like to read a whole novel to engage the students and give them the experience of completing a whole narrative (investing in the characters and being eager to find out what happens to them). It leads on well from creative writing as the students can identify methods and techniques used by the author that we are encouraging them to use in their own writing. This is also a longer term so it means that all teachers will have enough time to read the complete novel. We have included it to try and add more diversity to the curriculum. The novel explores what it is like to live as a refugee and follows on nicely with the thematic thread of war and conflict.	All year groups in key stage 3 start with creative writing as a baseline test and the follow with a unit on creative writing to work on key skills and areas that have been identified through the baseline. Teachers are encouraged to adapt the lessons to work on areas of weakness that have been picked up through baselines and other mini assessments throughout the unit. The themes of the unit links to the thematic thread of that year group. For year 8 it is war and conflict (a theme that is explored further in the AQA power and conflict poetry needed for GCSE.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**

• Writer's intention • What allegory is and why it is used • How to write a basic thesis/introduction to an essay	• Structure - shift in time - flashback Cyclical structure • First person/ third person • Structure of a story • Effective dialogue - speech marks
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 9	
What are you teaching? Autumn 2	**What are you teaching? Autumn 1**
Lord of The Flies	Creative writing - gothic
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**

We like to read a whole novel to engage the students and give them the experience of completing a whole narrative (investing in the characters and being eager to find out what happens to them). It leads on well from creative writing as the students can identify methods and techniques used by the author that we are encouraging them to use in their own writing. This is also a longer term so it means that all teachers will have enough time to read the complete novel. We have included it to try engage the students as the plot involves a group of boys stranded on an island and how they adapt and cope. The novel explores some controversial ideas that can be explored th	All year groups in key stage 3 start with creative writing as a baseline test and the follow with a unit on creative writing to work on key skills and areas that have been identified through the baseline. Teachers are encouraged to adapt the lessons to work on areas of weakness that have been picked up through baselines and other mini assessments throughout the unit. Gothic fiction links in well to the conventions that students will find in the gothic novella A Christmas Carol, a text they will study for their GCSE literature exam
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Contextual knowledge surrounding the novel and writer's intentions • The plot of the novel • The key characters and the role they play	• Conventions of gothic literature • How to effectively use linguistic devices to create tension (symbolism, motifs extended metaphor, Focus on setting, pathetic fallacy, Students as writers - what is your intention? Have you achieved this?) • How to vary sentences and punctuation for impact
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 10	

What are you teaching? Autumn 1	What are you teaching? Autumn 2
AQA Power and conflict poetry/language paper 2 skills	A Christmas Carol - Charles Dickens Language paper 1 skills /creative writing
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
There are 15 poems to cover for the GCSE literature examination so we divide these up into groups, linked by theme. We cover two of these groups at the start of year 10 and then the other two groups towards the end of year 10, with retrieval throughout the year.	Leading up to Christmas is the perfect time to teach this text and it is a core text for literature paper 1. Teaching paper 1 language skills alongside this requires students to use some of the methods/techniques they will analyse in the text.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Contextual knowledge about the poems • How the poems link to power and conflict • How to compare the poems	• The skills needed to each question • How to structure writing responses effectively • How to structure an effective analytical essay
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 11	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Language paper 1 and 2 skills and AQA Power and Conflict poetry/An Inspector Calls revision for literature paper	Language paper 1 and 2 skills 2 Macbeth/A Christmas carol revision for literature paper 1
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Preparation for the mock examinations in October (Literature paper 2 and both language papers)	Preparation for the mock examinations in February (both literature papers and both language papers)
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• How they can show progress from their June mock examinations • How to analyse writer;s methods in detail • How to plan/structure creative writing to hit the AO's for content and organisation and technical accuracy • How to plan and write an effective literature essay, meeting the relevant AO's	• How they can show progress from their June mock examinations • How to analyse writer's methods in detail • How to compare effectively • How to structure an essay to cover the AO's

Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes