SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	English	YEAR GROUP:	7
SUBJECT INTENT:	Year 7 intends to help students to develop into confident, thoughtful and articulate readers and writers who can engage critically and creatively with a wide range of texts. The Year 7 curriculum introduces students to literary and non-fiction forms, building on their KS2 skills in reading, writing and analysis while fostering enjoyment of literature. Through the study of a novel, creative writing, media texts, myths and poetry, students develop the knowledge and skills required for success at Key Stage 3 and beyond. In addition to this summary, all students in Year 7 read an additional two novels over the year: The Breadwinner and The Giver.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Coraline	Reading a novel for inference and evidence retrieval; exploring character, theme and setting; analysing language and structure..	Inference, suspense, characterisation, empathy, symbolism, theme.	Students begin with an accessible contemporary novel to establish reading routines and develop core analytical skills.
	Creative writing	Developing descriptive and narrative writing; using language devices effectively; creating atmosphere and character; using dialogue and structuring narratives.	Sensory imagery, atmosphere, mood, foreshadowing, direct and indirect characterisation, dialogue, suspense, vocabulary choice	Builds directly on techniques encountered in *Coraline*, allowing students to transfer reading knowledge into their own writing.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Media	Understanding media forms and audiences; analysing persuasive language and visual techniques; producing media texts for different purposes and audiences.	Audience, purpose, persuasion, AFORREST, rhetoric, visual language, stereotypes, representation.	Students move from literary analysis to non-fiction and media literacy, applying analytical skills to real-world texts and developing persuasive writing.
	Myths and Legends	Exploring traditional stories and their enduring themes; analysing character and morality; writing from different perspectives and viewpoints.	Heroism, morality, empathy, archetypes, conflict, perspective, symbolism, moral messages.	Builds on understanding of narrative and character developed in Autumn while introducing more complex themes and cultural texts.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Introduction to poetry	Reading and analysing a range of poems; exploring language, form and structure; comparing ideas and viewpoints; producing creative responses to poetry.	Imagery, metaphor, symbolism, juxtaposition, form, structure, rhythm, voice, tone, perspective.	The study of poetry draws together analytical skills developed throughout the year and prepares students for more sophisticated literary study in Year 8.
	Drama (The Importance of Being Earnest OR Ratz)	Reading and enjoying a complete play; exploring character, humour and conflict through dialogue and performance;	Dialogue, stage directions, dramatic irony, comedy, characterisation, performance, audience, conflict,	The year concludes with drama to encourage enjoyment of literature in performance and to develop oracy,

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		developing speaking and listening skills through reading aloud and performing extracts.	staging, interpretation.	confidence and collaborative learning.

SUBJECT:	English	YEAR GROUP:	8
SUBJECT INTENT:	The Year 8 English curriculum deepens students' understanding of literature, language and context through increasingly challenging texts and ideas. Students move from the foundations of literary analysis established in Year 7 towards exploration of symbolism, perspective, culture and society. Through the study of novels, poetry, drama and non-fiction, students develop as critical readers, thoughtful writers and confident speakers, preparing them for the demands of Key Stage 4. All year 8 students read a further 3 novels: Stormcatcher/Goodnight Mr Tom/Pride and Prejudice.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Lord of the Flies	Study of a twentieth-century novel, exploring character development, symbolism, themes and morality through analytical reading and evidence-finding.	Symbolism, civilisation and savagery, leadership, power, morality, fear, conflict, human nature, characterisation, allegory.	Builds directly on Year 7's study of *Coraline* by revisiting characterisation, symbolism and thematic analysis in a more complex literary text.
	Poetry and Prose from Other Cultures	Reading and comparing texts from a range of cultures and perspectives; analysing writers' viewpoints and methods; exploring how context influences interpretation.	Identity, culture, perspective, belonging, conflict, representation, empathy, voice, viewpoint.	Extends the comparative work begun in Year 7 by introducing a wider range of cultural experiences and perspectives. Develops empathy and comparative analytical skills.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Dystopia	Exploring conventions of dystopian literature through a range of extracts; analysing setting, atmosphere and writer's methods; producing imaginative and analytical responses.	Dystopia, control, oppression, surveillance, power, rebellion, setting, atmosphere, warning.	Builds on the themes explored in Lord of the Flies. Revisits descriptive and narrative techniques first developed in Year 7 creative writing.
	Narrative Perspectives	Exploring how writers construct viewpoint and perspective in literary and non-fiction texts; analysing narrative voice and methods;	Perspective, narrative voice, viewpoint, bias, reliability,	Develops the viewpoint writing introduced through Year 7 into more sophisticated analysis of narrative methods. Introduces the

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		developing unseen reading skills.	audience, purpose, inference.	unseen reading skills required for GCSE.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Romeo and Juliet	Reading and enjoying Shakespeare's drama through performance and analysis; exploring character, conflict and themes; considering how meaning is created through staging.	Tragedy, conflict, fate, love, family, honour, dramatic irony, characterisation, audience.	Moves students from enjoying and performing modern drama to analysing Shakespeare. Revisits themes explored throughout Year 8
	WW1 writing	Exploring literary and non-fiction responses to war; analysing writers' perspectives and methods; developing evaluative and comparative writing.	Conflict, sacrifice, propaganda, remembrance, perspective, identity, loss, patriotism.	Draws together analytic skills developed across Year 8. Builds on Year 7 poetry and media studies while preparing students for the demands of GCSE.

SUBJECT:	English	YEAR GROUP:	9
SUBJECT INTENT:	The Year 9 English curriculum bridges Key Stage 3 and GCSE by developing students as critical readers, analytical thinkers and confident communicators. Through the study of increasingly challenging literary and non-fiction texts, students explore how writers shape ideas, construct arguments and influence audiences across different forms and contexts. Alongside their curriculum study, all Year 9 students read three additional novels to promote reading fluency and broaden literary experience.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Of Mice and Men	Study of a twentieth-century novel through close textual analysis, exploring character, themes and context while developing analytical writing.	Friendship, loneliness, power, dreams, prejudice, responsibility, marginalisation, conflict, context, symbolism.	Builds on Lord of the Flies in Year 8, revisiting ideas of power, society and human nature through a more explicitly contextual lens. Introduces contextual integration..
	Modern Poetry	Reading and comparing a range of modern poetry, analysing writers' methods, perspectives and themes while developing analytical writing.	Identity, conflict, memory, voice, perspective, imagery, symbolism, tone, structure, interpretation.	Develops the analysis established in Years 7 and 8. Introduces comparison and conceptual links between texts, preparing students for poetry in GCSE Literature.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING

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Spring	Gothic	Exploring conventions of Gothic literature through extracts and whole texts; analysing atmosphere, setting and writer's methods; producing analytical and creative responses.	The sublime, terror, supernatural, transgression, isolation, duality, setting, suspense, symbolism.	Extends students' understanding of genre and writer's intentions from Year 8. Revisits atmosphere and suspense from Coraline, introducing more sophisticated concepts.
	Julius Caesar	Reading Shakespeare through exploration of character, rhetoric and political conflict, considering both textual and dramatic interpretation. Focusing on persuasion.	Ambition, power, loyalty, manipulation, rhetoric, honour, persuasion, tragedy, leadership, conflict.	Revisits Shakespeare's language and dramatic methods, introducing more complex ideas and rhetoric. Provides explicit preparation for Spoken Language and Macbeth.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Spoken Language	Developing effective spoken communication through presentation, discussion and debate; adapting speech for audience and purpose; evaluating spoken performances.	Audience, purpose, register, rhetoric, delivery, tone, persuasion, interaction, structure, confidence.	Students complete their Spoken Language assessment, developing the confidence and communication skills that underpin success in GCSE English Language.
	Humour	Exploring satire, parody and polemic through non-fiction texts; analysing how writers use humour and rhetoric to shape readers' responses and challenge ideas. Shaping creative non-fiction texts.	Satire, polemic, irony, parody, caricature, exaggeration, rhetoric, audience, purpose, viewpoint, persuasion.	Introduces the polemical and transactional forms central to GCSE English Language Paper 2, preparing students for analysing viewpoints and perspectives and crafting their own persuasive and discursive writing responses.