



English Overview – Year 7

At Weston Secondary School, students in Key Stage 3 study seven hours of English over a two-week timetable.

| | Autumn 1 | Autumn 2 | Spring 1 |
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| Topic(s) | The Power of Literature The Writer at Work | The Power of Literature 'Boy 87' by Ele Fountain | The Power of Literature Heroes and Villains |
| Topic Objectives | <ul style="list-style-type: none"> • What inspires writers- context • The power of the 3 Ps: place, people, problem • The importance of literature • Who am I as a writer? • Genre tropes • How to use specific methods to engage readers • The importance of characters and their choices • Planning • Technical accuracy | <ul style="list-style-type: none"> • The lives of children in third world countries- drawing some comparison to our own experiences, and how views of issues such as immigration and asylum differ • How a character's journey and experiences are presented in a text • How to respond to a question – building blocks of a response • Methods used by writers to engage readers • How literature can be used as a platform for social problems and reform | <ul style="list-style-type: none"> • Characterisation in literature including stock characters and conventions – students will begin to understand typicality • Exploration of how writers create characters – method driven • Comparing like for like ideas and methods |
| Acquired Knowledge/Skills | <p>This is the first unit and forms part of our 'Voices of a Generation' vision whereby students become confident writers by crafting the opening of their own novel. The genre of writing is not prescribed so students have the opportunity to explore a range of conventions in order to find their niche. This unit will help bridge the gap between KS2 and KS3 where creative writing is a real focus. This unit is always a way of introducing the fun and dynamic curriculum we have at Weston as a way of capturing students' interest from the first unit. We want our students to become writers who know the power of words.</p> <p>W1: generating ideas from a range of stimuli, using the 3 Ps W2: ordering ideas focusing on hooks, introducing characters, developing action W4: varying sentence forms W5: spellings</p> | <p>This is the first reading unit and forms part of our 'Voices of a Generation' vision whereby students explore a contemporary novel that tackles topical issues such as displacement, child soldiers, and immigration. There will be a focus on engaging with a text focusing on the context and impact. This will allow students to understand how literature can be used as a powerful tool to present ideas about the world in which we live, told through the perspective of a child. This unit will introduce how to craft an analytical response.</p> <p>R1: understanding and engaging with ideas in the text including character, setting, and themes R2: using evidence and explaining ideas, focus on supporting opinions about the text R5: writer's intention and relevance in our world R6: contextual factors</p> <p>GCSE cross over: Literature Paper 1</p> | <p>This unit allows students to continue their exploration of characters and themes from previous topics by exploring a range of extracts all focused on characterisation. This will include extracts from historic texts such as 'Beowulf' to contemporary texts such as 'Harry Potter' focusing on HOW and WHY characters are often archetypal. Developing analytical skills, students will explore and compare the presentation of character types through focused work on language choices.</p> <p>R2: using evidence and explaining ideas, focus on supporting opinions about the text R3: analysing how writers use language to convey ideas to readers R6: contextual factors, focusing on how characters have changed over time R7: comparing the presentation of characters</p> |

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| | GCSE Cross over: Language Paper 1 Q5 | | GCSE cross over: Literature texts- forming a clear argument |
| Assessments | <p>Writing assessment – structuring the opening of a story.</p> <p>Reading Age Tests</p> | <p>Class walkthrough – starting with the extract, explore how the writer presents danger in the text.</p> <p>Reading assessment- starting with the extract, explore how the writer presents fear in the text.</p> | <p>Class walkthrough – Compare how Miss Honey and Miss Trunchbull are presented in ‘Matilda’ by Dahl.</p> <p>Reading assessment- Compare how Snape and Lord Voldemort are presented as villainous characters.</p> |
| | Spring 2 | Summer 1 | Summer 2 |
| Topic(s) | The Power of Literature Manga | The Power of Literature William Shakespeare’s ‘Hamlet’ | The Power of Literature Approaches to Poetry |
| Topic Objectives | <ul style="list-style-type: none"> Understanding the genre Influences – context How to read Manga and the evolution of the genre Structural journeys and choices made by writers | <ul style="list-style-type: none"> The world of William Shakespeare and his significance in literature Understanding the importance of plays and how Shakespeare’s work should be performed, watched, and enjoyed Under representation of female characters Plot, characters, settings, themes and ideas Writer’s craft – exploring typicality of character, themes, methods (including dramatic devices) | <ul style="list-style-type: none"> The conventions of poetry Different types of poems including movements and forms How to approach poetry including key reading strategies Place poetry War poetry Other Cultures poetry Key methods used by poets Writing about poetry <p>Writing poetry using a stimulus</p> |
| Acquired Knowledge/Skills | <p>Students will be first introduced to the history and influence of Manga on popular culture. This unit then introduces students to the structural journey of a text using Manga and media sources. Students will explore a variety of narrative constructs through Manga extracts and anime shorts, as well as analyse how the structure of the texts engage the reader. This unit then introduces students to the structural journey of a text using Manga and media sources. Students will explore a variety of narrative constructs through Manga extracts and anime shorts, as well as analyse how the structure of the texts engage the reader.</p> <p>R1: Reading and understanding the form R2: evidence explaining R4: analysing structure, how it</p> | <p>This unit acts as an introduction to the powerful and lasting appeal of William Shakespeare who was the voice of his generation. Students will engage not only with context, but with the typicality of Shakespeare’s craft. This unit acts as the foundation of future work on The Bard and will engage students through active approaches. This is our first chance to make Shakespeare accessible to students by employing a range of strategies. The final outcome will require students to write their own soliloquy based on a Shakespearean character type. This will allow for creativity, performance, and evidence of understanding Shakespeare’s craft.</p> <p>S2: Audiences S3: Language S4: Structure</p> | <p>This unit explores another facet of literature. The intent here is to expose students to different types of poetry including literary heritage, war, other cultures...</p> <p>Here we plan to challenge preconceived ideas about the form and engage students through a diverse range of poems so the study at GCSE and enjoyment of reading poetry is enriched.</p> <p>R1: reading and engaging with themes and ideas- breaking down barriers of poetry as an ambiguous form of literature R2: supporting ideas with evidence R3: exploring the poet’s use of language with a focus on imagery R4: exploring structural choices made by the poet including voice</p> |

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| | is used to engage readers R5: writers' purpose GCSE cross over: Language Paper 1 Q3 | GCSE cross over: Spoken Language Exam and Literature Paper 1 | GCSE cross over: Literature Paper 2 |
| Assessments | Reading assessment- How does the writer engage the reader through structure? | Spoken Language assessment – writing and performing a Shakespearean soliloquy. | Reading assessment – How does the poet present the power of nature? |
| Citizenship | <ul style="list-style-type: none"> • PSHE Development: our main focus in year 7 is supporting students get into good habits for learning – securing psychological safety through positive learning behaviours- promoting well-being. Through challenging content, students will develop organisational skills and a growth mindset- using intervention lessons to improve skills and knowledge. Our units of study will explore characters and their positive relationships as well as personal autonomy and rights. • Careers Education: students will understand the importance of English due to transferable skills and knowledge that support other subjects. We will focus on writing and speaking with clarity and for specific readers / audiences- creating purpose in work produced. This will develop as part of our 'Like a Scholar' initiative with students learning about the importance of communication skills and how to articulate their ideas in a more academic and professional way. Dedicated careers lessons will focus on writing and publishing. • Fundamental British Values: our main focus in year 7 is individual liberty with a focus on freedom of expression, exploring topical issues, and respectful discussion. This is enhanced through the exploration of texts that support students in understanding the experiences of others and seeing things from various perspectives. We will celebrate our diversity through texts like 'Boy 87' and poetry, as well systems and structures through character exploration in Shakespeare's 'Hamlet'. • SMSC Development: cultural development will focus on an understanding and appreciation for diversity and varied lived experience. Through texts we will challenge discriminatory attitudes and appreciate what connects us as humans. Students will apply moral reasoning to texts and characters. Even our genre study of Manga will allow students to understand how texts look and evolve outside of Western literature. As this is the start of secondary education, we also value the importance of spiritual development through encouraging imagination and creativity, so students are able to start finding their identity as writers. | | |

English Overview – Year 8



At Weston Secondary School, students study seven hours of English over a two-week timetable.

| | Autumn 1 | Autumn 2 | Spring 1 |
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| Topic(s) | Genre Study Evaluating Gothic Fiction | Genre Study Crafting Gothic Fiction | Genre Study 'Romeo and Juliet' by William Shakespeare |
| Topic Objectives | <ul style="list-style-type: none"> • Understanding genre specific conventions - tropes and the history • The creation of atmosphere, place and character • How to critique the work of a writer | <ul style="list-style-type: none"> • How to deconstruct an image to inform a creative piece of writing • Creating atmosphere through specific choices (methods) • Using genre conventions | <ul style="list-style-type: none"> • Attitudes towards love and relationships in Shakespeare's world • Contextual factors including family and the church |

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| | <ul style="list-style-type: none"> • Method driven approach to analysis • Evaluating texts • Forming an argument | <ul style="list-style-type: none"> • How to use sentence forms for impact • How language can help shape meaning in a piece of writing | <ul style="list-style-type: none"> • Shakespeare’s commentary on key themes • How to form clear arguments about key themes and ideas – move away from just characters as previously explored in year 7 • Analysis of key methods including form e.g. soliloquies and iambic pentameter • Speaking and presenting skills with a focus on debates • Listening and responding to the views of others |
| <p>Acquired Knowledge/Skills</p> | <p>This unit develops previous analytical work with a focus on evaluating craft. Students will be able to argue for or against a statement, using specific details and evidence to support ideas. This is a challenging skill and requires students to synthesize previous work on crafting arguments and analysing key methods. Exploring the conventions of gothic texts will allow a greater understanding of key themes in GCSE literature texts ACC and Macbeth. Students will enrich their understanding of literature by reading and exploring great examples of gothic texts, composed by writers who helped shaped the genre. There will be an exploration of the ground-breaking writer Mary Shelley and her contribution to the genre as well as an exploration of theoretical ideas involving ‘the woman in the attic’.</p> <p>R1: understanding the genre conventions including characters and settings R2: using evidence to support ideas about texts R3: evaluating how successfully writers use language to convey ideas R4: evaluating how successfully writers use structure to convey ideas</p> <p>GCSE cross over: Language Paper 1 Q4 Descriptions of the supernatural in ‘A Christmas Carol’ by Charles Dickens</p> | <p>This writing unit is more prescribed than previous narrative/ descriptive writing and will build on the previous unit only this time students will craft their own gothic text. There should be a focus on establishing atmosphere and description of place through creating imagery through methods such as symbolism. Using an image stimulus, students will learn how to deconstruct and zoom in on key details to inform writing. Here, students have the opportunity to become great gothic writers.</p> <p>W2: structuring a description so that an atmosphere is established at the start of the text before introducing setting W3: varying and upgrading vocabulary choices that enrich my description W4: sentence forms to help shape meaning and create / sustain an atmosphere</p> <p>GCSE cross over: Language Paper 1 Q5</p> | <p>This unit develops the year 7 unit exploring William Shakespeare- the voice of Renaissance literature, however this time focusing on the study of a whole play. This will support students when they later study ‘Macbeth’ at GCSE. Through active approaches students will explore the writer’s craft and the relevance of key themes. There will be continued work on how to access and deconstruct language. Students will make links between ideas in the play and the relevance today, thus recognising the importance of Shakespeare’s plays. Students will also have the opportunity to develop their Spoken Language skills by taking part in class debates – all designed to empower them as public speakers.</p> <p>R4: exploring plot development, form, and dramatic devices R5: the writer’s intention and how successfully he has communicated ideas to audiences R6: writing about influences as part of an analytical response</p> <p>S1: articulating a clear argument about a key theme for the play, taking the position of for or against a motion S4: using persuasive language in an argument S5: responding to ‘points of information’ and questions from the opposing side</p> <p>GCSE cross over: Spoken Language Exam</p> |

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| | | | Literature Paper 1 Section A 'My Last Duchess' by Browning |
| Assessments | Reading assessment – a student having read this text said that 'The writer is great at creating a scary atmosphere.' To what extent do you agree? Reading Age Tests | Writing assessment- describing gothic settings (focus on establishing atmosphere and describing place). | Reading assessment – Starting with the extract, explore how Shakespeare presents ideas about hate in 'Romeo and Juliet'. Spoken Language- students take part in a debate about the major themes and ideas in the text. |
| | Spring 2 | Summer 1 | Summer 2 |
| Topic(s) | Genre Study 'Romeo and Juliet' by William Shakespeare | Exploring Place – Southampton Comparing Perspectives and Viewpoints | Exploring Place Tales of Survival |
| Topic Objectives | See Spring 1. Due to the length of this term, our exploration of 'Romeo and Juliet' continues. | <ul style="list-style-type: none"> • How perspective influences viewpoint • Understanding the value of differing viewpoints on a given topic • The importance of synthesizing and comparing viewpoints in order to draw conclusions • The fascinating history of Southampton including events linked to the maritime industry, football and WW2 • Exploration of comparing like for like methods | <ul style="list-style-type: none"> • Conventions of writing to inform and persuade • Conventions of non-fiction • Writing for a specific audience • How tension is created by writers • Using description to develop tension • Using language and punctuation for a specific purpose |
| Acquired Knowledge/Skills | | <p>This unit develops the exploration of place through key reading skills. Students will explore a range of fiction and non-fiction, comparing, which is a challenging skill, the presentation of ideas, and methods. Continuing with our 'Voices of a Generation' vision, this unit gives students an opportunity to explore the history of Southampton and how people have written about our hometown. This immersive unit allows students to identify viewpoints, perspectives and methods.</p> <p>R1: understanding key ideas and viewpoints in a range of fiction and non-fiction texts R2: selecting appropriate evidence to support ideas R7: comparing quotations and methods used to convey viewpoints</p> <p>GCSE crossover: Language Paper 2</p> | <p>This unit teaches students how to craft engaging articles – a key form needed at GCSE. Students will develop their understanding of place but exploring stories of survival as a stimulus for their own articles about death defying feats. There will be a focus on writing in the correct form and using language in a hyperbolic way to engage readers. Students will then become journalists who develop their own voice as writers, focusing on how different tones can be created through language and structural choices.</p> <p>W1: writing for a specific audience and purpose, informing them about a particular experience or topic W2: paragraphing to show a clear sequence of ideas W3: using vocabulary in a hyperbolic way to convey ideas W4: sentence forms.</p> |

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| | | | GCSE cross over: Language Paper 2 Q5 'Storm on the Island' by Heaney |
| Assessments | | Reading assessment – compare how writers present viewpoints of place in two texts. | Writing assessment- write a tale of survival. |
| Citizenship | <ul style="list-style-type: none"> • PSHE Development: in year 8 we will focus on developing resilience through challenging units of work, trial and error and a 'will do' attitude, learning how to write, read and talk 'Like a Scholar'. Students will develop critical and ethical thinking as well as exploring relationships and gender in our genre studies- making links to our society and lives. • Careers Education: students will continue to develop their communication, writing, and thinking skills through the year 8 curriculum. This includes developing discursive writing through 'Tales of Survival' and spoken language skills during our exploration of 'Romeo and Juliet'. Reasoning will for part of this, as well as listening and challenging in a constructive way. Dedicated careers lessons will focus on advertising and the creative media industry. • Fundamental British Values: we will develop ideas about individual liberty with a focus on freedom of expression, exploring topical issues, and respectful discussion through challenging and responding. Through our text exploration, students will understand social structures such as the monarchy and hierarchy, as well as aspects of the law (when exploring Romeo and Juliet'. We will continue to develop ideas about respect, understanding and tolerance throughout units of work. • SMSC Development: through our genre studies, students will develop their own creativity and curiosity of how our wonderful literary landscape reflects aspects of society and culture. | | |

English Overview – Year 9



At Weston Secondary School, students study seven hours of English over a two-week timetable.

| | Autumn 1 | Autumn 2 | Spring 1 |
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| Topic(s) | Narrative Perspective 'Of Mice and Men' by John Steinbeck | Narrative Perspective Narrative Writing | Narrative Perspectives Perspectives of War |
| Topic Objectives | <ul style="list-style-type: none"> • How literature can be a record of history • The Great American novel • Steinbeck as the voice of his generation • Social commentaries • Plot, characterisation, setting, methods • Approaching a GCSE literature text • Analytical writing | <ul style="list-style-type: none"> • The importance of narrative voice and connecting with readers • The impact of different narrative voices • Crafting and sustaining a narrative voice • Creating different voices including intradiegetic, extradiegetic, dual, and unreliable • Different forms including split time and epistolary | <ul style="list-style-type: none"> • Understanding different attitudes to war • WW1 context- war poets and their significance • Context of modern warfare • Debate work • Understanding a universal theme through comparing attitudes – methods and tone as part of this • Understanding TAP for non-fiction texts |

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| | | <ul style="list-style-type: none"> • Technical accuracy • Creating tension through sentence forms and punctuation • The power of paragraphing | |
| Acquired Knowledge/Skills | <p>This unit allows students to explore John Steinbeck who was the voice of his generation. This famed author wrote about the plight of ordinary people and societal inequalities such as sexism and racism. Developing ideas and conversations, students will explore how Steinbeck presents ideas and why the text acts as a record of American history in the 1930s. There will be links to other texts such as 'To Kill a Mockingbird', 'Ghost Boys' and 'The Colour Purple' and to social movements such as BLM. This exploration of context will allow students to understand how to approach a literature text study.</p> <p>R1: understanding how themes and ideas are presented through characters, settings, and plot R2: embedding quotations R3: developing ideas about language methods including zooming in on key words R6: the impact of contextual factors and how Steinbeck uses his novella as a platform</p> <p>GCSE crossover: Literature Paper 1</p> | <p>This unit develops previous work on descriptive and narrative writing. Students learn the important of intradiegetic and extradiegetic voice and tone when communicating ideas to readers. Students will learn how to structure using focus shifts as well as a range of different narrative voices and tenses. This includes looking at and creating dual narratives and unreliable narrators. Students will read a range of great extracts for inspiration.</p> <p>W1: writing imaginative texts W2: crafting engaging narrative voices W4: using sentence forms to enhance a narrative voice and structure W5: spelling strategies for upgraded vocabulary</p> <p>GCSE crossover: Language Paper 1 Q3 and Q5</p> | <p>This unit explores the impact of war on individuals. Students will show an understanding of how contextual factors have impacted writers, making their texts very personal. Developing analytical skills, students will explore how to compare different attitudes towards war in an insightful way. There is also a comparative element to support students with their later Language GCSE paper. Their knowledge is developed through exploring a range of non-fiction texts and how to craft engaging letters and articles for specific audiences, all the time meeting their purpose.</p> <p>R1: understanding a range of texts and how attitudes towards war are presented R3: comparing methods and ideas in texts. R5: the writer's intention and impact on readers, does this differ depending on time periods? R7: Comparing texts</p> <p>GCSE crossover: Language Paper 2</p> |
| Assessments | <p>Reading Age Tests</p> <p>Class walkthrough – How does Steinbeck introduce Curley's wife as a significant character in the text?</p> <p>Actual assessment - Starting with this extract, explore how Steinbeck presents Curley's wife as a dangerous character in the text.</p> | <p>Writing assessment – crafting an engaging narrative.</p> | <p>Class walkthrough – Compare how writers present ideas about being in a warzone-</p> <p>Reading assessment – Compare how writers present attitudes towards war.</p> |
| | Spring 2 | Summer 1 | Summer 2 |
| Topic(s) | Literary Forms Unseen Poetry | Literary Forms Anthology Poetry | Literary Forms 'An Inspector Calls' by JB Priestley |
| Topic Objectives | <ul style="list-style-type: none"> • Poetry as a form | <ul style="list-style-type: none"> • Thematic ideas and links | <ul style="list-style-type: none"> • Thematic ideas and links |

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| | <ul style="list-style-type: none"> • Evolution of poetry • Spoken word poetry • Approaches to unseen poetry • What key methods to write about e.g imagery, semantic fields, voltas • Comparing unseen poetry • Analytical writing | <ul style="list-style-type: none"> • Reading poetry • What key methods to write about e.g imagery, semantic fields, voltas • The importance of context • Aspects of power and conflict and how we see these themes in our world • Analytical writing | <ul style="list-style-type: none"> • Reading and understanding the format of a play • What key methods to write about – a focus on dramatic devices • Aspects of power, gender, responsibility, citizenship • The importance of context • Social criticism |
| <p>Acquired Knowledge/Skills</p> | <p>This unit provides students with an excellent knowledge of poetry as a literary form, including exploring key movements such as Romantic Poetry and political movements such as civil rights, feminism and Hip Hop.</p> <p>Here students develop valuable skills and knowledge to support their analysis of any unseen poem. They will learn about craft including imagery, semantic fields and structural methods used by poets to convey ideas. There will be a focus on an informed personal response and impact on audiences. Students will also learn to be performance poets through writing and SL skills.</p> <p>R1: understanding a range of poems and what is meant by an informed personal response to poetry (and movements) R2: using apt quotations to support ideas / comparing quotes R3: Language methods – imagery and semantic fields R4: Structural methods – focus shifts, voice and tone</p> <p>GCSE crossover: Literature Paper 2</p> | <p>This unit begins with an exploration of war poetry in order to help students understand the context- this will pick up on the poetry movements introduced in Spring 2 and the key reading skills and analysis taught previously. The analysis should focus on imagery, semantic fields and structure. Students will explore the universal themes of power and conflict. Students will focus on how poets present ideas about aspects of human nature, making comparisons of methods, themes, and ideas. Ideally, students will also consider typicality of craft by exploring the context of poets and completing wider reading.</p> <p>AO1- text, task, evidence, comparing AO2- methods, impact AO3- context</p> <p>GCSE crossover: Literature Paper 2</p> | <p>This unit explores the concept of social responsibility, class, power and gender. Through the exploration of Priestley’s post war play, we examine social structures through the lens of socialist ideas in a society ravished by two world wars. We will learn how to explore and write about Priestley’s craft and critique the decisions he makes to convey his intentions.</p> <p>AO1- text, task, evidence AO2- methods, impact AO3- context AO4 – SPAG</p> <p>GCSE crossover: Literature Paper 2</p> |
| <p>Assessments</p> | <p>Class walkthrough - In ‘Remains’, how does the poet present ideas about the impact of going to war?</p> <p>YEAR 9 EXAM</p> | <p>Compare how poets present the urgency of war in ‘Bayonet Charge’ and one other poem.</p> | <p>In-class sample marks and interventions in place of formal assessments.</p> |

Citizenship

- **PSHE Development:** as students start thinking about their KS4 options and career pathways, we focus on getting into good GCSE habits such as analytical writing that mirrors KS4 expectations. The year 9 curriculum will explore complex topics such as religion, war, gender, pack mentality, all aimed at supporting students navigate this world with objectiveness, resilience and optimism.
- **Careers Education:** year 9 has a greater focus on more challenging literature which explores moral conflicts and human consequences, encouraging thoughtful decision-making—valuable in leadership, business ethics, and public service. Students will take responsibility for their learning and start the GCSE Literature course in the summer term, linking this qualification to their other options and the GCSE exams. More complex skills such as evaluating and comparative work will support academic outcomes as well as critical thinking skills. Dedicated careers lessons will focus on education and the politics.
- **Fundamental British Values:** we will develop ideas about individual liberty with a focus on freedom of expression, exploring more complex topical issues, and respectful discussion through challenging and responding. This will include challenging discrimination and negative representations in literature and media, and how writers use their platforms. This will develop into an exploration of consequences and justice. Our unit of 'Perspectives of War' will also develop understanding Britain's involvement in global conflicts, remembrance and patriotism.
- **SMSC Development:** through our genre studies, students will develop their own creativity and curiosity of how our wonderful literary landscape reflects aspects of society and culture. As the complexity of texts increase, so will our work on cultural and social diversity, discussion work, and exploration of morality and ethics.