

“Rooted and grounded in Love”.

English



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Intent – Rooted

It is our mission to enable all students to flourish in English. Our English curriculum is designed so that students acquire knowledge about texts and genres cumulatively from year 7 all the way to post 16 study. Our philosophy is to create a rounded and confident English student through exposing them to a range of literature, equipping them with the knowledge about how to write accurately and fostering a love of reading for pleasure. Therefore, the key stage three curriculum ensures that students graduate from Year 9 as confident and literate readers and critical and accurate writers. All students are taught the same curriculum content. Year 7 begin with the study of Dickens’ *Oliver Twist*, moving on to Shakespeare’s *A Midsummer Night’s Dream* and finishing with an introduction to the study of poetry. Year 8 continues to develop students’ understanding of texts and genres through the study of Doyle’s Sherlock Holmes, Shakespeare’s *The Tempest* and Orwell’s *Animal Farm*. When our students reach Year 9, they will experience Bronte’s *Jane Eyre*, a collection of WW1 poetry and a stage adaptation of Levy’s novel *Small Island* by Helen Edmundson. By the end of key stage three, they will know more about the foundational texts in literature, will be able to remember more about English Literature’s social and historical context and will be able to do more creative and critical writing which prepares them for the skills and texts they will encounter at GCSE.

At Key Stage 5, genre study is at the heart of English Literature B and the two broad genres available for study are: tragedy and political and social protest writing. This course offers a great platform for university as we read texts through different critical lenses. Just as meanings of texts are not fixed, neither are definitions of genre, which frequently change and become blurred. Through strengthening links to content taught in key stage three and GCSE, we can ensure that students will ‘read much better if they already have background knowledge about the subject,’ Mary Myatt. As a result, students will be able to free up their working memories for critical analysis and probing of the text.

Archangel Gabriel is the English Patron Saint of communication. He is a vehicle to communicate God’s words/message. Literature teaching is rooted and grounded in discussion around Catholic Social Teaching. The texts we encounter in literature explore challenging or difficult situations in which characters overcome adversity. Through our curriculum, we encourage students to empathise, consider the wider messages of texts and become critics of culture.

We always consider why these texts are important and link them to the writers’ message/intent, making connections with many gospel teachings: kindness, humility, courage, compassion and fortitude.

Reading and discussing literature is a shared experience: a dramatic plot twist can evoke the collective feeling of either injustice or joy. We encourage thinking, understanding and empathy. Stories are the key to revealing truths about our lives.



English

Year 7



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- The principle of human dignity teaches that every person is valuable and deserves respect. Oliver Twist, despite being an orphan and growing up in extreme poverty, maintains his sense of morality and decency. The workhouse and criminal underworld strip him of dignity, yet his innate goodness and resilience highlight Dickens' critique of a society that dehumanises the poor.
- Catholic social teaching emphasises a preferential option for the poor, meaning society should prioritise the needs of the most vulnerable. Mr. and Mrs. Bumble, who run the workhouse, represent the failure of this principle. They abuse and neglect the orphans in their care, hoarding resources and treating the poor as burdens rather than individuals deserving of compassion.
- The common good focuses on building a society where all individuals can thrive. Bill Sikes, a violent criminal, disrupts this by living selfishly and preying on others. His abusive relationship with Nancy and his exploitation of Oliver show how crime and immorality harm not just individuals but the broader community.

Advent 1	Prose: Dickens's novel <i>Oliver Twist</i> Mastery Writing 2: Technical accuracy	Advent 2	Prose: Dickens's novel <i>Oliver Twist</i> Mastery Writing 2: Technical accuracy
Description	<u>Oliver Twist</u> Students learn that: • Characters are not people – they are creations of the author • Writers draw on character archetypes i.e. hero/villain • There are different types of character (Oliver Twist/Bill Sikes/The Bumbles) • Writers use characters to create tension and empathy • Writers use pairs of characters to develop character, plot or theme.	Description	<u>Oliver Twist</u> Students learn that: • Characters are not people – they are creations of the author • Writers draw on character archetypes i.e. hero/villain • There are different types of character (Oliver Twist/Bill Sikes/The Bumbles) • Writers use characters to create tension and empathy • Writers use pairs of characters to develop character, plot or theme. In preparation for their Advent assessments, students will learn how to write analytical paragraphs and use quotations to justify their ideas.

	<u>Mastery Writing 2</u> Students will learn skills to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced.		<u>Mastery Writing 2</u> Students will learn skills to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced.
Link to Catholic Social Teaching: • The resolution of conflict at the end of the play, where love is restored and harmony is achieved, aligns with the idea that everyone should be able to enjoy the goodness of creation and live in peace with one another. • The friendship between Helena and Hermia is tested by jealousy and confusion, but their eventual reconciliation demonstrates the importance of standing by one another, even in times of hardship and misunderstanding			
Lent 1	Drama: A Midsummer Night's Dream Mastery Writing 2: Technical accuracy	Lent 2	Drama: A Midsummer Night's Dream Mastery Writing 2: Technical accuracy
Description	<u>A Midsummer Night's Dream by William Shakespeare</u> Students will: • Engage with important literary and cultural contexts • Develop critical thinking skills • Gain confidence in interpreting complex texts. • Explore the themes of love, conflict, and transformation • Develop a solid foundation for their future literary studies of more complex texts • Appreciate the societal influences on Shakespeare's writing and the enduring relevance of his work. <u>Mastery Writing 2</u> Students will learn skills to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced.	Description	<u>A Midsummer Night's Dream by William Shakespeare</u> Students will: • Engage with important literary and cultural contexts • Develop critical thinking skills • Gain confidence in interpreting complex texts. • Explore the themes of love, conflict, and transformation • Develop a solid foundation for their future literary studies of more complex texts • Appreciate the societal influences on Shakespeare's writing and the enduring relevance of his work. <u>Mastery Writing 2</u> Students will learn skills to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced.

Link to Catholic Social Teaching:

- By fostering a sense of wonder and respect for the natural world through poetry, we align with the Catholic teaching that we must care for and protect creation for future generations.
- Poetry allows individuals to think critically, interpret meaning, and articulate their feelings about the natural world, ensuring that all voices and perspectives are valued in discussions about environmental care and responsibility.

Pentecost 1	Poetry and Allegory: Poetry and Metaphor Mastery Writing 2: Technical accuracy	Pentecost 2	Reading for Writing: Ancient Tales Mastery Writing 2: Technical accuracy
Description	<u>Nature Poetry</u> Students will: • Foster a sense of wonder and respect for the natural world • Encounter metaphors, similes, personification, and other literary devices that enhance their understanding of how language can be used creatively. • Explore their feelings and develop empathy • Think critically and interpret meaning • Gain insights into different time periods and societies, enhancing their cultural literacy • Learn to articulate their thoughts and feelings about the natural world <u>Mastery Writing 2</u> Students will learn skills to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced.	Description	<u>Nature Poetry</u> Students will: • Foster a sense of wonder and respect for the natural world • Encounter metaphors, similes, personification, and other literary devices that enhance their understanding of how language can be used creatively. • Explore their feelings and develop empathy • Think critically and interpret meaning • Gain insights into different time periods and societies, enhancing their cultural literacy • Learn to articulate their thoughts and feelings about the natural world In preparation for their Pentecost assessments, students will continue to develop their writing of analytical paragraphs and select quotations carefully to justify their ideas. <u>Mastery Writing 2</u> Students will learn skills to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced.

English

Year 8

Curriculum Outline

Link to Catholic Social Teaching:

- Sherlock Holmes upholds the **dignity of individuals** by seeking justice for victims, ensuring that all people, regardless of their social status, are treated with fairness and respect.
- Holmes and Watson demonstrate **solidarity** by working together to solve crimes, standing by those who suffer injustice and using their skills to protect the vulnerable.
- Many of Holmes' cases involve defending those who are disadvantaged, reflecting the Catholic teaching that we must prioritize **the needs of the poor** and seek justice for those who lack power or wealth.

Advent 1	Prose: The Adventures of Sherlock Holmes Mastery Writing 3: Fiction and genres	Advent 2	Prose: The Adventures of Sherlock Holmes Mastery Writing 3: Fiction and genres
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Description	<u>Sherlock Holmes</u> Students will: • Understand that characters can have complex, dual natures. • Learn to link topic sentences across paragraphs. • Learn to select relevant quotations from the text support topic sentences. • Explain the effect of quotations • Understand the themes of crime and justice, science and deduction, social status, morals and morality <u>Mastery Writing 3</u> Students will learn to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced with only an image for stimulus		
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Link to Catholic Social Teaching:

- Caliban's articulate speeches remind us that all humans possess innate **dignity**, regardless of appearance or background.

Caliban's suffering and enslavement highlight the need to stand with the oppressed and marginalised.

Lent 1	Drama: The Tempest Mastery Writing 3: Fiction and genres	Lent 2	Drama: The Tempest Mastery Writing 3: Fiction and genres
Description	<u>The Tempest</u> Students will: • Understand that texts can have multiple plots. • Know some of the conventions of comedies, tragedies and tragicomedies. • Understand the influence of historical, social and political context. • Learn how to approach a closed book assessment. • Learn how to compose a balanced argument <u>Mastery Writing 3</u> Students will learn to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced with only an image for stimulus.		
Link to Catholic Social Teaching: • Orwell shows how propaganda and tyranny deny individuals their worth, critiquing societies that exploit the vulnerable for the gain of the powerful. • Orwell illustrates how revolutions fail when those in power abandon justice and solidarity in favour of control and self-interest.			
Pentecost 1	Allegory: Animal Farm Mastery Writing 3: Fiction and genres	Pentecost 2	Reading for Writing: Rhetoric Mastery Writing 3: Fiction and genres
Description	<u>Animal Farm</u> <u>Students will:</u> • Understand that the events of a story can represent historical events (allegory). • Understand that characters can represent particular people or sections of society. • Learn how to analyse the structure of a novel. • Understand extended metaphor. • Learn how to closely analyse a text. <u>Mastery Writing 3</u> Students will learn to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced with only an image for stimulus.		

English

Year 9

Curriculum Outline

Link to Catholic Social Teaching • Brontë critiques a society that devalues the vulnerable, showing Jane’s resilience as a testament to the inherent worth of every human being. • Jane’s defiance, refusing to be passive or submissive, reflects Brontë’s challenge to systems that deny children, especially girls, the right to participate in shaping their own futures.			
Advent 1	Prose: Jane Eyre Mastery Writing 4: Non-Fiction	Advent 2	Prose: Jane Eyre Mastery Writing 4: Non-Fiction
Description	<u>Jane Eyre</u> Students will: • Understand how to sustain a thesis across a whole essay. • Understand that characters can represent specific ways of looking at the same thing. • Understand the influence of social, historical and political context on a text. • Learn how to evaluate characters. • Develop their textual analysis. • Learn how to structure their analytical writing. • Consider the impact of authorial intent on meaning. <u>Mastery Writing 4</u> • Students will learn to write accurate, informative, nuanced and developed arguments about both sides of a stimulus topic. They will develop their skills of planning and editing.		
Link to Catholic Social Teaching • Owen’s vivid imagery exposes the brutal reality of war, condemning the glorification of violence and the disregard for human suffering. • Selected poems enable students to look at a failure to uphold justice and protect the most vulnerable- those sent to fight and die on the front lines.			
Lent 1	Poetry: Comparison Mastery Writing 4: Non-Fiction	Lent 2	Poetry: Comparison Mastery Writing 4: Non-Fiction

Description	<u>Poetry</u> Students will: • Learn to structure comparative essays • Understand the influence of social, historical and political context on a text. • Learn and analyse poetic devices • Learn to make inferences from a poem • Develop their use of context and authorial intent in their writing <u>Mastery Writing 4</u> Students will learn to write accurate, informative, nuanced and developed arguments about both sides of a stimulus topic. They will develop their skills of planning and editing.		
Link to Catholic Social Teaching • Hortense and Gilbert’s experiences reveal the emotional and structural damage caused when this principle is ignored. • The play’s interwoven narratives remind us that true community can only be built when all voices are heard and valued.			
Pentecost 1	Drama: Small Island Mastery Writing 4: Non-Fiction	Pentecost 2	Drama: Small Island Mastery Writing: Reading for Study
Description	<u>Small Island</u> Students will: • Learn how to comment on modern drama. • Understand how the dramatic conventions of a playscript, such as stage directions, acts and scenes, are crucial structural conventions. • Learn how to analyse the structure of a play. • Learn how to evaluate the language characters use • Appreciate the influence of social, historical and political contexts and attitudes. • Write a structured analysis of a character. <u>Mastery Writing 4</u> Students will learn to write accurate, informative, nuanced and developed arguments about both sides of a stimulus topic. They will develop their skills of planning and editing.	Description	<u>Small Island</u> Students will: • Learn how to comment on modern drama. • Understand how the dramatic conventions of a playscript, such as stage directions, acts and scenes, are crucial structural conventions. • Learn how to analyse the structure of a play. • Learn how to evaluate the language characters use • Appreciate the influence of social, historical and political contexts and attitudes. • Write a structured analysis of a character. <u>Reading for Study</u> Students will be introduced to various non-fiction forms from both modern day and the 19th century and enable them to structure their writing to be compelling.

English

Year 10

Curriculum Outline

Link to Catholic Social Teaching:

- In *An Inspector Calls*, the Birlings fail to recognise Eva Smith's inherent worth, using their power and privilege to exploit and discard her. The Inspector's message that "we are members of one body" echoes the Church's call to uphold human dignity in all our actions.
- The play critiques a capitalist mindset focused on individual gain, highlighting the moral failure of the Birlings to consider how their choices harm others. Priestley uses the Inspector to advocate for a society built on shared responsibility and care for others.

Advent 1	An Inspector Calls Reading and writing fiction (Language paper 1)	Advent 2	An Inspector Calls A Christmas Carol Reading and writing non-fiction (Language paper 1)
Description	<u>An Inspector Calls</u> Students will: • Learn how to comment on modern drama. • Understand how the dramatic conventions of a playscript, such as stage directions, acts and scenes, are crucial structural conventions. • Learn how to analyse the structure of a play. • Learn how to evaluate the language characters use • Appreciate the influence of social, historical and political contexts and attitudes. • Write a structured analysis of a character. <u>Language Paper 1</u> Students will experience reading and writing of fiction: • Learn how to read critically: Understand themes and purposes, identify bias, and justify interpretations with evidence.	Description	<u>An Inspector Calls</u> Students will: • Learn how to comment on modern drama. • Understand how the dramatic conventions of a playscript, such as stage directions, acts and scenes, are crucial structural conventions. • Learn how to analyse the structure of a play. • Learn how to evaluate the language characters use • Appreciate the influence of social, historical and political contexts and attitudes. • Write a structured analysis of a character. <u>A Christmas Carol</u> Students will: • Analyse characters and themes in a novella • Understand the influence of social, historical and political context on a text.

	• Learn how to summarise and evaluate: Summarise main ideas, combine information, and evaluate how writers use language, form and structure. • Write effectively: Write clear, creative, and engaging texts for different audiences, using evidence and purposeful language.		• Develop their textual analysis of language, form and structure. • Learn how to structure their analytical writing. • Consider the impact of authorial intent on meaning. <u>Language Paper 1</u> Students will experience reading and writing of fiction: • Learn how to read critically: Understand themes and purposes, identify bias, and justify interpretations with evidence. • Learn how to summarise and evaluate: Summarise main ideas, combine information, and evaluate how writers use language, form and structure. • Write effectively: Write clear, creative, and engaging texts for different audiences, using evidence and purposeful language.
Link to Catholic Social Teaching: • In <i>A Christmas Carol</i>, Dickens portrays the Cratchit family, and particularly Tiny Tim, with warmth and humanity, reminding readers that social status does not determine worth. Scrooge's initial disregard for the poor reflects a denial of this dignity, which he learns to honour through his transformation. • Dickens criticises a society that neglects the poor, using Scrooge's journey to highlight the moral responsibility of the wealthy to care for those in need. His redemption comes through generosity and compassion, aligning with the Church's call to serve the poor and seek the common good.			

Lent 1	A Christmas Carol Reading and writing non-fiction (Language paper 2)	Lent 2	Worlds and Lives Poetry Reading and writing non-fiction (Language paper 2)
Description	<u>A Christmas Carol</u> This novella is both a powerful moral fable and a rich portrayal of Victorian society. It explores the transformative power of compassion and generosity, and considers themes such as social responsibility, poverty, and redemption. It also looks at the importance of family, community, and the impact of personal change. Students will: • Analyse characters and themes in a novella • Understand the influence of social, historical and political context on a text. • Develop their textual analysis of language, form and structure. • Learn how to structure their analytical writing. • Consider the impact of authorial intent on meaning. <u>Reading and writing non-fiction (Language paper 2)</u> Students will: • Learn how to make literal and critical read: Understand explicit and implied meanings; explore plot, character and themes. • Analyse language and make comparison: Analyse vocabulary, grammar, structure and make critical comparisons across texts. • Write effectively: Write clear, coherent and accurate texts using evidence and Standard English.		<u>Worlds and Lives Poetry</u> This collection of poetry is both personal and political and explores concerns about the world we live in. It also looks at relatable universal themes, including our relationship with place and ideas about home, heritage, belonging and connection. Students will: • Analyse the themes, ideas and messages in each poem. • Compare and contrast how poets present similar or contrasting themes and ideas. • Consider the poet’s intentions and how these shape the reader’s response. • Develop a personal response to the poems, supporting ideas with precise evidence. <u>Reading and writing non-fiction (Language paper 2)</u> Students will: • Learn how to make literal and critical read: Understand explicit and implied meanings; explore plot, character and themes. • Analyse language and make comparison: Analyse vocabulary, grammar, structure and make critical comparisons across texts. • Write effectively: Write clear, coherent and accurate texts using evidence and Standard English.

Link to Catholic Social Teaching:

- Many poems in the anthology, such as "Name Journeys" by Raman Mundair and "A Century Later" by Imtiaz Dharker, delve into personal and collective identities, emphasizing the inherent worth of every individual regardless of their background.
- Poems like "Lines Written in Early Spring" by William Wordsworth and "A Wider View" by Seni Seneviratne reflect on nature and humanity's responsibility towards the environment.

Pentecost 1	Worlds and Lives Poetry Language paper 1 practice	Pentecost 2	Literature essay writing practice Language paper 2 and Spoken Language Endorsement
Description	<u>Worlds and Lives Poetry</u> This collection of poetry is both personal and political and explores concerns about the world we live in. It also looks at relatable universal themes, including our relationship with place and ideas about home, heritage, belonging and connection. Students will: • Analyse the themes, ideas and messages in each poem. • Compare and contrast how poets present similar or contrasting themes and ideas. • Consider the poet's intentions and how these shape the reader's response. Develop a personal response to the poems, supporting ideas with precise evidence.	Description	Students will: • Learn how to speak confidently and clearly: Develop effective spoken communication skills, including clarity, fluency and audience awareness. • Understand how to organise and structure speech: Use suitable language, tone and structure for different audiences and purposes. • Learn how to adapt and engage: Adjust delivery and vocabulary for audience and context; respond thoughtfully to questions and prompts. • Develop personal presentation style: Show enthusiasm, eye contact, and body language to engage listeners and express ideas confidently. • Understand how to reflect and improve: Reflect on performance and identify ways to improve delivery and communication skills.

English

Year 11

Curriculum Outline

Link to Catholic Social Teaching:

- In *Macbeth*, Shakespeare portrays Macbeth's ruthless pursuit of power as a betrayal of the common good and the dignity of the human person. His unchecked ambition and disregard for the sanctity of life result in a reign of tyranny and bloodshed
- Shakespeare criticises the corrupting effects of greed and violence, contrasting Macbeth's destructive choices with the natural order and rightful kingship.

Advent 1	Macbeth	Advent 2	Macbeth
Description	Students will: • Learn how to comment on Jacobean drama. • Understand how the dramatic conventions of a playscript, such as stage directions, acts and scenes, are crucial structural conventions. • Learn how to analyse the structure of a play. • Learn how to evaluate the language characters use • Appreciate the influence of social, historical and political contexts and attitudes. • Discuss the development of themes in the play. • Write a structured analysis of a character and themes.	Description	Students will: • Learn how to comment on Jacobean drama. • Understand how the dramatic conventions of a playscript, such as stage directions, acts and scenes, are crucial structural conventions. • Learn how to analyse the structure of a play. • Learn how to evaluate the language characters use • Appreciate the influence of social, historical and political contexts and attitudes. • Discuss the development of themes in the play. • Write a structured analysis of a character and themes.

Lent 1	Unseen poetry Language paper 1 revision	Lent 2	Literature – ACC/AIC/Poetry/ Macbeth Revision Language paper 2 revision
Description	Students will: • Learn how to critical read poetry: Identify and interpret themes, ideas and emotions in an unfamiliar poem. • Understand how to analyses language, form and structure: Analyse how poetic techniques and structural features contribute to meaning and impact. • Learn how to use evidence and inference: Support interpretations with quotations and consider the possible effects on the reader. • Develop personal responses: Develop and express a thoughtful, evaluative personal response to the poem. • Learn how to compare: When required, compare how two unseen poems present similar or different ideas and emotions.	Description	In this half term, students will be revisiting all the content week by week for both qualifications.
Pentecost 1	Revision/ Immersion	Pentecost 2	Exam
Description	Based on the data gathered from mock exams, students will be taught bespoke sessions that revise and revisit the whole English GCSE course.	Description	/