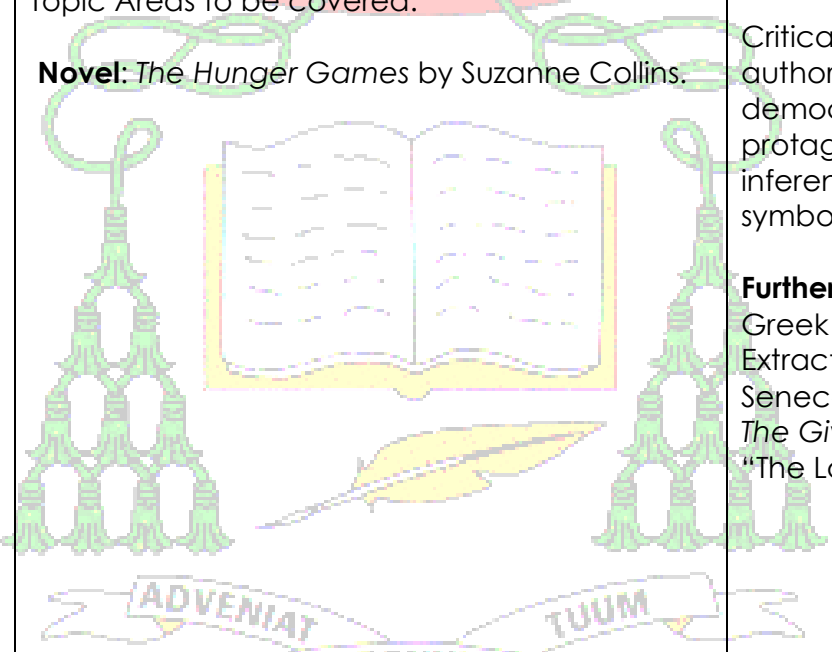




# English

## Year 7 – A Sense of Place

Autumn Term 1	Autumn Term 2	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p><b>Novel:</b> <i>The Hunger Games</i> by Suzanne Collins.</p>	<p>Topic Areas to be covered:</p> <p><b>Novel:</b> <i>The Hunger Games</i> by Suzanne Collins.</p> 	<p>Critical, dystopia, utopia, genre, authoritarian, inequality, society, democracy, ideology, manipulation, protagonist, character, dialogue, inference, connotations, theme, symbolism, motif.</p> <p><b>Further Reading:</b>            Greek Myth: Theseus and the Minotaur            Extracts from <i>Gladiator</i> accounts (e.g., Seneca or Juvenal)  <i>The Giver</i> – Lois Lowry            "The Lottery" – Shirley Jackson</p>
Spring Term 3	Spring Term 4	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p><b>Poetry:</b> Identity Poetry – a sense of place</p>	<p>Topic Areas to be covered:</p> <p><b>Writing:</b> Gothic Genre.</p>	<p>Sinister, forbidding, grotesque, antagonist, villain, pathetic fallacy, conventions, supernatural, eerie, sombre, macabre, imagery, suspense, narrative viewpoint.</p> <p>Imagery, annotation, oral tradition, sonnet, structure, iambic pentameter, stanza, segregation, standard English, extended metaphor.</p> <p><b>Further Reading:</b></p>

		Autobiographical writing by Malala Yousafzai
<b>Summer Term 5</b>	<b>Summer Term 6</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><b>Reading:</b> <i>Much Ado About Nothing</i> by William Shakespeare.</p>	<p>Topic Areas to be covered:</p> <p><b>Writing:</b> <i>Much Ado About Nothing</i>.</p> <p><b>Spoken English:</b> Debates and Presentations.</p>	<p>Context, social, cultural, historical, influence, antagonist, plot, summary, deceptive, betray, honour, humiliation, illegitimate, soliloquy, wit, word-play, villain, themes, motifs, justice, hierarchy, patriarchal, aside, dramatic device.</p>

## Year 7

<b>Cultural Capital Experiences throughout the Academic Year</b>	<b>Learning Characteristics instilled in the curriculum</b>	<b>Career Opportunities</b>
<p>Please stipulate term and approx. date.</p> <p>Theatrical experience – to support Shakespeare study.</p>	<p><b>CONFIDENCE</b></p> <p>Spoken Language – presentations and role plays. Encouraged to answer questions throughout the lesson.</p> <p>Studying these texts helps students build confidence through:</p> <ul style="list-style-type: none"> <li>• <b>Independent interpretation:</b> Analysing complex themes—such as power and resistance in <i>The Hunger Games</i>, self-expression in identity poetry, mystery in Gothic texts, and deception or misunderstanding in</li> </ul>	<p>Careers Week (to be confirmed.)</p>

*Much Ado About Nothing*—encourages students to form and justify their own viewpoints.

- **Engaging with challenging language:** Shakespeare's language and Gothic descriptive intensity help students gain confidence in tackling difficult texts.
- **Creative expression:** Writing their own poems inspired by identity poetry or producing creative responses to themes enables students to trust their own voice.
- **Speaking and performance skills:** Dramatic scenes in *Much Ado* or Gothic monologues give opportunities for confident public speaking, acting, or group discussion.

#### **POSITIVE**

High expectations in presentation of exercise books and weekly homework. Consistent use of praise.

These units nurture a positive mindset by promoting:

- **Resilience in learning:** Grappling with complex plotlines, archaic language, and symbolic meaning helps students develop perseverance and a growth mindset.
- **Appreciation for diverse genres:** Moving between dystopian fiction, poetry, Gothic literature, and Renaissance comedy helps students appreciate variety and see value in different forms of storytelling.
- **Empathy and understanding:** Characters such as Katniss, Benedick and Beatrice, or speakers in identity poems highlight human strength and vulnerability, encouraging students to respond with compassion and positivity.

- **Celebration of individuality:** Identity poetry, in particular, fosters a positive sense of self and encourages students to value their uniqueness.

### **RESPECTFUL**

Thematic exploration of texts in relation to the real world.

These texts encourage respectful learning behaviours through:

- **Cultural and emotional awareness:**

Understanding the personal experiences expressed in identity poetry and the social structures in *The Hunger Games* deepens students' respect for different backgrounds and perspectives.

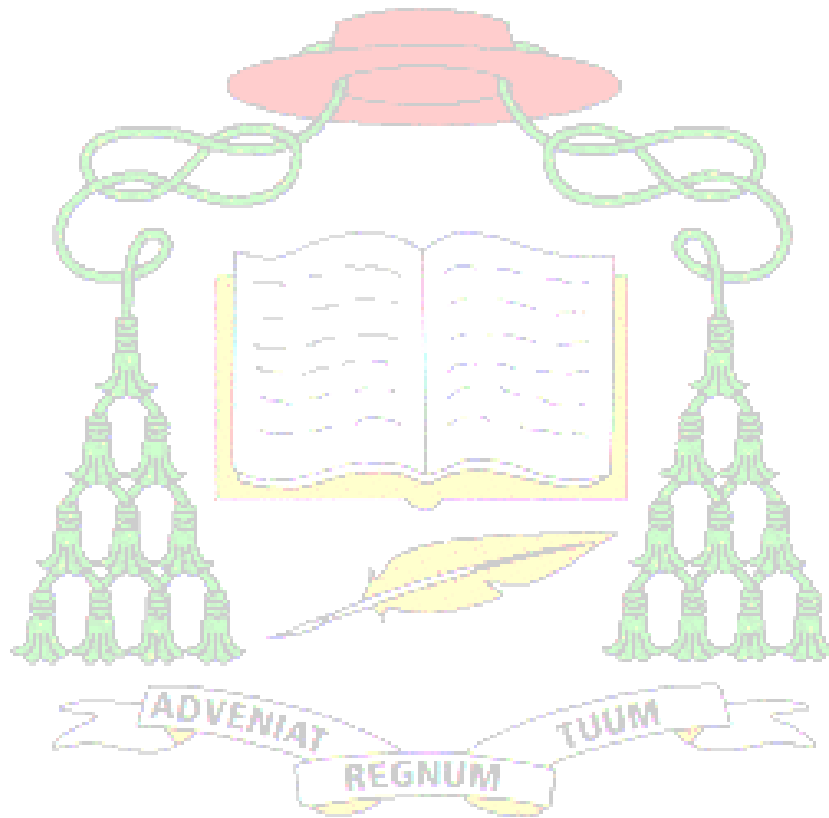
- **Respectful debate:** Interpreting the ambiguities in Shakespeare or Gothic texts requires students to listen respectfully to divergent interpretations.

- **Critical thinking with sensitivity:** Themes such as power, injustice, relationships, and fear encourage students to discuss serious issues with maturity.

- **Respect for literary heritage:** Studying Shakespeare and Gothic traditions helps students appreciate the historical and cultural significance of literature.

### **Metacognition Methods applied in Teaching**

- Activate prior knowledge at the beginning of every lesson.
- Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.
- Demonstrating independence in learning tasks.
- Acronyms to support lexical development.



**Year 8 – Power and Discord**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><i>Romeo and Juliet</i> by William Shakespeare.</p>	<p>Topic Areas to be covered:</p> <p><i>Romeo and Juliet</i> by William Shakespeare.</p>	<p>Subvert, discipline, passive, conventions, mercurial, unrequited, melancholy, dramatic irony, mutiny, soliloquy, prologue, dignity, grudge, sonnet,</p>

		<p>volatile, skirmishes, contemporary, masculinity, oxymoron, feud, patriarchal, Petrarch.</p> <p>'Daughters in Shakespeare: Dreams, duty and defiance' article written by Kim Ballard.</p>
<b>Spring Half Term 3</b>	<b>Half Term 4</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><i>Animal Farm</i> by George Orwell</p>	<p>Topic Areas to be covered:</p> <p><i>Animal Farm</i> by George Orwell</p>	<p>Communism, rhetoric, logos, ethos, pathos, revolution, allegory, tyranny, benevolent, Maxim, fable, propaganda, manipulate, etymology, dictatorship, democracy, apathy, comrade, diatribe, enmity, tumult, vivacious, hierarchy, purge, conventional, charismatic, malignant, cognitive, narcissistic, evasion, retribution, gambit,</p> <p><b>Further Reading:</b>  <i>Why Do People Follow Tyrants?</i>  <i>History repeats itself, because of human nature.</i></p>
<b>Summer Half Term 5</b>	<b>Half Term 6</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><i>Knowledge Rich Writers</i> – Viewpoint Writing</p>	<p>Topic Areas to be covered:</p> <p>Poetry – Protest and Power</p>	<p>Portal, transformative, Enhance, aforementioned, squander, direct address, impoverished, simile, discourse marker, metaphor, rhetorical question, exclamatory sentence, interrogative sentence, circular structure, anecdote, majestic, barbaric, vast, inflict, captive, disempower, ology ( Affix), dis ( prefix), extinct, exploit, shoddy, sane, irrevocable, moral, metaphor, rhetorical question, exclamatory sentence, direct address, regret, benefit, medically discharged, restrict, irreversible, elaborate, immune, grotesque, emulate, fatigue, provoke, impressionable, immersive.</p>

**Year 8**

<b>Cultural Capital Experiences throughout the Academic Year</b>	<b>Learning Characteristics instilled in the curriculum</b>	<b>Career Opportunities</b>
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<p>Please stipulate term and approx. date.</p> <p>Virtual tour of the Globe Theatre.</p> <p>Theatre production of Romeo and Juliet.</p>	<p><b>Confidence</b> – The curriculum enables learners to confidently explore Shakespearean language and themes, gaining the self-belief to tackle challenging literature. Students are able to analyse political ideas and allegory, building confidence in forming independent, nuanced viewpoints.</p> <p><b>Positive</b> - Viewpoint writing helps students approach real-world issues constructively, understanding how language can be used responsibly to influence and inspire. The study of <i>Power and Protest</i> poetry fosters an appreciation for how individuals use their voices to create change, promoting a positive belief in their own potential impact as communicators.</p> <p><b>Respectful</b>  Respect is fostered through engagement with diverse perspectives, contexts and experiences across the curriculum.</p> <ul style="list-style-type: none"> <li>• In <i>Romeo and Juliet</i>, students consider themes of family, loyalty and conflict, encouraging respectful discussions about relationships and decision-making.</li> <li>• <i>Animal Farm</i> helps students understand the complexities of power and inequality, promoting respect for fairness, justice and different viewpoints.</li> <li>• Viewpoint writing teaches students to express opinions thoughtfully, respecting both the audience and</li> </ul>	<p>Careers Week (to be confirmed.)</p>
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	<p>differing perspectives, even when addressing contentious issues.</p> <ul style="list-style-type: none"> <li>• <i>Power and Protest</i> poetry exposes students to voices from different cultures and historical moments, fostering empathy and respect for lived experiences, social struggles and artistic expression.</li> </ul>	
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<p><b>Metacognition Methods applied in Teaching</b></p> <ul style="list-style-type: none"> <li>• Activate prior knowledge at the beginning of every lesson.</li> <li>• Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.</li> <li>• Demonstrating independence in learning tasks.</li> <li>• Acronyms to support lexical development.</li> </ul>		
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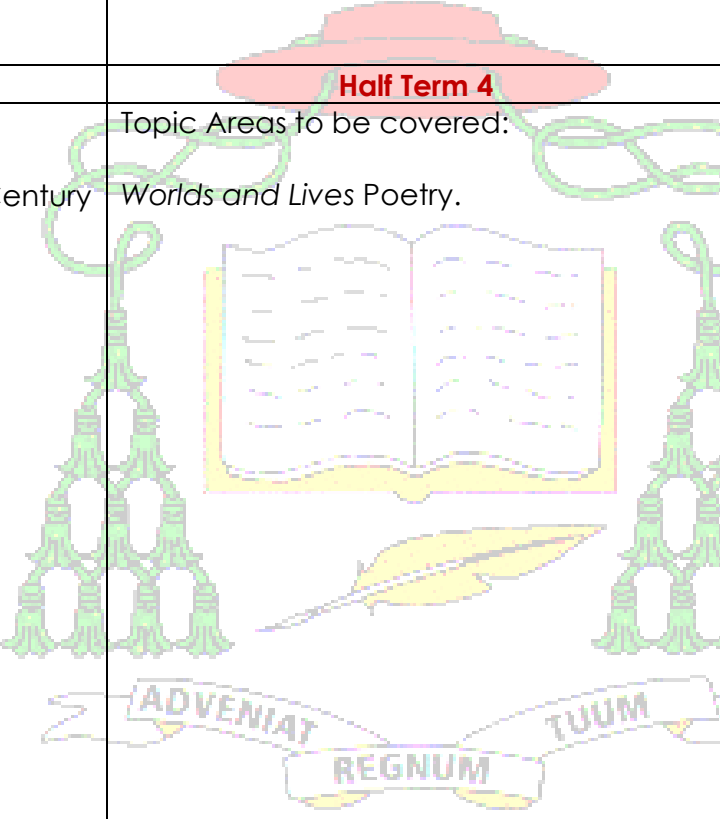


Archbishop Beck Catholic College Long Term Plan for English



**Year 9 – Character and Voice**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><i>The Strange case of Dr Jekyll and Mr Hyde</i> – Robert Louis Stevenson.</p> <p>Descriptive writing.</p>	<p>Topic Areas to be covered:</p> <p><i>The Strange case of Dr Jekyll and Mr Hyde</i> – Robert Louis Stevenson.</p> <p>Descriptive writing.</p>	<p>Holograph, the uncanny, archaic, primitive, physiognomy, duality, Cain's heresy, divinity, protégé, pedant, malformation, heresies, lurid, odious, recluse, disreputable, abject, doggedly, malefactor, conveyancing, juggernaut, morality, squalor, hierarchy, philanthropy, pauper.</p>

<p><b>Spoken English:</b> Presentations and debates.</p>		
<p style="text-align: center;"><b>Spring Half Term 3</b></p> <p>Topic Areas to be covered:</p> <p>Narrative Perspectives - 19<sup>th</sup> – 21<sup>st</sup> Century literature.</p>	<p style="text-align: center;"><b>Half Term 4</b></p> <p>Topic Areas to be covered:</p> <p><i>Worlds and Lives Poetry.</i></p> 	<p style="text-align: center;"><b>Key Vocabulary/Reading Opportunities</b></p> <p>alliteration, assonance, consonance, imagery, metaphor, simile, personification, symbolism, tone, mood, juxtaposition, ambiguity, allegory, narrative perspective, chronology, flashback, foreshadowing, / Exclusion, Power / Oppression, Conflict, Perspective / Voice, Cultural References, Social Commentary</p> <p>Hyperbole, Irony, Onomatopoeia, Oxymoron, Allusion, Dialogue, First-person, Third-person, Omniscient narrator, Syntax, Sentence Structure, Paragraphing, Climax, Resolution, motif, Characterisation, Protagonist, Antagonist, Dynamic Character, Static Character, Setting, Atmosphere, Plot, Subplot, Tone Shift, Tension, Symbolic Object, Moral, Dilemma.</p>
<p style="text-align: center;"><b>Summer Half Term 5</b></p> <p>Topic Areas to be covered:</p> <p><i>Shakespeare's Villains</i></p>	<p style="text-align: center;"><b>Half Term 6</b></p> <p>Topic Areas to be covered:</p> <p>Knowledge Rich Speakers -</p>	<p style="text-align: center;"><b>Key Vocabulary/Reading Opportunities</b></p> <p>Compromising, benign, instability inequality Industrial Revolution sustainable innovations, ecosystem, IDIOM, irreversible, equity, extremist, compassion, resonate Mosaic Inspired. marginalised, compassionate, transcend,</p>

		amplify, catalyst, forge, revitalising, replenishing, luxurious.
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## Year 9

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>Box Clever production.</p>	<p><b>Confidence</b></p> <p>The curriculum develops students' confidence by encouraging them to engage with increasingly challenging texts and communicate their ideas with clarity. Through <i>Jekyll and Hyde</i>, students learn to navigate complex Victorian language, structure and themes, gaining assurance in analysing demanding literature. Their confidence grows further as they explore a range of short stories, experimenting with creative writing and taking risks to shape their own voice. Spoken viewpoints provide structured opportunities to speak persuasively, helping students articulate their opinions clearly and with conviction. Alongside this, the study of <i>World and Lives</i> poetry and Shakespeare's villains strengthens students' ability to interpret global perspectives and sophisticated character motivations, building a confident, critical approach to literature.</p> <p><b>Positive</b></p> <p>A positive mindset is nurtured throughout the Year 9 curriculum by encouraging students to see challenge as an opportunity for growth. When studying <i>Jekyll and Hyde</i>, students learn to</p>	<p>Careers Week (to be confirmed.)</p>

approach difficult language and abstract ideas with resilience and curiosity. Short stories expose them to unfamiliar genres and viewpoints, promoting an open and enthusiastic attitude towards diverse literature. Spoken viewpoints encourage students to recognise the constructive power of their ideas and to communicate with intention and positivity. Through *World and Lives* poetry, learners develop a sense of curiosity about cultures and experiences beyond their own, and the study of Shakespeare's villains encourages thoughtful engagement with moral complexity, fostering a positive, reflective learning disposition.

### **Respectful**

Respect is embedded as students engage with texts that explore identity, society and the human condition. *Jekyll and Hyde* prompts reflection on personal and social conflict, encouraging students to consider differing perspectives with empathy. Through short stories, students encounter a range of voices and contexts, deepening their respect for diverse experiences and the varied ways stories can be told. Spoken viewpoints teach students to express their opinions responsibly while also listening openly to others. The *World and Lives* poetry unit broadens students' understanding of global identities and challenges, nurturing respect for cultural difference and lived experience. Finally, exploring Shakespeare's villains helps students

	understand the complexities behind human behaviour, encouraging respectful, nuanced discussion about morality, motivation and consequence.	
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### Metacognition Methods applied in Teaching

- Activate prior knowledge at the beginning of every lesson.
- Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.
- Demonstrating independence in learning tasks.
- Acronyms to support lexical development.

