

Subject Intent

Our English curriculum balances the necessities of functional English with the universal human truths of English literature.

Our curriculum aims to give students:

- A passion and love of literature from across the world.
- The ability to speak, read and write fluently with confidence allowing them to aspire to high level communication.
- Exposure to cultural capital through a range of well-considered texts from across the literary canon but also reaching beyond traditionally studied authors to include a diverse range of voices and perspectives.
- Critical reading skills, enabling them to read a range of texts intelligently, analytically and perceptively.
- The opportunity to write creatively using functional knowledge, understanding of grammar, and the principles of rhetoric.

The English curriculum at Greenfield Academy has the following guiding principles:

- It is firmly aligned with the aims and values of Greenfield Academy, the wider Advance Learning Partnership and those of the local community.
- Guarantees student entitlement to breadth, depth and balance and to high standards.
- Ensures that language, literacy and oracy are paramount.
- Combines the national framework with local elements; and
- Encourages professional flexibility with creativity.

With these principles in mind, there are three explicit ‘Emerald Threads’ (The expansion of vocabulary; the development of critical thinking; the understanding of writers’ techniques) that inform the planning of the English curriculum. All three aspects work together to achieve an appropriate and challenging curriculum that supports all students at Greenfield Academy.

Year 7						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Questions	How do writers convey the varied experiences of others? How do writers explore other cultures?	How do writers convey the varied experiences of others? How do writers explore other cultures?	How do writers present love, conflict and tragedy? How does Shakespeare explore fate and responsibility?	How do writers present love, conflict and tragedy? How does Shakespeare explore fate and responsibility?	How can language be used to inspire change? How do writers and speakers influence audiences?	How can language be used to inspire change? How do writers and speakers influence audiences?
Subject Content	The Bone Sparrow by Zara Fraillon: Plot, themes, messages. Writer’s intent. Language devices. Creative writing with technical accuracy.	The Bone Sparrow by Zara Fraillon: Plot, themes, messages. Writer’s intent. Language devices. Creative writing with technical accuracy.	Romeo and Juliet – Shakespeare Plot, characters, themes (love, fate, conflict, family) Elizabethan context (patriarchy, religion, fate) Language devices (oxymoron, metaphor, sonnet form) (Students learn plot, themes, context and writer’s methods)	Romeo and Juliet – Shakespeare Plot, characters, themes (love, fate, conflict, family) Elizabethan context (patriarchy, religion, fate) Language devices (oxymoron, metaphor, sonnet form) (Students learn plot, themes, context and writer’s methods)	Inspirational Speakers Speeches (Malala, MLK, Obama, etc.) Protest writing and rhetoric DAFOREST, ethos, logos, pathos Poetry and creative responses (Students explore rhetorical devices, speeches and protest writing)	Inspirational Speakers Speeches (Malala, MLK, Obama, etc.) Protest writing and rhetoric DAFOREST, ethos, logos, pathos Poetry and creative responses (Students explore rhetorical devices, speeches and protest writing)
Disciplinary Knowledge/Skills	Inference. Analysis of language. Analytical paragraphs. Quote selection. Quote explosion. Descriptive writing with technical and grammatical accuracy.	Inference. Analysis of language. Analytical paragraphs. Quote selection. Quote explosion. Descriptive writing with technical and grammatical accuracy.	Reading Shakespearean language. Inference and character analysis. What/how/why analytical paragraphs. Identifying writer’s methods. Creative and transactional writing (diary, speech, letter)	Reading Shakespearean language Inference and character analysis What/how/why analytical paragraphs Identifying writer’s methods. Creative and transactional writing (diary, speech, letter)	Identifying rhetorical devices (DAFOREST) Analysing speeches and persuasive techniques Writing speeches and letters Developing argument and viewpoint. Creative writing and poetry (Students learn to analyse and produce persuasive writing)	Identifying rhetorical devices (DAFOREST) Analysing speeches and persuasive techniques Writing speeches and letters Developing argument and viewpoint. Creative writing and poetry (Students learn to analyse and produce persuasive writing)
Theme (if applicable)	Community and Isolation	Community and Isolation	Love and conflict Fate vs free will Family and power	Love and conflict Fate vs free will Family and power	Power and voice Equality and justice Identity and inspiration	Power and voice Equality and justice Identity and inspiration
SMSC	Concepts of forced migration, displacement, refugees and wider world understanding.	Concepts of forced migration, displacement, refugees and wider world understanding.	Relationships and consequences Moral choices and responsibility Cultural and historical understanding	Relationships and consequences Moral choices and responsibility Cultural and historical understanding	Social justice and equality Understanding discrimination and rights Respect for diverse perspectives	Social justice and equality Understanding discrimination and rights Respect for diverse perspectives
Careers	Policy, Advocacy, Casework, Social Services.	Policy, Advocacy, Casework, Social Services.	Performing arts and theatre Writing, publishing, media	Performing arts and theatre Writing, publishing, media	Law, politics, journalism Public speaking, advocacy, media	Law, politics, journalism Public speaking, advocacy, media

Year 8						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Questions	How do writers present dystopian societies? How do writers critique power and control?	How do writers present dystopian societies? How do writers critique power and control?	How do writers explore the reality of war? How is character and tension developed in drama?	How do writers explore the reality of war? How is character and tension developed in drama?	How do writers present different cultures and perspectives? How does travel writing shape our understanding of the world?	How do writers present different cultures and perspectives? How does travel writing shape our understanding of the world?
Subject Content	Dystopian genre (Orwell, Wells, Bradbury) The Hunger Games – Suzanne Collins Context: political systems, inequality Narrative and descriptive writing (Students study conventions and full novel)	Dystopian genre (Orwell, Wells, Bradbury) The Hunger Games – Suzanne Collins Context: political systems, inequality Narrative and descriptive writing (Students study conventions and full novel)	Journey’s End – R.C. Sherriff WW1 poetry (Owen, Brooke, Sassoon) Context: trenches, propaganda Transactional writing (letters, diaries) (Students study war context and dramatic methods)	Journey’s End – R.C. Sherriff WW1 poetry (Owen, Brooke, Sassoon) Context: trenches, propaganda Transactional writing (letters, diaries) (Students study war context and dramatic methods)	Adrenaline and Adventure - Travel writing across history (Polo, Darwin, Bryson, etc.) Contemporary non-fiction texts from across the world. Poetry from other cultures (Dharker, Nichols, Bhatt) Perspective and identity Creative descriptive writing	Adrenaline and Adventure- Travel writing across history (Polo, Darwin, Bryson, etc.) Contemporary non-fiction texts from across the world. Poetry from other cultures (Dharker, Nichols, Bhatt) Perspective and identity Creative descriptive writing
Disciplinary Knowledge/Skills	Language and structure analysis Genre conventions What/how/why paragraphs Creative writing (narrative) Persuasive writing (DAFOREST)	Language and structure analysis Genre conventions What/how/why paragraphs Creative writing (narrative) Persuasive writing (DAFOREST)	Language and structure analysis Inference and empathy Comparison of texts Writing for different purposes	Language and structure analysis Inference and empathy Comparison of texts Writing for different purposes	Comparing perspectives Language analysis (imagery, symbolism) What/how/why analytical writing Descriptive and sensory writing Creative writing	Comparing perspectives Language analysis (imagery, symbolism) What/how/why analytical writing Descriptive and sensory writing Creative writing
Theme (if applicable)	Power and control Inequality Survival	Power and control Inequality Survival	War and conflict Reality vs propaganda Leadership and masculinity	War and conflict Reality vs propaganda Leadership and masculinity	Culture and identity Perspective and experience Nature and place	Culture and identity Perspective and experience Nature and place
SMSC	Ethical issues in leadership and control Social inequality awareness	Ethical issues in leadership and control Social inequality awareness	Reflection on war and sacrifice Empathy and historical awareness	Reflection on war and sacrifice Empathy and historical awareness	Cultural awareness and diversity Respect for different experiences Global understanding	Cultural awareness and diversity Respect for different experiences Global understanding
Careers	Politics, law, media	Politics, law, media	Armed forces, history, education Writing, journalism	Armed forces, history, education Writing, journalism	Travel journalism, writing Media, tourism International relations	Travel journalism, writing Media, tourism International relations

Year 9						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Questions	How do writers create fear and tension in Gothic literature? How do language and structure shape atmosphere and reader response?	How do writers create fear and tension in Gothic literature? How do language and structure shape atmosphere and reader response?	What makes a villain and how are they constructed? How does Shakespeare explore power, morality and tragedy?	What makes a villain and how are they constructed? How does Shakespeare explore power, morality and tragedy?	How do writers explore identity, diversity and self-expression? How do language and structure influence representation?	How do writers explore identity, diversity and self-expression? How do language and structure influence representation?
Subject Content	Gothic genre (origins and conventions: Frankenstein, Dracula, Rebecca) Darkside – Tom Becker The Woman in Black – Susan Hill Context: Victorian ghost stories, Gothic tradition Narrative writing (Gothic short story) (Students learn Gothic conventions, context and writer methods)	Gothic genre (origins and conventions: Frankenstein, Dracula, Rebecca) Darkside – Tom Becker The Woman in Black – Susan Hill Context: Victorian ghost stories, Gothic tradition Narrative writing (Gothic short story) (Students learn Gothic conventions, context and writer methods)	Shakespearean tragedy conventions (hamartia, catharsis, etc.) Much Ado About Nothing Othello (focus on Iago) Extracts from Macbeth, King Lear, Richard III, Merchant of Venice Characterisation and audience interpretation (Students study villainy, tragedy and multiple Shakespeare texts)	Shakespearean tragedy conventions (hamartia, catharsis, etc.) Much Ado About Nothing Othello (focus on Iago) Extracts from Macbeth, King Lear, Richard III, Merchant of Venice Characterisation and audience interpretation (Students study villainy, tragedy and multiple Shakespeare texts)	The Black Flamingo – Dean Atta Poetry and modern verse novel form. Cultural and sexual identity and poetic techniques. Students explore identity, diversity and representation in society.	The Black Flamingo – Dean Atta Poetry and modern verse novel form. Cultural and sexual identity and poetic techniques. Students explore identity, diversity and representation in society.
Disciplinary Knowledge/Skills	Language analysis (tone, imagery, symbolism) Structural analysis (foreshadowing, tension) Evaluation of writer’s methods Creative writing (descriptive/narrative) What/how/why analytical writing	Language analysis (tone, imagery, symbolism) Structural analysis (foreshadowing, tension) Evaluation of writer’s methods Creative writing (descriptive/narrative) What/how/why analytical writing	Evaluating interpretations of characters Language analysis (soliloquy, rhetoric) Structural understanding of tragedy Comparative analysis across texts Persuasive and analytical writing	Evaluating interpretations of characters Language analysis (soliloquy, rhetoric) Structural understanding of tragedy Comparative analysis across texts Persuasive and analytical writing	Analysing poetic structure and language Evaluating writer’s viewpoint and message Comparison of texts (fiction vs non-fiction/media) Transactional writing (articles, speeches) Developing personal voice	Analysing poetic structure and language Evaluating writer’s viewpoint and message Comparison of texts (fiction vs non-fiction/media) Transactional writing (articles, speeches) Developing personal voice

Theme (if applicable)	Fear and the supernatural Isolation and the unknown Power of setting	Fear and the supernatural Isolation and the unknown Power of setting	Power and corruption Morality and justice Ambition and manipulation	Power and corruption Morality and justice Ambition and manipulation	Identity and self-expression Equality and diversity Voice and representation	Identity and self-expression Equality and diversity Voice and representation
SMSC	Exploration of fear and psychological responses Moral reflection on good vs evil Cultural understanding of literary traditions.	Exploration of fear and psychological responses Moral reflection on good vs evil Cultural understanding of literary traditions.	Ethical debates about right and wrong Exploration of prejudice and justice Understanding historical context and values.	Ethical debates about right and wrong Exploration of prejudice and justice Understanding historical context and values.	Respect for diversity and difference Awareness of discrimination and bias Development of empathy and personal identity.	Respect for diversity and difference Awareness of discrimination and bias Development of empathy and personal identity.
Careers	Writing, publishing, screenwriting. Media and film. Creative arts.	Writing, publishing, screenwriting. Media and film. Creative arts.	Law, criminology Theatre and performance Politics and leadership	Law, criminology Theatre and performance Politics and leadership	Media, journalism Creative writing, poetry Advocacy, social justice careers	Media, journalism Creative writing, poetry Advocacy, social justice careers

Year 10						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Questions	Who is responsible for Eva Smith's death? How does Priestley present social responsibility? How are class and power explored? What is the role of the Inspector? How do generational differences shape attitudes?	How do writers create vivid and engaging descriptions? How can structure shape a reader's response? How can you evaluate a writer's viewpoint? What makes an effective narrative? How can you craft original, engaging writing?	How does Shakespeare present ambition? Who is responsible for Macbeth's downfall? How are kingship and power explored? What is the role of the supernatural? How are gender roles challenged in the play?	How does Shakespeare present ambition? Who is responsible for Macbeth's downfall? How are kingship and power explored? What is the role of the supernatural? How are gender roles challenged in the play?	How do writers present viewpoints in non-fiction texts? How can texts be compared effectively? How do writers use language to influence readers? How can you write persuasively for different audiences and purposes? What makes effective transactional writing?	How do poets explore the themes of Power and Conflict? How do writers utilise devices to express meaning and viewpoint in poetry? What is the Romantic movement? How do writers explore the varying impacts of war?
Subject Content	An Inspector Calls by JB Priestley - GCSE English Literature Paper 2 Section A Context: Edwardian society vs 1945 Britain Plot structure and morality play conventions Character study: Birling family, Gerald, Inspector Themes: responsibility, class, gender, power, generational divide Dramatic methods: stage directions, lighting, dramatic irony	GCSE English Language Paper 1 Paper 1 structure: Q1–Q4 (reading skills) Language analysis: imagery, tone, figurative methods Structural features: shifts, focus, openings/endings Textual evaluation Narrative and descriptive writing forms Technical accuracy: grammar, punctuation, vocabulary	Shakespeare's Macbeth – GCSE English Literature Paper 1 Section A Context: Jacobean England, Divine Right, witchcraft beliefs Plot and tragedy structure Characters: Macbeth, Lady Macbeth, Banquo, Macduff, witches Themes: ambition, power, guilt, fate vs free will, supernatural Shakespearean methods: soliloquy, imagery, symbolism, structure	Shakespeare's Macbeth – GCSE English Literature Paper 1 Section A Context: Jacobean England, Divine Right, witchcraft beliefs Plot and tragedy structure Characters: Macbeth, Lady Macbeth, Banquo, Macduff, witches Themes: ambition, power, guilt, fate vs free will, supernatural Shakespearean methods: soliloquy, imagery, symbolism, structure	GCSE English Language Paper 2 Paper 2 structure: Q1–Q5 (two non-fiction texts) Q1: retrieval and inference; Q2: summary and inference (similarities/differences) Q3: language analysis; Q4: comparison of viewpoints Q5: transactional writing (letter, article, speech, leaflet) Writing for purpose, audience and form; persuasive techniques	Power and Conflict Poetry, Unseen Poetry – English Literature Paper 2 Section B & C 15 AQA Anthology Poems from the Power and Conflict section. Poetic forms: Sonnet, ballad, blank verse. Poetic devices anaphora, alliteration, metaphor, refrain, rhythm, rhyme, rhyme scheme, simile. Poetic contexts. Annotations of poems. Comparison questions.
Disciplinary Knowledge/Skills	Analyse language, structure and dramatic methods Construct developed, conceptualised arguments Embed and analyse quotations Write extended analytical essays (WHAT–HOW–WHY) Evaluate alternative interpretations.	Close analysis of language and structure Evaluation of texts (critical judgement) Retrieval and inference skills Crafting descriptive and narrative writing Developing control of SPaG and vocabulary.	Analyse language, structure and dramatic methods Construct developed, conceptualised arguments Embed and analyse quotations Write extended analytical essays (WHAT–HOW–WHY) Evaluate alternative interpretations.	Analyse language, structure and dramatic methods Construct developed, conceptualised arguments Embed and analyse quotations Write extended analytical essays (WHAT–HOW–WHY) Evaluate alternative interpretations.	Inference skills. Summary paragraphs. Close analysis of language. Analytical paragraphs. Comparison of texts and writer's viewpoint. (critical judgement) Retrieval and inference skills Crafting transactional writing. Use of rhetorical devices. Developing control of SPaG and vocabulary.	Close analysis of language, structure and form. Retrieval. Comparative paragraphs. Embed and analyse quotations. Write extended comparative essays.
Theme (if applicable)	Responsibility & Society	Identity & Expression	Power and Ambition Loyalty and Morality	Power and Ambition Loyalty and Morality	Viewpoint and experience.	Power and control. Conflict and the human experience.
SMSC	Moral responsibility and ethics Social inequality and justice Empathy and collective responsibility Debate around fairness and consequences	Exploring perspective and viewpoint Empathy through narrative voice Cultural awareness through fiction Reflection on human experience	Fate, free will, and conscience, with themes of guilt, the supernatural, and the divine. It examines ambition, corruption, and moral choices, while highlighting power, loyalty, and gender roles.	Fate, free will, and conscience, with themes of guilt, the supernatural, and the divine. It examines ambition, corruption, and moral choices, while highlighting power, loyalty, and gender roles.	Addresses social issues, challenges stereotypes, and promotes understanding of diverse perspectives, encouraging tolerance and open mindedness within historical and cultural contexts.	The texts explore various conflicts and their effect, including moral lessons on power and its misuse.
Careers	Law (justice, responsibility) Politics (ideologies: socialism/capitalism) Theatre and performing arts	Writing careers (author, copywriter, journalist) Media and communications Marketing and advertising	Author Proofreader Publisher Journalist Psychologist	Author Proofreader Publisher Journalist Psychologist	Creative writer. Journalist/reporter Essayist. Opinion writer. Academic writer.	Marriage and family therapy. Relationship counselling. Psychologist Life coach.

	Journalism and social commentary	Publishing and editing	Therapist	Therapist	PR.	Social worker. Armed forces.
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Year 11						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	How do poets explore the themes of Power and Conflict? How do writers utilise devices to express meaning and viewpoint in poetry? What is the Romantic movement? How do writers explore the varying impacts of war?	How does Charles Dickens use the character of Scrooge and the novella's supernatural elements to explore themes of social responsibility, personal transformation, and the consequences of greed?				
Subject Content	Power and Conflict Poetry, Unseen Poetry – English Literature Paper 2 Section B & C 15 AQA Anthology Poems from the Power and Conflict section. Poetic forms: Sonnet, ballad, blank verse. Poetic devices anaphora, alliteration, metaphor, refrain, rhythm, rhyme, rhyme scheme, simile. Poetic contexts. Annotations of poems. Comparison questions.	A Christmas Carol by Charles Dickens - GCSE English Literature Paper 1 Section B Themes; character analysis; social and historical context including the writer's big idea; literary devices; moral lessons. How to respond to exam questions using both provided source material and whole-text knowledge.	Revise and revisit. Students will complete a bespoke program of revision based on mock examination data and/or any gaps in learning. Revisiting all Literature texts, exam technique and independent revision strategies for all topics.	Revise and revisit. Students will complete a bespoke program of revision based on mock examination data and/or any gaps in learning. Revisiting all Literature texts, exam technique and independent revision strategies for all topics.	Revise and revisit. Students will complete a bespoke program of revision based on mock examination data and/or any gaps in learning. Revisiting all Literature texts, exam technique and independent revision strategies for all topics.	
Disciplinary Knowledge/Skills	Close analysis of language, structure and form. Retrieval. Comparative paragraphs. Embed and analyse quotations. Write extended comparative essays.	Analyse language, structure and writers' methods. Construct developed, conceptualised arguments. Embed and analyse quotations. Write extended analytical essays (WHAT–HOW–WHY) Evaluate alternative interpretations.	Exam technique.	Exam technique.	Exam technique.	
Theme (if applicable)	Power and control. Conflict and the human experience.	Social Responsibility Redemption and Transformation Greed and Selfishness Family and Love Time and Memory				
SMSC	The texts explore various conflicts and their effect, including moral lessons on power and its misuse.	The text explores redemption, forgiveness, and compassion, reflecting on life, the afterlife, and personal growth. It highlights moral responsibility, social inequality, and the importance of charity, community, and family within the context of Christmas traditions, Victorian England, and timeless, universal messages.				
Careers	Marriage and family therapy. Relationship counselling. Psychologist Life coach. Social worker. Armed forces.	Social work/charity, psychology, literature professor, author, Victorian historian, social justice advocate.				