



# ENGLISH CURRICULUM OVERVIEW

September 2026



## Mission Statement

**Believe. Belong. Achieve.**

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.

## Curriculum Intent

We believe that students deserve a broad and ambitious English curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment.

### Knowledge in English:

Our curriculum will provide students with the powerful knowledge that can too often be hidden from view and in doing so help to make the implicit, explicit.

- Students to understand that behind every text ever written there is writer's intent.
- Students to know that we can and should make predictions about any text both fiction and non-fiction by asking a set of initial questions both of fiction and non-fiction texts.
- There is a set of fundamental universal and timeless themes/ideas that influence the intentions of writers and transcend the boundaries of time. E.g. Class divide, abuse of power, gender boundaries and inequality.
- Students to know that they are connected to these universal and timeless themes/ideas and this can inform their own personal responses to a text.
- To understand and acquire a control over language both written and spoken so that students can discover the potential power it can have and can give

### Skills in English - pupils will be able to:

- read complex passages confidently and methodically, in order to breakdown the language and structure to establish and analyse meaning;
- demonstrate mastery of reading through discussion and writing;
- enjoy a wide range of fiction and non-fiction texts which help them to connect with the world around them;
- develop cultural capital that will help remove barriers to achievement in school, future learning and the world of work;
- write clearly, fluently and accurately in plain English, showing flair and creativity where appropriate;

- develop detailed ideas in writing, adapting language to audience and purpose;
- use a wide range of appropriate and ambitious vocabulary with precision;
- produce 'beautiful work' of which they can be proud;
- in talk, articulate and express their ideas, views and opinions about a wide range of topics clearly, confidently and respectfully;
- develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

### Co-Curriculum enrichment

We are aiming to offer students a wide variety of opportunities and experiences that enrich students' understanding of the world around them and how they are connected to it.

These will include:

- Theatre and lecture trips help to develop a broader understanding of texts beyond their pages and beyond what is required of the exam specifications across all Key Stages.
- Manchester Actors internal productions of key curriculum texts.
- Poetry and Creative writing competitions across the Key

### Cultural Capital – Consequently, our students will have the confidence to:

- critically engage with political and social issues
- weigh up evidence and distinguish between facts and opinions
- consider different perspectives in order to formulate their own understanding and ideas
- express themselves confidently with reasoned arguments
- consider human rights and the applicability of laws nationally and internationally
- take appropriate actions as responsible citizens

KS3 - Long Term Plans

| Half Term | Year 7                                                               | Year 8                                                               | Year 9                                                                                                                 |
|-----------|----------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| A1        | In the Sea... (Writing)<br>Assessment Point                          | Gothic Creative Writing (Writing)<br>Assessment Point                | Animal Farm (Writing)<br>Assessment Point                                                                              |
| A2        | In the Sea... (Reading)                                              | Gothic Short Stories (Reading)                                       | Dystopian Texts (Reading)<br>(1984, The Hunger Games, Noughts and Crosses, The Giver, The Marrow Thieves, The Lottery) |
| Sp1       | Self-discovery Poetry (Reading)<br>Assessment Point                  | Conflict Poetry (Reading)<br>Assessment Point                        | Political Poetry (Reading)<br>Assessment Point                                                                         |
| Sp2       | Non-fiction Writing (Writing)                                        | Victorian Women Writers (Writing) (Non-fiction)                      | Dystopian Creative Writing (Writing)                                                                                   |
| Su1       | The Tempest - Tracking Caliban<br>(Reading/Writing)                  | Romeo and Juliet - Tracking Juliet<br>(Reading/Writing)              | Shakespeare: Villains and Heroes(Reading/Writing)                                                                      |
| Su2       | End of Year Exam<br>Reading & Writing Speaking & Listening (3 weeks) | End of Year Exam<br>Reading & Writing Speaking & Listening (3 weeks) | End of Year Exam<br>Reading & Writing                                                                                  |

KS4 Year 10 - Curriculum Planning

|         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                                                                       |  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                                                                                                                                                                                                                                     |
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| Year 10 | <p>Literature Paper 1: "ACC" &amp; Language Paper 1, Section B</p> <p>understanding of text; analysis of language and structure; evaluation of text; writing to describe; writing for purpose</p> <p>Assessment on Lang Paper 1, Section B</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> | <p>Literature Paper 1: "ACC" &amp; Language Paper 1, Section A</p> <p>Interleaving with Lit Paper 2, Section A: AIC</p> <p>understanding of text; analysis of language and structure; evaluation of text; writing to describe; writing for purpose</p> <p>Assessment on Lit Paper 1, Section B</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> | <p>Seen Poetry Language Paper 1, Sections A &amp; B</p> <p>Interleaving with Lit Paper 1, Section B: ACC</p> <p>understanding of text; analysis of language and structure</p> <p>evaluation of text; writing to describe; writing for purpose</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> |  | <p>Seen Poetry Language Paper 1, Sections A &amp; B</p> <p>Interleaving with: Lit Paper 1, Section B: ACC and Lit Paper 2, Section A: AIC</p> <p>understanding of text; analysis of language and structure; evaluation of text; writing to describe; writing for purpose</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> | <p>Literature Paper 1: "Macbeth"</p> <p>Year 10 exams Language Paper 2, Section B</p> <p>Interleaving with: Seen Poetry</p> <p>understanding of text; analysis of language and structure</p> <p>evaluation of text; writing to describe; writing for purpose</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> | <p>Literature Paper 1: "Macbeth"</p> <p>Interleaving with: Seen Poetry, ACC and AIC</p> <p>Language Paper 2, Section B</p> <p>understanding of text; analysis of language and structure</p> <p>evaluation of text; writing to describe; writing for purpose</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> |

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| <p>Paper 1: (1 hr 45, 80 marks, 50%)</p> <p>Q1 – information retrieval (4 marks)</p> <p>Q2 - How does writer use language for effect –extract (8 marks)</p> <p>Q3 – How is whole piece structured for effect (8 marks)</p> <p>Q4 – Focused analysis, responding to a statement (20 marks)</p> <p>Q5 – Writing to describe/imagine (40 marks- 24 + 16 tech accuracy)</p> <p>Paper 2: (1 hr 45, 80 marks, 50%)</p> <p>Q1 – Multiple choice/ true or false (4 marks)</p> <p>Q2 – Summary/ comparing of 2 texts (8 marks)</p> <p>Q3 – One source – focus on language (12 marks)</p> <p>Q4 – Compare whole texts/writers' attitudes (16 marks)</p> <p>Q5 – Viewpoint writing (linked to theme of texts) (40 marks – 24 +16)</p> <ul style="list-style-type: none"> <li>• AO1:</li> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> <li>• AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> <li>• AO7: Demonstrate presentation skills in a formal setting</li> <li>• AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>• AO9: Use spoken Standard English effectively in speeches and presentations.</li> </ul> | <p>Paper 1: Shakespeare &amp; C19th Novel (1 hr 45, 64 marks, 40%)</p> <p>Section A – Shakespeare extract &amp; question</p> <p>Section B – Novel extract and question</p> <p>Paper 2: Modern Texts/Drama &amp; poetry (2 hrs 15, 96 marks, 60%)</p> <p>Section A – one question from a choice of two on Drama</p> <p>Section B – One named anthology poem compared to one of their choice</p> <p>Section C – Unseen poem : one question on the unseen poem (then a short mark Q to compare to another unseen poem)</p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> |
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# Year 11- Long Term Plans

| Half Term | Year 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Autumn 1  | <p>3 weeks – MACBETH (Revision: character and thematic extracts)Monday/Tuesday/Weds – MacbethThursday/Friday – Revision on Language Paper 1 (Past Papers)</p> <p>3 weeks – A Christmas Carol ((Revision: character and thematic extracts)<br/>Monday/Tuesday/Weds – A Christmas Carol Thursday/Friday – Language Paper 1 (Past Papers)</p> <p>Interleaving Strategy: Weekly starters or homework for low-stakes testing on An Inspector Calls.Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p>                                                                                                                                                                                        |
| Autumn 2  | <p>2 weeks – November mock exams 3 weeks - Seen Poetry (Monday to Friday) Monday – Thursday – 2 poems per week Friday - Exploring thematic connections between poems</p> <p>2 weeks - Language Paper 2Monday – Thursday – Language Paper 2, Section AFriday – Language Paper 2, Section B</p> <p>Interleaving Strategy: Weekly starters or homework for low-stakes testing on previously taught texts: Macbeth, An Inspector Calls, A Christmas Carol.Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p>                                                                                                                                                                                |
| Spring 1  | <p>2 weeks – An Inspector Calls (Revision)Monday/Tuesday/Weds – An Inspector Calls Thursday/Friday – Language Paper 1, Section B 1 week – A Christmas Carol (Revision)Monday/Tuesday/Weds – A Christmas Carol Thursday/Friday – Language Paper 1, Section A1 week – Macbeth (Revision)Monday/Tuesday/Weds – Macbeth Thursday/Friday – Language Paper 1, Section A2 weeks – Seen/Unseen Poetry Revision)</p> <p>Monday/Tuesday/Weds – Poetry Thursday/Friday – Language Paper 2, Section A</p> <p>Interleaving Strategy: Weekly starters or homework for low-stakes testing on previously taught texts: Macbeth and A Christmas Carol.Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> |
| Spring 2  | <p>PPEs - 2 weeks Targeted review of gaps in knowledge - teachers to design Plan of Action for their classes and submit it to HoD</p> <p>understanding of text; analysis of language and structure evaluation of text; writing to describe;writing for purpose</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p>                                                                                                                                                                                                                                                                                                                                                                |
| Summer 1  | <p>Targeted review of gaps in knowledge Teachers to design Plan of Action for their classes and submit it to HoD understanding of text; analysis of language and structure evaluation of text; writing to describe;writing for purpose</p> <p>Sequence of Learning in place for a more detailed overview of the skills and knowledge covered during this half term.</p> <p>GCSE exams start</p>                                                                                                                                                                                                                                                                                                                                                                |

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