



Co-op Belle Vue English five year overview		
Year 7 Long Term Plan		
Topic 1	Topic 2	Topic 3
The Odyssey	Shakespeare: Much Ado About Nothing	Poetry of Identity
Creative Writing (character creation focus)	Art of Rhetoric (speeches)	Transactional writing (articles)
Writing Skills	Writing Skills	Writing Skills
Key concepts	Key concepts	Key concepts
<p>Intent:</p> <ul style="list-style-type: none"> • Introduce classics • Critical thinking, reading and writing through analysis of character • Character analysis <p>Skills:</p> <ul style="list-style-type: none"> • Analytical writing focussing on character • Creative writing exploring character construction • Reading complex texts for ideas and values • Essay writing skills • SPAG 	<p>Intent:</p> <ul style="list-style-type: none"> • Introduce classics • Critical thinking, reading and writing through analysis of character and later theme • Character analysis <p>Skills:</p> <ul style="list-style-type: none"> • Analytical writing focussing on character • Foundational rhetoric awareness through transactional reading and writing • Reading complex texts for ideas and values • Essay writing skills • SPAG 	<p>Intent:</p> <ul style="list-style-type: none"> • Introduce poetry • Critical thinking, reading and writing through analysis of language, form, structure • Thematic analysis <p>Skills:</p> <ul style="list-style-type: none"> • Exploration of diverse ideas about identity and values • Reading complex texts for ideas and values • Analytical writing focussing on identity • Essay writing skills • SPAG



<p>Y7 Assessment</p> <p>PK 1 - How is Persephone presented in Hades and Persephone?</p> <p>PK 2 - How is Penelope presented in these extracts?</p> <p>PK 3 - Language - Creative Writing - character</p> <p>PK 4 - Literature - How does the writer present Odysseus in 'The Odyssey'?</p>	<p>Y7 Assessment</p> <p>PK 1 - How are the characters presented in Much Ado About Nothing?</p> <p>PK 2 - How is Beatrice presented in the extracts?</p> <p>PK 3 - How are societal expectations of gender presented in Much Ado About Nothing?</p> <p>PK 4 - Write a speech persuading your classmates and teacher which is the most important of the Belle Vue Principles and why.</p>	<p>Y7 Assessment</p> <p>PK 1 - AA</p> <p>PK 2 - How is British identity presented in Dean Atta's 'I Come From'?</p> <p>PK - How is dual identity presented in Presents From My Aunts?</p> <p>PK 4 - Write an article on Community as a core value</p>
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Year 8 Long Term Plan		
Topic 1	Topic 2	Topic 3
The Gothic	Shakespeare: The Tempest	Poetry of Conflict
Creative Writing (character and setting focus)	Transactional Writing (Article)	Rhetoric (speeches)
Writing Skills	Writing Skills	Writing Skills
Key concepts	Key concepts	Key concepts
<p>Intent:</p> <ul style="list-style-type: none"> Explore how language shapes and is shaped by environments, perspectives Character analysis To analyse and create characterisation and setting <p>Skills:</p> <ul style="list-style-type: none"> Analytical reading of mood, setting, and tension Precision in writing (tone, structure) Essay writing skills Creative writing exploring setting construction 	<p>Intent:</p> <ul style="list-style-type: none"> Explore how language shapes and is shaped by environments, perspectives Explore Shakespearean tragedy to inform understanding for KS4 later on (tragicomedy). Character analysis <p>Skills:</p> <ul style="list-style-type: none"> Analytical reading character and theme Essay writing skills Transactional writing Variety in sentence use Precision in writing (tone, structure) 	<p>Intent:</p> <ul style="list-style-type: none"> Build on understanding of poetry from year 7 Critical thinking, reading and writing through analysis of language, form, structure Thematic analysis <p>Skills:</p> <ul style="list-style-type: none"> Analysis of language, form, structure in poetry Essay writing skills Oracy and argumentative writing Writing for a purpose Precision in writing (tone, structure) Variety in sentence use



<p>Y8 Assessment</p> <p>PK 1 - How is language used to present Elizabeth as innocent in the extract provided?</p> <p>PK 2 - How is language and structure used to present Victor Frankenstein as ambitious in 'Frankenstein'?</p> <p>PK 3 - Creative Writing</p> <p>PK 4 - AA1: How is language and structure used to present The Creature in 'Frankenstein'?</p>	<p>Y8 Assessment</p> <p>PK 1 - How does Shakespeare present Prospero in Act 1, Scene 2?</p> <p>PK 2 - How does Shakespeare present Caliban?</p> <p>PK 3 - How does Shakespeare present power in The Tempest?</p>	<p>Y8 Assessment</p> <p>PK 1 - AA</p> <p>PK 2 - How is displacement presented in Home and The Stranger's Case?</p> <p>PK 3 - How is conflict presented in Hijab, Scene 7?</p> <p>PK 4 - Independent Transactional Writing Piece - Speeches</p>
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Year 9 Long Term Plan		
Topic 1	Topic 2	Topic 3
<p>Modern Play: The Empress</p> <p>creative writing (structuring whole pieces)</p> <p>Writing Skills</p>	<p>World Canon: Things Fall Apart + Speaking and Listening (prejudice) + Writing Skills</p>	<p>Poet Studies + Unseen language extracts and Transactional Writing (letters) + Writing Skills</p>
Key concepts	Key concepts	Key concepts
<p>Intent:</p> <ul style="list-style-type: none"> • Prepare students intellectually and emotionally for KS4 • Emphasis on voices from beyond the Western canon • Understand overarching themes that are included in KS4 texts e.g. social responsibility, gender... <p>Skills:</p> <ul style="list-style-type: none"> • Whole-text structure in writing • Mature global perspectives that provide cultural capital • Use of KS3 vocabulary that can be carried into KS4 • Essay writing skills in line with KS4 standards 	<p>Intent:</p> <ul style="list-style-type: none"> • Prepare students intellectually and emotionally for KS4 • Emphasis on voices from beyond the Western canon • Understand overarching themes that are included in KS4 texts e.g. social responsibility, gender... <p>Skills:</p> <ul style="list-style-type: none"> • Whole-text structure in writing • Mature global perspectives that provide cultural capital • Use of KS3 vocabulary that can be carried into KS4 • Essay writing skills in line with KS4 standards • Oracy (speaking and listening) 	<p>Intent:</p> <ul style="list-style-type: none"> • Prepare students intellectually and emotionally for KS4 • Emphasis on voices from beyond the Western canon and within it (Blake) • Understand overarching themes that are included in KS4 texts e.g. social responsibility, gender, religion... <p>Skills:</p> <ul style="list-style-type: none"> • Whole-text structure in writing • Mature global perspectives that provide cultural capital • Use of KS3 vocabulary that can be carried into KS4 • Essay writing skills in line with KS4 standards • Comparison (poetry)



<p>Assessment:</p> <p>PK 1 - How does Gupta present Hari in the beginning of the play?</p> <p>PK 2 - How does Gupta present prejudice in the play?</p> <p>PK 3 - Creative Writing PK - Language</p> <p>PK 4 (marked AA) How does Gupta present Rani throughout the play?</p>	<p>Assessment:</p> <p>PK 1 - How is Okonkwo presented in the first 8 chapters? (extract response)</p> <p>PK 2 - How is masculinity presented in the opening extracts?</p> <p>PK 3 - How does the novel explore the theme of conflict through plot and character?</p>	<p>Assessment:</p> <p>PK 1 - Comparing Blake poems from the mini-anthology</p> <p>PK 2 - AA (Trust assessment)</p> <p>PK 3 - Comparing Sissay poems from the mini-anthology</p> <p>PK 4 - Transactional writing - letter</p>
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Year 10 Long Term Plan (AOA Literature & Language)					
Topic 1		Topic 2		Topic 3	
A Christmas Carol + English Language Paper 1 (reading)		Romeo and Juliet + English Language Paper 1 (writing)		An Inspector Calls + Paper 2 reading	
Key concepts (Lit)	Key concepts (Lang)	Key concepts (Lit)	Key concepts (Lang)	Key concepts (Lit)	Key concepts (Lang)
<ul style="list-style-type: none"> Redemption Family and Friendship Social responsibility and charity 	<ul style="list-style-type: none"> Analysis of language Analysis of structure Evaluation 	<ul style="list-style-type: none"> Family honour social status Conflict Love 	<ul style="list-style-type: none"> Creating a mood/ atmosphere Showing & not telling Symbolism Flashback Cyclical structures 	<ul style="list-style-type: none"> Social responsibility Gender and Class Divide Hope for the future through the younger generation 	<ul style="list-style-type: none"> Analysis of language Inference Comparison
<p>Assessment:</p> <p>PK 1 - How does Dickens present Scrooge in Stave One of A Christmas Carol?</p> <p>PK2 - How does Dickens explore ideas of community in Stave Two of A Christmas Carol?</p> <p>PK4 - How does Dickens present the idea of redemption in A Christmas Carol?</p>	<p>Assessment:</p> <p>PK3- Language Paper 1 Section A</p>	<p>Assessment:</p> <p>PK1 - How is Juliet presented?</p> <p>PK2 - How is Romeo presented?</p> <p>PK3 - How is the theme of conflict present?</p>	<p>Assessment:</p> <p>PK3- Language Paper 1 Section B</p>	<p>Assessment:</p> <p>PK1 - How is Sheila presented?</p> <p>PK3 - AA</p>	<p>Assessment:</p> <p>PK2 - Language Paper 1 Section A</p> <p>PK4 - AA: Language Paper 1</p>



Year 11 Long Term Plan (AQA Literature & Language)

Year 11 Long Term Plan (AQA Literature & Language)				
Topic 1		Topic 2		Topic 3
Literature paper 2 + English Language Paper 2 (writing)		Bringing it all together		Exams
Key concepts (Lit)	Key concepts (Lang)	Key concepts (Lit)	Key concepts (Lang)	
<p>P&C:</p> <ul style="list-style-type: none"> ○ Nature ○ Power ○ Emotional & Physical effects of war ○ Identity <p>AIC</p> <ul style="list-style-type: none"> ○ Social responsibility ○ Gender and Class Divide ○ Hope for the future through the younger generation <p>Unseen:</p> <ul style="list-style-type: none"> ● Inference ● Analysis of writer's methods ● Writer's intentions 	<p>Paper two:</p> <ul style="list-style-type: none"> ● Section A: <ul style="list-style-type: none"> ○ Analysis of language ○ Inference ○ Comparison ● Section B: <ul style="list-style-type: none"> ○ Extended metaphors ○ Anecdotes ○ Statistics ○ Expert OPinions ○ Rhetorical questions ○ Direct address ○ Cyclical structure 	<p>Paper one:</p> <p>R&J:</p> <ul style="list-style-type: none"> ● Family ● honour ● social status ● Conflict ● Love <p>ACC:</p> <ul style="list-style-type: none"> ● Redemption ● Family and Friendship ● Social responsibility and charity <p>Paper two:</p> <p>P&C:</p> <ul style="list-style-type: none"> ● Nature ○ Power ○ Emotional & Physical effects of war ○ Identity 	<p>Paper one:</p> <ul style="list-style-type: none"> ● Section A: <ul style="list-style-type: none"> ○ Analysis of language ○ Analysis of structure ○ Evaluation ● Section B <ul style="list-style-type: none"> ○ Creating a mood/ atmosphere ○ Showing & not telling ○ Symbolism ○ Flashback ○ Cyclical structures <p>Paper two:</p> <ul style="list-style-type: none"> ● Section A: <ul style="list-style-type: none"> ○ Analysis of language ○ Inference ○ Comparison ● Section B <ul style="list-style-type: none"> ○ Extended metaphors ○ Anecdotes ○ Statistics ○ Expert OPinions ○ Rhetorical questions ○ Direct address ○ Cyclical structure 	



		<p>AIC</p> <ul style="list-style-type: none">• Social responsibility• Gender and Class Divide• Hope for the future through the younger generation <p>Unseen:</p> <ul style="list-style-type: none">• Inference• Analysis of writer's methods• Writer's intentions		
<p>Assessment:</p> <p>PK 1 - Compare how the poets express difficult experiences in Remains and one other poem from the cluster</p> <p>PK3 -Mocks: Summer 2025 (Lit2)</p>	<p>Assessment:</p> <p>PK2- Language Paper 2 Section B</p> <p>PK4 - Mocks - Summer 2025 (Both language papers)</p>	<p>Assessment:</p> <p>PK1 - How does Dickens present the redemption of Scrooge in <i>A Christmas Carol</i>?</p> <p>PK3 - AA - Mocks</p>	<p>Assessment:</p> <p>PK2- Language Paper 1 Section A</p> <p>PK4 - AA Mocks</p>	



Co-op Academy
Belle Vue