

Ursuline College Curriculum Implementation: English



Curriculum Intent	Our English curriculum seeks to nurture every individual through the Gospel values of love, joy and compassion, placing the dignity of the whole child at the heart of our work. We aim to develop secure knowledge of language and literature while deepening students' understanding of identity, diversity and the world around them. Through rich and varied texts, pupils explore human experience, cultural perspectives and the journeys that shape who we become. They are encouraged to reflect on their own lives, values and beliefs while appreciating the voices and stories of others. We strive to cultivate articulate, thoughtful and critically aware learners who engage with reading, writing and spoken language with confidence and purpose. The curriculum promotes the skills of analysis, creativity and clear communication, while also fostering metacognitive habits that help students understand how they learn and how meaning is constructed. Through this approach, pupils develop empathy, curiosity and a reflective mindset that allows them to encounter complexity with maturity and insight. By the end of their journey, students will not only have mastered the academic demands of English but will also have developed a deeper sense of self, a broader understanding of society and a lasting appreciation for literature and language. They will be equipped to express themselves with confidence, to think independently and to contribute to the world with integrity, compassion and hope.	
	Cycle 1	
	Term 1 1.9.26 – 23.10.26 8 weeks	Term 2 2.11.26 – 18.12.26 7 weeks
Focus & Skills	Thematic Unit: Gothic	The Prince of Mist
Links to CST	A thematic unit on Gothic literature links to the Preferential Option for the Poor because Gothic texts often explore characters who are isolated, vulnerable, excluded, or suffering. Through these stories, students reflect on the importance of compassion, human dignity, and society's responsibility towards those who may be feared, misunderstood, or marginalised.	The Prince of Mist links to the Preferential Option for the Poor because it explores the impact of loss, fear, and suffering on ordinary people during times of uncertainty. Through the experiences of young characters facing danger and difficult choices, the novel encourages readers to reflect on compassion, courage, and the importance of protecting those who are vulnerable.
Explicit Skill Content	Study focusing on using as stimulus for fiction and non-fiction. Poetry analysis from Hodder text. CV Considered Vocabulary BP/AP Basic/ Advanced Punctuation SS Sentence Structure PP Purposeful Paragraphing DT Descriptive Technique	• Memory and History • Fear and Courage • Good vs. Evil • Secrets and Betrayal • Transformation and Redemption Reading strategies to foster a love of reading and an ability to write about it with confidence.

	AQ Answer the Question EV Evidence (Quotation) INF Inference Z Zoom LT Language Technique Thesis Statements	• Questioning • Summarising • Predicting • Clarifying
Homework	Exploding quotations Reading for inference and meaning Homework tasks in teams	Skill – Inference Reading comprehension.
Assessment	Writing: Through the half term write 3 formative pieces of writing, selecting best piece to edit and assess; choice of fiction or poetry (at least three poems to be studied).	Reading: Comprehension -extract from the text Analysis: <i>How does the writer use language to create tension (or mystery)?</i>
Disciplinary Literacy Vocab	Macabre Eerie Spectre Melancholy	Imagery Figurative Rhetoric
Texts/ Resources	Hodder books – worksheets etc. saved to TEAMS	Texts
KS4 Links	Analysis Skills Poetry focus- Literature Paper 2 Language Paper 1 and 2: Writing - Writing to describe Writing from a viewpoint Form Audience and Purpose	Literature Paper 1: Themes in literature Language Paper 1 - Section A: Reading
	Cycle 2	
	Term 3 4.1.27 – 12.2.27 6 weeks	Term 4 22.2.27 – 25.4.27 5 weeks
Focus & Skills	The Prince of Mist	Writing: Explorations in creative writing.
Links to CST	The Prince of Mist links to the Preferential Option for the Poor because it explores the impact of loss, fear, and suffering on ordinary people during times of uncertainty. Through the experiences of young characters facing danger and difficult choices, the novel encourages	Creative Writing teaches us to understand other people's experiences and feelings. This reflects the Catholic belief that we should care for those who are vulnerable and recognise the dignity and value of every person.

	readers to reflect on compassion, courage, and the importance of protecting those who are vulnerable.	
Explicit Skill Content	Drafting Proof reading/ editing	Writing Skills – CV Considered Vocabulary BP/AP Basic/ Advanced Punctuation SS Sentence Structure PP Purposeful Paragraphing DT Descriptive Technique WTS Whole Text Structure PT Persuasive Technique TAP Text, Audience Purpose
Homework	Spag and vocabulary	Spag and vocabulary Independent Writing practice
Assessment	Creative writing Writing Plan, draft, and edit a story inspired by the text.	Mid Term Appraisal – Multiple choice and Creative task – Writing from an image
Disciplinary Literacy Vocab	A dilemma A Mausoleum Plausible	Alliteration Simile Metaphor personification
Texts/ Resources	Texts ‘The Prince of Mist’	Power point with images
KS4 Links	Literature Paper 1: Themes in literature Language Paper 1 - Section B: writing	Literature Paper 1: Themes in literature Language Paper 1 - Section B: Writing from an image
	Cycle 3	
	Term 5 12.4.27 – 28.5.27 7 weeks	Term 6 7.6.27 – 16.7.27 6 weeks
Focus & Skills	Novel: Animal Farm	Shakespeare: Macbeth.

Links to CST	<i>Animal Farm</i> teaches us about the dangers of inequality and the misuse of power. This reflects the Catholic belief that we should stand up for those who are vulnerable and work for a fair and just society.	<i>Macbeth</i> teaches us that power should be used responsibly and that selfish actions can harm others. This reflects the Catholic belief that we should care for those who are vulnerable and work for justice and the common good.
Explicit Skill Content	Reading strategies to foster a love of reading and an ability to write about it with confidence. • Questioning • Summarising • Predicting • Clarifying Key Themes ○ Power and Corruption ○ Equality and Inequality ○ Propaganda and Manipulation ○ Revolution and Betrayal	• Jacobean society • Conventions of a play. • Thematic approaches AQ Answer the Question EV Evidence (Quotation) INF Inference Z Zoom LT Language Technique Thesis Statements
Homework	Research on historical context Skill- Analyse- Symbolism focus Reading comprehension	Skill – CON: Context and research EV: Evidence Vocabulary
Assessment	Extract Style Question ‘Explore the presentation power’	EOY exam – Skills based Analysis assessment - Unseen
Disciplinary Literacy Vocab	Allegory Totalitarianism Oppression Propaganda Tyranny	Ambition Hubris Machiavellian
Texts/ Resources	Books per student	Booklet for each student- Extract and links to dramatic scenes
KS4 Links	Literature Paper 1: Themes in literature Language Paper 1 - Section A: Reading	Literature Paper 1: Shakespeare - Context Language Tragedy

