

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	Play: Noughts and Crosses	Thematic Unit: Dystopian
Links to CST	<i>Noughts & Crosses</i> teaches us about the harm caused by prejudice and inequality. This reflects the Catholic belief that we should support those who are vulnerable, challenge injustice, and respect the dignity of every person.	Through the study of Dystopian Fiction, students explore themes of power, oppression, and social justice, encouraging them to recognise the importance of protecting vulnerable people and challenging inequality. This supports the Catholic Social Teaching principle of the Preferential Option for the Poor by promoting human dignity, compassion, and justice.
Explicit Skill Content	Identity and inclusion. - Exploration of social issues. - Literary analysis. - Cultural relevance - Critical Thinking and Perspective. Cross-curricular connections: history, sociology and ethics.	▪ Exploration of complex themes. ▪ Encouragement of critical thinking. ▪ Challenge norms. ▪ Exploration of ethical and moral dilemmas ▪ Engage with literary tradition.

	ANALYSIS AQ Answer the question. CON Context WP Writer's Purpose INF Inference Z Zoom Challenge: ST Structure Technique	Using an image or descriptive passage as an inspiration for creative writing. Poetry study – from the Hodder texts Analytical skills.
Homework	Quotation exploration, Character exploration and analysis skills+ research	Spelling, Punctuation and Grammar
Assessment	Reading – Lit Style <i>How and why does Callum change throughout the play?</i>	Portfolio - • Fictional Writing – Setting • Fictional Writing – Character Creation • Poetry analysis-Themes /Authorial Intent
Disciplinary Literacy Vocab	Tolerance Activism Resistance Social Injustice	Empower Empathy Marginalisation Solidarity
Texts/ Resources	Play 'Noughts and Crosses'	Hodder Texts
KS4 Links	AQA LITERATURE TEXTS AIC • Structure, form and style. ACC • Writer's Purpose – text designed to raise awareness, promote change.	Language Paper 1 - Fiction Reading Language Paper 2 - Rhetorical language features Non-fiction Comparison Evaluation Lit Paper 2- Poetry unseen skills
	Cycle 2	
	Term 3 4.1.27 – 12.2.27	Term 4 22.2.27 – 25.4.27

	6 weeks	5 weeks
Focus & Skills	Lord of the Flies	
Links to CST	Lord of the Flies links to the Preferential Option for the Poor because it explores what can happen when vulnerable people are ignored, excluded, or mistreated by those with power. Through the experiences of characters such as Piggy and Simon, the novel encourages readers to reflect on the importance of compassion, justice, and protecting the dignity of those who may be marginalised.	
Explicit Skill Content	Key Skills • Reading comprehension – stop and jot. • Evaluation and inference. • Language analysis • Evaluation of key themes and opportunities for debate and oracy.	
Homework		
Assessment	Mid Term Appraisal- key scene from LOF and writing from an image. Language Paper 1 style questions	
Disciplinary Literacy Vocab	Allegory Authoritarianism Dehumanisation Morality	
Texts/ Resources	Lord of the Flies	
KS4 Links	Language Paper 1: Q1-5	
	Cycle 3	
	Term 5 12.4.27 – 28.5.27 7 weeks	Term 6 7.6.27 – 16.7.27 6 weeks
Focus & Skills	Romeo and Juliet – Contemporary Links	Consolidation and transition into KS4.
Links to CST	By linking Romeo and Juliet to modern issues, students learn to understand the challenges faced by vulnerable people today. This reflects the Catholic belief that we should pay special attention to those who are struggling and work for a fairer and more compassionate society.	The consolidation unit reflects the Catholic Social Teaching principle of the preferential option for the poor by encouraging students to revisit and build on prior learning in drama, creative writing, prose, Shakespeare, poetry, and transactional writing, ensuring that all learners have opportunities to strengthen understanding and achieve success.
Explicit Skill Content	• Discussion/Oracy Task • Read the extract of the play. • Link to Elizabethan context.	Week 1: Drama Week 2: Creative Writing Week 3: Prose

	• Non-fiction article 21st C. • Language Analysis • Opinion Piece	Week 4: Shakespeare Week 5: Poetry Week 6: Transactional Writing
Homework	Quotation revision/spag/character analysis	Vocabulary
Assessment	Language Analysis - Extract AQ Answer the question. CON Context WP Writer's Purpose INF Inference Z Zoom LT Language Technique	EoY Assessment- Paper 1 style paper – Reading Section A
Disciplinary Literacy Vocab	Tragedy Pernicious Fate vs destiny foreshadowing	Revision of the year's VVs tested
Texts/ Resources	Booklets provided to take into year 10/11 (extracts and nonfiction resources)	Extracts- Mixture of the year's content and unseen.
KS4 Links	Literature Paper 1- Romeo and Juliet focus-focus on context and engagement with the plot and dramatic productions.	Each revision week will explicitly link to the GCSE skills.