

Mulberry Academy Woodside

English

Curriculum Overview 2025 - 2026

Curriculum intent statement:

At Mulberry Academy Woodside, the English curriculum is ambitious, inclusive and knowledge-rich, enabling all students to achieve excellence in literature and language. We develop confident readers, writers and speakers through a carefully sequenced curriculum that builds powerful knowledge, cultural understanding and linguistic mastery. Students engage with diverse texts that deepen critical thinking, broaden perspectives and strengthen personal voice. Through purposeful study and creative expression, we empower all learners, regardless of starting point, to communicate effectively, think independently and participate fully in academic and wider life.

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Year 7 class reader: Teacher Choice							
YEAR 7 Who am I?	KNOWLEDGE	<p><u>Greek Mythology: Critical Reading and Writing.</u></p> <p>How do myths convey core concepts in literature?</p> <p><u>BIG IDEAS: HUMAN NATURE & POWER</u></p>	<p><u>Greek Mythology: Creative Writing</u></p> <p>How can I convey core concepts in my own writing? Focused on: dialogue and character</p> <p><u>BIG IDEAS: HUMAN NATURE & POWER</u></p>	<p><u>19th Century: Fiction – Prose and Poetry</u></p> <p>How do 19th century writers criticise and explore the world around them?</p> <p><u>BIG IDEAS: CLASS AND NATURE</u></p>	<p><u>Poetry: Learning to Love Poetry</u></p> <p>How do poets express themselves through language?</p> <p><u>BIG IDEAS: INCLUSION AND CHILDHOOD</u></p>	<p><u>Shakespeare: Romeo and Juliet</u></p> <p>How does Shakespeare develop a tragedy and a tragic hero?</p> <p><u>BIG IDEAS: POWER AND RELATIONSHIPS</u></p>	<p><u>Writing and Performing Speeches</u></p> <p>How do we use our voices to advocate for the topics we feel most passionately about?</p> <p><u>BIG IDEAS: POWER, GENDER, RELATIONSHIPS, CLASS, INCLUSION, RACE, HUMAN NATURE, NATURAL WORLD</u></p>
	SKILLS	<p>Reading: Critical reading skills – Reading to identify the form of a poem and the significance of its usage. Writing: Sentence-level construction – Sentence forms, clauses, selecting evidence/quotations, and developing a critical understanding of the WHAT, HOW, WHY paragraph structure.</p>	<p>Writing: Using the skills of sentence-level construction – sentence forms, and clauses, to write creatively and construct mythological narratives. Oracy: Reading with fluency.</p>	<p>Reading: Critical reading skills – Reading to identify big ideas/large concepts such as inequality. Writing: Developing a critical understanding of the WHAT, HOW, WHY paragraph structure. A key focus on using analytical verbs to analyse WHY writers construct narratives.</p>	<p>Reading: Critical reading skills – Reading to identify the key theme in a poem and the significance of it Writing: WHAT, HOW, WHY – Critical analysis of theme while honing their skills in HOW writers convey an idea/concept.</p>	<p>Reading: tragic genre, scene analysis/ whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes.</p>	<p>Reading: Analytical reading of both fiction and non-fiction, synthesising ideas, and making connections with the real world/considering how that impacts identity/culture. Oracy: Debate and discussion – diversity.</p>
Year 8 class reader: Teacher choice							
YEAR 8 Who are we?	KNOWLEDGE	<p><u>Modern Prose: Ghost Boys</u></p> <p>How does a modern prose writer examine the modern world?</p> <p><u>BIG IDEAS: RACE AND POWER</u></p>	<p><u>Creative Writing:</u></p> <p>How can I use my understanding of characters and themes to develop a narrative?</p> <p><u>BIG IDEAS: NATURAL WORLD, HUMAN NATURE, POWER</u></p>	<p><u>Poetry: Poetic Forms</u></p> <p>How and why do poets decide upon a form of poetry?</p> <p><u>BIG IDEAS: LOVE AND POWER</u></p>	<p><u>Displacement: In the Sea There Are Crocodiles</u></p> <p>How do stories of displacement help us to better understand the world that we live in?</p> <p><u>BIG IDEAS: CLASS, INCLUSION, RELATIONSHIPS AND POWER</u></p>	<p><u>Shakespeare: Julius Caesar</u></p> <p>How does Shakespeare develop a tragedy and a tragic hero?</p> <p><u>BIG IDEAS: POWER AND HUMAN NATURE</u></p>	<p><u>Debate</u></p> <p>How do the forces that shape our identities - such as power, gender, class, race, and our relationship with the natural world - affect the way people live together in society?</p> <p><u>BIG IDEAS: POWER, GENDER, RELATIONSHIPS, CLASS, INCLUSION, RACE, HUMAN NATURE, NATURAL WORLD</u></p>
	SKILLS	<p>Reading: Critical reading skills – Reading to identify key themes such as the supernatural. Writing: WHAT, HOW, WHY – Critical analysis of structure and themes while honing their skills in WHAT concepts writers focus on.</p>	<p>Writing: Developing creative writing skill with a focus on setting and sensory imagery, building on from year 7 character description writing. Oracy: Reading with fluency.</p>	<p>Reading: Critical reading skills – Reading to identify the form of a poem and the significance of its usage. Writing: WHAT, HOW, WHY – Critical analysis of form and themes while honing their skills in HOW writers convey an idea/concept.</p>	<p>Reading: Analytical reading, synthesising ideas, and making connections with the real world. Oracy: Debate and discussion – immigration. Writing: WHAT, HOW, WHY – Critical analysis of core concepts such as identity focusing on the WHY.</p>	<p>Reading: tragic genre, scene analysis/ whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes using skills developed in the introductory Big Ideas unit.</p>	<p>Reading: Analytical reading of both fiction and non-fiction, synthesising ideas, and making connections with the real world/considering how that impacts identity/culture. Oracy: Debate and discussion – diversity.</p>

Year 9 class reader: Teacher choice

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<p>YEAR 9 Who are 'they'?</p>	<p>KNOWLEDGE</p>	<p><u>Modern Prose: Animal Farm</u></p> <p>How does Orwell utilise allegory to convey his message?</p> <p><u>BIG IDEAS: CLASS AND POWER</u></p>	<p><u>Creative writing through Big Ideas</u></p> <p>How can I use my understanding of characters and themes to develop a narrative?</p> <p><u>BIG IDEAS: CLASS AND POWER</u></p>	<p><u>Writing for Impact: Rhetoric</u></p> <p>How do writers and orators use language to persuade?</p> <p><u>BIG IDEAS: INCLUSION, RACE, GENDER AND POWER</u></p>	<p><u>Multi-text: Women in Literature</u></p> <p>How do writers construct characters that either subvert or conform to gender stereotypes?</p> <p><u>BIG IDEAS: GENDER AND POWER</u></p>	<p><u>Shakespeare: Othello</u></p> <p>How does Shakespeare develop a tragedy and a tragic hero?</p> <p><u>BIG IDEAS: POWER AND HUMAN NATURE</u></p>	<p><u>Poetry: Protest Poetry</u></p> <p>How can words become a powerful tool for challenging injustice?</p> <p><u>BIG IDEAS: POWER, GENDER, RELATIONSHIPS, CLASS, INCLUSION, RACE, HUMAN NATURE, NATURAL WORLD</u></p>
	<p>SKILLS</p>	<p>Reading: allegorical genre, whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes using skills developed in the introductory Big Ideas unit.</p>	<p>Reading: Critical reading skills – Reading to identify big ideas/large concepts. Writing: Sentence-level construction – Appositives, embedding quotations, and developing a critical understanding of the WHAT, HOW, WHY paragraph structure in isolation. Using thematic methods such as allusion and symbolism to communicate our Big Ideas to the reader</p>	<p>Reading: Identification of rhetorical methods in transcribed speeches and persuasive writing and the analysis of the impact on a listener or audience. Oracy: Debate and discussion – controversial topics. Writing: Utilisation of rhetoric to persuade a reader/audience.</p>	<p>Reading: with a particular perspective – the feminist lens. Writing: Evaluative skills – reader response and critical evaluation of perspectives. Oracy: Debate and discussion – gender stereotypes and feminism.</p>	<p>Reading: tragic genre, scene analysis/ whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes using skills developed in the introductory Big Ideas unit.</p>	<p>Reading: Analysis of the poet's message with links to the WHY. Writing: Creative development of a personal protest poem. Oracy: Debate and discussion – controversial in the modern world.</p>

KS4 AQA		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 10 Writing to impact society	LITERATURE	Shakespeare: Macbeth		Modern Text: An Inspector Calls GCSE Language paper 1 and 2-Identity themed		GCSE Power and Conflict Poetry	
	LANGUAGE	GCSE Language Paper 1 Language Paper 1 Section A		GCSE Language Paper 1 Language Paper 1 Section B		GCSE Language Paper 2 Language Paper 2 Section B Speaking and Listening Endorsement	
2021-2022 YEAR 11 Taking our place in society	LITERATURE	19 th Century Text: A Christmas Carol Power and Conflict Poetry	Unseen Poetry Revision: Literature Paper 2 Study smarter, not harder revision skills	Revision: Literature Paper 1 & 2 Teachers tailor revision to each class using November and March mocks to devise a clear intervention plan		Revision: Literature Paper 1 & 2 Teachers tailor revision to each class using November and March mocks to devise a clear intervention plan	EXAMS
	LANGUAGE	GCSE Language Paper 2 Language Paper 2 Section A Revision: GCSE Language Paper 1	Revision: GCSE Language Paper 1	Revision: Language Paper 1 & 2 Timed essay practice Planning strategies Walking talking mocks		Revision: Language Paper 1 & 2 Timed essay practice Planning strategies Walking talking mocks	