Rigorous Knowledge  Ambitious Vocabulary  Explicit Instruction

The Future Academies English curriculum is designed to take pupils on a chronological journey through literature, illuminating how texts and genres evolve in response to the social, political, and philosophical contexts of their time. At every stage, students encounter the foundational stories, values, and forms that shaped literary tradition, while developing an appreciation of how later writers respond to, echo, and challenge these influences. Intertextuality sits at the heart of our approach: pupils see literature as a conversation across time, tracing recurring ideas, archetypes, and innovations that define the discipline.

Our curriculum is deliberately built on clear declarative knowledge (the essential facts, concepts, contexts, and disciplinary understanding required to read confidently) and explicit procedural knowledge, including the analytical, interpretive, and writerly routines that enable pupils to think, plan, and write like literary scholars. Being "knowledge-rich" therefore means not only learning the canon but also becoming fluent in the academic, creative, and transactional writing practices that bring this knowledge to life. High-quality writing is explicitly taught, modelled, and crafted so that students develop the ability to articulate sophisticated ideas with clarity, precision, and authority.

Across Key Stages 3 and 4, we balance breadth with depth: while students encounter a rich canon, they also explore a diversity of forms, voices, and contexts to avoid a "single story" of any era, culture, or writer. As pupils move through each literary period, they deepen their understanding of how writers shaped, and were shaped by, their times. Importantly, they develop their own academic and creative voice, equipped with the linguistic repertoire, confidence, and critical perspective to participate in the wider world of literature.

## Key Stage Three

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|---|
| **Year 7: Heroes and Morality** | *The Epic Hero (Ancient Greece)* | *The Tragic Hero (Ancient Greece)* | *The Epic Hero (Anglo-Saxon England)* | *Echoes and Reimaginings* |
| | **The Odyssey –** Homer | **Antigone -** Sophocles | **Beowulf -** Seamus Heaney Translation | **Oliver Twist –** Charles Dickens |
| **Year 8: Individuals in Conflict** | *Personal conflict (Renaissance)* | *Romantics (Industrial period)* | *Transgression* | *Echoes and Reimaginings* |
| | **Romeo and Juliet –** William Shakespeare | **Romanticism, Revolution and the City –** Blake, Dickens | **The Gothic** Multiple authors | **Things Fall Apart –** Chinua Achebe |
| **Year 9: Revolution and Rebellion** | *Rebellious protagonists (Victorian)* | *Social change (20th century)* | *Social change (20th century)* | *Echoes and Reimaginings* |
| | **Jane Eyre –** Charlotte Bronte | **Animal Farm –** George Orwell | **Harlem Renaissance –** Lorraine Hansberry | **Much Ado About Nothing –** William Shakespeare |

## Key Stage Four

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|
| **Year 10: Power and Perspectives** | **Social Commentary**: The 19th Century Novel (ACC/ JH/ Frankenstein) | **Reading and Writing Fiction** | **Modern Drama**: An Inspector Calls or **Leave Taking** | **Perspectives**: Reading and Writing Tone | **Power Poems** *Rhetorical Speaking Exams* | **An Introduction to Macbeth** |
| **11: Conflict and psychological struggle** | **Macbeth**: A closer Look | **19th Century and LP1 Revision** | **Power, Conflict and Unseen Poems** | **AIC and LP2 Revision** | **Macbeth and 19th Century Revision** | **Responsive revision** |

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