

Forensic Learning Points at Kineton High School: English Department – revised September 2026

	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Topic: Short Stories Curriculum end points: 1) Explore the conventions of short stories and how these are structured to create different effects. 2) Explore the concepts of morals and lessons. 3) Learn how to analyse the effects of structural and language methods, as well as evaluating the effectiveness of such methods. Vocab: Fable, moral, subversion, dystopia, metaphors, similes, cyclical structure. Main Assessments: 1) Analysis (style of Lang 1 Q4) of 'Henry Sugar' (AO1, AO2) 2) Write own short story (Lang 1 Q5 – AO5, AO6)	Topic: Conflict Poetry Curriculum end points: 1) Explore how poetry can be used for multiple purposes, including protestations. 2) Understand the relevance of poetry across time. 3) Learn how to analyse and evaluate poetic methods and how these support poets' messages. Vocab: Poetic terminology (including enjambment, rhyme scheme, caesura etc.) propaganda, refugee, asylum seeker. Main Assessments: 1) Poetry analysis: modern poem (AO1, AO2, AO3) 2) Poetry analysis: 'Dulce Et Decorum Est' (AO1, AO2, AO3)	Topic: Crime and Punishment through the ages Curriculum end points: 1) Explore the contextual factors of Victorian England. 2) Apply contextual understanding to interpretations of texts (fiction and non-fiction). 3) Understand fundamental differences between fiction and non-fiction sources, evaluating writers' viewpoints and perspectives (as linked to L2Q4). Vocab: Judicial systems, punitive, capital, vengeance Main Assessments: • Comparison of writers' viewpoints and perspectives	Topic: Introduction to AQA Poetry anthology: Power and Conflict Curriculum end points: 1. Explore and evaluate the contextual influences surrounding poetry/poets from varying time periods. 2. Develop essay skills through analytical writing. 3. Explore poetic methods and learn how to approach poetry from an unseen perspective. Vocab: Poetic terminology (including enjambment, rhyme scheme, caesura etc.) Main Assessments: Fortnightly essay practice, encompassing: • Poetry analysis of one poem (style of the Unseen). • Poetry comparison of two named poems (closed book).	Topic: 'Romeo and Juliet' Curriculum end points: 1) Explore and evaluate the contextual influences surrounding Shakespeare in his writing of <i>Romeo and Juliet</i>. 2) Develop essay skills through analytical writing. 3) Have a clear understanding of the plot, characters, themes of the play as well as its genre as a tragedy. 4) Analyse how methods support and shape meanings. Vocab: Incl. literary devices, e.g. hamartia, peripeteia, dramatic irony; Elizabethan, patriarchy, motif, sonnet, iambic pentameter, prologue, clandestine. Main Assessments: • Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)

			(Wilde and Dickens) (AO1, AO2) • Prison reform speech – BLM (AO5, AO6)		
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Autumn 2	Topic: Dragons' Den Curriculum end points: 1) Understand what makes a successful pitch. 2) Explore how marketing is used to influence audiences. 3) Develop confidence in persuasive methods and spoken language. Vocab: entrepreneur, USP, equity, demographics, spin, DAFOREST Main Assessments: • Writing assessment: selling the unsellable. • Spoken presentation: product of your own invention.	Topic: Imitation in the media Curriculum end points: 1) Understand what media is and how it affects/is affected by society. 2) Explore satirical publications, focusing on the conventions of satire. 3) Examine the role of bias in the media and how this shapes our consumption of this? 4) Use satirical methods to create own satirical article. Vocab: Subversion, reversal, satire, mockery, sarcasm, hyperbole, diminution, parody, pastiche Main Assessments: • Reading: analyse use of imitation in The Simpsons	Topic: Gothic Curriculum end points: 1) Explore the conventions of the Gothic genre, including its influence on works by Poe, Grimm, Stoker, Shelley. 2) Analyse the effects of writers' methods (AO2). 3) Develop creative writing skills inspired by the Gothic. Vocab: Gothic, the Uncanny, subversion, protagonist, antagonist, subject terminology (e.g. pathetic fallacy). Main Assessments: • Writing – Gothic description (AO5, AO6)	Topic: A Christmas Carol Curriculum end points: 1) Explore and evaluate the contextual influences surrounding the writing of the novella. 2) Develop essay skills through analytical writing. 3) Explore writers' methods, evaluating writers' choices. 4) Form coherent and critical lines of argument. Vocab: Poverty, class, charity, Thomas Malthus, greed, cautionary tale. Main Assessments: • Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)	Topic: Language Paper 1 – section A and B Curriculum end points: 1) Explore the conventions of fiction writing, focusing on analysing the language and structural features employed by writers. 2) Explore the format of section A of the Language Paper 1 exam. 3) Develop precise skills for answering each question - including analysis, evaluation, criticism. 4) Explore a variety of genres. 5) Explore the format of section B of the Language Paper 1 exam. 6) Hone descriptive writing skills; hone narrative writing skills (AO5). 7) Become confident and critical editors. 8) Have a precise accuracy of using advanced punctuation (AO6). Vocab: Language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists, shifts in focus, in media res; narrative point of view; narrative perspective; compound, complex, simple, minor sentences.

		• Writing: sincere vs satirical articles (AO5, AO6)	• Writing – Gothic story opening/narrative (AO5, AO6)		
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Spring 1	Topic: Poetry from diverse cultures Curriculum end points: 1. Explore a variety of cultures and how these have influenced poets and their work. 2. Explore how writers' methods shape the meanings of texts. 3. Understand the conventions of poetry and apply these to own writing. Vocab: Persona; poetic devices, e.g. semantic field, form, stanza, etc. Main Assessments: • Analysis of poem (AO1,2,3) • Own poem writing (AO5, AO6)	Topic: 'When the World Was Ours' Curriculum end points: 1) Explore the contextual factors of the Holocaust. 2) Evaluate writer bias, exploring controversy and public response to stereotypes/ stereotypical texts. 3) Explore how methods shape meaning, evaluating writers' choices. 4) Understand the gravity of the Holocaust and how we must not allow it to happen again – modern examples of segregation, genocide, racism, hatred. Vocab: Segregation, ghettoization, all language/structural techniques; multiple narrative voices. Main Assessments: • Analysis: extract based (AO1,2,3)	Topic: 'Jekyll & Hyde' Curriculum end points: 1) Explore and evaluate the contextual influences surrounding the writing of the novella. 2) Develop essay skills through analytical writing. 3) Explore writers' methods, evaluating writers' choices. 4) Foster a critical and exploratory approach to develop lines of argument. Vocab: Freud, Id, Ego, Superego, Queer theory, repression, Victorian Underworld, Charles Darwin Main Assessments: • Extract-based analysis (open book). (AO1, AO2, AO3) • Extract-based analysis (closed book). (AO1, AO2, AO3)	Topic: 'Pigeon English' Curriculum end points: 1) Explore and evaluate the contextual influences surrounding Knife crime and Damilola Taylor, prejudice and immigration. 2) Develop essay skills through analytical writing. 3) Have a clear understanding of the plot, characters, themes of the novel. 4) Analyse the novel exploring Kelman's purpose and evaluate the way a strong voice is created. Vocab: homicide, gentrification, creole, pidgin English, assimilation, immigration, diaspora, marinalization; literary devices, e.g. narrative perspective, colloquialisms, dialect, idioms. Main Assessments: • Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)	Unseen (2027 only) (2028 onwards) Topic: Interleaved revision – Lang and Lit papers 1 and 2 Curriculum end points: 1. Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. 2. Develop essay skills through analytical writing. 3. Develop creative writing skills through a variety of stimuli and topical statements. Vocab: All language and structural terminology, as listed in previous sections. Main Assessments: • Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers. • Mock exam

		• Analysis: thematic approach (AO1,2,3)			
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Spring 2	Topic: Shakespeare – <i>Macbeth</i> in Miniature Curriculum end points: 1. Explore the conventions of Shakespearean tragedies. 2. Explore the restrictions of the time period – context, e.g. honour, reputation. 3. Understand the devices used in drama, e.g. dramatic irony, soliloquy. Vocab: Literary devices, e.g. dramatic irony, soliloquy; patriarchy, asides, irony, malignity, toxic masculinity. Main Assessments: • Persuasive writing – Ruff Times Analytical writing - supernatural	Topic: ‘When the World Was Ours’ Curriculum end points: 1) Explore the contextual factors of the Holocaust. 2) Evaluate writer bias, exploring controversy and public response to stereotypes/stereotypical texts. 3) Explore how methods shape meaning, evaluating writers’ choices. 4) Understand the gravity of the Holocaust and how we must not allow it to happen again – modern examples of segregation, genocide, racism, hatred. Vocab: Segregation, ghettoization, all language/structural techniques; multiple narrative voices. Main Assessments: • Analysis: extract based (AO1,2,3) • Analysis: thematic approach (AO1,2,3)	Topic: ‘Jekyll & Hyde’ Curriculum end points: 5) Explore and evaluate the contextual influences surrounding the writing of the novella. 6) Develop essay skills through analytical writing. 7) Explore writers’ methods, evaluating writers’ choices. 8) Foster a critical and exploratory approach to develop lines of argument. Vocab: Freud, Id, Ego, Superego, Queer theory, repression, Victorian Underworld, Charles Darwin Main Assessments: • Extract-based analysis (open book). (AO1, AO2, AO3) • Extract-based analysis (closed	Topic: Lang paper 2(A) Curriculum end points: 1) Explore the format of section A of the Language Paper 2 exam. Particular focus on the exploration of viewpoints and perspectives, and the skills of summarising. 2) Develop precise skills for answering each question - including analysis, evaluation, criticism, comparison. 3) Use standard English to articulate opinions clearly and appropriate to genre, audience and purpose. Vocab: Language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists, tricolons, repetition, direct address; genre; audience; purpose; register; tone; judicious. Main Assessments: Fortnightly exam questions – marked through self/peer-assessment or FAR-marked by teachers (AO1, AO2; AO3)	Topic: Interleaved revision – Lang and Lit papers 1 and 2 Curriculum end points: 1. Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. 2. Develop essay skills through analytical writing. 3. Develop creative writing skills through a variety of stimuli and topical statements. Vocab: All language and structural terminology, as listed in previous sections. Main Assessments: • Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers. • GCSE exam

			book). (AO1, AO2, AO3)		
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Summer 1	Topic: 'The Hunger Games' Curriculum end points: 1. Explore conventions of the dystopian genre. 2. Analyse and evaluate writers' choices of methods and how these shape meanings. 3. Explore the role of rebellion in modern society. Vocab: Dystopia, subversion, rebellion, uprising. Main Assessments: • Analysis: extract based (AO1,2,3) Analysis: thematic approach (AO1,2,3)	Topic: The Power of Rhetoric Curriculum end points: 1. Understand what is meant by 'rhetoric,' as well as its role in fiction and non-fiction pieces of writing, especially speeches. 2. Consider a diverse range of fictitious speeches, from Shakespeare to 'A Bug's Life,' exploring what they have in common and how they achieve their purposes. 3. Explore a variety of speeches over time – ranging from Elizabeth I to Barack Obama – analysing how they achieve their purpose. Vocab: Literary devices, e.g. emotive language, rhetorical questions, tricolon. Main Assessments: • Non-fiction speech (AO5, AO6) • Fiction speech (AO5, AO6)	Topic: Poetry across the ages Curriculum end points: 1. Explore a variety of poems across multiple eras and consider how these eras have influenced poets and their work. 2. Explore how writers' methods shape the meanings of texts. 3. Understand the conventions of poetry and apply these to own writing. Vocab: Persona; poetic devices, e.g. semantic field, form, stanza, etc. Main Assessments: • Analysis of poem (AO1,2,3) • Own poem writing (AO5, AO6) and commentary of influences	Topic: Unseen Poetry Curriculum end points: 1) Develop essay skills through analytical writing. 2) Explore poetic methods and learn how to approach poetry from an unseen perspective. 3) Explore a wide range of unseen poems, considering their forms and structures. Vocab: Poetic terminology (including enjambment, rhyme scheme, caesura etc.) Fortnightly essay practice, encompassing: Main Assessments: • Poetry analysis of one poem (style of the Unseen). Unseen analysis (24 marks) and comparison of two unseen poems (8 marks).	Topic: Interleaved revision – Lang and Lit papers 1 and 2 Curriculum end points: 1. Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. 2. Develop essay skills through analytical writing. 3. Develop creative writing skills through a variety of stimuli and topical statements. Vocab: All language and structural terminology, as listed in previous sections. Main Assessments: • Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers. • GCSE exam

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Summer 2	Topic: 'The Hunger Games' Curriculum end points: - Explore conventions of the dystopian genre. - Analyse and evaluate writers' choices of methods and how these shape meanings. - Explore the role of rebellion in modern society. Vocab: Dystopia, subversion, rebellion, uprising. Main Assessments: Analysis: extract based (AO1,2,3) Analysis: thematic approach (AO1,2,3)	Topic: Shakespeare – <i>Twelfth Night</i> Curriculum end points: - Explore and evaluate the contextual influences surrounding Shakespeare, e.g. Puritanism, role of women. - Develop analytical skills through close analysis. - Have a clear understanding of the plot, characters, themes of the play as well as its genre (comedy/tragedy/history). - Analyse how methods support and shape meanings. Vocab: Literary devices, e.g. dramatic irony, soliloquy; patriarchy. Main Assessments: Reading assessment - character based (AO1, AO2, AO3) Spoken language presentation – role of Malvolio.	Topic: Spoken Language endorsement (style of Lang 2 Q5 – HWCEC) Curriculum end points: - Explore the conventions of transactional writing, as well as speeches. - Develop presentational skills, e.g. projection of voice, pace, eye contact. - Use standard English to articulate opinions clearly and appropriate to genre, audience and purpose. Vocab: DAFOREST, language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists. Main Assessments: Q5 speech of their choice	AQA Poetry anthology: Power and Conflict AND UNSEEN and Lang 2 revision Curriculum end points: - Understand fully how to analyse unseen poetry, using SMILE. - Have a clear understanding of the structures of Literature paper 2 and Language paper 2 and the different approaches to writing for each component. - Develop essay skills through analytical writing. - Develop transactional writing skills through a variety of stimuli and topical statements. Vocab: All language and structural terminology, as listed in previous sections. Mock exams	Topic: Interleaved revision – Lang and Lit papers 1 and 2 Curriculum end points: - Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. - Develop essay skills through analytical writing. - Develop creative writing skills through a variety of stimuli and topical statements. Vocab: All language and structural terminology, as listed in previous sections. Main Assessments: GCSE exam

			written and FAR marked by teacher. • Spoken language presentation – recorded and marked by teacher.		
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