

Mastery:  
I, AQ,  
WT

Sandbach School English Curriculum: A story of human ambition, power and responsibility.



# Year 7 English Curriculum Sequence

Intent: To build on prior knowledge from KS2: students will examine deeper connotations of language and analysing the implications of word choices. They will then take this depth of understanding and use it to develop their analytical knowledge.

HT1

Villains

HT5

Crime & Detection  
(Fiction)

HT3 & HT4

Treasure Island  
(Play/Novel Study)

HT2

Myths and  
Legends

HT6

Introduction to  
Shakespeare

**Why teach Villains?**

A Year 7 unit on *Villains* engages students in exploring the darker side of storytelling by examining how authors create complex, memorable antagonists. Pupils analyse the motivations, flaws, and actions that define villains, while considering themes such as power, justice, and moral ambiguity. The unit encourages critical thinking about the social and psychological factors behind villainy and fosters discussions on empathy and conflict. Creative tasks, like crafting their own villain stories, enhance writing skills and provide a foundation for future character analysis. This unit sparks curiosity and equips students with key literary tools for deeper exploration.

**Why teach Crime & Detection?**

A Year 7 unit on *Crime and Detection* introduces students to the exciting world of mystery and investigative storytelling. By studying a range of crime fiction, pupils explore themes such as justice, morality, and the process of solving crimes. The unit encourages analytical thinking as students examine how authors build suspense, use clues, and develop characters like detectives and criminals. Pupils also engage in creative tasks, such as writing their own mystery stories, which enhance their narrative and writing skills. This unit not only builds critical thinking and comprehension but also lays the foundation for future studies in plot development, character analysis, and genre conventions.  
4o mini

**Why teach Treasure Island?**

A Year 7 unit studying Bryony Lavery’s play adaptation of *Treasure Island* introduces students to the world of drama while immersing them in a classic adventure story reimagined for the stage. This unit encourages pupils to analyse how Lavery brings Robert Louis Stevenson’s timeless tale to life through dialogue, stage directions, and character dynamics. By exploring themes such as courage, loyalty, and moral ambiguity, students engage with timeless questions about human nature and relationships. The play’s focus on dramatic techniques, including staging, tension, and characterization, provides a foundation for understanding theatrical conventions and performance.

**Why teach Myths and Legends?**

A Year 7 unit on *Myths and Legends* introduces students to the timeless narratives that have shaped cultures and storytelling traditions across the world. By exploring stories of heroism, morality, and the supernatural, pupils develop an understanding of universal themes such as bravery, justice, and the consequences of human choices. This unit allows students to analyse how language, symbolism, and narrative structure are used to convey meaning and reinforce cultural values. Through engaging with a diverse range of myths and legends, from ancient Greek tales to global folklore, students enhance their cultural literacy and appreciation for storytelling’s role in shaping human history. The unit also fosters creativity, as pupils craft their own myth-inspired stories, and builds foundational analytical skills essential for future literary studies, providing a vibrant introduction to the study of narrative and theme.

**Why teach Introduction to Shakespeare?**

A Year 7 unit on *Introduction to Shakespeare* introduces students to the language, themes, and stories of one of the greatest playwrights in English literature. Through studying excerpts from Shakespeare's plays, students explore themes such as love, power, conflict, and fate, while learning about the conventions of Elizabethan drama. The unit helps pupils develop analytical and interpretive skills as they explore language, character, and structure, providing a foundation for more in-depth study of Shakespeare’s works. Pupils also engage in creative tasks, such as performing scenes or rewriting lines in modern English, which helps to deepen their understanding and appreciation of Shakespeare’s language and ideas. This unit builds confidence in reading and discussing complex texts and prepares students for more challenging literary analysis at GCSE level.

**National Curriculum Links**

- Pupils will:
- read increasingly challenging material
  - understand increasingly challenging text
  - read critically through studying setting, plot and characterisation, and the effects of these
  - read critically through knowing how language presents meaning
  - read critically through making comparisons across texts
  - draw on new vocabulary and grammatical constructions
  - read critically through understanding how characters are devised and presented

**National Curriculum Links**

- Pupils will:
- read increasingly challenging material
  - read high-quality words from English literature, pre-1914
  - understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context
  - make inferences and refer to evidence in the text
  - read critically through knowing how language presents meaning
  - read critically through studying setting, plot and characterisation, and the effects of these

**National Curriculum Links**

- Pupils will:
- read increasingly challenging material
  - read high-quality words from English literature, pre-1914
  - make inferences using evidence
  - understand increasingly challenging texts through learning new vocabulary
  - read critically through making critical comparisons across texts
  - write accurately, fluently, effectively for pleasure and information
  - apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  - draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
  - plan, draft, edit and proof-read

**National Curriculum Links**

- Pupils will:
- read seminal world literature
  - make inferences using evidence
  - understand increasingly challenging texts through learning new vocabulary
  - read a wide range of fiction and non-fiction, a wide coverage of genres, historical periods, forms and authors
  - read critically through making critical comparisons across texts
  - write accurately, fluently, effectively for pleasure and information
  - apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  - draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
  - plan, draft, edit and proof-read

**National Curriculum Links**

- Pupils will:
- read seminal world literature
  - make inferences using evidence
  - understand increasingly challenging texts through learning new vocabulary
  - read critically through making critical comparisons across texts
  - write accurately, fluently, effectively for pleasure and information
  - apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  - draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
  - plan, draft, edit and proof-read

**Teaching Villains here supports:**

- Engagement in English
- Boy Everywhere in Y9
- A Christmas Carol in Y10
- Macbeth y10
- Hamlet in Y12/Y13

**Teaching Crime & Detection here supports:**

- Gothic Genre in Y8
- Boy in the Striped Pyjamas in Y8
- Forensic Linguistics in Y9
- Science & Technology in Y10
- ACC in Y10/Y11
- Hard Times (Lang) in Y11
- Monsters (Lang) in Y10 and Y11
- Power (Lang) in Y11
- Dorian Gray in Y12/Y13

**Teaching Treasure Island here supports:**

- Study of drama texts at KS4 and KS5
- Macbeth in Y10
- An Inspector Calls in Y10
- Engagement in English
- Wider cultural capital

**Teaching Myths and Legends here supports:**

- Engagement in English
- Development of creativity
- Wider cultural capital
- Spoken Language in Y10
- Monsters (Lang) in Y11

**Teaching Introduction to Shakespeare here supports:**

- Challenging Representations and Romeo and Juliet in Y8
- Macbeth at KS4
- The Woman in Black in Y9
- An Inspector Calls in Y10
- Study of drama texts at KS5