



Our curriculum Journey (So far)

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Introduction

The Maltby Academy curriculum delivers exceptional learning experiences that enable all students to thrive academically, personally and socially. Each subject curriculum is ambitious, coherently planned and precisely sequenced to ensure that all students develop the knowledge, skills, and character required to succeed in a competitive world. Our key drivers: Teaching & Learning, Personal Development, Careers & CEIAG, Enrichment, and Behaviour & Attitudes underpin every aspect of our curriculum design.

Following our 2022 Ofsted inspection, we received the following feedback:

In some subjects, there are a few pupils who are not yet secure in their knowledge of the most important content, concepts or skills. This means that these pupils can find it harder to keep up with the demands of the ambitious curriculum at Maltby Academy.

Leaders should ensure that teachers in all subjects are clear about what it is most important for pupils to learn at particular stages and that they prioritise securing this knowledge for all pupils, and checking their understanding.

In response, we refined our curriculum to ensure it is ambitious, coherently sequenced and knowledge-rich.

Sequence and Rationale (June 2022 onwards)


Our initial focus was curriculum sequencing. Departments worked collaboratively and rigorously to define what is taught, why it is taught, and when it is taught to maximise understanding and long-term retention. We did this across 39 weeks for each year group.

All departments established these principles across each phase of the curriculum.

History			
Curriculum Sequencing (Weekly template)			
Year 7			
wk	Component Title	Component Purpose Why do we study this component?	Component Position Why are we studying it here?
1	How did migration shape Early England? L1 - What was life like for 'British' Celts?	NC states that primaries should have done pre-1066 so this unit should help to bridge from primary school, whilst accounting for the different topics which are covered by our feeder schools. This unit aims at creating an understanding of the impact and importance of migration in shaping Britain / England throughout History in an effort to tackle xenophobia and racism, and teach tolerance in line with British Values.	Chronology - we want students to have a clear understanding of the bigger picture of how 'Britain' has developed over time.
2	How did migration shape Early England? L2 - How much did the Romans change 'Britain'?	Impact of migration and how this shaped Britain and Early England. - The Romans were behind major changes to Southern England (+ York) and provided fundamentals which were built on for later waves.	Chronology (and above) - Romans were the second main wave of migration to Early England.

Precise 39-week plans (September 2023 onwards)

Curriculum sequences were distilled into clear and accessible 39-week plans. This ensures all stakeholders can clearly see what students learn each week across every year and term.

 History Year 7							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
How did migration shape Early England? L1 - What was life like for 'British' Celts?	How did migration shape Early England? L2 - How much did the Romans change 'Britain'?	How did migration shape Early England? L3 - How far did the Saxons change 'Britain'?	How did migration shape Early England? L4 - How far did the Vikings change 'Britain'?	How did migration shape Early England? L5 - What was life like in the Danelaw?	How did migration shape Early England? L6 - What was England like by 1066?	How did the Norman Conquest change England?: L1 - What happened in 1066?	How did the Norman Conquest change England?: L2 - Why did Harold II win the Battle of Stamford Bridge?
How did the Norman Conquest change England?: L3 - What happened at the Battle of Hastings?	How did the Norman Conquest change England?: L4 - How did William I consolidate his power?	How did the Norman Conquest change England?: L5 - How did William I change England?	How did the Norman Conquest change England?: L6 - How much had England changed by 1087?	Consolidation	Why were Norman castles so difficult to attack?: L1 - Where should I build my castle?	Why were Norman castles so difficult to attack?: L2 - Attacking and defending castles	Why were Norman castles so difficult to attack?: L3 - the Siege of Rochester Castle
Why were Norman castles so difficult to attack?: L4 - Castles Dragons' Den	Why were Norman castles so difficult to attack?: L5 - Designing a castle	What was life like in medieval England: L1 How was medieval England ran?	What was life like in medieval England: L2 - What was ordinary life like in Medieval England?	What was life like in medieval England: L3 - Why was life expectancy so low in medieval England?	What was life like in medieval England: L4 - What impact did the Black Death have on life in medieval England?	What was life like in medieval England: L5 - Crimes and rebellions: How was the Peasants' Revolt dealt with?	Consolidation
Who was the best Medieval King?: L1 Was William I a good medieval monarch?	Who was the best Medieval King?: L2 Was Henry II a good king?	Who was the best Medieval King?: L3 Richard Vs John: Two bad kings?	Who was the best Medieval King?: L4 - Henry V vs Henry VI: Who was better?	Who was the best Medieval King?: L5 - Does Richard III deserve his reputation as a bad king?	Who was the best Medieval King?: L6 - Who was the best medieval king?	How did Tudor monarchs overcome the problems of their reigns?: L1 - How did Henry VII establish the Tudor	How did Tudor monarchs overcome the problems of their reigns?: L2 - How did Henry VIII expand his power?
How did Tudor monarchs overcome the problems of their reigns?: L3 - How successfully did Edward overcome	How did Tudor monarchs overcome the problems of their reigns?: L4 - Does Mary I deserve her reputation as	How did Tudor monarchs overcome the problems of their reigns?: L5 - How did Elizabeth I overcome the	How did Tudor monarchs overcome the problems of their reigns?: L6 - What was life like for poor people in	How did Tudor monarchs overcome the problems of their reigns?: L7 - What was life like for Black Tudors?	Richard III: King in the carpark	Princes in the Tower: The new evidence	

All our 39-week plans are included in subject overviews which can be found on our school website. Leaders routinely review sequence documents and 39-week plans to ensure the curriculum remains responsive to student need, informed by classroom practice and assessment.

Prior phase and cross curricular awareness (September 2023 onwards)

To strengthen curriculum coherence, we have prioritised both internal collaboration and external alignment.

Primary curriculum driver groups (October 2023 onwards)

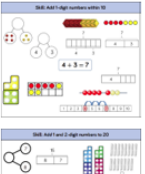
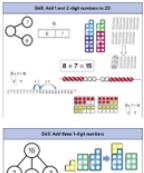

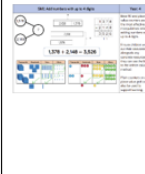
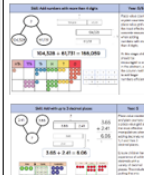
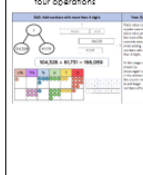
We have worked closely with our feeder primary schools to ensure our staff, when planning their sequences, build upon prior phase learning. This has strengthened curriculum alignment, ensuring it is strategic, coherent and impactful.

All our Subject Leaders have met with our corresponding Primary colleagues through subject driver groups. This has enabled colleagues across phases to understand and shape curriculum development collaboratively.

Colleagues shared and used a range of planning documents across all primary phases to understand and influence the curriculum offer at Maltby Academy.

Some examples of the planning tools from our different primary schools we now access are demonstrated here:

Progression documents (EYFS – Y6)

Maths Progression Document									
Key Year Group Objectives (linked to strands)									
Nursery	Reception	PIA	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Key skill Composition</p> <ul style="list-style-type: none"> I can explore and understand the numbers 1,2,3,4,5 	<p>Key skill Composition</p> <ul style="list-style-type: none"> I can understand that all quantities are composed of smaller quantities. I can explore and understand 1,2,3,4,5,7,8,9,10 I can compare numbers to 10 I can explore number bonds to 10. I can find 1 more /less. I can explore the composition of numbers to 3+2 groups and say how many are together? Comparison of numbers to 5 (3 groups and say how many are together) I can combine objects to find how many altogether? I can subtract gradually by taking away objects. 	<p>Addition and Subtraction (AS)</p>	<ul style="list-style-type: none"> I can identify one more and one less than a given number. I can represent and use number bonds and related subtraction facts within 20. I can add and subtract one-digit and two-digit numbers to 20, including zero. I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$. 	<ul style="list-style-type: none"> I can solve problems with addition and subtraction: I can use concrete objects and pictorial representations, including those involving numbers, quantities and measures. I can applying their increasing knowledge of mental and written methods I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers I can show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. I can recognise and use the inverse relationships between addition and subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> I can add and subtract numbers mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s a three-digit number and 10s I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. I can estimate the answer to a calculation and use inverse operations to check answers. I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. I can estimate and use inverse operations to check answers to a calculation. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). I can add and subtract numbers mentally with increasingly large numbers. I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Identify common factors, common multiples and prime numbers. Perform mental calculations, including with mixed operations and large numbers. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Solve problems involving addition, subtraction, multiplication and division using their knowledge of the order of operations to carry out calculations involving the four operations. 	

Long term plans (Subject Specific EYFS-Y6)

Maltby Academy
MRA Long Term Plan for English 2024 - 25

Outcome	Autumn Term		Spring Term		Summer Term		Literary Festival
Nursery	-Head, shoulders, knees and toes. -If you're happy and you know it. -Brush your teeth.	-Pumpkin soup. -When Goldilocks went to the house of the bears. -The magic porridge pot. -Goldilocks and the Three Bears. -Gruffalo. -The Christmas Story	-The wheels on the bus go round and round. -Row, row, row your boat. -Down at the Station	-Old McDonald had a farm. -Baa baa black sheep. -5 Little Ducks -Dingle, dangle Scarecrow. -Chick, chick chicken	-5 Little Speckled Frogs. -There's a worm at the bottom of the garden. -Incy Wincy Spider. -Mary, Mary quite contrary	-1,2,3,4,5 once I caught a fish alive. -5 Little seashells.	Nonsense Poems: Hey Diddle Diddle
Reception	What makes me a me? Our class is a family Topsy and Tim go to the doctors	Weekly Non-Fiction Books - Police Firefighter Builders Lollipop person Vet Mechanic Fiction - Jolly Christmas Postman	Dear Earth Somebody swallowed Stanley Poles Apart	Mad about Mini beast Super worm Aaaarrgghh Spider!	Little Red Hen Jack and the jelly beanstalk Pigs Might Fly	Walking through the Jungle Monkey puzzle - (Non-fiction relating to each animal from the story) Tiger that came to tea	Nonsense Poems: There was an old man with a beard

Medium term plans (Subject Specific EYFS-Y6)

History medium term plan				
Year group: Year 4		Topic: The Romans		
Enquiry question:				
HT1: What was life like in the Roman Empire?				
HT2: How did the Roman Empire change the life of British people?				
Exceptional experience:				
Roman Day: 27 th June 2024				
Potential visit to Murton Park: 3 rd July 2024				
Building on prior knowledge:				
The children will already have knowledge of archaeology from studying the Ancient Egyptians within Year 3. This theme will be built upon when exploring the Romans and their empire. The children will build upon their knowledge of the word 'invasion' and understand the strength of the Roman Army, comparing this to their knowledge of strong armies from the previously studied Spartans when the children learn about The Ancient Greeks during Autumn term. Migration and Movement of People; a comparison between the nomadic life of people in the Palaeolithic and Mesolithic and what an invasion is. The children also began to consider aspects of life such as trade linked to their learning about Ancient Egypt and how they were the traders of the past.				
Substantive concepts covered in this topic:		Vocabulary:		
<ul style="list-style-type: none"> Invasion Archaeology Achievement Trade Empire Conquest 		Aqueduct Centurion Celts Conquer Conquest Emperor Empire		Gladiator Invader Legion Romanisation Senate Tribe
Summer 1				
What was life like in the Roman Empire?				
	Learning objective	Substantive knowledge	Disciplinary concept	Historical enquiry
Lesson 1 (Introductory lesson)	To understand who the Romans were and when and where they lived. Context of Iron Age Britain.	Introduction to the Romans: <ul style="list-style-type: none"> Who they were? When they originated? Where they originated from? 		Historical Investigation: gather more detail from sources such as maps to build up a clearer picture of the past.
Lesson 2 (Chronology lesson)	To understand the chronology of the Roman Empire and how life compared to Britain at that time in the Iron Age.	Chronology of the Roman Era Comparison of life in Rome and Iron Age Britain.	Similarities and differences of Ancient Rome and Britain in the Iron Age.	Chronological understanding: sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.

Leaders have been able to access to these documents and discuss the Primary curriculum through our driver group meetings, informing our curriculum planning.

Collaborative curriculum event (February 2025)

We ran a curriculum conference in February 2025 attended by all teachers from Maltby Academy and our feeder primary schools (Craggs, Maltby Lily Hall, Maltby Manor, Maltby Redwood, Ravenfield and St Marys).

Colleagues collaborated during 4 sessions. The sessions were focused on Vocabulary, Cross Curricular, Misconceptions and Curriculum sequencing.



Subject leaders – developing knowledge (November 2023 onwards)

Our subject leaders completed projects linked to specific parts of our curriculum and the precision of knowledge we want our students to be exposed to.



Establishing knowledge (January 2024 onwards)

To ensure precision and ambition, we underpinned curriculum sequences with clearly defined Tier 3 vocabulary and substantive knowledge.

Tier 3 vocabulary

Tier 3 vocabulary refers to subject-specific, technical terms that are used within disciplines and are essential for understanding the content of that subject. These words are not commonly used in everyday language and are typically taught explicitly, as they enable students to access, discuss, and apply knowledge with precision within each subject area. All Tier 3 vocabulary is systematically captured alongside precise definitions to ensure consistency, clarity and secure knowledge acquisition.

Substantive themes

The vocabulary and definitions were mapped against the component and substantive knowledge and themes to ensure all lessons focus on promoting accurate vocabulary.

Misconceptions


Following the identification of Tier 3 vocabulary, misconceptions are explicitly identified and addressed through deliberate, explicit teaching of each term and its precise meaning, including common errors or misunderstandings. Teachers model accurate use, contrast correct and incorrect examples, revisit key terms over time, and check for understanding through questioning and retrieval practice. This ensures students apply subject-specific terminology accurately and confidently within context.

Our vocabulary, substantive knowledge and misconceptions are captured in tables like this:

History – Year 8			
Week From 39-week plan	Tier 3 Vocabulary with key definitions Tier 3 words are subject-specific, used within a particular field. For example, the language of scientists, mathematicians, historians, and literary critics. For maths, this includes words like 'denominator', while science lessons might require learners to understand 'homeostasis'.	Substantive Knowledge The specific, factual concepts needed for the topic or subject. (Detail for each included in lesson resources) The main second-order concepts in common use by history teachers in England, and which figure in England's national curriculum for history ^(footnote 76) are: <ul style="list-style-type: none"> • cause • consequence • change and continuity • similarity and difference • historical significance • sources and evidence • historical interpretations 	Common Misconceptions Any idea that students do not accurately understand when studying this content, concept or subject. (Updated live by teachers when misconceptions occur)
1	<p><u>Unit 1: English Civil War: 1. James I and the Gunpowder Plot</u></p> <ul style="list-style-type: none"> • Civil war - a war within one country between different groups or areas of that country. • House – a noble family. • Parliament - a national lawmaking body composed of representatives. • Treason - the betrayal of one's country by going to war against it or giving information to its enemies. • Infer - the process of making a guess based on facts and observations. • Conspiracy – a secret plan by a group of people to do something harmful or illegal. • Ambassador - a high-ranking official sent by one nation to another either to carry out a specific diplomatic mission or to serve in residence there. • Catholic - of or relating to a Catholic church. 	<p>Explain the challenges James I faced as king.</p> <p>This considers the historical second-order concept of causation, focusing on why events happened and what effects they had – it identifies various factors (short- and long-term factors as well as immediate triggers) that led to a historical outcome.</p>	<p>Parliament was very different to how it looks today. Video in the lesson will help to highlight this. Also, students assume there was the same level of democracy as there is today.</p> <p>Some pupils will underestimate the importance of King James's position as king of England and Scotland – he was the first monarch to unite the two thrones, and his Scottish upbringing had distinct consequences for his policies in England.</p> <p>Others might assume that all Catholics hated James from the start of his reign in 1603 – many Catholics believed that James would be more tolerant towards them because his mother, Mary Queen of Scots had been Catholic.</p>

Curriculum overviews (January 2025 onwards)

Curriculum intent statements and summaries are collated within subject overview documents in our curriculum overview documents. These are on our website so all stakeholders can access and understand the curriculum our students will access. These are reviewed and refined annually.



Our Classroom Curriculum | Maltby Academy

English at Maltby Academy

Introduction

The Maltby Academy curriculum is designed to deliver a... enable all young people to thrive academically, person is ambitious, coherently planned, and carefully sequenc... knowledge, skills, and character required to succeed in Teaching & Learning, Personal Development, Careers & Attitudes underpin every aspect of our curriculum design.

English - intent statement

The English curriculum of Maltby Academy enables stud... and literature while developing the skills of articulate co... creative expression. Through a carefully sequenced cur... from across time, cultures, and genres, fostering emp... teaching challenges students to think deeply, debate cr... creativity. English directly supports our key drivers: High... for Enrichment through theatre, reading, and creative w... equipping students with essential literacy for every path... Development by encouraging self-expression and resp... Maltby Academy empowers students to achieve excell... voice as informed, thoughtful, and confident young adu...

Why do we study English?

English empowers students to communicate effectivel... human experience through language and literature. It c... nurtures empathy, creativity, and confidence, look for... society.

Qualification

Our Key Stage 4 exam board for this subject is EDUQAS M... English Literature. Y10 and Y11 students all work towards... and Literature.

Key Tier 2 Vocabulary in English

Infer, analyse, evaluate, interpret, justify, synthesise, cont... viewpoint, structure, implicit, explicit, coherence

Disciplinary Requirements in English

- Students must read critically and analytically across c... texts.
- Demonstrate understanding of writers' methods thro... structure.
- Write accurately, purposefully, and imaginatively for... tone and register.

Our Classroom Curriculum | Maltby Academy

Vocabulary and Substantive Knowledge Summary

Overview

Across Key Stage 3, the English curriculum is deliberately sequenced to build a deep understanding of the technical and conceptual knowledge required for confident reading, writing, and analysis. The curriculum introduces, revisits, and deepens Tier 3 vocabulary, the subject specific academic language of English, alongside substantive knowledge that enables students to apply these terms meaningfully in context.

This progression ensures students move from mastering the foundations of grammar and narrative structure in Year 7, to exploring complex themes of identity, morality, and society in Year 8, and finally to engaging with contextual, structural, and thematic depth in Year 9 as preparation for Key Stage 4 literature and language study.

Year 7 – Foundations of Writing and Storytelling

Vocabulary focus:
Students secure a precise understanding of the technical language of writing and grammar [capital letters, full stops, commas, apostrophes, speech marks, and paragraphs] while also developing conceptual vocabulary for creative composition such as character, setting, atmosphere, narrative, and tone.

Substantive knowledge themes:

- Establishing accuracy and control in sentence construction and punctuation.
- Understanding how writers create meaning through setting, character, and structure.
- Introducing the craft of narrative writing and writing for purpose and audience.
- Exploring how first person and third person perspectives shape meaning.
- Building awareness of formal and informal registers and how to adapt writing style.

Progression goal:
By the end of Year 7, students can identify and apply the key structural and grammatical features of effective writing and begin to make deliberate linguistic choices for purpose and effect.

Year 8 – Developing Interpretation and Expression

Vocabulary focus:
Students extend their vocabulary into more abstract and analytical terms that allow deeper interpretation and creative control (pathetic fallacy, imagery, character voice, colloquial language, formal writing, tone, irony, and persuasive writing). These are embedded within the context of myths, legends, and classic literary texts.

Substantive knowledge themes:

- Exploring the relationship between writer, reader, and audience.
- Developing analytical responses through understanding tone, register, and style.
- Writing with increasing sophistication and flexibility across narrative and transactional forms.
- Exploring characterisation, voice, and viewpoint to understand empathy and perspective.
- Embedding grammar, punctuation, and spelling accuracy within extended writing.

Progression goal:
By the end of Year 8, students can interpret and construct meaning of both literal and inferential levels, write with a distinct voice, and apply linguistic and structural devices purposefully.

Sequence and vocabulary in appendix

Each document includes the precise 39-week plans alongside mapped Tier 3 vocabulary and definitions.

Our Classroom Curriculum | Maltby Academy

English Literature

Year 10		Year 10		Year 10		Year 10		Year 10	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Macbeth: What is the supernatural and what might cause it to be fearful of it? (A piece of contemporary reading, followed by a piece of creative writing.)	Macbeth: In what ways might Shakespeare have been influenced by King James I's fear of the supernatural? (Historical context, followed by Act 1 Scenes 1-3)	Macbeth: What is love and what was its relevance in 16th century society? (Historical representation of love: 16th century and Victorian, Act 1 Scenes 4 & 5)	Macbeth: What is the typical relationship between power and gender? (Representation of power and gender through poetry, Act 1 Scene 9)	Macbeth: How does the theme of betrayal become so important across the play? (Act 2 Scenes 1 and 2)	Macbeth: What is the relationship between an act and a deed? (The Divine Right of Kings, Act 2 Scenes 3-4)	Macbeth: How do betrayal and ambition affect the way in which we form relationships? (Act 3 Scenes 1-3)	Macbeth: How do betrayal and ambition affect the way in which we form relationships? (Act 3 Scenes 3-4)	Macbeth: How do betrayal and ambition affect the way in which we form relationships? (Act 3 Scenes 3-4)	Macbeth: How do betrayal and ambition affect the way in which we form relationships? (Act 3 Scenes 3-4)
Macbeth: How do the supernatural characters embody evil? (A piece of contemporary reading, Act 3 Scene 5)	Macbeth: Does Shakespeare successfully evade a sense of fate, across the play, so far?	Macbeth: Can we successfully create a sense of fate, in our writing? (A piece of contemporary reading, followed by a piece of creative writing)	Macbeth: How is fear intertwined as we reach the climax of the play? (Act 4 Scenes 1-2)	Macbeth: How has our understanding of masculinity changed over time? (Act 4 Scene 3)	Macbeth: How have representations of grief changed over time? (Piece of contemporary reading, followed by creative writing)	Macbeth: How do betrayal, ambition and power tie together at the end of the play? (Act 5)	Poetry Anthology: Why are readers drawn in by the power and violence? (Ozymandias and Howk's Roaring)	Poetry Anthology: Why are readers drawn in by the power and violence? (Ozymandias and Howk's Roaring)	Poetry Anthology: Why are readers drawn in by the power and violence? (Ozymandias and Howk's Roaring)
Poetry Anthology: How is power constructed in society? (Duke of Edinburgh)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)	Poetry Anthology: How does Shakespeare's manipulation of language and gender? (1700s to present day, The Farmer's Wife, The Waste Land, Beach, Survival etc)
Poetry Anthology: What would a world shaped of human rights look like? (The Homestead's Tale, London)	Poetry Anthology: Is it possible to rebuild society? (Non-fiction text, So Autumn)	A Christmas Carol: How does Dickens' manipulation of language and gender? (Contemporary non-fiction text, Slave One)	Unseen Poetry: How do writers present poverty, through poetry?	A Christmas Carol: Why are time and memory such powerful concepts? (Non-fiction text)	Unseen Poetry: How do writers present time, through poetry?	A Christmas Carol: Does being sympathetic about someone's childhood allow us to understand their better? (Non-fiction text)	Unseen Poetry: How do writers present Christmas, through poetry?	Unseen Poetry: How do writers present Christmas, through poetry?	Unseen Poetry: How do writers present Christmas, through poetry?
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	Week 41	Week 42
A Christmas Carol: To what extent has the role of the family changed, over time? (Non-fiction text)	A Christmas Carol: Why is it important to be socially responsible? (Non-fiction text)	Unseen Poetry: How do writers present social responsibility, through poetry?	A Christmas Carol: To what extent is the legacy we leave behind important? (Non-fiction text)	Unseen Poetry: How do writers present death, through poetry?	A Christmas Carol: How does transformation come together, in the climax of the novel? (Non-fiction text)	A Christmas Carol: How do characters change, and what other, across the novel?	A Christmas Carol: How do characters change, and what other, across the novel?	A Christmas Carol: How do characters change, and what other, across the novel?	A Christmas Carol: How do characters change, and what other, across the novel?

Our Classroom Curriculum | Maltby Academy

Year 10

Macbeth Vocabulary

Supernatural: Attributed to some force beyond scientific understanding or the laws of nature.

Superstition: The belief in supernatural causes for events, such as certain actions or omens bringing good or bad luck.

War: A state of armed conflict between different countries or groups within a country.

Fate: The idea that events are predetermined and inevitable, beyond a person's control.

The Divine Right of Kings: The belief that a king's authority comes directly from God, making rebellion a sin.

Compulsion: Driven or immoral behaviour, especially by someone in power.

Ambition: A strong desire to achieve something, often requiring determination and effort.

Leadership: The ability to guide or direct others effectively.

Gender stereotypes: Assumptions about how people should behave based on their gender.

Soliloquy: A speech in which a character speaks their thoughts about while alone on stage.

Deception: The act of deliberately misleading or lying to someone to hide the truth.

Manipulation: Influencing or controlling someone unfairly or dishonestly to achieve a goal.

Betrayal: The act of being disloyal or breaking trust with someone.

Guilt: The feeling of remorse or responsibility for doing something wrong.

Murder: The unlawful and intentional killing of another person.

Monarch: A king or queen – the ruler of a state or country.

Visions: Something seen that may not be real, such as a dream or hallucination.

Relationship: The way in which people are connected or interact with each other.

Ghost: The spirit of a dead person appearing to the living.

Appearance Vs Reality: The theme that things are not always what they seem.

Mythology: A collection of traditional stories that explain beliefs or natural events.

Hexate: A goddess from Greek mythology associated with magic and witchcraft.

Fear: A feeling of being afraid or anxious about something that might happen.

Death: The end of life.

Prophecy: A prediction about what will happen in the future, often linked to supernatural knowledge.

Conclusion: How a play or story is resolved, bringing events to an end.

A Christmas Carol Vocabulary

Industrial Revolution: A period of major technological and social change that began in the late 18th century.

Poverty: The condition of lacking financial resources and essential for a basic standard of living.

Greedy: An excessive desire for wealth or possessions, often at the expense of others.

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