

English

'Today a reader tomorrow a leader' Margaret Fuller

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This document represents a sequenced response to the year 7 and 8 curriculum

Our overall curriculum design is underpinned by our vision for what the students in our communities need to thrive and become confident learners. Our Curriculum offer identifies the Knowledge, Skills, Attributes and Experiences (K-ASE) we seek to develop in our students. We see each component of K-ASE as an entitlement for students and K-ASE shapes the whole experience within our school.

In English we offer our students a broad and ambitious curriculum which goes beyond the specification of the National Curriculum, designed to foster a life-long love for the subject, preparing them for future employment and learning. We encourage our students to continue to develop their love of the subject at KS5, offering a highly-regarded English Literature A-Level programme.

We develop the skills for students to be able to articulate themselves on a range of topics and to become confident readers who can access a range of texts; academically, across the wider curriculum and in 'real world' situations. Using a spiral curriculum, we ensure students remember more, revisiting ideas to allow students to become experts within the various disciplines of English.

We want our students to become resilient individuals who can move forward in their learning journey within an increasingly ambitious curriculum. We do not want misconceptions to become a barrier to students, rather that they feel empowered to move beyond these.

Our curriculum is both deliberately ambitious and thoughtfully accessible, enabling **all** students, including SEND and HPA, to be able to achieve their full potential.

YEAR 9			
Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn 1&2 – 1 Term	<p>Students start Year 9 by completing an atmospheric writing scheme that bridges the transition between Year 8 and Year 9.</p> <p>This then leads into a scheme based around 'Tales of the Unexpected' where students explore tales with an unexpected twist.</p>	<p>Students will be able to craft language to generate a piece of 'disconcerting' writing. Students are also given the opportunity to practise their spelling, punctuation, and grammar usage.</p> <p>Students will be able to analyse the effects of language choices and poetic methods throughout a range of texts to explore poets' meanings and intentions.</p> <p>Students will build knowledge of contextual factors to help identify how writers can be influenced or inspired to write.</p> <p>Students will build comparative skills by using similarities and differences to create analytical comparisons between two or more texts.</p>	<ul style="list-style-type: none"> • <u>Creative writing assessment</u>. To create a disconcerting atmosphere. • <u>Language analysis</u> – 'How does Browning use language to...' in the Laboratory. • <u>Comparison</u>: 'Compare how emotions are presented in 'The Laboratory' and one other poem of your choice.'
Spring 1 – 6 weeks	Shakespeare Study: Twelfth Night	<p>Students will build knowledge of contextual factors to help identify how Shakespeare was influenced or inspired to write.</p> <p>Students will develop and identify key components of a narrative and identify key genre conventions for comedic plays.</p> <p>Students will develop and understand the meaning of 'stagecraft' (the way a production is presented on a stage) and consider how this might have been used in Jacobean drama productions.</p> <p>Students will be able to analyse the effects of purposeful choices made by Shakespeare to explore his meanings and intentions.</p>	<ul style="list-style-type: none"> • Midpoint <u>knowledge</u> quiz (peer/self-assessed) and an <u>analytical</u> paragraph on a key character/theme within the play.

		Students will build their analytical writing skills by constructing analytical paragraphs using a ‘What? How? Why?’ approach to their thinking and writing.	
Spring 2 – 5/6 weeks	<p>Non-fiction Study: The Power of Language.</p> <p>A scheme dedicated to giving the ‘voiceless a voice’.</p>	<p>Students will be able to explore the effects of purposeful choices made by writers to explore their intentions in an analytical way.</p> <p>Students will read key non-fiction-based texts to uncover the meaning of the following terms: identity; righteous indignation; justice vs injustice and dignity vs indignity.</p> <p>Students will be able to identify key methods used within persuasive and informative texts and then apply these to their own non-fiction text writing.</p> <p>Students will build their oracy abilities through spoken language presentations.</p>	<p>Mid-Point:</p> <ul style="list-style-type: none"> • <u>Transactional writing assessment</u>: Letter writing based on the key concepts. <p>End of unit:</p> <ul style="list-style-type: none"> • <u>Spoken Language assessment</u> – presenting own ideas to build oracy skills.
Summer 1	Modern text – Warhorse	<p>Students will be able to analyse the effects of purposeful choices made by the author to explore his meanings and intentions.</p> <p>Students will build their analytical writing skills by constructing analytical paragraphs/essays using a ‘What? How? Why?’ approach to their thinking and writing.</p> <p>Students will revisit the key components of effective creative writing.</p>	<ul style="list-style-type: none"> • Creative writing assessment • Reading skills assessment
Summer 2	Contextual study	Students will build knowledge of contextual factors to help identify how context affects meaning within Victorian and Edwardian texts.	<ul style="list-style-type: none"> • Context assessment: How context effects meaning

		<p>Students will study a range of fiction and non-fiction from the late 19th and early 20th century and consider the factors that influenced writing</p> <p>Students will apply bigger historical concepts to their analysis such as: feminism, socialism vs capitalism, social hierarchies, prejudicial behaviour, and responsibility.</p>	
YEAR 10			
Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn 1 – Poetry 3 weeks	Students start year 10 by studying six key poems from their GCSE poetry anthology: ‘Storm on the Island’, ‘The Prelude’, ‘Ozymandias’, ‘Bayonet Charge’, ‘Charge of the Light Brigade’ and ‘Exposure. The aim of this unit is to develop analysis and comparison skills.	<p>Students will be able to analyse the effects of language choices, and evaluate the differences and similarities between poems, and their contexts</p> <p>Students should be able to recall key information and textual reference from the poem</p>	<ul style="list-style-type: none"> In the final week of the unit, students will have a GCSE style full assessment to assess their writing.
Autumn 1-2: Language paper 1, responding to fiction texts and creative writing 6 weeks	Students will be able to analyse writer’s methods in fiction texts and be able to write creatively	<p>Reading:</p> <p>Understanding that the writer is making deliberate choices</p> <p>Being able to identify the methods that writers use to achieve these effects</p> <p>Being able to comprehend plot</p> <p>Writing</p> <p>Students need to make deliberate choices to create atmosphere</p> <p>Students need to make deliberate choices of language</p> <p>Being able to write with a deliberate structure</p>	<ul style="list-style-type: none"> Throughout this unit of work, students will be regularly assessed on their progress through in class assessments. At the end of the unit, students will sit a Language Paper 1, mock exam.

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		Being able to write to a specific purpose	
Autumn 2 – Spring 1: A Christmas Carol text study 7 weeks	Students will study ‘A Christmas Carol’ in preparation for their GCSE English Literature exam.	Student will develop a thorough understanding of context, plot, character and theme throughout this unit of work. Student will also be able to analyse Dickens’ methods and closely reference key ideas in the text	<ul style="list-style-type: none"> • Halfway through the unit and at the end of the unit, students will sit a mock exam.
Spring 1 – 2: Poetry 4 weeks	Students return to poetry to study six more poems from their GCSE anthology: Remains, War photographer, Poppies, Emigree, Checking out Me History and Kamikaze	Students will be able to analyse the effects of language choices, and evaluate the differences and similarities between poems, and their contexts Students should be able to recall key information and textual	<ul style="list-style-type: none"> • In the final week of the unit, students will have a GCSE style full assessment to assess their writing.
Spring 2 – Summer 1: Unseen poetry 3 weeks	Students will study a selection of poems linked thematically.	Students will be able to analyse the effects of language choices, and evaluate the differences and similarities between poems.	<ul style="list-style-type: none"> • Assessment will take place throughout the unit, however there will be a full assessment, including comparison or poems at the end of the unit
Summer 1-2: Non-fiction reading and writing study 6 weeks	Students will be able to analyse writer’s methods in non-fiction texts and be able to produce transactional writing.	<p>Reading:</p> <p>Understanding that the writer is making deliberate choices</p> <p>Being able to identify the methods that writers use to achieve these effects</p> <p>Being able to comprehend the author’s intent</p> <p>Writing</p> <p>Students need to make deliberate choices to match purpose and form</p>	<ul style="list-style-type: none"> • Throughout this unit of work, students will be regularly assessed on their progress through in class assessments. • At the end of the unit, students will sit a Language Paper 2, mock exam

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		<p>Students need to make deliberate choices of language</p> <p>Being able to write with a deliberate structure</p> <p>Being able to write to a specific purpose</p>	
<p>Summer 2: Spoken Language</p> <p>2 weeks</p>	<p>Students will be completing a formal presentation on a topic of their choice. This contributes towards their GCSE English Language certification</p>	<p>Students will be able to talk purposefully, using appropriate spoken grammar.</p> <p>Students will be aware of their own spoken language choices and be able to use rhetorical devices to support a line of argument.</p>	<ul style="list-style-type: none"> At the end of the unit, students will be recorded speaking about a topic of their choice.
<p>Summer 2: Poetry anthology</p> <p>3 weeks</p>	<p>Students return to poetry to study the final three poems from their GCSE anthology: Tissue, My Last Duchess, London</p>	<p>Students will be able to analyse the effects of language choices, and evaluate the differences and similarities between poems, and their contexts</p> <p>Students should be able to recall key information and textual reference from the poem</p>	<ul style="list-style-type: none"> Assessment will take place in year 11.

YEAR 11

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
<p>Autumn 1 – Macbeth Study</p> <p>6 weeks</p>	<p>Students will study Macbeth in preparation for their GCSE English Literature exam.</p>	<p>Students will develop a thorough understanding of context, plot, character and theme throughout this unit of work.</p> <p>Students will also be able to analyse Shakespeare’s methods and closely reference key ideas in the text.</p> <p>Students will draw on some of the contextual understanding of Renaissance texts developed during KS3, however this is further developed into the beginnings of historicist studies where students embed how context helps support meaning into their analysis.</p>	<p>Progress will be assessed throughout using teacher and peer feedback.</p> <p>Mid-point: Full exam style assessment</p> <ul style="list-style-type: none"> Students will then sit a full Literature paper 1 (Macbeth and ‘A Christmas Carol’) as part of their November mock exams

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<p>Autumn 2 – Unseen poetry and mock review</p>	<p>Students will study a selection of poems linked thematically.</p>	<p>Students will be able to analyse the effects of language choices, and evaluate the differences and similarities between poems.</p> <p>Students will also have time to review previous learning and develop key skills needed for Language Paper 1 and Literature paper 1 (specific skills will be dependent on the need of the student).</p>	<ul style="list-style-type: none"> Assessment will take place throughout the unit, however there will be a full assessment, including comparison or poems at the end of the unit
<p>Spring 1: Language paper 2 skill revision</p> <p>6 Weeks</p>	<p>Students will be able to analyse writer’s methods in non-fiction texts and be able to produce transactional writing.</p>	<p>Reading:</p> <p>Understanding that the writer is making deliberate choices</p> <p>Being able to identify the methods that writers use to achieve these effects</p> <p>Being able to comprehend the author’s intent</p> <p>Writing</p> <p>Students need to make deliberate choices to match purpose and form</p> <p>Students need to make deliberate choices of language</p> <p>Being able to write with a deliberate structure</p> <p>Being able to write to a specific purpose</p>	<ul style="list-style-type: none"> Assessment will take place throughout the unit. The end of unit assessment will be a full Language Paper 2 mock exam
<p>Spring 2: Literature Paper 2 revision</p> <p>4 weeks</p>	<p>During this time, students will review ‘An Inspector Calls’, the Poetry Anthology and Unseen poetry,</p>	<p>Students will be revising key Literature skills including:</p> <ul style="list-style-type: none"> Recall of knowledge around ‘An Inspector Calls’ and the fifteen poems in the anthology Reviewing key characters, themes, ideas and quotations. Revising how to analyse writer’s methods for deeper meaning <p>Essay writing skills</p>	<ul style="list-style-type: none"> Students in the final week of the unit, students will have a GCSE style full assessment to assess their writing.

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<p>Summer 1 – 2 6 weeks</p>	<p>In the time running up to students actual GCSE exams, groups will receive a bespoke scheme of learning which is best suited to their needs and address gaps in their knowledge. This will be based on Teacher assessment and feedback from their mock exams. Students will continue to develop analytical essay skills and receive purposeful feedback to enable them to achieve their potential.</p>	<p>Bespoke to groups, but will include:</p> <ul style="list-style-type: none"> • Revising plot, character, theme and intent of key literature texts • Revising and practicing the key skills required to succeed in English language, including creative/transactional writing, analysis of writers’ methods and exploring the purpose of texts 	<ul style="list-style-type: none"> • Assessments will be dependent on the needs of the groups.
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YEAR 12 and Year 13

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
<p>Year 12 units of work will be taught throughout the year. The length and term might vary according to cohort.</p>	<p>Critical theory – at the start of year 12, students will study a range of critical theories that will underpin the analysis</p>	<p>Student will develop an understanding of key critical lenses that they will apply to their analysis. Student will learn about prominent literary critics.</p>	<p>Subject suitability assessment</p> <ul style="list-style-type: none"> • Application of critical theory will be assessed throughout the course.
	<p>NEA and King Lear. This unit is the coursework element of the course. Students will complete an extended essay on ‘King Lear’ and a secondary text of their choice. King Lear will be studied in Autumn term of year 12, however students develop their NEAs throughout year 12 and 13.</p>	<p>Students must be able to adopt a historicists view of their key texts and demonstrate:</p> <ul style="list-style-type: none"> • A thorough exploration of the texts and the task • The way that authors convey meaning. • A comparison of how the Literary conventions underpin meaning • Wider reading around the key texts and wider reading of other comparative literary texts <p>A critical viewpoint</p>	<p>During Autumn term there will be a mini-mock based on King Lear. Students will have regular check-ins with their NEA tutors to discuss the progress of their NEAs</p> <ul style="list-style-type: none"> • In Spring term of year 13, students will submit their final NEAs for marking.

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	<p>Unseen poetry (Love through the ages): Students will have the opportunity to read a wide selection of poems, centred around the themes of Love.</p>	<p>Students must be able to:</p> <ul style="list-style-type: none"> Analyse the poems for meaning Analyse the methods that the poets use to convey meaning Understand the significance of the Literary eras in which the poems were written Compare two poems Engage in the debate set up by the question. <p>Look at critical and/or alternative interpretations to the poems</p>	<p>Students will complete a peer assessment to familiarise themselves with the assessments objective.</p> <ul style="list-style-type: none"> Students will complete an end of unit mock style assessment
	<p>Unseen extracts (WW1 and its aftermath). Students will study a variety of prose extracts based around WW1 literature.</p>	<p>This unit of work centres around familiarising students with the context of Literature inspired by WW1.</p>	<p>Understanding will be assessed throughout the unit.</p> <ul style="list-style-type: none"> There will be an end of unit exam-style assessment
	<p>'The Great Gatsby' and 'Pre-19th century poetry anthology' study.</p>	<p>Students will be assessed on their ability to form thematic links between 'The Great Gatsby' and a selection of poems from the AQA anthology. This unit forms part of their 'Love Through the Ages' exam. Students should be able to make clear links between the poems and 'The Great Gatsby' based on:</p> <ul style="list-style-type: none"> Thematic links Links between the way the various authors use methods to convey meaning. An understanding of how context affects meaning Links to wider reading <p>Critical interpretations</p>	<p>As this is a large unit of work for year 12, there will be several assessments throughout. These include</p> <ul style="list-style-type: none"> Poetry comparison 'The Great Gatsby' assessment (theme) A poetry/Gatsby comparison essay (in class) A poetry/Gatsby comparison mock exam.
	<p>'Regeneration' study (WW1 and its aftermath)</p>	<p>Students will study 'Regeneration' – a key exam texts. They will be assessed on:</p> <ul style="list-style-type: none"> A thorough exploration of the text The way that author conveys meaning. A comparison of how the Literary of WW1 Literature conventions underpin meaning 	<ul style="list-style-type: none"> Understanding will be assessed throughout however this will culminate in an end of unit mock exam.

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		<ul style="list-style-type: none"> Wider reading around the key themes and wider reading of other comparative literary texts <p>A critical viewpoint</p>	
	<p>WW1 poetry: Students will study a selection of poems from an anthology.</p>	<p>Students must be able to:</p> <ul style="list-style-type: none"> Analyse the poems for meaning Analyse the methods that the poets use to convey meaning Understand the significance of the context in which the poems were written Make clear links between poems Engage in the debate set up by the question. <p>Look at critical and/or alternative interpretations to the poems</p>	<ul style="list-style-type: none"> Understanding will be assessed throughout however this will culminate in an end of unit mock exam.
<p>Year 13: During year 13, students will return to, and complete their NEA coursework.</p>	<p>'Othello' (Love through the ages) study. This is a key exam text. It is also the closed book section of the exam, so it is important that students develop a thorough understanding of the play.</p>	<p>This is the main Shakespeare study for the A-Level course, so it is vital students develop a detailed, exploratory understanding of the text and:</p> <ul style="list-style-type: none"> Can explore the various themes presented in 'Othello' Understand how Shakespeare uses methods to convey meaning Understand the conventions of the Renaissance era and how this affects meanings Develop wider reading of other Shakespeare plays and Renaissance texts <p>Can explore the text through critical lenses</p>	<p>Understanding will be assessed as various points during this unit. Formal assessments include:</p> <ul style="list-style-type: none"> An in-class assessment based on character An in-class assessment based on a theme A full, love through the ages mock exam at the end of Autumn term
	<p>'The Wipers Times' (WW1 and it's aftermath) study. Students must study this text and be prepared to compare this to poems from the War anthology.</p>	<p>Students will be assessed on their ability to form thematic links between 'The Wipers Times' and poems from the War anthology. Students should be able to make clear links between the poems and 'The Wipers Times' based on:</p> <ul style="list-style-type: none"> Thematic links Links between the way the various authors use methods to convey meaning. 	<ul style="list-style-type: none">

		<ul style="list-style-type: none"> • An understanding of how context affects meaning • Links to wider reading <p>Critical and/or alternative interpretations</p>	
	<p>Revision for the 'Love Through the ages' exam.</p>	<p>Students will revise; 'The Great Gatsby', the poetry anthology and unseen poetry skills in preparation for the end of year exam. Students must be able to demonstrate:</p> <ul style="list-style-type: none"> • A thorough exploration of the texts and the task • The way that authors convey meaning. • A comparison of how the Literary conventions underpin meaning • Wider reading around the key texts and wider reading of other comparative literary texts • A critical viewpoint 	<p>In addition to the full mock exam in Autumn term, students will complete an in class Gatsby/poetry comparison.</p> <ul style="list-style-type: none"> • Students will sit another full mock exam in Spring term
	<p>Revision for the 'WW1 and its aftermath' exam</p>	<p><u>Students will revise 'Regeneration, unseen extracts, the poetry anthology and 'Wipers Times' in preparation for their exam. For this exam, students will need to demonstrate:</u></p> <ul style="list-style-type: none"> • A thorough exploration of the texts and the task • The way that authors convey meaning. • A comparison of how the context of WW1 affects meaning • Wider reading around the key texts and wider reading of other comparative literary texts <p>A critical viewpoint</p>	<p>Students will complete an in class 'Wipers times'/poetry comparison</p> <ul style="list-style-type: none"> • Students will complete another full mock exam in Spring term

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	<p>In the time running up to students actual A-Level exams, groups will receive a bespoke scheme of learning which is best suited to their needs. This will be based on Teacher assessment and feedback from their mock exams.</p>	<p><u>Bespoke to groups.</u></p>	<ul style="list-style-type: none">• Assessments will be dependent on the needs of the groups.
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