

# ENGLISH CURRICULUM

The English Curriculum will equip all students with the skills that will enable them to become critical and perceptive readers and writers, successful confident communicators, and members of society. All students, regardless of background, will be confidently able to interpret and converse in the world around them and be prepared for the everchanging, complexity of the modern world.

The curriculum is focused on reading and language acquisition and take students from their world and immerse them into different worlds through the literature and texts we read; with every text we read the window to a new world is opened, giving them access to vocabulary and knowledge of cultural identity and heritage.

The English curriculum is knowledge rich and has a focus on helping the students to succeed and achieve academically, socially and emotionally. The curriculum has sufficient depth and coverage to ensure that the students progress over their five years, whilst inspiring a passion for life-long learning and continued improvement.

Students are given the opportunity to hear a variety of voices, from across history and the literary cannon, they will consider a vast range of ideas and express their opinion: analysing, comparing, critiquing and evaluating the craft of the writer.

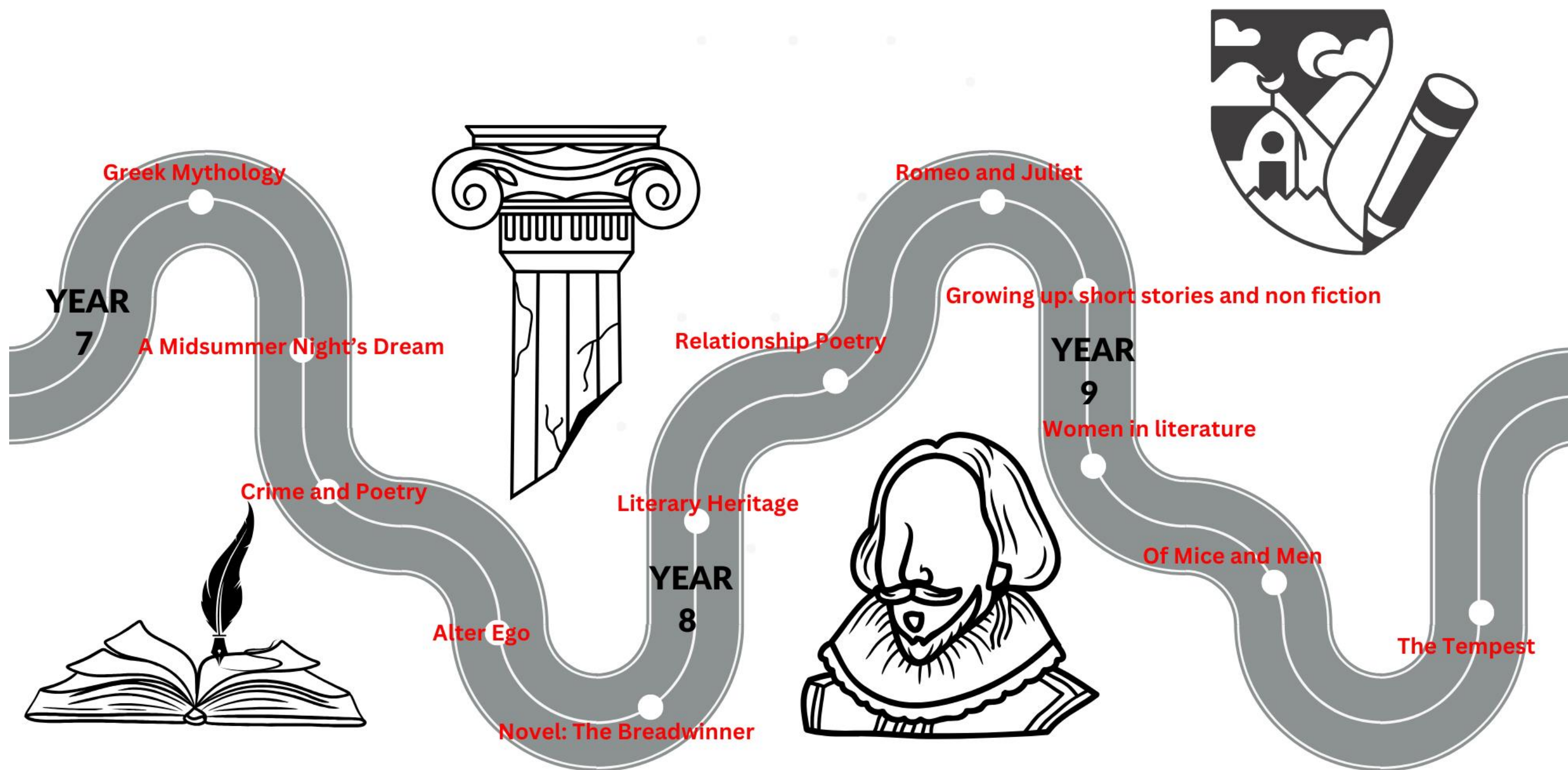
## **They will become:**

- Creative individuals
- Inquiring in their approach to texts
- Critical thinkers
- Effective orators and writers

The curriculum also provides exciting and challenging experiences both in the classroom and through extra-curricular: activities through workshops with authors and theatre visits.

## **The curriculum will enable students to:**

- develop the habit of reading widely, often and for pleasure, a range of texts, including classic literature, fluently and with good understanding
- appreciate the depth and power of the English literary heritage
- read in detail, critically and evaluatively, so they are able to discuss and explain their understanding of ideas and make connections between the texts
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read
- write accurately and analytically about their reading, using standard English
- use knowledge gained from wide reading to inform and improve their own writing
- use grammar and punctuation correctly and spell accurately
- apply a wide vocabulary, including grammatical terminology and linguistic conventions in writing and spoken language



# KS3 ENGLISH CURRICULUM

| Year 7  |   |  |  |   |
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| Autumn 1<br>7 weeks (21 lessons)  | Autumn 2<br>6 weeks (18 lessons)  | Spring 1<br>6 weeks (18 lessons)   | Spring 2<br>5 weeks (15 lessons)   | Summer<br>11 weeks (24 lessons + 6 for revision and end of year exam)   |
| Unit Title:<br>Origins of Literature: Greek Mythology   | Unit Title:<br>A Midsummer Night's Dream  | Unit Title:<br>Crime and Poetry  | Unit Title:<br>Alter Egos  | Unit Title:<br>Novel: The Breadwinner<br>End of year exam assessment  |
| Domains of knowledge:<br><br>Language and power: figurative language, narrative voice<br><br>Writers craft: Narrative and description<br>Grammar: punctuation, complex sentences, academic register<br><br>Narrative/character arc: Greek tragedy/ story arc<br><br>Genre/form/structure: conventions of narratives and description<br><br>Academic writing: summary, thesis, topic sentences, quotations as evidence | Domains of Knowledge:<br><br>Language and power: figurative language, symbolism of colour<br><br>Writer's craft: Shakespeare's language and effects of word choices<br><br>Grammar: punctuation, complex sentences, academic register<br><br>Genre/Form/structure: Play script conventions, Shakespearean comedy conventions<br><br>Academic writing: summary, thesis, topic sentences, quotations as evidence, analytical verb phrase. | Domains of Knowledge:<br><br>Language and power: poetic devices, connotations and inferences, informal and colloquial<br><br>Writers craft: patterns of language and effects of word choices and figurative language and colour symbolism<br><br>Grammar: punctuation, formal and informal, relative clauses and parenthesis<br><br>Genre/Form/structure: play script conventions<br><br>Academic writing: summary, thesis, topic sentences, quotations as evidence, analytical verb phrases | Domains of Knowledge:<br><br>Language and power: authors tone of authority and sense of immediacy<br><br>Writers craft: effects of word choices, structure of sentences and openings<br>Grammar: expanded noun phrases, punctuation to create tension, past and present participles for immediacy, imperatives<br><br>Narrative/character arc: Narrative voice of authority                      | Domains of Knowledge:<br><br>Language and power: context and themes<br>Writer's craft: choices for effect and building tension<br><br>Genre/Form/structure: Freytag's pyramid<br>Academic writing: summary, thesis, topic sentences, quotations as evidence, analytical verb phrases, linking to context  |
| Key concepts:<br><br>Key themes across time: conflict, appearance/reality, power, relationships, supernatural, heroes and villains, revenge, punishment.  | Key concepts:<br><br>Key themes across time: conflict, appearance/reality, power, relationships, supernatural, heroes and villains, revenge, punishment, love, gender.  | Key concepts:<br><br>Key themes across time: conflict, power, relationships, heroes and villains, revenge, punishment, love, gender, identity.   | Key concepts:<br><br>Key themes across time: Inner conflict, appearance/reality, power, supernatural, heroes and villains, identity.   | Key concepts:<br><br>Key themes across time: conflict, religion, appearance/reality, power, relationships, heroes and villains, punishment, gender, identity.   |
| Relevant end points covered:<br><br>Skills in literary criticism using a range of texts from Greek Mythology.<br><br>Understand the power of the written word, reflecting critically and on a writer's intentions.<br><br>Understanding of form, structure of Greek myths.<br><br>Understanding the messages and teachings of classical literature.   | Relevant end points covered:<br><br>Skills in literary criticism using Shakespeare's A Midsummer Night's Dream.<br><br>Understand the power of written and spoken language, to inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias.<br><br>Understanding of form, structure and language used within the play.   | Relevant end points covered:<br><br>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure, and rhetoric in order to engage the audience.<br><br>Skills in literary criticism using poetry. Understanding of form, structure and language in a narrative poem and a newspaper.<br><br>Write for different purposes and audiences and in different forms through                       | Relevant end points covered:<br><br>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure, and rhetoric in order to engage the audience.<br><br>Understand the power of written language, to inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions. | Relevant end points covered:<br><br>Skills in literary criticism.<br><br>Understand the power of written and spoken language, to inspire and manipulate.<br><br>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure, and rhetoric in order to engage the audience.<br><br>Understanding the messages and teachings of British literature from |

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| <p>Write effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.<br/>Write descriptively and imaginatively through sustained crafting of figurative language.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features.</p> | <p>Understanding the messages and teachings of classical literature: Shakespeare.</p> <p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> | <p>effectively adapting style, tone and register appropriately.</p>  | <p>Understanding of form, structure and language across a range of texts</p> <p>Understanding a range of techniques used within a range of texts.</p> <p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language, sentences, and punctuation for effect.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> | <p>classical literature to contemporary forms.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language.</p> |
| <p>Summative assessments:</p> <p>Writing: description of Medusa<br/>Reading: Baseline test unseen text.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test.</p>   | <p>Summative assessments:</p> <p>Writing: letter to Egeus.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test.</p>   | <p>Summative assessments:</p> <p>Oracy<br/>Group presentation of inferences and analysis based on a poem.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test.</p> | <p>Summative assessments:</p> <p>Writing: Descriptive narrative of the transformation of Dr Jekyll into Mr Hyde.</p> <p>Reading: Mid-Point test unseen text.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test.</p>  | <p>Summative assessments:</p> <p>Writing: end of year exam opening to a short story/description of an unseen image.</p> <p>Reading: end of year exam unseen extract analysis.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-Point and end of unit MCQ test.</p>  |

| Year 8  |   |  |  |
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| Autumn 1<br>7 weeks (21 lessons)  | Autumn 2<br>8 weeks (18 lessons)  | Spring<br>1 weeks (33 lessons)   | Summer<br>11 weeks (33 lessons)  |
| Unit Title:<br>Origins of the English Language and Literature   | Unit Title:<br>Relationship Poetry  | Unit Title:<br>Romeo and Juliet  | Unit Title:<br>Growing Up (Short Stories and non -fiction writing)   |
| Domains of knowledge:<br><br>Language and power: description and presentation of characters (Thor and Loki, Beowulf and Grendel)<br><br>Writers craft: narrator, narrative viewpoints, description linked to context, characterisation and development<br><br>Grammar: punctuation, complex sentences, academic register<br><br>Narrative/character arc: story arc- three parts of Beowulf<br><br>Genre/Form/structure: understanding and identifying the conventions of an epic poem/ know, understand and include conventions of a monologue<br><br>Academic writing: summary, thesis, topic sentences, embedded apt quotations as evidence, analysis of language and structure | Domains of knowledge:<br><br>Language and power: narrative voice, figurative language, pathetic fallacy<br><br>Writers craft: narrative viewpoints, description linked to context, characterisation and development of character throughout the poem(s)<br><br>Grammar: punctuation, complex sentences, academic register<br><br>Narrative/character arc: presentation of themes and characters in the poems, looking at the narrative within the poems (Lady of Shalott and Porphyria's Lover)<br><br>Genre/Form/structure: understanding the different conventions of forms of poetry, including sonnets (Shakespeare and Petrarchan), lyrical ballad and dramatic monologue<br><br>Academic writing: summary, thesis, topic sentences, embedded apt quotations as evidence, analysis of language and structure | Domains of knowledge:<br><br>Language and power: dialogue between characters, patriarchy, language to gain and maintain control<br><br>Writer's craft: understanding Shakespeare's stage craft (prologue, use of soliloquies)<br><br>Grammar: punctuation, complex sentences, academic register<br><br>Narrative/character arc: conventions of a Shakespearean tragedy<br><br>Genre/Form/structure: conventions of a Shakespearean tragedy, the important of beginning the play with a prologue<br><br>Academic writing: summary, thesis, topic sentences, embedded apt quotations as evidence, analysis of language and structure                               | Domains of knowledge:<br><br>Language and power: narrative voice, dialogue between characters<br><br>Writers craft: narrative viewpoints, description linked to context, characterisation and development over time. Grammar: punctuation, complex sentences, academic register<br><br>Narrative/character arc: narrative viewpoints, story arc: exposition, rising action, climax, falling action, resolution/denouement<br><br>Genre/Form/structure: conventions of narratives/ non-fiction writing<br><br>Academic writing: summary, thesis, topic sentences, embedded apt quotations as evidence, analysis of language and structure |
| Key concepts:   | Key concepts:   | Key concepts:  | Key concepts:  |
| Key themes across time: conflict, power, supernatural, heroes and villains, revenge, and punishment.  | Key themes across time: conflict, power, appearance versus reality, relationships, supernatural, heroes and villains, revenge, and punishment.  | Key themes across time: conflict, power, gender, appearance versus reality, relationships, revenge and punishment.   | Key themes across time: conflict, relationships, identity.   |
| Relevant end points covered:<br><br>Understanding of form, structure and language across contexts, cultures, writers and genres.<br><br>Understanding the messages and teachings of British literature.<br><br>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.<br><br>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.  | Relevant end points covered:<br><br>Understanding of form, structure and language across contexts, cultures, writers and genres.<br><br>Understanding the messages and teachings of British literature.<br><br>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.<br><br>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.  | Relevant end points covered:<br><br>Skills in literary criticism.<br><br>Understand the power of written language, reflecting critically and evaluatively on a writer's intentions.<br><br>Understanding of form, structure, and language.<br><br>Understanding the messages and teachings of British literature from classical literature.<br><br>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing.<br><br>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect. | Relevant end points covered:<br><br>Skills in literary criticism.<br><br>Understand the power of written language, to inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions identifying bias.<br><br>Understanding of form, structure and language across contexts, cultures, writers, and genres.<br><br>Understanding the messages and teachings of British literature.<br><br>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.   |

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|   |   |   | Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect. |
| Summative assessment:<br><br>Writing: Writing a monologue in the style of Beowulf.<br>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test. | Summative assessment:<br><br>Reading: Unseen reading baseline test HT1. | Summative assessment:<br><br>Writing: Writing a letter to Prince Escalus. | Summative assessment:<br><br>Reading: end of year exam HT6.<br><br>Writing: end of year exam HT6.   |

| Year 9  |  |   |
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| Autumn<br>13 weeks (39 lessons )  | Spring<br>11 weeks (33 lessons)  | Summer<br>11 weeks (33 lessons and 3 lessons for end of year exam)  |
| Unit Title: Women in Literature   | Unit Title: Of Mice and Men  | Unit Title: The Tempest   |
| <p>Domains of knowledge:</p> <p>Language and power: non cliché figurative language, pathetic fallacy, narrative voice, semantic field, symbolism, plosive sounds</p> <p>Writer’s craft: omniscient narrator, narrative viewpoints, description linked to context, characterisation, and development over time</p> <p>Grammar: advanced punctuation, complex sentences, academic register<br/>Narrative/character arc: stereotypes of women, character traits of villains, Freytag’s pyramid, plot twist</p> <p>Genre/Form/structure: conventions of narratives and short stories and crime, mystery thrillers</p> <p>Academic writing: summary, thesis, topic sentences, embedded apt quotations as evidence, analysis of language and structure</p>  | <p>Domains of knowledge:</p> <p>Language and power: figurative language including zoomorphism, narrative voice, colour and animal symbolism</p> <p>Writer’s craft: Narrative, description, and use of dialogue to show character, description to create tone and mood</p> <p>Grammar: punctuation and sentences structure to build tension and suspense, academic register</p> <p>Narrative/character arc: Antagonist, protagonist, villain and victim, characters being symbols of society, stereotypes</p> <p>Genre/Form/structure: conventions of a novel and cyclical structure, motifs, foreshadowing</p> <p>Academic writing: thesis for literature essay writing, essay planning and writing, embedded apt quotations as evidence, analysis and evaluation of language and structure</p>  | <p>Domains of knowledge:</p> <p>Language and power: pathetic fallacy, figurative and emotive language, language linked to colonialisation and abuse of power, sycophantic language, insults</p> <p>Writer’s craft: Stage craft, Soliloquys and asides, language to create pathos</p> <p>Narrative/character arc: Shakespearean comedy characters/hero and villain</p> <p>Genre/Form/structure: conventions of Shakespearean comedy and Epilogue, use of soliloquy</p> <p>Academic writing: thesis for literature essay writing, essay planning and writing, evaluating writers’ methods</p>   |
| <p>Key concepts:</p> <p>Key themes across time: conflict, appearance/reality, power, relationships, heroes and villains, revenge, identity, and punishment.</p>   | <p>Key concepts:</p> <p>Key themes across time: conflict, power, relationships, heroes and villains, revenge, identity, and punishment.</p>  | <p>Key concepts:</p> <p>Key themes across time: conflict, power, relationships, heroes and villains, revenge, identity, and punishment.</p>   |
| <p>Relevant end points covered:</p> <p>Skills in literary criticism using a range of texts from different periods, styles and genres 18<sup>th</sup> Century to 20th century.</p> <p>Understand the power of written language, to inspire and manipulate, by reflecting critically and evaluatively on a writer’s intentions to entertain and build suspense.</p> <p>Understanding of form, structure, and language. Comparing texts across contexts, cultures, writers, and genres.</p> <p>Understanding the messages and teachings of British literature through dramatic monologues and short stories that subvert the stereotypical representation of women.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Effective opening of a thriller using semantic field and pathetic fallacy to foreshadow.</p> | <p>Relevant end points covered:</p> <p>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure, and rhetoric in order to engage the audience.</p> <p>Skills in literary criticism. Understand the power of written and spoken language, to inspire and manipulate, by reflecting critically and evaluatively on a writer’s intentions to create character and develop character through a novel.</p> <p>Understanding of form, structure, and language.</p> <p>Understanding the messages and teachings of British literature from classical literature to contemporary forms.</p> <p>Conventions of a novel: cyclical structure, colour symbolism and character voice.</p> <p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> | <p>Relevant end points covered:</p> <p>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure, and rhetoric to engage the audience.</p> <p>Skills in literary criticism. Understand the power of written language, reflecting critically and evaluatively on a writer’s intentions.</p> <p>Analyse and evaluate tracking themes across a play.</p> <p>Understanding of form, structure, and language.</p> <p>Understanding the messages and teachings of British literature from classical literature; Shakespeare.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Literature Essay writing skills.</p> |

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| Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.   | <p>Descriptive writing and narrative writing</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Literature Essay writing skills.</p> |   |
| <p>Summative Assessments:</p> <p>Reading: Unseen reading baseline test HT1 (end of).</p> <p>Writing: Opening to a short story HT2.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test.</p> | <p>Summative Assessments:</p> <p>Reading: Unseen reading test HT3.</p> <p>Writing: Speeches/monologues ‘Don’t get me started on’ HT4.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test.</p>                        | <p>Summative Assessments:</p> <p>Reading: end of year exam HT5.<br/>Writing: end of year exam HT6.</p> <p>Knowledge and vocabulary: throughout as do now and as a mid-point and end of unit MCQ test.</p> |



# KS4 ENGLISH LANGUAGE CURRICULUM



## COURSE ASSESSMENT

English language assessment.

Paper 1: Explorations in creative reading and writing - 50% (1 hour 45 minute exam)

- Section A (Reading): Analysis of an extract from a modern fiction text
- Section B (Writing): Descriptive or narrative writing

Paper 2: Writers' viewpoints and perspectives 50 - % (1 hour 45 minute exam)

- Section A (Reading): Analysis and comparison of a modern non-fiction text and a 19th century non-fiction text
- Section B (Writing): Transactional writing

Spoken Language endorsement (non-examination) - 0%

Presentation to the class teacher

## COURSE DETAILS

Course: AQA English Language GCSE

## COURSE DESCRIPTION

GCSE English Language allows candidates the exciting opportunity to develop their core communication skills in reading, writing, and speaking and listening. Through use of real, relevant non-fiction and literary texts, students are encouraged to engage with and make fresh connections between concepts, texts, techniques and vocabulary, analysing written language to explore its impact and how that impact is achieved. As writers, students have the opportunity to express themselves creatively and imaginatively in descriptive and narrative writing as well as honing their understanding of written conventions to present perspectives, information and topics. Students will learn to express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication. They will also be encouraged to form independent views and challenge what is heard or read on the grounds of reason, evidence or argument. Through speaking and listening activities, students will be given the opportunity to make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas. In order to develop key skills in verbal communication, students will also participate in a range of real-life contexts in and beyond the classroom, adapting talk appropriately to different situations and audiences.

## PROGRESSION ROUTES

An English language GCSE is highly valued by employers and further education providers. The course also provides a good foundation for further study of English literature and/or English language. English language is an ideal course for students considering a career in law, public relations, journalism, teaching or human resources.



# KS4 ENGLISH LITERATURE CURRICULUM



## COURSE ASSESSMENT

English literature assessment.

Paper 1: Shakespeare and the 19th Century novel  
- 40% (1 hour 45 minute exam)

- Section A - Analysis of Shakespearean play - Macbeth
- Section B - Analysis of a 19th Century novel - A Christmas Carol

Paper 2: Modern Texts & Poetry = 60% (2 hour 15 minute exam)

- Section A - Analysis of a modern text - An Inspector Calls or DNA
- Section B - Comparison of two poems from the chosen poetry anthology. Power and conflict.
- Section C - Analysis of an unseen poem, followed by a comparison with a second unseen poem

## COURSE DETAILS

Course: AQA English Literature GCSE

## COURSE DESCRIPTION

GCSE English Literature encourages students to develop independent and critical interpretations of writers' ideas, whilst exploring issues that are both important and relevant to them. The course also allows students to make connections between the texts that they are studying and their own personal experiences. Students study one play by William Shakespeare, a 19th century novel, a modern play and a collection of thematically linked poems from the AQA anthology, as well as applying their skills to questions based on unseen poetry. The study of these texts builds on their previous knowledge and analytical skills acquired and applied throughout their time in the academy, allowing students to not simply engage with and analyse the language and form of great literary works, but also to explore in depth the influence and impact of social and historical contexts. All of the components of this qualification require students to write extensively and analytically, enabling them to construct, deconstruct, express and justify personal interpretations and alternative perspectives.

## PROGRESSION ROUTES

An English Literature GCSE is highly valued by employers and further education providers. The course also provides a good foundation for further study of English Literature and/or English Language. English Language is an ideal course for students considering a career in Law, Public Relations, Journalism, Teaching or Human Resources.

