English Curriculum Plan

Intent

Why love English?

English holds a mirror to the world. It reveals the best and worst of humanity and teaches kindness, tolerance and understanding. English creates the ability to express ourselves clearly, to imagine fantastical worlds and different lives, to understand difference and empathise; it enables us to connect with the world and the people in it.

Big Ideas in English

English covers a range of skills, incorporating Literacy, Language and Literature. We explore how the language of English has changed over time, but the themes, ideas and messages remain constant. We think big, exploring the ideals of different time periods and how society impacts on the literature and the language that is produced. We also think small, looking at how individuals use language and literature in order to express themselves and share their stories with the world.

Why study English?

English is the ultimate resource for communicating effectively, with both the spoken and the written word. It allows you to access all areas of society and interact with it in a way that is meaningful and purposeful. Being good at English means that you can 'sell yourself' to people in all walks of life and create an impact wherever you go. You will be able to write to people so that you are taken seriously, whether that is for a job interview, making a complaint or expressing your opinions online. You will be able to understand what you're reading; that might be for pleasure, but it might be contracts or legal documents, for example when getting a job or moving house. English teaches you to work effectively as part of a team, listening to and understanding the ideas of others as well as how to speak confidently in difficult and stressful situations – skills that are useful however you would like to progress in life. Finally, English teaches you to spot bias or 'fake news'; it challenges you to research and to look for the truth, to find evidence to support the things that you say and to question what you read, see and hear rather than simply accepting it.

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Implementation

Challenge

Students are taught to explore new ideas and are encouraged to decode and analyse texts and information independently. We study a range of challenging texts from a variety of time periods, considering Homer, Chaucer, Shakespeare and Mary Shelley. There will be ideas, concepts, vocabulary and syntax that are new and unfamiliar in these texts; being resilient and developing strategies in order to decode and understand these texts is vital and will build more confident adults who are not fazed by unfamiliar and difficult reading materials in the world of work.

Vocabulary (Tier 2 & 3)

Knowledge Organisers are used for important key words and ideas in English. These allow an easy way to begin to learn and reference the required vocabulary and knowledge to be a successful reader and orator. Subject specific terms such as metaphor, anecdote, rhetoric, form and metre are learnt. Additionally, everyday words such as analyse, synthesise, compare, contrast, imagine and create are used in order to understand the subject fully.

Numeracy

Numeracy is addressed in English lessons. For example, understanding different time periods is critical to understanding the context of texts which, in turn, is essential for accurate analysis. We use graphs, diagrams and continuums in order to understand how stories are created; explore relationships between characters, ideas and concepts and see how our language has evolved over time.

Links with other subjects

English is vital in accessing every subject in the curriculum: without reading comprehension and writing skills, nothing can be excelled at. English also has specific topical links with many subjects. The closest links are with History, Religious Studies, French and Media Studies. Lots of topics cross through these subjects such as understanding the Victorian era, being knowledgeable about people with different beliefs to your own, understanding how sentences are made up and that many words in English are 'borrowed' from other languages, and that the media uses various techniques, including the language used, in order to manipulate the receiver.

Assessment in English

At Key Stage Three (Years, 7, 8 and 9) assessments are built into the curriculum with half termly assessments. Students conduct a 'cold assessment' which allows for identification of areas for development and additional teaching before they complete a 'hot assessment' at the end of each unit. All Key Stage Three students complete an exam during the summer term in order to acclimatise them to an exam hall and to prepare them for the stresses of external exams at Key Stages Four and Five.

At Key Stage Four (Years 10 & 11), half termly assessments are completed which cover all of the skills required in both the English Language and English Literature exams. Year 11 students also take a mock exam in each subject during the year in order to prepare them for the upcoming GCSEs.

At Key Stage Five (Years 12 & 13) students are assessed regularly (about once a half term) on the topic they have been covering. These assessments are tightly linked to the A-Level assessment criteria and their final exams. Year 12 students complete a mock exam in the summer term and Year 13 have a mock exam in order to prepare them for their final external exams.

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<u>Poetry (transactional writing)</u> Analysis of a variety of poetry. Reading and analysis of a series of pre-20th century non-fiction speeches based on the theme of equality. Students write their own speech.	<u>Novel</u> Reading of a novel understanding plot, characterisation, themes and contextual factors.	<u>Story Writing</u> Exploration of a series of Greek myths building up to a creative writing piece where students create their own myth.	<u>Shakespeare</u> Extracts from Hamlet. Exploration of Chaucer and Middle English.	<u>Short Stories</u> Analysis and evaluation of a variety of extracts from short stories.	<u>Play (transactional writing)</u> A selection of transactional writing tasks built around the playscript of *Frankenstein.*
8	<u>Novel</u> Reading of a novel considering the writer's craft in positioning a reader and using events in the story as a springboard for transactional writing.	<u>Shakespeare (story writing)</u> Reading of Twelfth Night by William Shakespeare and comparison with modern interpretations of the play. This will lead to a piece of creative writing.	<u>Poetry</u> Appreciation of, and analysis of, a range of different poems centred around the theme of conflict.	<u>Short Stories</u> Reading a range of multi-cultural short stories from around the world in order to compare different lifestyles and traditions.	<u>Non-Fiction</u> Comparison of non-fiction texts about people's identities considering iconic figures from history.	<u>Travel Writing</u> Investigation of travel writing written both before and after 1900.
9	<u>Novel</u> Reading *Of Mice and Men,* with a focus on character presentation, structure, and context.	<u>Non-fiction</u> Reading and analysing a selection of non-fiction texts spanning over 100 years around the subject of refugees. This will lead to transactional writing tasks.	<u>Poetry (story writing)</u> Exploring a range of pre and post 20th century poetry about different relationships, including poetry comparisons, and linking to narrative writing and reading	<u>Shakespeare</u> Reading Shakespeare texts with a focus on the various types of relationships we see. This will lead to an essay focusing on relationships.	<u>Short Stories</u> Reading a selection of short stories and extracts about characters in a range of different dilemmas. The focus is developing narrative writing and	<u>Play (transactional writing)</u> A study of *DNA* or *Blood Brothers* with discussion about the various moral dilemmas presented in the play. This will be linked to

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			analysis skills.		reading skills.	transactional report writing.
10 Language	Non-fiction writing tasks focusing on formal letters and speeches. Speaking exam.	Fictional reading tasks focusing on information retrieval, close language and structural analysis and evaluation.	Fiction writing tasks focusing on the structure of narratives and descriptions.	Non-fiction reading tasks focusing on information retrieval and close language analysis.	Non-fiction reading tasks focusing on understanding of writers' intent and comparison skills.	Revision of fictional reading and writing tasks.
10 Literature	Study of a Shakespeare play: Macbeth. A selection of poems from the anthology.		Study of a pre-20th Century novel: A Christmas Carol. A selection of poems from the anthology.		A selection of poems from the anthology. A selection of unseen poetry.	
11 Language	Non-fiction reading tasks focusing on comparing texts.	Non-fiction writing tasks focusing on guides and informal letters.	Fiction reading tasks focusing on language and structural analysis.	Fiction writing focusing on development of plot and character.	Revision of all work covered.	Revision of all work covered.
11 Literature	Study of a modern text: An Inspector Calls. A selection of poems from the anthology.		A selection of unseen poetry. The final cluster of poems from the anthology.	Revision of all work covered.	Revision of all work covered.	Revision of all work covered.
12 Language	Introduction to concepts and ideas in Language. Study of lexis, grammar, semantics and phonetics. Language under the microscope.	Study of pragmatics and semantics. Spoken language.	Language and power. Language in the media.	Language and gender. Language and technology. Topical issues.	Language in the media. Comparison question.	Child language acquisition. NEA.
12 Literature	Introduction to the course	Wuthering Heights.	Wuthering Heights.	Poetry anthology.	Poetry anthology.	NEA.

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	(The Great Gatsby). Unseen poetry.	Unseen poetry.	Othello.	Othello.	Revision	
13 **Language**	Language change over time.	NEA. Revision.	Revision.	NEA. Revision.	Revision of all work covered.	Revision of all work covered.
13 **Literature**	Handmaid's Tale. Unseen Prose/NEA.	Handmaid's Tale. Unseen Prose/NEA.	Feminine Gospels. A Streetcar Named Desire.		Revision of all work covered.	Revision of all work covered.