



Curriculum Intent

Subject - English



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- **Love of Learning:** relevance, purpose, interest, study habits
- **Knowledge:** acquisition of knowledge, understanding of key concepts, development of cultural capital
- **Effective communication:** vocabulary, reading, writing, speaking & listening

KEY QUESTIONS TO CONSIDER

- What do you want students to know, understand and be able to do? By the end of each Key Stage? By the end of each year?
- Are all aspects of the National Curriculum studied in sufficient depth?
- Why has content been selected?
- Why has the learning been sequenced in this way?
- How does learning in KS3 build on KS2 and prepare students for KS4?
- How does learning in KS4 prepare students for their next stages in education?
- How do you ensure that students understand the relevance and purpose of your subject?
- How do you plan for progression?
- How do you provide sufficient ambition/challenge for all, including Disadvantaged & SEND?
- How is learning sequenced or spaced to promote long-term memory?
- How are gaps in learning addressed in your subject?
- How does your subject build cultural capital, character and personal skills?

VISION FOR YOUR SUBJECT

Students will read widely and for pleasure: students will perceive reading as an adventure which can transport them anywhere, to different times and places, outside of their own experiences.

Within English lessons, high-quality texts will be used to develop students culturally, emotionally, socially and spiritually.

Students will be introduced to work by inspirational role-models from working class backgrounds who have been highly successful in their respective field.

Speaking, listening and reading are the building blocks from which high-quality writing will emerge.

Within English, students will develop the ability to successfully communicate through language, both verbal and written because the ability to do this effectively will provide students with limitless opportunities in life.

In a world of misinformation, English lessons will enable students to read critically and to consequently question and evaluate what they read in the wider world.

	Year 7 – Literature Allsorts				
	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
Term 1	Tales Across Time Recap familiar language devices: simile, metaphor, personification, character, plot, setting Myth Folk Tale Fable Oral tradition Stereotype Patriarchy Frame Narrative Iambic Pentameter Heroic Couplets Prologue Freytag’s pyramid Knowledge of punctuation types and functions	How are narratives structured and what techniques are used? How can I use this knowledge to develop my own writing?	<ul style="list-style-type: none"> Communicate clearly and effectively, using a range of techniques Use accurate spelling, punctuation and grammar 	To ensure students have an extensive literary diet Students will study Chaucer – a writer known as the “father of poetry”. His work has influenced many great writers, such as Shakespeare. To use high quality stories as a means of exposing students to excellent writing to enable them to emulate this is their own work Students will be given the opportunity to polish and refine their work.	When studying Chaucer, students will learn about a pilgrimage – this will encourage tolerance for the beliefs of others. Chaucer’s works are written in Middle English, so students will have to demonstrate perseverance to understand the text. Students will be encouraged to embrace different cultures when reading a folk story from a different culture. Students will reflect on how society has changed and how this is reflected in the changes in fairy tales across time.
	MSND Tragedy Comedy History Act Scene Soliloquy Monologue Duologue Unrequited love Aside Patriarchy Allusion Symbolism Motif	What was society like when the play was written? How is power and control presented in the play? How are Shakespeare’s plays a reflection of society?	<ul style="list-style-type: none"> Explain, analyse and explore language and structure in a text, using subject terminology where appropriate Use textual references to support and illustrate interpretations. 	To use the study of this text as a foundation for later study of Shakespeare texts. To continue to develop the analysis skills practised in the previous half term. Students will be able to revisit knowledge from the previous half term, such as the use of iambic pentameter, symbolism and the patriarchy. To understand that Shakespeare’s themes still have relevance in today’s society.	Students will explore the ideas of power and control and freedom and oppression in the play, especially linked to gender. Students will reflect on how this is still relevant in some aspects of modern society.

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	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
T e r m 2	A History of Fake News Standard English/non standard English Fact/ opinion Broadsheet/ Tabloid Anecdote Repetition Rhetorical questions Emotive language Hyperbole Statistic Triplets Passive/active voice Topic sentences Construction of paragraphs	What impact can false information have on society? What formats might ‘fake news’ exist in? What persuasive features are used in historical texts? How does persuasive writing link to ‘fake news’? How can I use persuasive techniques in my own writing?	<ul style="list-style-type: none"> Analyse the language, form and structure of a text To plan, draft, edit and redraft a persuasive article 	<p>To use non-fiction texts to explore key events from history that have shaped the modern world</p> <p>To be critical readers and to understand that language in the media can be manipulative and misleading – relate this to media in the present</p> <p>Once again, students will polish and perfect a piece</p>	<p>To develop an understanding of the past by exploring how historical events have been presented in the media.</p> <p>Links to journalistic writing.</p>
	Poems of Protest Attitude Mood Tone Theme Rhythm Rhyme Caesura Enjambment Stanza End-stopped	What is poetry? How can poetry be used to protest?	<ul style="list-style-type: none"> Show understanding of the relationship between texts and contexts in which they were written Analyse the language, form and structure of a text 	<p>To use poetry to empower students, to appreciate it as an art form which doesn't follow rules and can inspire change. Students will have fun by writing their own poetry.</p> <p>To revisit use of symbolism from previous unit.</p> <p>Many of these poems explore injustice and oppression – thematically linked to the previous text.</p>	<p>Poems describe many different experiences - love, loss, injustice – and every one of these experiences has connections to life. Poetry teaches students about how others have dealt with these difficult situations, and explore how humans think and feel.</p> <p>Exploring protest poems shows how literature can help to influence change.</p>

	YEAR 7				
	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
Term 3	Modern Literature – Once Contextual information – The Holocaust, Nazis, anti-Semitism, genocide, Unreliable narrator Perspective Symbolism Motif Foreshadowing Empathy Anagnorisis Bildungsroman Pathos	How does the writer present the holocaust and its effects? What techniques does the writer use to portray the protagonist?	<ul style="list-style-type: none"> Explain, analyse and explore language and structure in a text, using subject terminology where appropriate Use textual references to support and illustrate interpretations. Communicate clearly and effectively, using a range of techniques Use accurate spelling, punctuation and grammar 	To deliberately incorporate a modern novel, which explores mature and sensitive themes, to ensure that students have encountered a range of different texts	To develop an understanding of the past by exploring how the holocaust is presented in a piece of high-quality fiction To develop the characteristics of tolerance and kindness when showing empathy for the protagonist The protagonist is a character who demonstrates honesty and integrity in the face of adversity. He is a role model for students.
	Gothic The conventions of gothic literature Pathetic Fallacy Symbolism The supernatural The art and science of a sentence - clauses	What is Gothic fiction? What is epistolary writing? How can I use this knowledge to develop my own writing?	<ul style="list-style-type: none"> Communicate clearly and effectively, using a range of techniques Use accurate spelling, punctuation and grammar 	Explore use of more complex symbolism in a range of texts. By this point, students should be able to write more sophisticated analysis, using a greater range of subject terminology. Opportunities to revisit language devices from term 1. Introduction of pathetic fallacy. Expose students to high quality literature to help them to aspire in their own writing and communication	The introduction to more complex vocabulary enables students to communicate and articulate their own ideas in a more sophisticated way.
YEAR 7 How is cultural capital developed? Students read a variety of challenging texts Symbolism – exploring common symbols in texts in order to become a more mature reader and writer Advanced vocabulary Poetry club Reading lessons – students read widely and for enjoyment Use of texts to learn about the world The Punctuation Show					

	YEAR 8 – Divided Societies				
	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
T e r m 1	The Curious Incident of the Dog in the Night Time Features of a play script – playwright, dramatization, dialogue, stage directions Bildungsroman Symbolism Genre Frame narrative -play within a play Non linear structure Ensemble cast Multiple narrators Physical theatre Political theatre	What is autism and how does it affect the individual? How does the format of a play change the way we experience the story?	<ul style="list-style-type: none">Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a playImprovise, rehearse and perform play scripts to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	This text is more mature in theme and content. It gives students the opportunity to read a modern play and discover how dramatization gives a voice to those who may previously be unheard or misunderstood in society. Revisit of Bildungsroman, the importance of family and a play within a play. To be critical and subjective readers in exploring the writers’ viewpoint and methods used within texts	Christopher's narration forces the reader to re-evaluate what most people consider “normal” and consider that the entire concept of normality is subjective, based on individual experience rather than indisputable fact. The actions of people on the autism spectrum often seem difficult to comprehend for people who are not autistic. However, telling the story from Christopher’s perspective helps the reader understand his worldview and question the generally accepted rules of society.
	Introduction to Rhetoric Rhetoric Ethos Pathos Logos Injustice Dialysis Anaphora Imperative language Antithesis Superlative Appositive Tricolon Analogy Collective nouns	What is rhetoric? How can rhetoric be used to highlight injustice and initiate change in society? How can I use rhetoric in my own writing?	<ul style="list-style-type: none">Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writingExplain, analyse and compare writers’ perspectives in a text, using appropriate subject terminologyCommunicate own viewpoint clearly and effectively using a range of persuasive devicesUse increasingly sophisticated vocabulary and strengthen technical accuracy in written work	To understand how language and the written, and spoken, word have been, and can be, instrumental in changing the world we live in. This builds on the non-fiction study from last year – students will now use more sophisticated rhetorical devices in their own writing.	Through study of the play and charting Christopher’s journey to brave the unknown, students reflect upon how facing your fears and conquering the unknown can be a positive challenge to undertake. To gain a wider understanding of the social issues of inequality, prejudice and discrimination. To be able to express personal thoughts and feelings through written work. Analysis of divisions within society and the consequences of such divisions.

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	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT
<div> <div>•</div> <div>•</div> </div> <div> <div>•</div> <div>•</div> </div>	War Poetry Context – WW1 propaganda, patriotism, conscription Revisit poetic terms from Year 7 Sonnet Form Structure Voice Omniscient narrator Dactylic dimeter Anaphora Semantic field Volta	What is propaganda and how is it used in poetry? What methods are used by poets to convey political and social views? What was society like for women in the 19 th century? How do writers use literature as a platform to conform to and subvert gender stereotypes?	<ul style="list-style-type: none"> Explain, analyse and explore the writers’ methods Use judiciously selected textual references to support own ideas Show understanding of the context in which they were written <ul style="list-style-type: none"> Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. 	To understand how poetry can be used as a platform to express strong personal views about society. To explore key events in history and analyse the impact that history has had on society today and help broaden students’ understanding of the modern world and how things have developed over time. To explore a different social and historical context that is far removed from their own personal experiences. To engage with more challenging texts. To understand attitudes to women and marriage in the 19th century. To revisit the idea of the patriarchy (AMSND) and how women were often powerless in society.	To develop empathy for the suffering endured by people from different times and cultures during conflict. To reflect on the importance of remembrance of the horrors of war to prevent future suffering and loss of life. Students reflect on the social expectations and constrictions placed on women in the 19 th century and how this divided the country in terms of who benefited from this, and who suffered as a result. Students consider how changes in modern society continue to isolate certain groups of people and create divisions in society.
	A Woman’s Place Stereotype Submissive Subordinate Feminism Fallen Woman Dowry Satire Heroine Oppression Allusion Adam and Eve Fin de Siècle New Woman Suffrage Suffragette				

YEAR 8 – Divided Societies

	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT
				Why has this learning been selected? Why has it been sequenced in this way?	SMCMP, PSHE, Careers
Term 3	Novel – Noughts and Crosses Utopia/Dystopia Allegory Cultural references Allusion Dual narrative Discrimination Segregation Symbolism	How are the themes of racism and injustice presented in the text? What is the effect of a dual narrative?	<ul style="list-style-type: none"> Show a critical understanding of the text in relationship to the genre Explain, analyse and explore the use of language and structure Students personal response to the text should be increasingly sophisticated and articulate 	This is a more challenging text for Year 8 with the purpose of introducing them to more mature and sensitive themes Students will use the novel to reflect on current social issues	Students explore the idea of identity and what defines this. It is more than a set of documents: it's how we assert our individuality and connects very strongly with our right to freedom of expression. Students reflect on the importance of democracy and freedom of speech.
	Dystopian Writing Dehumanise Stichomythia Totalitarian Bureaucratic Tyranny Macabre Narrative Arc Motif Juxtaposition Insular	What are the characteristics of a Dystopian society? Who is the antagonist in Dystopian writing? How can I emulate this style of writing?	<ul style="list-style-type: none"> Students apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Students plan, draft, edit and proof-read through: <ul style="list-style-type: none"> considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness paying attention to accurate grammar, punctuation and spelling. 	Students introduced to seminal short stories and use the short story 'The Lottery' as a model to base their own story on. Students revisit Freytag's pyramid and use this to structure their own writing. Students revisit and use sentence types from Year 7 to include in their writing and are also introduced to more sophisticated types of sentences to add to their writing. Students will be given the opportunity to polish and refine their work.	Students develop empathy and understanding for others, especially those who suffer discrimination and persecution, and start to consider their own sense of belonging and responsibility prompting them to consider how they can play a part in bringing about positive change in school and the wider community.

YEAR 8 How is cultural capital developed?

Students read a variety of challenging and ambitious texts covering mature and sensitive themes

	YEAR 9				
	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
Term 1	Of Mice and Men Historical Context – Wall St Crash, Great Depression, Migrant workers, Dust Bowl, American Dream Microcosm Hierarchy Cyclical structure Morality Misogyny Marginalisation Academic language – tentative language, points within parenthesis	How are the themes of power and marginalisation presented in the texts? What methods are used?	Show understanding of the relationship between text and the context Explain, analyse and explore language and structure Students use of quotation should become increasingly sophisticated – eg embedding of quotations	This deliberate choice of a more challenging text will help Year 9 students to develop a more independent and critical approach. Students will be given the opportunity to reinforce learning from the end of Year 8 –segregation, injustice, discrimination, allusion, symbolism, motif. Students will explore multiple interpretations of the text. They will also look at the features of academic writing in more depth.	Exploration of oppression in society – treatment of Curley’s Wife, Crooks, Candy, Lennie. Developing skills of empathy, tolerance. Students will question – was George right to shoot Lennie?
	Descriptive/ Narrative Writing Structural techniques for own writing – cyclical structure, non linear structure Grammatical knowledge -how to manipulate structures in own writing Sentence variety Sophisticated vocabulary Varied punctuation for effect	How is descriptive/ narrative writing structured? What techniques are used in effective writing? How can these be used effectively in my own writing?	Communicate clearly using a range of vocabulary and techniques Use accurate spelling, punctuation and grammar Use a range of sentence types, vocabulary and punctuation for impact	Students have explored a text (Of Mice and Men) which is rich in language and structural devices. Students can emulate this in their own writing. Students will be given the opportunity to produce a polished piece of work.	Clear communication is a key skill for life. Many jobs will require writing creatively and descriptively.

	YEAR 9				
	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
Term 2	<p>Macbeth (To enable a more in-depth study, start three weeks before Christmas)</p> <p>Tragedy Hubris Hamartia Tragic Hero Motif Symbolism Allusion Analytical verbs</p>	<p>What methods does Shakespeare use to portray Lady Macbeth?</p> <p>How is she presented as an unconventional female character?</p>	<p>Show understanding of the relationship between text and context</p> <p>Explain, analyse and explore language and structure of a text, using subject terminology when appropriate</p>	<p>To build on previous study of Shakespeare and drama from year 7 and 8. Once again, students can reinforce key knowledge - motif, symbolism, allusion, - and also be introduced to new key knowledge, such as hamartia and hubris.</p>	<p>The play explores many themes still relevant to today's society – abuse of power, the dangers of too much ambition.</p>
	<p>Poetry Revisit of past poetry terms Sonnet – Petrarchan and Shakespearean Conceit Carpe Diem Syllogism Volta Romanticism Unrequited love Antithesis</p>	<p>How do the different poems/ poetic forms explore the themes of love?</p>	<p>Show understanding of the relationship between text and the context</p> <p>Explain, analyse and explore language and structure Use subject terminology</p>	<p>To study great poets of the past and present, and two poet laureates. To revisit past knowledge, such as use of the sonnet form. To further develop knowledge – use of conceit, carpe diem poetry.</p>	<p>Poems describe many different experiences - love, loss, injustice – and every one of these experiences has connections to life. Poetry teaches students about how others have dealt with these difficult situations, and explore how humans think and feel.</p>

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	ESSENTIAL KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
T e r m 3	Animal Farm Context – Russian revolution, peasants, monarchy Marxism Socialism/Capitalism Allegory Rebellion Corruption Satire Fable Omniscient narrator Didactic Communism Totalitarianism	What is satire? What is allegory? How are the characters used as vehicles?	Show understanding of the relationship between text and context Explain, analyse and explore language and structure of a text, using subject terminology when appropriate	This scheme will build on rhetoric from the previous scheme. Student will also be introduced to allegory in readiness for the start of KS4. At the start of KS4, students will read A Christmas Carol from a Marxist perspective. Student will begin to learn about Karl Marx in this scheme and its relevance to “Animal Farm.”	Many of Orwell's concerns about misinformation and the manipulation of truth can easily be applied to a modern context. The novel explores many themes still relevant to today’s society, such as abuse of power.

YEAR 9 How is cultural capital developed?

Advanced vocabulary taught through the texts

Use literature to learn about important events from the past which have shaped society today

Read rich and engaging texts

Read and explore challenging literature in order to prepare for GCSE and beyond.