

Subject: English

Curriculum Vision



- Every pupil has a right to be inspired and interested in the fantastic literature available to them. There is a rich variety of literature in the world and this knowledge should be communicated to pupils.
- Every pupil has the right to develop their skills of self-expression, both in terms of accuracy and creativity. Being literate is about so much more than just reading and writing, it increases life expectancy, opportunities and creates citizens who actively contribute to society.
- Every pupil can become a critical reader, understanding a variety of texts, and able make inferences. Language is a key part of a society's culture and who we are.
- Every pupil should be empowered to have a voice in both the spoken and written form. English is the gateway to social mobility and every pupil should have a consistent offer to give them the best chance to thrive and flourish as adults.
- Every pupil has the right to excellent focused study that means they can achieve their full potential. Education and qualifications are key to ensuring pupils have choices and access to the next level of their personal development.

Curriculum Intent

- Our curriculum is knowledge based. We seek to expose pupils to high quality texts of significant literary weight. We introduce them to ideas and concepts that are new to texts that they may not ordinarily choose to read outside the classroom, and to ensure that all pupils have a solid foundation and grounding in classics from the English literary canon.
- The texts that we study from Year 7 onwards are intended to provide a solid basis for study at GCSE and beyond. For success in English Language units, we use a variety of established literary texts to teach the skills of analysis, synthesis, and evaluation.

Curriculum Offer: KS3

	Year 7	Year 8	Year 9
Term 1	<i>Nura and the Immortal Palace</i> by M.T. Khan Students will read an entire novel and explore the cultural significance of the plot linked to the present day. Students will continue to develop their analytical skills and practise structuring analytical writing with a thesis statement and What-How-Why. Students will learn about the relationship between text and reader by exploring Islam and Pakistani culture through the lens of a current Asian female writer. Students will analyse and evaluate the effectiveness of writer's choices and consider the impact of these decisions made by the writer.	<i>A History of Rhetoric</i> Students will read a variety of speeches throughout the history of rhetoric and explore and debate contentious issues and arguments using the speeches as a foundation. Students will study the conventions of speech writing and will continue to explore the concepts behind ethos, pathos and logos. Students will continue to practise constructing their own arguments and what it means to persuade an audience of something. Students will explore writer's craft and practise devising speeches with the use of a transactional writing structure the department uses for transactional writing. Students will continue to be exposed to	<i>The Hate U Give</i> by Angie Thomas Students will be able to comment on different aspects of history linked to race and power. Students will read an entire novel and explore the significance of the plot linked to the present day. Students will differentiate between power, abuse of power and injustice. Students will identify conventions/language techniques/structural techniques writers use for varying effects in fiction. Students will make links between texts and their context. Students will begin to establish varying narrative structures whilst establishing characterisation. Students will be able to comment on the evolution of race and power up

		grammatical functions and conventions, along with revising how to punctuate with accuracy. Students will learn about writing for a particular audience and purpose.	to present day. Students will use prior knowledge from taught schemes from Y8 to link previous concepts to 'The Hate U Give'. Students will understand how film and media can relate to a text's context. Students will begin to explain some film and media subject terminology. Students will learn about the relationship between text and audience, considering the impact on a contemporary audience. Contentious issues include police brutality, race, injustice, political conflict, power imbalance, prejudice.
Term 2	An Introduction to Poetry Students will study five poems all detailing a variety of different poets from different backgrounds and time periods. Students will	<i>The Tempest</i> by William Shakespeare Students will study an entire Shakespeare play and explore characterisation through setting,	<i>The Term 1 unit is continued in Term 2.</i>

	learn how to annotate a poem with a focus on a theme linked to the wider link of 'Discovery'. Students will continue to develop and practise structuring analytical writing with a thesis statement and What-How-Why. Students will consider how contextual factors may have influenced a poet's message or delivery of the poem, while analysing poets' work and considering links between the time period and the position of the poet. Students will also have the opportunity to write creatively by using poets' work as examples to then craft their own poetry linked to a chosen theme.	plot, characters and themes. Students will continue to develop their analytical skills by applying the same approaches to a different Shakespeare play. Students will continue to practise and develop writing analytically focusing on the construction of a thesis statement and What-How-Why paragraphs. Students will continue to analyse and evaluate the effectiveness of writer's choices and consider the impact of these decisions made by the writer. Students will learn about the relationship between text and audience, considering the impact on a contemporary audience.	
Term 3	Detective Fiction Students will read and study a Sherlock Holmes story and unpick writer's craft and construction, while studying the conventions of the detective genre and how to	Gothic Fiction Students will read and study a range of gothic short stories and unpick writer's craft and construction, while studying the conventions of the gothic genre	Oppression and Empowerment Students will annotate extracts and poems by identifying language and structural techniques from different writers from a range of diverse

	impart this through creative writing. Students will develop their knowledge from primary school by revising grammatical functions and conventions, along with how to punctuate with accuracy. Students will explore aspects of plot, character, setting and literacy conventions to then use in their creative writing through the use of a Freytag Pyramid. Students will learn about aspects of tension and how to create this successfully in creative writing, while learning about writing for a particular audience and purpose.	and how to impart this through creative writing. Students will continue to learn grammatical functions and conventions, along with how to embed literary devices and ambitious vocabulary into their writing. Students will continue to use the Freytag Pyramid as a structure to creative writing and will explore aspects of tension and how to create this successfully in creative writing. Students will learn about writing for a particular audience and purpose, while exploring aspects of plot, character, setting and literary conventions to then use in the own creative writing.	backgrounds. Students will write comparatively about multiple texts mirroring the skills required at GCSE for comparison in the Language and Literature exams. Students will incorporate vocabulary and key terminology into written responses. Students will develop an understanding of context of other cultures and time periods. Students will learn how to annotate a poem with a focus on a theme linked to the wider themes of discrimination, oppression, and empowerment. Students will learn to write extended pieces of writing focusing on the writing structure of a thesis statement and What-How-Why. Students will learn about the relationship between text and reader and consider how contextual factors may have influenced a writer's message or delivery of the text. Students will analyse writers' work and consider links between the time period and the position of the
--	---	---	--

			poet. Students will have the opportunity to write creatively by using poets' work as examples to then craft their own poetry linked to a chosen theme. Contentious issues include race, isolation, maturation, discrimination, slavery, oppression, rebellion, violence, activism, prejudice.
Term 4	<i>Romeo and Juliet</i> by William Shakespeare Students will study an entire Shakespeare play and explore characterisation through plot, setting, characters and themes. Students will continue to develop their analytical skills from the previous units by applying the same approaches but to a Shakespeare play. Students will continue to learn about the relationship between text and audience, considering the impact on a contemporary audience. Students will analyse and	<i>Refugee Boy</i> by Benjamin Zephaniah Students will read an entire novel and explore the significance of the plot linked to the present day. Students will continue to develop their analytical skills from the previous units by applying the same approaches but to a larger text. Students will continue to practise and develop analytical writing by focusing on the writing structure of a thesis statement and What-How-Why paragraphs. Students will explore Eritrean and Ethiopian culture	<i>The Term 3 unit is continued in Term 4.</i>

	evaluate the effectiveness of writer's choices and consider the impact of these decisions made by the writer. Students will have the opportunity to write creatively through the constructions of diary entries and letters written by the protagonist to another character within the play.	through the lens of an African protagonist and will explore aspects of plot, character, setting, literary conventions and the relationships between them and their effects. Students will analyse and evaluate the effectiveness of writer's choices and consider the impact of these decisions made by the writer. Students will begin to make thematic links throughout the text and link these themes to character and the writer's intentions.	
Term 5	Origins of Literature Students will read a variety of Greek myths and explore and debate contentious issues and arguments using the stories as a foundation. Throughout the unit, students will study the conventions of speech writing and the concepts behind ethos, pathos and logos and how to	War Poetry Students will study a variety of poems linked to the theme of war. They all detail an array of different poets from different backgrounds and time periods. Students will learn how to annotate a poem with a focus on a theme linked to the wider theme of 'Voices'. Students will	The Merchant of Venice Students will study an entire Shakespeare play and explore characterisation through plot, setting, characters and themes. Students will continue to develop their analytical skills from the previous units by applying the same approaches but to Shakespeare play. Students will

	create and incorporate these into their own writing. Students will practise constructing their own arguments and what it means to persuade an audience of something. Students will therefore explore writer's craft and practise devising speeches the unit of the department's transactional writing structure. Students will continue to be taught grammatical functions and conventions, along with how to punctuate with accuracy. Students will learn about writing for a particular audience and purpose.	learn how to make comparative links between poems with a similar/ different focus. Students will expand on their ability to write analytically while still focusing on the writing structure of a thesis statement and What-How-Why. Students will continue to learn about the relationship between text and reader and consider how contextual factors may have influenced a poet's message or delivery of the poem. Students will analyse poets' work and consider links between the time period and the position of the poet. Students will have the opportunity to write creatively by using poets' work as examples to then craft their own poetry linked to a chosen theme.	continue to practise and develop writing extended pieces of writing focusing on the writing structure of a thesis statement and What-How-Why. Students will learn about the relationship between text and audience, considering the impact on a contemporary audience. Students will explore aspects of plot, character, setting, literary conventions and the relationships between them and their effects. Students will analyse and evaluate the effectiveness of writer's choices and consider the impact of these decisions made by the writer. Students will read a variety of exemplars provided through I Do, We Do, You Do and will have opportunities throughout the unit to practise extended writing. Students will have the opportunity to debate contentious issues in the play. Contentious issues include
--	--	--	--

			isolation, separation, violence, race, antisemitism.
Term 6	Spoken Language Students will produce a presentation in groups presenting an argument about a topic of their choice from a list provided to the students. These topics are based on the themes and challenging topics studied throughout the academic year. Students will study several speeches considering audience and purpose and how to organise information and ideas effectively and persuasively for spoken presentations. Students will build on skills for planning, drafting, rehearsing and presenting their spoken language piece to an audience, answering and asking questions to clarify and inform. Students will be expected to use the framework in workbooks to	Spoken Language Students will produce a presentation in pairs presenting an argument about a topic of their choice from a list provided to the students. These topics are based on the themes and challenging topics studied throughout the academic year. Students will study several speeches considering audience and purpose and how to organise information and ideas effectively and persuasively for spoken presentations. Students will build on skills for planning, drafting, rehearsing and presenting their spoken language piece to an audience, answering and asking questions to clarify and inform. Students will be expected to use the framework in workbooks to	Spoken Language Students will produce an individual presentation presenting an argument about a topic of their choice from a list provided to the students. These topics are based on the themes and challenging topics studied throughout the academic year. Students will study several speeches considering audience and purpose and how to organise information and ideas effectively and persuasively for spoken presentations. Students will build on skills for planning, drafting, rehearsing, and presenting their spoken language piece to an audience answering and asking questions to clarify and inform. Students will be expected to use the framework in their

	support listening and asking questions to others who present their ideas and evaluate different presentations as they are performed.	support listening and asking questions to others who present their ideas and evaluate different presentations as they are performed. Students will consider the power of ethos, pathos and logos, as well as humour, anecdote and voice including pitch, tone and intonation for effect.	workbooks to support listening and asking questions to others who present their ideas and evaluate different presentations as they are performed. Students will consider the power of ethos, pathos, and logos, as well as humour, anecdote and voice including pitch, tone, and intonation for effect.
--	--	--	---

Curriculum Offer: KS4

GCSE English Language and English Literature: Year 10 & Year 11	
English Language	Paper One: Explorations in Creative Reading and Writing. Paper One consists of two sections, reading and writing. This is a written examination worth 50% of the GCSE, totalling one hour 45 minutes and 80 marks. Section A: Reading: one literature fiction text followed by four questions that test their comprehension, language analysis, structural analysis and critical evaluation. (40 marks) Section B: Writing: descriptive or narrative writing (40 marks)

	Paper Two: Writers' Viewpoints and Perspectives Paper Two consists of two sections, reading and writing. This is a written examination worth 50% of the GCSE, totalling one hour 45 minutes and 80 marks. Section A: Reading: one non-fiction text and one literary non-fiction text followed by four questions that test their comprehension, ability to summarise texts, language analysis and comparing writers' perspectives (40 marks) Section B: Writing: transactional writing which could be in the form of a speech, letter, blog, article or essay. Students will be expected to respond to a statement and produce writing with the purpose to discuss, inform, persuade, argue, advise or explain (40 marks) Non-examination Assessment: Spoken Language Students will be assessed on presenting, responding to questions and feedback along with the use of Standard English. This will be assessed by their teacher and separately endorsed Pass, Merit or Distinction. This is compulsory module but carries 0% weighting towards their final GCSE outcome for English Language.
English Literature	Students are studying AQA GCSE English Literature covering prose, poetry, a modern drama, unseen poetry, and Shakespeare. <u>Paper One: Shakespeare and the 19th century novel</u> Paper One consists of two topics: Shakespeare plays and 19th century novels and equates to 40% of the GCSE. This is a written exam totalling 1 hour 45 minutes and 64 marks.

	Section A Shakespeare: students will answer one question on Shakespeare’s Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole (30 marks + 4 marks for Spelling, Punctuation and Grammar – SPAG) Section B The 19th-century novel: students will answer one question on A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole (30 marks) <u>Paper Two: Modern texts and poetry</u> Paper Two consists of three topics: Modern prose or drama, the poetry anthology and unseen poetry. It is worth 60% of the overall GCSE. This is a written exam totalling 2 hours 15 minutes and 96 marks. Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text, An Inspector Calls. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster, Power and Conflict. Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
--	---

Curriculum Offer : KS5 (Sixth Form)

	Year 12 & 13 English Language – OCR Specification
--	---

Paper 1	<u>Component One: Exploring Language</u> Paper One consists of three topics: Language under the Microscope, Topical Language and Comparing and Contrasting Texts and equates to 40% of the A Level. This is a written exam totalling 2 hours 30 minutes and 80 marks. Section A: Language under the Microscope: The focus of this section is on the effect of lexical choices and grammatical features in a short written text. Students will study a range of texts and genres. They are expected to be able to identify significant features or patterns in a text and to explore their effects. Students will analyse language features in a range of contexts, exploring the possible effects of contextual factors on the way language is produced in the text and is received and understood by its audience. (20 marks) Section B: Writing about a topical language issue: This section focuses on an issue or concept related to language in use. Engaging with a variety of texts and contexts in Section A will help to prepare students to emulate these styles in this section. Students will explore their ideas and attitudes towards language issues through short pieces of original writing. Students will engage with a range of topical language issues during the course. Students will develop the skills needed to critically explore such issues, evaluating and responding to the underlying attitudes towards language and language users. In writing about topical issues, students will be given a real-world purpose, form and audience, and their writing will be shaped to match the genre, mode and context specified. (24 marks) Section C: Comparing and contrasting texts: This section focuses on exploring linguistic connections and comparisons between different modes of communication. Students will be prepared to compare a variety of texts, exploring the effects of mode and of language variations. For example, students will be taught to compare spoken and written texts; spontaneous and crafted speech; and different forms of spoken English, including individual and social varieties of English and British regional dialects. Students will focus
-----------------------	--

	on analysing linguistic features. Students will be taught how to apply theoretical concepts and issues broadly, for example with reference to gender or power. (36 marks)
Paper 2	<u>Component Two: Dimensions of Linguistic Variation</u> Paper Two consists of three topics: Child Language Acquisition, Language in the Media and Language Change. It is worth 40% of the overall A Level. This is a written exam totalling 2 hours 30 minutes and 80 marks. Section A: Child Language Acquisition: The focus of this section is on children’s acquisition of spoken language. The age range explored is 0-7 years old. Students will focus on the linguistic analysis of a short sample of authentic children’s spoken text. Some aspects of spoken text will be transcribed phonemically, using symbols from the International Phonetic Alphabet (IPA). Students will develop their analysis of linguistic features in the text with reference to theoretical concepts of child language acquisition to aid interpretation of the data. (20 marks) Section B: Language in the Media: This section focuses on discourse in multi-modal media text and requires students to apply language concepts and theories to their analysis of linguistic and graphological features. This section is synoptic and requires students to draw together their understanding of these different language concepts and issues, alongside the contextual aspects of a media text, in order to effectively analyse and evaluate language use in media texts. Students should consider relevant theories of language and power, language and gender, or language and technology in exploring media texts. (24 marks) Section C: Language Change: The focus of this section is on the analysis of historical varieties of English. The analysis will be based on drawing connections and comparisons between two texts from different times. Students will study the ways that the English language has developed and changed over time,

	including methodologies for the study of language change. Students will study a range of historical texts and genres and will be able to identify and compare significant features or patterns in texts from two different times and to explore their effects. Students will analyse language features in a range of contexts, comparing and contrasting the possible effects of contextual factors on the way language is produced in each text and is received and understood by their audiences. (36 marks)
NEA Non-Examined Assessment Coursework	<u>Component Three: Non-Examined Assessment</u> The independent language research investigation comprises two sections: Section A, An Independent investigation of language and Section B, The Academic Poster. Both sections combined are worth 20% of the overall A Level. This is coursework totalling 40 marks. Section A: An independent investigation of language: Students will research an area of interest and select and apply an appropriate methodology for data collection. Students will present and analyse their results and suggest possible conclusions from the analysis. Students will evaluate their investigation. Students are expected to write 2000-2500 words, excluding raw data and any appendices. Students will know that there is no limit to the range of topics appropriate for an independent investigation, and individuality of approach is in the spirit of the specification. (30 marks) Section B: The academic poster: Students will communicate about a complex topic in a concise and visually accessible way by producing a well-researched and effectively organised overview of the independent investigation in a form that would be suitable for display at an undergraduate conference for English language research. Students will produce a poster with a recognised academic discipline which will demonstrate the core features and findings of the investigation. (10 marks)
	Year 12 & 13 English Literature – AQA Specification B

Paper 1	<u>Component One: Elements of Tragedy</u> Paper One focuses on elements of tragedy in three texts: Shakespeare’s ‘Othello’, Arthur Miller’s ‘Death of a Salesman’ and a selection of John Keats poetry. This portion of the exam equates to 40% of the A Level. This is a written exam (which is closed book) totalling 2 hours 30 minutes and 75 marks. Each section is worth a total of 25 marks. At the core of all the set texts is a tragic hero or heroine who is flawed in some way, who suffers and causes suffering to others and in all texts there is an interplay between what might be seen as villains and victims. Some tragic features will be more in evidence in some texts than in others and students will need to understand how particular aspects of the tragic genre are used and how they work Shakespeare’s ‘Othello’, Miller’s ‘Death of a Salesman’ and the selection of John Keats poetry. There can be no exhaustive list of the ‘aspects’ of tragedy but areas that can usefully be explored include: • The type of the tragic text itself, whether it is classical and about public figures, like Othello, or domestic and about representations of ordinary people, like Miller’s protagonist • The settings for the tragedy, both places and times • The journey towards death of the protagonists, their flaws, pride and folly, their blindness and insight, their discovery and learning, their being a mix of good and evil • The role of the tragic villain or opponent, who directly affects the fortune of the hero, who engages in a contest of power and is partly responsible for the hero’s demise • The presence of fate, how the hero’s end is inevitable
Paper 2	<u>Component Two: Elements of Political and Social Protest Writing</u> Paper Two focuses on the genre of political and social protest writing and the study of the following set texts: William Blake’s ‘Songs of Innocence and of Experience’, Margaret Atwood’s ‘The Handmaid’s Tale’ and Khaled Hosseini’s ‘The Kite Runner’. There is also a section of the exam that requires students to

	analyse an unseen texts. It is worth 40% of the overall A Level. This is a written exam (which is open book) totalling 3 hours and 75 marks. Each section is worth a total of 25 marks. Although it could be claimed that all texts are political, what defines the texts here is that they have issues of power and powerlessness at their core, with political and social protest issues central to each text's structure. The political and social protest genre covers representations of both public and private settings. All set texts foreground oppression and domination and they all look at the cultures we live in and have lived in over time. A crucial word in the title of this option is 'Elements' and students need to consider the specific elements that exist in each of the set texts. The elements that might be explored, depending on each individual text, include: • The type of the text itself, whether it is a post-modern novel, science fiction, satirical poetry, historical and political drama • The settings that are created as backdrops for political and social action and the power struggles that are played out on them. Both places (real and imagined) and time settings will also be significant here • The specific nature of the power struggle, the behaviours of those with power and those without, those who have their hands on the levers of power • The pursuit of power itself, rebellion against those with power, warfare • The workings of the ruling political classes • Corruption, conspiracy, control
Non-Examined Assessment - Coursework	<u>Component Three: Non-Examined Assessment: Theory and Independence</u> The independent study in Literature includes the study of two texts: one poetry and one prose text, informed by study of the Critical Anthology. Students will produce two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology. Both sections combined are worth 20% of the overall A Level. This is coursework totalling 50 marks.

Careers

Studying English opens the door to a wide range of exciting and rewarding careers. Strong communication, critical thinking, and creativity are highly valued skills in today's world, and the study of English equips pupils to succeed in many different fields. From journalism, publishing, and teaching to marketing, public relations, and law, an English background provides a solid foundation for understanding people and expressing ideas effectively. Many English university graduates also go on to work as content creators, speechwriters, librarians, communications officers, or even pursue careers in law, politics, and business management. Whether crafting stories, analysing texts, or communicating complex information clearly, studying English helps pupils gain versatile skills that prepare them for success in almost any profession.