

St Michael's Church of England High School Curriculum Plan

English



The Aims of the English National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English Intent Statement

Intent

The English curriculum is designed to reflect our school values and beliefs as set out in the school's vision statement, 'our students will flourish spiritually, morally and academically'.

Our curriculum is a knowledge based curriculum that demonstrates our high aspirations for pupils. It has been designed to be fully inclusive to enable all our students to achieve excellence. We have drawn upon concepts and vocabulary from KS4 and KS5 when designing the KS3 and KS4 curriculum to ensure that our pupils are well equipped for the next stage. We have designed an ambitiously academic English language and literature curriculum; one that is knowledge-rich and which introduces students to ideas and concepts beyond the National Curriculum and prescribed examination specifications.

Our curriculum is sequenced in a way that allows students at KS3 to develop the necessary skills for KS4 whilst also fostering a love for English reading and writing and our pupils are taught by knowledgeable and enthusiastic teachers who are experts in the discipline. Different reading and writing skills are developed in year 7 and revisited each year in varied ways to consolidate and develop upon pupils' starting points. The length of time devoted to different topics and skills varies in order that each area of study is allotted enough time for skills to be embedded and texts to be studied in depth.

We believe that all pupils, regardless of ability, can develop strong literacy skills and the curriculum is designed to challenge all pupils whilst remaining accessible for those who have historically demonstrated weak levels of literacy. All pupils work towards the same assessment each half term, regardless of their starting points.

Reading is prioritised with KS3 lessons starting with a portion of the lesson devoted to independent reading. We have invested in the Renaissance Accelerated Reading scheme which allows students to take independent tests on the texts that they have been reading and offers teachers an additional assessment tool to ensure that pupils are making rapid progress in terms of their reading.

Throughout KS3 and KS4 we try to ensure that pupils are exposed to a wide range of poetry, drama and prose texts in order that they might complete their time at St Michael's with an understanding of the approaches and the literary style of a wide variety of writers. Our aim is that all pupils regardless of ability or background, leave St Michael's not only well qualified but as confident individuals and responsible citizens who can make a positive contribution to any part of society and who can live rewarding and fulfilling lives.

Our curriculum is underpinned by Big Ideas which are revisited throughout our chronological studies:

- The concept of narrative
- Exploring the writer's craft
- The impact of Shakespeare
- Poetry writing
- Non-fiction writing and the art of rhetoric
- Texts and the links to their contexts

Students begin Year 7 with an introduction to non-fiction writing within the genre of travel writing which links nicely to their next area of study which is poetry around the world. We then move onto a more modern novel 'Refugee Boy' and continue to use poetry to draw comparisons in terms of the writer's voice across different genres; we explore thematic links across poetry and prose. The final area of study is Shakespeare and we end the year with Midsummer Night's Dream continuing to reinforce the big ideas of writer's craft and texts and their contexts to develop the ideas that have been explored throughout the year. During year 7 we impress upon students the importance of understanding place and time when scrutinising a text.

Year 8 pupils have the opportunity to explore 19th Century prose through Oliver Twist enjoying the text whilst appreciating the writer's craft. They are also offered a chance to explore real life villains through non-fiction

reading and writing. The texts in year 8 are linked by the overarching theme of heroism and villainy and build upon this thematic link as they delve into the genre of autobiography. During this module they are provided with opportunities to write creatively about their own stories preparing them for future modules at KS4 where they produce their own narratives. The final module of year 8 is called Tales of the Unexpected, pupils explore the parabolic nature of literature and are again reminded of the importance of the link between texts and their contexts. They are encouraged to explore the art of the short story which prepares them well for narrative writing at KS4.

Year 9 students begin the year with a play Blood Brothers which we find resonates with our pupils as it explores a context that they can relate to. Pupils not only revisit the differences between prose and drama but they continue to analyse the writer's craft and draw links between the text and the context that it depicts. Similarly to how we approach Refugee Boy in year 7, we draw links between Blood Brothers and social justice poetry to make thematic links between drama and poetry. Pupils then explore a modern novel Boys Don't Cry which allows them to explore choices that are again more relevant to their own contexts as it examines the choices a young teenage boy is faced with. This builds nicely to the study of Romeo and Juliet which again deals with the devastating consequences of their choices. Throughout the study of these texts we continue to delve into the writer's craft and the link between the text and the context in which it is set. The exploration of a Shakespearian tragedy prepares students well for the study of Macbeth at KS4.

Year 10 pupils begin with the study of the Eduqas English literature course beginning with A Christmas Carol. Pupils have already been exposed to Charles Dickens work in year 8 and this builds on the skills that they have acquired in previous modules such as exploring themes of social justice, making links between texts and their contexts and acknowledging and exploring the writer's craft. The theme of social justice is developed through the next area of study An Inspector Calls. Pupils are able to draw from what they learnt about the conventions of drama in year 9 and identify themes of social justice that have been prevalent in many of the texts that they have explored previously. From this pupils move on to the study of Macbeth. Having studied Shakespearian texts twice previously they are not only familiar with Shakespearian texts but also the concept of a Shakespearian tragedy. During this year they develop an understanding of the requirements for the English literature GCSE exam and continue to hone their essay writing skills. In the final half term pupils begin component 3 of their GCSE English course by completing their speaking and listening assessments on a topic of their choice.

Year 11 study GCSE Eduqas English language course and begin by focusing on narrative reading and writing. For this module they draw upon the skills that they have learnt during their study of novels and short stories in year 7, 8 and 9. They are taught to build up pace in responding to the reading questions and are encouraged to use a variety of stimulus to write stories from different genres.

Year 12 and 13 study the A Level AQA English Literature course specification B. Again the threads of texts and their contexts, writer's craft, the study of poetry, prose and drama have enabled students to develop the necessary skills to study at this level.

Key Stage 3

What are the Big Ideas in English

Texts and their contexts

The link between texts and the place or time that they were written, the way in which the experiences of the writer's might have influenced their writing.

The writer's craft

Exploring the way in which writers adapt the language, structure and form of a text to shape meanings.

Poetry

An exploration of the contentions of poetry, the way in which verse is structured differently to prose and drama and the purpose and impact of poetry on audiences.

What are the Big Ideas in English?

Non-fiction and rhetoric

Exploration of the conventions of non-fiction writing, exploring how rhetorical devices are used to evoke audience responses.

Exploring the different structure, layout and tone of various non-fiction text types.

Shakespeare

Developing an understanding of the impact of the writing of Shakespeare, the conventions of his writing and the way in which he shaped meaning through his work.

Narrative

We explore the way in which Narratives are purposefully shaped by writers and Are given opportunities to write narratives from different genres regularly throughout the KS3 and 4 study.

How are the Big Ideas developed through Key Stage 3

	Texts and their contexts	Writer's Craft	Poetry	Non-fiction and rhetoric	Shakespeare	Narrative
Year 7	Pupils explore the context of poetry around the world and Midsummer Night's Dream.	Pupils are encouraged to examine the writer's techniques during all of their modules in year 7.	Pupils develop an understanding of the conventions of poetry and the way in which it conveys meaning during poetry around the world and Refugee Boy areas of study.	The conventions of non-fiction writing and the way in which writers use rhetoric are explored during the travel writing module.	Pupils study A Midsummer Night's Dream and are introduced to Shakespeare's work.	Pupils explore the art of narrative writing through Refugee Boy.
Year 8	During the study of Oliver Twist and Auto-biography we explore the relationship between texts and their contexts.	The idea of appreciating the writer's craft is revisited during the study of Oliver Twist and The Tales of the Unexpected.		During the autobiography module we explore the different types of texts that are described as non-fiction non-fiction texts are also explored alongside the Victorian literature study.		Pupils repeatedly return to the idea of narrative writing, exploring it through the module on autobiography and the tales of the Unexpected.

Year 9	Pupils observe the relationship between texts and their contexts during the study of all the texts they study throughout the year.	All of the modules in year 9 lend themselves to the study of the writer's craft, exploring their intentions across different genres and contexts.	Poetry is embedded in the Blood Brother's module and is used to make comparisons in terms of the way the writer's deal in different ways with similar thematic links.	Pupils revisit a play by Shakespeare and explore the conventions of a Shakespearian tragedy during the study of Romeo and Juliet.	Pupils are able to revisit the conventions of narrative writing during the study of Boys Don't Cry.
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Key Stage 4**GCSE English Literature****Exam board:** Eduqas

Paper 1: Shakespeare and Poetry

Paper 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

GCSE English Language**Exam board:** Eduqas

Paper 1: 20th Century Literature Reading and Creative Prose Writing

Paper 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Component 3: Speaking and listening internal assessment**How are the Big Ideas developed through Key Stage 4**

	Texts and their Context	Writer's Craft	Poetry	Non-fiction And rhetoric	Shakespeare	Narrative
Year 10	Pupils study the contexts of all of the texts that they will be examined on. whilst some texts they will be explicitly assessed on their understanding of the context, the other texts require an understanding of the context to fully appreciate them.	All the literature texts studied during year 10 require students to understand the writer's craft. this is the key skill that pupils will practice developing throughout the year.	Pupils begin the Eduqas poetry anthology during the final term of year 10 building on what they have learnt about poetry at KS3.	Pupils are given opportunities to develop their non-fiction writing skills throughout the year through a series of non-fiction writing tasks in response to the literature texts that they are studying.	Pupils build upon what they have learnt about Shakespearean plays at KS3 and the genre of tragedy to enable them to effectively explore the story of Macbeth.	Pupils explore three different types of narrative writing throughout their year.
Year 11	Throughout year 11 the revision of the poetry anthology texts and A Christmas carol specifically look at the link between context and literature, the study of all of the literature and language modules are underpinned by an appreciation of the writer's craft.		Students continue developing their appreciation of poetry through the anthology and the study of unseen poetry	Pupils practice their non fiction reading and writing skills through the study of component 2 of Eduqas English Language	Pupils revisit the study of Shakespeare whilst revising Macbeth	Pupils revisit the concept of narrative through the study component 1 of Eduqas English Language course

Key Stage 5

A level English Literature

Exam board:	AQA
Paper 1:	Comedy
Paper 2:	Crime
Coursework:	Independent studies

How are the Big Ideas developed through Key Stage 5

Year 12 Pupils study **Shakespeare** and draw upon what they have learnt from KS3 and 4 about **writer's craft** and the link between **texts and their contexts** when they study Taming of the Shrew, She Stoops to Conquer and Small Island. They also explore the way in which **narratives** unfold.

Year 13 Pupils continue to explore **poetry** and prose as they explore the **writer's craft** and the link between **texts and contexts** not only through Atonement and Brighton Rock but also through the unseen crime extracts.

Teaching Schedule

	Autumn Term	Spring Term	Summer Term
Year 12 Comedy	Teacher 1 Taming of the Shrew Extract Study	Taming of the Shrew Overview	Comedy exam techniques
	Teacher 2 She Stoops to Conquer	Teacher 2 She Stoops to Conquer Small Island	Teacher 2 Small Island Coursework preparation
Year 13 Crime	Teacher 1 Atonement	Teacher 1 Atonement Crime extracts	Teacher 1 Exam practice Revise Taming of the Shrew
	Teacher 2 Poetry	Teacher 2 Brighton Rock	Revise Small Island And she Stoops to Conquer

Subject Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Theme: Sense of place and time (Setting)	<u>Travel Literature</u> Baseline testing (incl. grammar) reading and writing assessment <u>Travel Literature</u> Big idea: Rhetoric Big Idea: Non-fiction reading Big Idea: writer's craft Homework booklet	<u>Poetry Around the World</u> Link with non-fiction tasks Big Idea: Texts and Their contexts Big ideas: poetry Big ideas: writer's craft	<u>Refugee Boy</u> Modern novel Big idea: Writer's Craft Big Idea: Poetry Big Idea: Narrative writing/story telling	<u>Refugee Boy</u> Modern novel Big idea: Writer's Craft Big Idea: Poetry Big Idea: Narrative writing/story telling	Midsummer Night's Dream Overview/character study in Helena Big Idea: Shakespeare Big idea: writer's craft Big ideas: text and their contexts Takeaway homework	Midsummer Night's Dream Presentation of Puck Big Idea: Shakespeare Big idea: writer's craft Big ideas: text and their contexts Takeaway homework
Enhanced Learning opportunities	Opportunity to link with Geography to develop a better understanding of the world	Opportunity to learn about the different cultures that the poems refer to.	Exploring music, poetry and videos by Benjamin Zephaniah	Exploring opportunities to support the current refugees joining the UK	Opportunity to watch the play in the theatre	Opportunity to visit the Globe Theatre or Shakespeare's birthplace
Year 8 Theme: Heroism and Villainy (Character)	Victorian Literature and True Crime Oliver Twist- novel Characters (e.g Oliver Twist Bill Skyes and the origins of the story) Big Idea: Texts and their contexts: Big ideas: writer's craft	Victorian Literature and True Crime Oliver Twist-novel Jack the Ripper Writing articles Big ideas: Non-fiction Big ideas: texts and their context Big ideas writer's craft	Autobiography Exploring stories of heroism (Anne Frank, Malala) Big ideas: Narrative writing/story telling Big ideas: non-fiction writing Big ideas: texts and their contexts	Autobiography Telling my own story – creating autobiographical accounts Big ideas: Narrative writing/story telling Big ideas: non-fiction writing	Tales of the Unexpected Maupassant (The necklace) Vendetta Big Ideas: Narrative/story telling Big Ideas: Writer's craft	Tales of the Unexpected Lamb to the Slaughter The Landlady Big Ideas: Narrative/story telling Big Ideas: Writer's craft
Enhanced Learning opportunities	Potential for visit to London to visit the settings of some Victorian texts	Potential for Jack the Ripper tour visit to London	Opportunity to explore the challenges facing people in different cultures to our own.	Opportunity for students to enjoy other autobiographies of interest and read for pleasure.	Exploration of realist literature and the concept of the parabolic nature of literature	Exploration of realist literature and the concept of the parabolic nature of literature
Year 9 Theme: Choices (Context)	Modern Drama Blood Brothers (weaving in Social Justice poetry) Big Ideas: Poetry Big Idea: Texts and their context Big ideas: Writer's craft Takeaway homework	Modern Drama Blood Brothers (weaving in Social Justice poetry) Big Ideas: Poetry Big ideas: Writer's craft Big Ideas text and their context Takeaway homework	Novel: Boys Don't Cry Big Idea: writer's craft Big idea: texts and their context	Novel: Boys Don't Cry Big Idea: narrative writing Big idea: writer's craft	Tragedy and the Tragic Hero Romeo and Juliet Big Idea: Shakespeare Big idea: writer's craft Big idea: texts and their context	Tragedy and the Tragic Hero Romeo and Juliet Big Idea: Shakespeare Big idea: writer's craft Big idea: texts and their context
Enhanced Learning opportunities	Opportunity to watch the play at the theatre					

Year 10 literature (main curriculum)	Christmas Carol Big Idea: narrative writing Big Idea: Writer's Craft Big idea: Texts and their context	Christmas Carol Big Idea: narrative writing Big Idea: Writer's Craft Big idea: Texts and their context	An Inspector Calls Big Idea: Writer's Craft Big idea: Texts and their context	An Inspector Calls Big Idea: Writer's Craft Big idea: Texts and their context	Shakespeare Macbeth Big Idea: Writer's Craft Big Idea: Shakespeare Big idea: Texts and their context	Shakespeare Macbeth Big Idea: Writer's Craft Big Idea: Shakespeare Big idea: Texts and their context
Enhanced Learning opportunities	Opportunity to compare the moral and political messages to present day contexts	Opportunity to visit London for the Dickens tour	Opportunity to watch the play at the theatre	Opportunity to link the values explored in the text to current political policies	Opportunity to explore versions of the play performed by the RSC	Opportunity for drama workshops
Year 10/11 Language pathway	Component 1 reading (Hurricane Hazel Paper) Big Idea: narrative writing Big Idea: Writer's Craft	Component 1 writing Big Idea: narrative writing Big Idea: Writer's Craft	Component 2 reading Big Idea: Writer's Craft Big idea: Non-fiction writing Big idea: Rhetoric	Component 2 writing Big Idea: Writer's Craft Big idea: Non-fiction writing Big idea: Rhetoric	Component 2 writing Big Idea: Writer's Craft Big idea: Non-fiction writing Big idea: Rhetoric	Unseen Poetry Big idea: Poetry Big idea: Writer's craft Speaking and Listening Assessment Big idea: Non-fiction writing Big idea: Rhetoric
Enhanced Learning opportunities	Opportunity for breakfast club activities to build stamina	Opportunity to enter short story writing competitions		Opportunities to be created to write for real purpose		Opportunity for entry to public speaking competitions
Year 11 Literature revision	Poetry Anthology Big idea: Poetry Big idea: Writer's craft Big idea: Texts and their context	Literature Revise Big idea: Poetry Big idea: Writer's craft Big idea: Texts and their context Big Idea: Shakespeare	Literature Revise Big idea: Poetry Big idea: Writer's craft Big idea: Texts and their context Big Idea: Shakespeare	Literature revise Big idea: Poetry Big idea: Writer's craft Big idea: Texts and their context Big Idea: Shakespeare	Literature revise Big idea: Poetry Big idea: Writer's craft Big idea: Texts and their context Big Idea: Shakespeare	
Enhanced Learning opportunities	Possibility for live visits to see poets reading if they are available		Revision sessions	Revision sessions	Revision sessions	