



**Why study English?** - English is a core subject across all educational phases. The ability to read and communicate effectively through spoken and written language is essential for all learners.

The skills learnt in English are used within every other subject. The ability to express ideas verbally and in written form is key. English teaches learners how to search for information, form ideas, find surface and deeper meaning, identify perspectives, analyse methods and structure informed opinions. These are transferable skills that can be used across the breadth of the curriculum and into later life. The ability to write and communicate accurately and effectively for a variety of purposes also is vital across all subjects and throughout adulthood.

Through the study of literature, learners see many benefits. Not only does it improve vocabulary, but increases knowledge, critical thinking and emotional intelligence. Increased vocabulary allows greater insight and understanding across the curriculum. Skills of critical thinking are transferable across subjects and throughout personal development.

The social impact of poor literacy can lead school learners to lose confidence and lower self-esteem. By improving literacy, through the study of English, confidence can be raised across the board, enabling learners to tackle tasks that they can understand and have confidence in approaching.

The negative effects of poor literacy extend way beyond school years. In order to access further education, many colleges and apprenticeships require specific grades and learners need to meet these in order to progress. Additionally, higher education institutions have requirements for standards of literacy. The transferable skills developed in English raise these standards, so that generically achievement will be higher, enabling progression and future aspirations.

Entering the workforce can also be difficult with poor literacy skills. Research has shown that those lacking these skills, earn significantly less. The financial, emotional and health implications of this are also significant. Employers expect good standards of written and spoken English in order for employees to fulfil their duties across a wide variety of industries.

**Aims KS3-** During KS3 the skills needed at KS4 will be introduced and developed across a range of genres. Learners will be exposed to a far greater variety of material, genres and subject material that develops the resilience needed, when dealing with language variation in literature across different time periods. By developing this resilience at KS3 learners will be well equipped to deal with the content and subject matter that they meet at KS4. Learners will also focus on writing in a variety of styles and developing vocabulary needed to do so; in doing so learners will develop confidence in spoken language through use of enhanced knowledge and vocabulary.

Aside from the main curriculum, all learners will undertake two fortnightly lessons separate to this. The first is a Let's Think lesson, which focuses on a cognitive training programme, which encourages key skills such as resilience, communication, reasoning and problem solving. Lessons are based on structured challenge and include the development of understanding through discussion (social construction), problem solving (cognitive challenge) and structured reflection (metacognition), which makes students more aware of their thinking processes and how they think most effectively. Lessons develop pupils' skills of inference, deduction and analysis, and increase levels of confidence, resilience, understanding and ability to express ideas.

The second fortnightly lesson is library based. (weekly for year 7). This aims to bridge the vocabulary and reading gap that often appears from year 6 transition. Through years 8 and 9, vocabulary and reading continue to be targeted, as the underpinning foundations for literacy across all subject areas, but particularly in English where increased vocabulary is key to success. Learners also have the opportunity to undertake research based tasks, to consolidate their contextual knowledge surrounding texts and further develop their understanding of key issues and themes.

**KS4** - During KS4, the skills developed in KS3 will now be applied to the texts and subject matter required by the exams. They will tackle these, by applying previous knowledge and strategies they have developed in previous years, whilst doing so at greater depth and using enhanced skills of critical thinking. Vocabulary will continue to develop and be applied across spoken and written communication.

## Rationale for how the curriculum has been sequenced in English

**Year 7** - Year 7 will begin with an exploration of Oliver Twist. This will introduce learners to the style, context and manner of Dickensian writing, in a text many will have some basic knowledge of that is also an accessible text for those that don't. Learning will explore meanings at a surface and deeper level, methods used to convey these and contextual factors linking to experiences, economic conditions, perspectives and historical periods of living. There are opportunities for creative writing linked to the text.

The next half term focuses on Around the World which explores creative writing with a main element of setting. Learners will explore settings from a wide variety of environments, developing understanding of how these engage the reader, use of language and structure. They will then be given the opportunity to create and improve their own examples of writing settings, utilising the knowledge they have gained of language and structure. Further emphasis will be given to developing accuracy and use of higher level vocabulary.

Next is the introduction of Shakespeare's A Midsummer Night's Dream. Shakespeare will be a new concept to many learners, who will often find the language a challenge. Learners will have the opportunities to explore life in Shakespearean times, social issues and the use of comedy as a medium for drama. Meaning and method will be explored, alongside the beginnings of developing an understanding of the Shakespearean way of writing. Confidence in dealing with this will be nurtured through looking at the text in its entirety, whilst analysing specific sections in greater depth. An appreciation of our literary heritage will also be developed.

The following theme is Biographical Texts which explores non creative writing across many people from varying backgrounds and walks of life. Learners will explore how we gain an insight into each person through the medium of biography, the methods used to portray them, what audience/purpose they are intended for and use of informative and persuasive techniques. They will then be given the opportunity to create and improve their own examples of writing biographies and autobiographies, utilising the knowledge they have gained of audience, purpose, tone and language techniques. Further emphasis will be given to developing accuracy and use of higher level vocabulary. They will also have increased their general knowledge of important people, and will be given opportunities to discuss their relevance.

The summer term commences with Nature Poetry. Learners will explore imagery and deeper meanings. They will consolidate and expand on key terminology from KS2, being able to identify it within poems and explore connotations and meanings. Learners will explore the beauty and strength of nature, whilst

contrasting this with the savagery and destruction that can come with it. Learners will also expand critical thinking skills by considering their own and others impact on nature in the wider world, linking this to the perspectives shown by the poets.

The final half term of year 7 focuses on Gothic Explorations which explores creative writing, with a particular emphasis on character development, whilst revisiting setting to consolidate that knowledge. A variety of extracts will be used from many cultural backgrounds, embracing their diversity. These will be read and explored, developing understanding of how these engage the reader, use of language and structure, through beginning to construct analytical written responses to questions based on these. This will also include looking at audience and purpose, linked to culture, traditions and historical time periods. They will then be given the opportunity to create and improve their own examples of creating characters, utilising the knowledge they have gained of language and structure. Additional development of settings will be added to these to increase length and resilience of writing skills from the Autumn Term. Further emphasis will be given to developing accuracy and use of higher level vocabulary.

**Year 8** - Year 8 commences with Weather which consolidates and expands on the creative writing skills developed throughout year 7. The theme of weather is a natural expansion of the nature poetry studied the previous year. The focus increases from just setting and character, to include inciting incidents, rising action or climaxes within longer texts. The extracts therefore are taken from various points within these. Learners will develop understanding of how these engage the reader, use of language, techniques, implicit meaning and structure. They will then be given the opportunity to create and improve their own examples of writing, utilising the knowledge and techniques they have gained and expanded on from year 7. They will further develop resilience in writing by extending pieces, improving planning and proof reading. Emphasis will be given to developing accuracy, increasing use of punctuation for effect and use of higher level vocabulary.

Following this, the next half term will be spent exploring Jane Eyre. Most learners will have some prior knowledge of who the character is, yet not many will have read it. This builds upon the nuances of nineteenth century texts developed during Oliver Twist in year 7, but explores a different genre. Learning will explore meanings at a surface and deeper level, methods used to convey these and contextual factors linking to experiences, the female nineteenth century writer, perspectives and historical periods of living. This will be at a greater depth than in year 7, and begin to explore justifying responses rather than simply explaining them, and becoming more consistent with structuring exploration of the text. It will also explore the wider issues of feminism, class and religion from a social and moral perspective. There are opportunities for creative writing linked to the text.

The next theme is World Issues. This builds on the non-creative writing skills developed from Biographical Texts in year 7 and complements the creative writing skills already developed. The issues covered will develop a widening sense of current affairs, important issues for the world as a whole and broaden their understanding of the world we live in. Learners will have the opportunity to explore different types of non-creative writing, such as newspapers and speeches. Learners will explore the methods used in different mediums, what audience/purpose they are intended for and use of informative and persuasive techniques. They will then be given the opportunity to create and improve their own examples of writing these, utilising the knowledge they have gained of audience, purpose, tone, structure and language techniques. This will also develop a sense of resilience in writing through planning, preparation and proof reading. Further emphasis will be given to developing accuracy, use of punctuation for effect and use of higher level vocabulary.

The following theme returns to Shakespeare with an exploration of The Tempest. Learners will build on their previous knowledge of Shakespearean life and times, using this to explore key themes within the play. Whilst the text will be covered in its entirety, greater emphasis will be placed on breaking down use of characterisation and this will involve delving deeper into key scenes, whilst increasing understanding of the language elements and the use of drama to portray these. Higher emphasis will be placed on evidencing and justifying opinions in written tasks.

The summer term begins with Beyond Britain which explores creative reading across a diverse range of extracts from around the world, including different ways of life and colonial literature, to raise awareness of different issues and ways of living around the world. Learners will explore these through looking at meaning and methods used to convey this, building on knowledge and skills gained through previous themes. Learners will expand on these by developing their knowledge of techniques and explicit and implicit meanings, whilst conveying this effectively in structured written paragraphs. By exploring such a diverse range of extracts learners will also increase vocabulary and improve their overall literacy.

The last theme of year 8 is Prejudice Poetry and builds on themes that have started to be explored in the previous one. This looks at a variety of influential poets that have written on the theme of prejudice across various forms. Learners will look at meaning, methods to convey this and comparisons between poems. They will begin to develop analytical responses to this in written work, whilst considering the impact and effect of prejudice in a wider sense.

**Year 9** - Year 9 begins with a return to the nineteenth century novel and Dickensian writing through an exploration of A Christmas Carol. Learners will continue to build on their knowledge of the style, manner and context of this, with a focus on the use of the novel as a social commentary. Learners will explore meaning and method at a greater depth, by studying the novel in its entirety and focussing on the use of setting, characterisation and key themes and ideas presented in the novel. The level of challenge in written responses will be greater, with an emphasis on clear and well developed answers that they will write and improve. Analytical skills developed in previous KS3 themes will be incorporated and expanded on.

The next theme of year 9 is Experiences which looks at analysing and creating non-fiction writing. This theme will look at diverse life experiences across sport, employment and life changing events, again increasing general knowledge and a wider sense of self and the world we live in. This builds on the non-creative writing skills developed from World Issues in year 8, and complements the creative writing skills already developed. Learners will continue to explore the methods used in different mediums, what audience/purpose they are intended for and use of informative and persuasive techniques. They will then be given the opportunity to create and improve their own examples of writing these, utilising the knowledge they have gained of audience, purpose, tone, structure and language techniques. Learners will be expected to utilise tighter structures within writing to engage and have impact, whilst extending writing to appropriate lengths within time constraints. Further emphasis will be given to developing accuracy, use of punctuation for effect and use of higher level vocabulary.

The following theme explores Dystopia as a genre and looks at analysing creative writing. The use of a more challenging theme and extracts from various examples of this, will stretch learners, whilst applying skills developed in previous years. The expectation is that written responses will become clearer and more well developed in preparation for the demands of KS4. Learners will continue to explore language and structure, whilst increasing their skills of critical evaluation and writing extended responses using this skill. Creative

writing opportunities will also be incorporated, echoing skills from the extracts to fully explore the writer's craft and extending learners use of vocabulary and structure around a challenging genre.

The following theme is Love and Relationships, which uses poetry set by the exam board for GCSE. Whilst they will not answer on this at the end of KS4, it presents the opportunity to study poetry at a higher level than previously, and begin to fine tune their analytical skills on challenging poems. As learners have developed greater emotional maturity, they will be able to handle the subject matter in a more adult manner, preparing them for much of the subject content that is met in KS4. While using exam board materials, it ensures that the level and content is safe and age appropriate. Learning will build on comparative skills gained from year 8 in "Prejudice Poetry" and extending responses, through selecting judicious examples to explore in a clear and concise manner.

The next theme to be explored is Survivor which focuses on creative writing. Whereas in previous years the focus has been on the descriptive element, this is expanded to focus on the use of narrative. By exploring and analysing example extracts, learners will be able to create and improve their own narrative, with careful emphasis on structure, form and engagement of the reader. Learners will quickly become resilient in doing so by incorporating existing skills and knowledge. Use of developed vocabulary, punctuation and sentence forms will be increased to a higher level for impact within writing.

The final unit of KS3 is Macbeth. Learners will build on their previous knowledge of Shakespearean life and times, using this to explore key themes within the play. Whilst the text will be covered in its entirety, greater emphasis will be placed on delving deeper into key scenes, whilst increasing understanding of the language elements and the use of drama to portray these. Learners will become more confident with use of Shakespearean language, and how he communicates with audiences, in preparation for Romeo and Juliet at KS4. Higher emphasis will be placed on evidencing and justifying opinions in written tasks at a deeper level.

**KS4** - Throughout KS4 learners will study the Power and Conflict anthology with an integrated approach, applying the skills they developed in KS3, particularly from studying Love and Relationships. Learners will be increasingly writing full comparative pieces, which move from being simply clear, into being thoughtful and in some cases convincing. These will interweave exploration of meaning, method and contextualisation, including use of romanticism, cultural diversity and other relevant factors. Additionally, Unseen Poetry will be incorporated seamlessly, where relevant to topics and themes.

**Year 10** - The first term looks at exploring creative reading and writing, applying their analytical and written skills developed during KS3. Learners will apply the key skills of structure, language analysis and critical evaluation to a wide variety of extracts, drawing on prior knowledge of different genres and themes, whilst incorporating their outside knowledge of the wider world. Previously developed skills of descriptive and narrative writing will be used and refined, to create and improve written pieces that are becoming clearer and in some cases sophisticated, both in content and technical accuracy.

The second term commences with the final Shakespearian drama, Romeo and Juliet. Learners will apply previous knowledge developed in KS3 through the study of A Midsummer Night's Dream, The Tempest and Macbeth. Learners will develop understanding of meaning and method with the drama, utilising their previous knowledge of Shakespearean language. This understanding will be applied into full written pieces that analyse specific extracts, expanded into whole text knowledge. The response will move from clear into thoughtful and in some cases convincing ones. Responses will interweave meaning and method, whilst

drawing on contextualisation including key themes, ideas and messages. Learners will become more resilient in developing responses within time constraints.

The final set text, *An Inspector Calls*, will be studied in the next half term. This will be their first attempt at a full length modern text, but will draw on the skills developed whilst studying numerous extracts throughout KS3. Previous analytical skills will be applied to the new text. Learners will focus on key themes and characters. Writing will be constructed on whole text knowledge, without an extract to stimulate a response, whilst still looking at interweaving meaning, method and contextualisation. Contextualisation will include ideas of gender, class and socialism/capitalism, in a more complex form than previously studied, to challenge and stretch ways of thinking. Responses to written questions will become more developed in both planning, execution and refinement.

The final term looks at exploring writer's viewpoints and perspectives, applying their analytical and written skills developed during KS3. Learners will apply the key skills of synthesis, language analysis and comparison of perspectives and methods to a wide variety of extracts, drawing on prior knowledge of different mediums and themes, whilst incorporating their outside knowledge of the wider world. Examples used will include a diverse range of figures and publications, to ensure a breadth of wider knowledge, incorporating ideas and concepts relevant to their level of maturity. Previously developed skills of informative and persuasive writing will be used and refined, to create and improve written pieces that are becoming clearer and in some cases sophisticated, both in content and technical accuracy.

During this final term, learners also complete their spoken language assessments. Throughout key stage 3 and in year 10 writer's viewpoints and perspective, they have covered a wide range of topics and relevant issues, providing a knowledge base of many subjects they could competently present formally on. Learners are able to freely choose a subject they feel passionate about, presenting using effective spoken Standard English. Learners will draw on examples of good practice, to enable them to organise challenging and sophisticated presentations that meet audience needs, use effective strategies and higher level vocabulary, whilst responding to questions with extended and appropriate responses.

At this point learners have covered all content relevant for assessment in the following summer. Assessment will be used formatively and summatively, to identify areas where skills still need to be developed and refined on a group and individual basis.

**Year 11** - The first term of year 11 revisits both language papers at a greater depth. Both papers and all relevant skills will be covered again, with an even more diverse range of material used for extracts. Question level analysis will lead the proportionate timings for group and individual learning, with a heightened focus on areas for improvement, consolidating learner confidence on skills which may not be as strong as others. Learners will continue to apply and refine previous skills and knowledge, with a focus on greater technical accuracy, structure, planning and improving response times to higher level questions.

The second term begins with a literature recap, covering all set material. This will be at a greater depth than in year 10 and focus on the construction and conceptualisation of higher level responses. Knowledge of texts will be consolidated, and learners will be encouraged to broaden their thinking on previous ideas and themes, to enable responses to become more developed, convincing and critical. Emphasis will be placed on quicker recall of knowledge and planning based on this, prior to giving extended responses within time constraints.

The final half term of year 11 prior to exam season will be personalised. Results, observations and input from learners and teachers will be used to develop individual learning plans that raise confidence and aspirations in areas that sit below others. This will focus on key skills, concepts and knowledge. The purpose of this is to ensure that every learner has confidence that they are ready for assessment to the best of their ability.

**- English Dept. 2020 - 2021 Long Term Plan -**



	<b>Autumn 1</b> 8 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 6 weeks	<b>Summer 1</b> 6 weeks	<b>Summer 2</b> 6 weeks
<b>Every fortnight, Year 10 and Year 11 are to study a poem from the 'Power and Conflict' poetry cluster of the AQA anthology, as well as Unseen Poetry</b>						
<b>Year 11</b>	<b>Language Paper 1</b> <i>Explorations in creative reading and writing</i>	<b>Language Paper 2</b> <i>Writers' viewpoints and perspectives</i>	<b>Literature Recap</b> <i>ACC, R&amp;J, AIC and Poetry Comparison</i>	<b>Examination preparation - according to class needs</b>	<b>GCSE Examination Period</b>	
	<b>Language Paper 1 Section A</b> <i>Explorations in creative reading</i>	<b>Language Paper 1 Section B</b> <i>Explorations in creative writing</i>	<b>Literature Paper 1 Section A</b> <i>Shakespeare's: Romeo and Juliet</i>	<b>Literature Paper 2 Section A</b> <i>Priestley's: An Inspector Calls</i>		
<b>Year 10</b>	<b>A Christmas Carol</b> <i>Explorations in Creative Reading</i>	<b>Experiences</b> <i>Analysing and Creating Non-Fiction Writing</i>	<b>Dystopia</b> <i>Explorations in Creative Reading</i>	<b>Love and Relationships</b> <i>Poetry Comparison</i>	<b>Survivor</b> <i>Explorations in Creative Writing</i>	<b>Macbeth</b> <i>Explorations in Creative Reading</i>
	<b>Weather</b> <i>Explorations in Creative Writing</i>	<b>Jane Eyre</b> <i>Explorations in Creative Reading</i>	<b>World Issues</b> <i>Analysing and Creating Non-Fiction Writing</i>	<b>The Tempest</b> <i>Explorations in Creative Reading</i>	<b>Beyond Britain</b> <i>Explorations in Creative Reading</i>	<b>Prejudice Poetry</b> <i>Exploration of imagery and deeper meanings</i>
<b>Year 9</b>	<b>Oliver Twist</b> <i>Explorations in Creative Reading</i>	<b>Around the World</b> <i>Explorations in Creative Writing</i>	<b>AMND</b> <i>Explorations in Creative Reading</i>	<b>Biographical Texts</b> <i>Analysing and Creating Non-Fiction Writing</i>	<b>Nature Poetry</b> <i>Exploration of imagery and deeper meanings</i>	<b>Gothic Explorations</b> <i>Creative Reading and Writing</i>

There is a through line idea throughout KS3, where the skills and knowledge from one unit are built upon in the following year. These connections are highlighted through the colour coded triangles present on the LTP.