

What do we do?

An ambitious and challenging concept driven curriculum which places ambitious texts at its heart while exploring ideas around power, conflict and social justice. Students are empowered to develop their ability to read, write and speak with fluency, confidence and clarity- expressing complex thoughts with nuance and understanding. Students will gain a conceptual understanding of how historical, cultural and societal context affects a writers' perspective, intention and meaning and also how readers or audiences may respond to a text over time.

How does English equip students with powerful knowledge?

Students will learn about how the written and spoken word have power and can be used to create meaning, influence and reflect the world around us. Students will gain knowledge of a range of different genres, structures and forms as well as revisiting core grammatical knowledge from KS2. Students will also gain knowledge of seminal works of literature from authors such as Shakespeare, Orwell and Duffy and great orators. Students will explore texts through the conceptual lens of Social Injustice, Power and Conflict with explicit teaching of vocabulary which enables them to write about these themes with confidence and articulation.

What skills and cultural capital do students gain in English?

The curriculum exposes students to differing cultures and historical eras. We explore allusions to religion, mythology and intertextual references. We learn about Greco-Roman mythology, philosophers and the renaissance and how these have influenced writers across the ages, We apprentice students in the habits of excellent English scholars, encouraging them to speak, write and read like scholars. We develop their ability to read critically and analyse writer's perspectives and intentions.

What are the important threshold concepts in English?

Learning throughout the five years is linked through exploration of the themes of power, conflict and social justice how these concepts underpin works of literature and communication throughout the ages. Students will gain a conceptual understanding of how historical, cultural and societal context affects a writers' perspective, intention and meaning and also how readers or audiences may respond to a text over time. Students will be explicitly taught tier two and tier three vocabulary to enable them to articulate their understanding of these core concepts and the writers' craft with vocabulary returned to over time and across the cycles.

How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lessons through the use of Do Now activities to secure the retention of core knowledge. Questions are often selected from the knowledge organiser to strengthen the connection between homework and the English Classroom. Conceptual threads of power, conflict and Social Justice link learning from 7-11.

What content do you cover and how is this delivered over time?

Across the 5-year curriculum we cover Literary studies across the ages from retellings of Myths to Shakespeare and modern writers and orators. We both study read and compose texts in a wide array of forms: poetry, plays, discursive essays, narrative, speeches and scripts. We also teach important disciplinary knowledge with regards to rhetoric and linguistics and grammar and assess the application through discursive essays, writing and oracy.

What content do you not cover (that others might) and why?

Our English Curriculum is largely compliant with and maps to the National Curriculum. We do focus perhaps on a fewer number of potential texts but aim for a deeper understanding and exploration of challenging concepts and mastery of reading, writing and speaking like a scholar. School-wide reading programmes address reading for pleasure, with students exposed to reading a wide variety of literature.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Mapping the Curriculum to KS2 means we build upon the previous Key Stage and understand the skills and competencies of the students. We aim to apprentice students in what it means to be an English Scholar and the importance of the academic register as they embark on their 5-year studies. We aim to develop students' ability to read and respond to increasingly challenging texts through the conceptual lens of power, conflict and social justice explicitly teaching vocabulary which enables a strong conceptual basis for future learning. As students move through the curriculum, they develop confidence and nuance in their exploration of texts and written compositions.

How is the English curriculum designed to support literacy?

Knowledge organisers are used to introduce tier two and three vocabulary. Frayer models deepen student understanding of key terms. Teachers model how to use subject specific vocabulary in context prior to checking for understanding. We provide opportunities for structured discussion to practice speaking the language of the subject prior to writing it. We provide opportunities for structured discussion to practice speaking the language of the subject prior to writing it. Students read high quality texts with guidance and support (examples in brackets. e.g. choral reading).

Students are given opportunities to plan, evaluate and improve their writing. For extended writing, student work is scaffolded (using examples e.g. structure strips, mnemonics).

CYCLE 2
Exploring and Writing non-Fiction Texts
19th Century texts
Synthesising details across 2 texts
Comparison of perspectives
Writing effective arguments:
Letters
Speeches
Articles
Essays

CYCLE 3 Revision and GCSE exams

CYCLE 1
Exploring and writing fiction texts
Fluency and comprehension
Monologue form
Inference
IMPACTS

Year
11

CYCLE 3: Revision & NEA
Ethos, Pathos, Logos
Rhetorical devices
Tone and voice
Articles
Grammar and punctuation

CYCLE 2:
Unseen Poetry
Mastering Academic Writing
Revision of core texts
Mastering Academic writing
Retrieval of powerful knowledge and quotations
Mastering conceptual responses

CYCLE 2: P&C poetry
Analysing poetry
Analysing form
Dramatic Monologues
Romanticism
War Poetry
Comparing poetry

CYCLE 3: An Inspector Calls
Morality + Social justice
Modern plays
Britain in 1912 and 45
Stagecraft
Academic writing

Year
10

CYCLE 1: Shakespeare
Fate vs Free Will
Audience responses over time
Greek Love
Elizabethan London
The Renaissance

CYCLE 1: A Christmas Carol
Political texts
19th Century England
Conceptualised academic writing
Cyclical structure
Writer's intention

Year
9

CYCLE 3: Shakespeare
Tragic form
Elizabethan/Jacobean context
Audience response
Academic writing
Premise
Embedding context

CYCLE 2
Exploring diverse voices: language as power
Discursive texts
Perspectives
Comparison
Social Justice
Inference
IMPACTS
Texts in context
Speeches
Articles
19th Century Poetry

CYCLE 2
Powerful Language & prejudice
Powerful Orators
Art of Rhetoric:
Ethos, Pathos, Logos
Powerful language
Speeches/Articles
Letters
IMPACTS
Using evidence
Oracy
Grammar and punctuation

CYCLE 3
Analysing The writer's craft
Whole text study:
Power/conflict/social justice
Writers' intention
Academic points
Texts in context

Year
8

CYCLE 1: Animal Farm
Academic paragraphs
Discursive essays
IMPACTS
Rhetorical devices
Propaganda

CYCLE 1: Narrative conflict
Storytelling through the ages
Greek Tradition
Narrative Structure
Monologue Form
Grammar and punctuation

Year
7

Enrichment opportunities

Debating Competitions
Theatre Trips
Lectures
Creative Writing Competitions

Key concepts

