

# The Curriculum > English

## **Why** do we learn English?

Pupils learn to appreciate a viewpoint and way of framing an idea whilst critiquing and challenging both the ideas and the way in which they are communicated. This approach develops their ability to think imaginatively, widening their horizons, exposing them to new perspectives and fostering their cultural sensitivity and empathy.

Pupils are taught the skills and knowledge needed to use the written word to communicate in the real world with clarity and conviction.

## **How** do we learn in English lessons?

Pupils follow the National Curriculum for Key Stage 3 English, which is approached thematically to prepare pupils for the demands of Key Stage 4 and the world beyond it.

Our Curriculum Map reflects our knowledge-rich curriculum offer. Knowledge is sequenced, progressive and assessed. Pupils are regularly required to undertake effective retrieval practice.

Pupils study three core themes that are central to life and literature: love, conflict and nature.

As they progress through the key stage, pupils are required to explore these themes through an increasingly mature and complex lens. Each theme is underpinned by a *Big Question*, which serves to engage pupils and develop their critical thinking.

Pupils study a range of fiction and non-fiction texts, reading for pleasure and information. They also study a wide range of literature from the canon to the present day, which is used to inspire both imaginative and academic writing. An important emphasis is also placed upon grammar and vocabulary; there is a structured approach to the teaching of these vital components.

In Key Stage 4, pupils look to cement the core knowledge of KS3; they are expected to demonstrate an informed and mature understanding of the key themes. Pupils follow the Eduqas GCSE specification for Language and Literature. They are taught a component at a time for each subject. Knowledge is prioritised: it is defined in Knowledge PLCs, is the focus of retrieval and interleaving throughout each term and is tested at the end to inform gaps to be plugged. The Subject Site is also a key vehicle for this.

## **What** do we learn in English lessons?

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b>	<p>Identity &amp; Difference</p> <p>If a picture paints a thousand words, how can words paint a picture?</p> <p><i>Oliver Twist</i> Descriptive Writing</p>	<p>Nature &amp; the Environment</p> <p>How can young minds be heard?</p> <p>Non-fiction writing Poetry of William Blake</p>	<p>Conflict in Relationships</p> <p>How does context shape our understanding of conflict?</p> <p><i>Romeo and Juliet</i> Poetry of Simon Armitage</p>
<b>Year 8</b>	<p>Gothic Horror</p> <p>How can imagination be illuminated in words?</p> <p><i>The Woman in Black</i> Narrative writing</p>	<p>Love &amp; Relationships</p> <p>What is love?</p> <p><i>Much Ado About Nothing</i> Unseen Poetry</p>	<p>Conflict &amp; Class</p> <p>How can we transcend our conditions?</p> <p><i>Blood Brothers</i> Non-fiction reading</p>
<b>Year 9</b>	<p>War &amp; Conflict</p> <p>How can personal experiences shape our writing?</p> <p><i>To Kill a Mockingbird</i> <i>Of Mice and Men</i> Narrative writing</p>	<p>Marginalisation &amp; Compassion</p> <p>How can we make words speak louder than actions?</p> <p><i>Stone Cold</i> Non-fiction writing</p>	<p>Nature &amp; the Supernatural</p> <p>What constitutes true forgiveness?</p> <p><i>The Crucible</i> An Introduction to <i>Macbeth</i></p>
<b>Year 10</b>	<p><i>Macbeth</i> <i>A Christmas Carol...</i></p>	<p><i>...A Christmas Carol</i> <i>An Inspector Calls</i></p>	<p>Poetry Anthology</p>
<b>Year 11</b>	<p>20th Century prose Narrative writing</p>	<p>Non-fiction reading Non-fiction writing</p>	<p>Revision</p>