

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 and progressive. Pupils are regularly required to undertake effective retrieval practice.

Pupils study three core themes that are central to life and literature: relationships, 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 Thinking Question*, which serves to engage pupils and promote inquiry-based learning.

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, and 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?

	Autumn	Spring	Summer
Year 7	<p>Identity & Friendship</p> <p><i>If a picture paints a thousand words, how can words paint a picture?</i></p> <p><i>Oliver Twist</i> and Descriptive Writing</p>	<p>Nature & the Environment</p> <p><i>How can young minds be heard?</i></p> <p>Blake's Romantic poetry and non-fiction reading and writing</p>	<p>Conflict in Relationships</p> <p><i>How does context shape our understanding of conflict?</i></p> <p><i>Romeo and Juliet</i>, Our Poet Laureate, Simon Armitage and creative writing - biographical poetry</p>
Year 8	<p>Gothic Horror</p> <p><i>How can imagination be illuminated in words?</i></p> <p>Gothic Horror Anthology, <i>The Woman in Black</i> and Narrative Writing</p>	<p>Love & Relationships</p> <p><i>What is love?</i></p> <p><i>Much Ado About Nothing</i> and Unseen Poetry Comparison</p>	<p>Conflict & Class</p> <p><i>How can we transcend our conditions?</i></p> <p><i>Blood Brothers</i> and Non-fiction reading and writing</p>
Year 9	<p>War & Conflict</p> <p><i>How can personal experiences shape our writing?</i></p> <p><i>Of Mice and Men</i>, war literature and narrative writing</p>	<p>Marginalisation & Compassion</p> <p><i>How can we make words speak louder than actions?</i></p> <p>Non-fiction, spoken language, and <i>Stone Cold</i></p>	<p>Nature & the Supernatural</p> <p><i>What constitutes true forgiveness?</i></p> <p><i>The Crucible</i></p>
Year 10	<p>Language: Component 1</p> <p><i>Where is the line between fiction and truth?</i></p> <p>20th Century Prose reading and Narrative writing</p> <p>Literature: Component 2b</p> <p><i>What truths do these writers want to convey?</i></p> <p><i>A Christmas Carol</i></p>	<p>Literature: Component 1b</p> <p><i>How does a poet make sense of the world?</i></p> <p>Poetry Anthology: The Romantics and War</p> <p>Literature: Component 2a</p> <p><i>What truths do these writers want to convey?</i></p> <p><i>An Inspector Calls</i></p>	<p>Literature: Component 1a</p> <p><i>Why does 'Macbeth' matter?</i></p> <p><i>Macbeth</i></p> <p>Language Component 3</p> <p>Spoken Language presentations</p>
Year 11	<p>Language: Component 2</p> <p><i>Where is the line between fiction and truth?</i></p> <p><i>What is the whole truth?</i></p> <p>19th & 21st Century Non-fiction Component 1 & 2 Revision</p>	<p>Literature: Component 1b & 2c</p> <p><i>How does a poet make sense of the world?</i></p> <p>Poetry Anthology: Modern Poets Unseen Poetry</p>	<p>Revision</p> <p>All Literature and Language components as per the agreed strategy</p>

