

English

Curriculum core purpose. Intent

Our English curriculum provides students with the opportunity to read, write and respond to a broad range of literary forms and genres. Through critical engagement with poetry, prose and drama, students develop a love of literature and a deeper understanding of how the written word shapes the world around us and enables us to communicate clearly and eloquently.

Students interact with fiction, non-fiction and drama texts to allow them to become confident and insightful students of English; creative writing runs as a thread throughout KS3 and KS4 ensuring that students learn the skills to free their imagination as well as to learn vital communication skills for their futures.

Community

Respect is innately part of the English curriculum as students explore different cultures, experiences, and viewpoints. The importance of understanding and valuing different perspectives is integrated into lessons and discussions ensuring that all students are provided with a safe and supportive environment in which to question and validate their understanding and opinions. Students are encouraged to engage with curiosity and open-mindedness, which in turn fosters respectful attitudes both within and beyond the classroom.

Through English we aim to support our students to become kind and welcoming members of our local and more far-reaching communities so that they can engage and communicate with others with confidence, enthusiasm and respect.

Ambition

All students are challenged in English, regardless of their starting point so that we work together to improve our knowledge and skills. As students move through KS3 the texts become more challenging in terms of language and content and concept. In addition to this the tasks associated with those texts increase in their length, complexity and design in order to ensure that all students are taught to grapple with their knowledge in order to make best progress. At KS4 students are presented exposed to wide ranging and challenging texts and concepts to prepare them for their final exams.

Respect

<p>English classrooms at Old Buckenham are run with high standards of respect from and towards all. Lessons will help students to recognise and practice the respectful communication that is one of the tenets of this school; all students and teachers work hard to ensure that we listen and speak to one another with kindness and attention. Class, small group and paired discussion is used to share knowledge and understanding in a collaborative and supportive way to ensure that all thoughts and ideas are explored sensitively and fairly.</p>	
Content-Knowledge and Skills.	Subject specific pedagogy
<p>Across KS3 and KS4 students will learn how to:</p> <ul style="list-style-type: none"> -select and manipulate vocabulary for impact across a range of audiences and purposes, as well as analysing how other writers make those same choices for deliberate effect. -consider the impact of structure in our writing, and that of others and how structure can be just as influential as the words that we use to convey our meaning. -communicate carefully and deliberately through a range of formats such as letters, diaries, articles, speeches, and through insightful analysis. -accurately use and control a wide range of punctuation. -deliberately use language techniques to create a rich word of language that serves to entertain, inform or criticise. -consider how the contexts in which texts are written can impact our understanding of the world in the past and present. 	<p>English teaching at Old Buckenham blends clear instruction with active learning, collaboration and analysis. We use clear modelling, questioning, retrieval practice, and guided discussion to bring the texts and their contexts to life.</p> <p>Lessons provide opportunities for extended writing, paired and group discussion, and whole-class analysis, therefore helping to support students to share and articulate their views confidently and eloquently. Drama and role play are used to provide a more practical element, alongside debates and team tasks to provide opportunities to grapple with challenging content alongside their peers. Teacher feedback, both formative and summative, will underpin this learning to ensure that students understand who to improve and where their strengths lie.</p>

ENGLISH Curriculum Content	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic: Journeys Key concepts: <ul style="list-style-type: none"> Applying figurative language creatively Using ambitious vocabulary for effect Using punctuation for effect Considering and manipulating structural choices for effect Carefully planning work to ensure the finished product fulfils specific briefs and intentions 	Topic: 'Boy' Key concepts: <ul style="list-style-type: none"> Exploring connotations of language choices Selecting relevant evidence from a text Embedding relevant evidence correctly in analytical writing Analysing the impact of a writer's methods on the reader Structuring an analytical paragraph 	Topic: Identity Poetry Key concepts: <ul style="list-style-type: none"> Selecting relevant evidence from a text Embedding relevant evidence correctly in analytical writing Identify and understand poetic techniques Analysing the impact of a writer's methods on the reader Making links between an understanding of context and the poem Exploring connotations of language choices 	Topic: Crime and Punishment Key concepts: <ul style="list-style-type: none"> Understanding a history of crime and punishment in Great Britain Selecting relevant evidence from a text to support ideas Embedding relevant evidence correctly in analytical writing Identify and understand a writer's methods Exploring connotations of language choices Analysing the impact of a writer's methods on the reader Structuring an analytical paragraph 	Topic: Shakespeare: 'Romeo and Juliet' Key concepts: <ul style="list-style-type: none"> Understanding the presentation of masculinity and femininity Understanding a writer's intentions Selecting and embedding relevant evidence from a text Identify and analysing a writer's methods Exploring connotations of language choices Structuring an analytical paragraph 	Topic: Dragon's Den Key concepts: <ul style="list-style-type: none"> Identify rhetorical devices in a range of case studies Understanding the impact of rhetorical devices on the audience / reader To use a range of rhetorical devices to persuade, argue and inform To use discourse markers and whole-text structural techniques effectively Deliver a speech using appropriate body language, tone and intonation
Year 8	Topic: Dystopian Fiction Key concepts: <ul style="list-style-type: none"> Understanding the origins of utopia and dystopia Understanding the conventions of the dystopian genre 	Topic: 'A Monster Calls' Key concepts: <ul style="list-style-type: none"> Identifying the writer's intentions when making a language or structural choice Selecting relevant evidence from a text 	Topic: Creative Writing inspired by 'The Arrival' Key concepts: <ul style="list-style-type: none"> Using ambitious vocabulary and vocabulary for effect Using advanced figurative language 	Topic: Women in Shakespeare Key concepts: <ul style="list-style-type: none"> To understand the context of life for women in Elizabethan and Jacobean England 	Topic: Opinion Writing Key concepts: <ul style="list-style-type: none"> Understanding rhetorical devices and the effects for a specific purpose To understand the form and structure 	Topic: 'Animal Farm' Key concepts: <ul style="list-style-type: none"> To understand the form and purpose of an allegory To understand literary and structural devices in a novella

	<ul style="list-style-type: none"> Understanding language techniques Selecting relevant evidence from a text Embedding quotations in analysis Analysing techniques to explore their effect Exploring connotations of language choices 	<ul style="list-style-type: none"> Analysing the impact of a writer's choice on the reader Exploring literary conventions and characterisation Constructing an analytical answer in response to a question 	<p>techniques in a creative way</p> <ul style="list-style-type: none"> Using structural techniques in writing to create an engaging story Understanding and applying the rules and uses of paragraphing for effect 	<ul style="list-style-type: none"> To understand the context about beliefs about Witchcraft in Elizabethan and Jacobean England To understand the plots of 'The Merchant of Venice' and 'Othello' To identify word classes in plays To identify and apply language techniques To explore the connotations of language and the effects on the audience Selecting relevant evidence from a text Embedding quotations in analysis 	<p>of a range of non-fiction text types</p> <ul style="list-style-type: none"> To explore how contemporary topics are presented in the media To understand the impact of rhetorical devices on the audience / reader Using a range of rhetorical devices to persuade, argue and inform To apply structural techniques in non-fiction writing to impact the audience To match register and form correctly through non-fiction writing Use discourse markers and whole-text structural techniques effectively 	<ul style="list-style-type: none"> To understand the historical and social context of the Russian Revolution Identifying a writer's voice: their message and key ideas on the topic Exploring the impact of a writer's choices on the reader Making links between the understanding of the context and the text Make connections between a text, its context and the impact of socio-historical.
Year 9	<p>Topic: Novella: 'The Woman in Black'</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Identifying the writer's intentions when making a language or structural choice. Selecting relevant evidence from a text. Analysing the impact of a writer's 	<p>Topic: Two Centuries of Poetry</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Identifying the writer's intentions when making a language or structural choice. Exploring multiple interpretations of poems. Selecting relevant evidence from a text. 	<p>Topic: Gothic Writing</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Writing shows awareness of a range of forms, and purpose is established, clear and consistent. Style and register matched to target audience. Choices are made which are appropriate to the text type. 	<p>Topic: Rhetoric</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Identifying rhetorical techniques from several influential speeches and applying these techniques to your own writing. Applying a range of sophisticated rhetorical techniques to your own writing. 	<p>Topic: Tragedy and 'Macbeth'</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Identifying a writer's voice: their message and key ideas on the topic. Analysing the impact of a writer's choice on the reader. 	<p>Topic: 'Of Mice and Men'</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Selecting evidence carefully. Embedding quotations. Using multiple quotations. Linking a text to its context. Exploring characterisation as a way of

	<p>choice on the reader.</p> <ul style="list-style-type: none"> Identifying gothic genre conventions. Constructing an analytical answer in response to a question. 	<ul style="list-style-type: none"> Constructing an analytical answer in response to a question. Exploring how context influence content. 	<ul style="list-style-type: none"> Use a range of imagery and language features for effect. Organise ideas into a coherent narrative (sequencing). 	<ul style="list-style-type: none"> Consideration of structure for an intended audience and purpose. Successfully conveying your own ideas or opinions on a topic of your choice. Crafting your writing for a specific purpose or audience. 	<ul style="list-style-type: none"> Exploring how context influence content. Constructing an analytical answer in response to a question. Identifying tragedy genre conventions. 	<p>demonstrating writers' intentions.</p>
Year 10	<p>Topic: 'An Inspector Calls'</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Identifying the writer's intentions when making a language or structural choice. Selecting relevant evidence from a text. Analysing the impact of a writer's choice on the audience. JB Priestly background and 1912/1945 context Writing a thesis statement Constructing an analytical answer in response to a question. 	<p>Topic: English Language Paper 1</p> <p>Key concepts:</p> <p>Section A: Reading and Writing</p> <ul style="list-style-type: none"> Reading an unseen fictional extract. Identifying and interpreting explicit and implicit information and ideas. Selecting relevant evidence from a text. Explaining, commenting on and analysing how writers use language and structure to influence readers. Constructing an analytical answer in response to a question. <p>Section B: Creative Writing</p>	<p>Topic: Power and Conflict Poetry</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Comparing two poems from an anthology. Exploring impact of poet's choices on the reader. Identifying the writer's intentions when making a language or structural choice. Extended analysis using subject specific terminology. 	<p>Topic: English Language Paper 2</p> <p>Key concepts:</p> <p>Section B: Reading and Writing</p> <ul style="list-style-type: none"> Reading two unseen non-fiction texts from different time periods. Identifying and interpreting explicit and implicit information and ideas. Selecting relevant evidence from a text. Explaining, commenting on and analysing how writers use language and structure to influence readers. Constructing an analytical answer in response to a question. Comparing writers' ideas and 	<p>Topic: 'Macbeth'</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Identifying the Shakespeare's intentions when making a language or structural choice. Selecting relevant evidence from a text. Analysing the impact of a writer's choice on the audience. Shakespeare background and Jacobean context Writing a thesis statement Constructing an analytical answer in response to a question. 	<p>Topic: Revision for Yr 10 Mocks</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Quotation and plot knowledge for Lit texts. Impactful use of punctuation, vocabulary and literary devices. Writing an impactful thesis statement Considering form and audience when writing non-fiction texts

		<ul style="list-style-type: none"> • Writing imaginatively for different purposes and audiences. • Adopting suitable tone, register and style. • Including accurate use of sophisticated, interesting vocabulary. • Including figurative language techniques for effect. • Using deliberate structural choices to interest the reader. • Organise ideas by using accurate paragraphing, spelling, punctuation and grammar. 		<p>perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Section B: Persuasive Writing (Perspectives and Viewpoints)</p> <ul style="list-style-type: none"> • Writing imaginatively for different purposes and audiences. • Adopting suitable tone, register and style. • Including accurate use of sophisticated, interesting vocabulary. • Including rhetoric language techniques for effect. • Using deliberate structural choices to interest the reader. • Organise ideas by using accurate paragraphing, spelling, punctuation and grammar. 		
Year 11	<p>Topic: 'A Christmas Carol'</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Identifying the writer's intentions when making a language or structural choice. • Selecting relevant evidence from a text. 	<p>Topic: Poetry Revision for Yr 11 Nov Mocks</p> <p>Spoken Language Endorsement</p> <p>Key concepts: SLE: clear communication and how to share personal perspectives using rich and varied language; being</p>	<p>Topic: Poetry and Revision for February Mocks</p> <p>Key concepts: Please see previous KS4 units</p>	<p>Topic: Revision</p> <p>Key concepts: Please see previous KS4 units</p>	<p>Topic: Revision and Exams</p> <p>Key concepts: Please see previous KS4 units</p>	<p>Topic: Revision and Exams</p> <p>Key concepts: Please see previous KS4 units</p>

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	<ul style="list-style-type: none">Analysing the impact of a writer's choice on the audience.Charles Dickens background and Victorian contextWriting a thesis statementConstructing an analytical answer in response to a question.	prepared to answer unscripted questions with confidence and eloquence				
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