

# English Curriculum Overview

Links to KS2		Close work with Westport a few years ago has ensured that we do not double teach any texts. The department is aware of the reading and writing demands and of the technical knowledge they arrive equipped with, and use this knowledge to help to shape future learning. As the department becomes more embedded and the links established more broadly with feeder primaries is cultivated, we will look to create Term 6 and Term 1 links with key primary colleagues to aid transition. In particular, we have adopted the primary focus on vocabulary and content to suit the secondary curriculum, as students at KS3 are explicitly taught key vocab and methods.					
Intent	Statement of Intent	At Highworth Warneford School, our aim is for students to leave as critical readers, confident writers and successful speakers. This requires a secure and deep understanding and appreciation of the written and spoken word from the perspective of deliverer and receiver, but, unlike many other subjects, it also requires students to understand people. Books, letters, poems, reports – all forms of writing – are written for people, by people, and, often, about people. As such, we intend to enhance our students' skills of empathy, sympathy and understanding, developing their character, their emotional intellect and their cultural capital.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation Year 7	Year Overview	This year provides Year 7 students arriving at Warneford with the 'hook' of 'Heroes & Villains' - a trope that they will have sufficient prior knowledge of in order to access, but the texts studied and the knowledge taught give greater meaning to the term, as students begin to consider concepts of antagonist, protagonists, stereotypes, archetypes and how heroes and villains have changed over time and vary based on genre. The platform for their study of people is laid. Students are assessed by SEND to provide baseline levels for reading and writing, and students take the STAR reading test to triangulate against. These sources of data, combined with KS2 data help us to determine our nurture group.					
	SOW	Heroes & Villains in Fairy Tales - Reading	Fantasy Heroes & Villains in Fiction - Reading	Fantasy Heroes & Villains in Fiction - Reading	Shakespearean Heroes & Villains - Reading	Real Heroes (non-fiction) - Writing & Speaking	Origins of Morality - Writing
	Unit Focus	Students study a range of fairy tales, unpacking the literary origins of heroes & villains. <b>Freytag's Mountain, Archetypes, Conventions.</b>	Students read 'The Thief of Always' by Clive Barker, evaluating fantasy heroes & villains. <b>Foreshadowing, Shifts in Mood, Personification.</b>	Students read 'The Thief of Always' by Clive Barker, evaluating fantasy heroes & villains. <b>Foreshadowing, Shifts in Mood, Personification.</b>	Students explore how heroes & villains are presented in Shakespeare, whilst considering gender. <b>Metaphor, Prose/Poetry, Imagery</b>	Students link conventions of heroes & villains to real life, studying non-fiction to create a speech. <b>Adverbials, Chronology, Narrative Voice</b>	Students explore origins of morality from Genesis and Paradise Lost through to modern texts. <b>Biblical allusion, religious imagery, allegory.</b>
Implementation Year 8	Year Overview	As students enter Year 8, morality becomes the theme of their learning journey in English. Having built their understanding of heroes and villains, how these are defined leads neatly into the discussion of 'Right & Wrong.' Again, the breadth of stimulus texts and writing contexts allows students to develop an understanding of the concept of morality, how it is defined, how it is measured and how people - largely writers - seek to shape it.					
	SOW	Right & Wrong in Dystopian Fiction - Reading	Right & Wrong in War - Reading	Right & Wrong in Shakespearean Britain - Reading	Right & Wrong in Shakespearean Britain - Reading	Right & Wrong using Rhetoric - Writing & Speaking	Right & Wrong in Travel Blogging - Writing
	Unit Focus	Students study Animal Farm, evaluating morality, fairness and power, touching on context, too. <b>Allegory/Fable, Imperatives, Abstract Themes.</b>	Students study a range of war poetry, exploring life at war and at home during WWI, largely. <b>Writer's Context, Caesura, Enjambment.</b>	Students study The Tempest, evaluating the morality and fairness of revenge vs justice, exploring imperial Britain. <b>Dramatic Irony, Iambic Pentameter, Imperial Arrogance.</b>	Students study The Tempest, evaluating the morality and fairness of revenge vs justice, exploring imperial Britain. <b>Dramatic Irony, Iambic Pentameter, Imperial Arrogance.</b>	Students explore texts designed to present an opinion, and are encouraged to form their own and taught how to express it. <b>Pathos/Ethos/Logos, Counter-Argument, Anecdote.</b>	Students explore modern writing, and develop a more nuanced form of expressing their belief of right & wrong. <b>Sensory Language, Zoom In/Out, Direct Address.</b>
Implementation Year 9	Year Overview	Having engaged with the previous two years' themes, and as students prepare for their final descent towards GCSE content, it is about placing the people that they have learned about in the societies that they exist in. Students consider the impact that characters and writers have on society and the impact that society has on them, helping them better to understand contexts, symbolism, bias, ideas like the Great Chain of Being and historical periods of influence.					
	SOW	Individual & Society in Modern Fiction - Reading	Individual & Society in Journalism - Writing	Individual & Society in 17th Century Shakespearean Britain - Reading	Individual & Society in 17th Century Shakespearean Britain - Reading	Individual & Society in Protest Poetry - Writing & Speaking	Individual & Society in Gothic Work - Reading
	Unit Focus	Students study, 'Long Way Down,' a modern poetic novel that mirrors themes from A Christmas Carol. They study these & social norms. <b>Colloquialisms, Juxtaposition, Symbolism.</b>	Students explore the written press, building on knowledge of bias and discussing social issues. <b>Headline Methods, Emotive Language, Reader Positioning.</b>	Students explore the connection between society and the individual as well as contextual knowledge and literary theory through Macbeth. <b>Great Chain of Being, Motifs, Hamartia/Hubris.</b>	Students explore the connection between society and the individual as well as contextual knowledge and literary theory through Macbeth. <b>Great Chain of Being, Motifs, Hamartia/Hubris.</b>	Students explore the concept of protest, the power of words to bring about change and contexts that brought about protest works. <b>Free/Regular Verse, Plosives, Ext. Metaphor.</b>	Students explore how the Victorian era reformed the bonds between individual and society and how it was written about. <b>Lexical Field, Unreliable Narrator, Gothic Tropes.</b>
Implementation Year 10	Year Overview	As students begin to address GCSE content, the focus is initially on Literature, which helps students craft and refine their Language skills, whilst working through the heavy content required of them for GCSE English Literature. Students are encouraged and supported to revise as they go to ensure that knowledge is built over time, whilst interleaving of Literature and Language ensures that content is kept as fresh as possible.					
	SOW	Power & Conflict Poetry - Literature 2	A Christmas Carol - Literature 1	Reading Non-Fiction Texts - Language Paper 2	Writing Non-Fiction Texts - Language Paper 2 + SLE	An Inspector Calls - Literature 2	Power & Conflict Poetry - Literature 2
	Unit Focus	Students become familiar with concepts and 'big ideas' through five of the Power & Conflict Poems. Skills of comparison are taught thoroughly on limited content at this stage. <b>Tyranny, Futility, Oppression, Materialism, Existentialism.</b>	As the Christmas term begins, students study A Christmas Carol, drawing on prior learning from Individual & Society and Right & Wrong, focusing on the <b>Literary Conflicts, Redemption, Keynesian Theory</b> and human nature.	Students tackle Language tasks focused around non-fiction texts. Skills of comparison are drawn on from Term 1, whilst adaptation to different texts is taught and <b>evaluation and analysis</b> are developed.	Students use Term 3 as a springboard to deploy the skills evaluated and analysed in reading non-fiction to write their own. <b>SPARCS writing frame</b> reviewed and deployed.	Students read and study A Inspector Calls, drawing on prior learning from Individual & Society, focusing on <b>Capitalism, Socialism, Age of Innocence, Morality Play</b> and <b>Dramatic Irony.</b>	Students become familiar with concepts and 'big ideas' through five of the Power & Conflict Poems. Skills of comparison developed further whilst initial poems' themes are revised. <b>Fragility, Anti-Materialism, Dishonour, Colonialism, Displacement, Trauma, Indifference.</b>
Implementation Year 11	Year Overview	As students start to see the cumulation of much of their work, especially with November Mocks, the course content is completed by roughly February half-term to allow time for proper and thorough revision, regular assessment, and ample DTR. Curriculum time labelled as 'Revision' also allows students to put what they have learned in wider contexts to support understanding.					
	SOW	Reading & Writing Fiction Texts - Language Paper 1	Revision - Literature 2 + A Christmas Carol	Romeo & Juliet - Literature 1	Power & Conflict Poetry - Literature 2 + Revision		
	Unit Focus	Students tackle Language tasks focused around non-fiction texts. Skills <b>evaluation and analysis</b> are developed. Students use fiction reading as a springboard to write their own. <b>Drop, Zoom, Shift, Cycle.</b>	Students revise for their November mocks, with targeted feedforward work. After mocks, they revise A Christmas Carol, focusing on theory, themes and key moments.	At their strongest point as an English student, they build on their prior knowledge of Shakespeare from KS3 to study Romeo & Juliet, with a focus on <b>civil order, pretence &amp; facades, fate and light.</b>	Students study the final four poems in the anthology before revising all areas for a week each, with assessment every other week embedded on Fridays.		
	Enrichment	We are currently researching a trip to the Globe Theatre, provisionally for Y7.					
	Assessment	Reading Assessments are marked using appropriate GCSE mark schemes and students are given grades at KS3 based on ranking and percentage distributions. Assessments are teacher marked with WWW/HTI/MAC. Pre-assessment preparation is peer-/self-assessed with the same.	Writing Assessments are marked using appropriate GCSE mark schemes and students are given grades at KS3 based on ranking and percentage distributions. Assessments are teacher marked with WWW/HTI/MAC. Pre-assessment preparation is peer-/self-assessed with the same.	Speaking assessments are marked using the GCSE SLE mark scheme.	Reading Assessments are marked using appropriate GCSE mark schemes and students are given grades at KS4 based on most recent grade boundaries. Assessments are teacher marked with WWW/HTI/MAC. Pre-assessment preparation is peer-/self-assessed with the same. After Mock Exams, QLA is used to inform DTT approach.	Writing Assessments are marked using appropriate GCSE mark schemes and students are given grades at KS4 based on most recent grade boundaries. Assessments are teacher marked with WWW/HTI/MAC. Pre-assessment preparation is peer-/self-assessed with the same. After Mock Exams, QLA is used to inform DTT approach.	Speaking assessments are marked using the GCSE SLE mark scheme.

**Impact**

<p><b>Literacy and Numeracy links</b></p>	<p>In English, literacy is the cornerstone of our teaching, and we uphold high standards for literacy in all that we do. In any piece of assessed work, formative or summative, the assessors (peer, self or teacher) use the SPAG codes to mark areas for improvement. Meanwhile, with any texts that are being read, as a class, students are asked to read aloud to the class. Teachers also read aloud to students to model good practice and fluency of reading. To develop pleasure for reading, we are developing the Accelerated Reader programme to track, assess and broaden students' reading choices. Within this, we will also be using the data to inform parents and share outcomes with all staff to support the choices of texts across the curriculum to allow for accessibility for all and reading challenge. Working in partnership across other TPAT schools, we are using an implementation plan which supports staff and students in the use of the AR platform. As a department, we take advantage of opportunities to augment our understanding of key content and skills through numeracy, where appropriate and beneficial. For example, we teach iambic pentameter explicitly through poetry and Shakespeare, and we use power graphs backed up by quotes to understand better character relationships in extracts from texts. We also stress the importance of time management for assessments, and encourage students to use their numeracy skills to work out question timings for exams. Furthermore, English teachers often refer to 'logic' and 'reasoning' when teaching students how to deduce what readers know, as a means to self-assess some of their more heavily inferred interpretations.</p>
<p><b>How It Is Used / Skills Set Developed / Outcomes</b></p>	<p>Being a core subject and an essential skill, the teaching of reading, writing and speaking has to be done in a way that supports students' use of these skills in the real world, and in a way that brings the skills to life. Teaching, content and knowledge must be relevant and relatable, hence the focus on 'people' and the society and cultures that they exist in. Outcomes are, naturally judged against the GCSE grades that students achieve, but any student who goes on to get a job, build a family or contribute towards the community, should have at least a small degree of influence of our curriculum to thank. Skills are developed consistently throughout the five years, whilst knowledge is added and assessed at KS3 to support that required at GCSE.</p>
<p><b>Careers in the Curriculum</b></p>	<p>As we study over 50 texts throughout the course of students' journeys through the school, we take every opportunity to develop their cultural capital by supporting their understanding of the jobs / careers held by characters, voices, writers and influencers in the texts we study. All the while, we regularly remind students of the importance of communication to every career, as they develop their communication skills across different contexts in lessons. Excellent students in English who have benefited from our wide and varied curriculum should be well-equipped for careers in media, the law, business and various public services.</p>