

### Purpose of our study

English at WNAT enables students to effectively communicate with the world around them culturally, emotionally, intellectually, socially and spiritually. Students should acquire, apply and develop their knowledge, building on what they already know. With enquiring minds, students passionately express themselves with confidence through speaking, reading and writing. Our English curriculum allow students from WNAT to participate fully as a citizen in our society and wider world.

### Aims

Our aim is to provide a supportive and inclusive atmosphere, allowing students to access a challenging curriculum of knowledge and concepts when studying English. This conceptual curriculum is designed to develop pupils' sense of English as an academic discipline by linking its abstract frames and metaphors to concrete examples within challenging texts. Each concept is foregrounded, introduced and exemplified using extracts drawn from both fiction and non-fiction, before being explored in a longer key text, and then revisited to develop a deeper, more nuanced understanding. Concepts can't be separated from each other and taught in isolation, but we are able to foreground each one in turn so that it can be explored and exemplified thoroughly, enabling pupils to develop their own complex schema about English as a subject over time.

	Half Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 2024	1	Stories typically revolving around a conflict between the protagonist and the antagonist. Introduction to characterisation, exploring how characters are created by a writer. This will support them in the construction of their own short narrative where they make thoughtful	Study of perspective, through WW1 poetry and a modern play set in 1914 WW1; all of these use different perspectives to help students understand how to present these in their own written work, in order to identify characters' traits and viewpoint.	A study of otherness, using a selection of non-fiction articles to identify representation and marginalisation. This leads into an accumulation of these three areas with the study of the Shakespeare text, Othello.  Text: Othello	Lang: The introduction to Eduqas GCSE Language C1. A focused study of how to respond to this paper, using methods to ensure optimum efficacy of time management in responding to both reading and writing sections.	Lang: PPE1 Prep Wks 1-4 Revision of Eduqas GCSE Language C1. A focused study of how to respond to this paper, using methods to ensure optimum efficacy of time management in responding to both reading and writing sections.

		language choices when creating their own character. Texts: The Three Little Pigs, extracts from Sir Gawain and the Green Knight, and The Graveyard Book.	Texts: Dulce et Decorum Est, Who's for the Game and Journey's End			Wk 6 onwards: The revision of Eduqas C2 English language.
					Lit: A study of A Christmas Carol, a 19 <sup>th</sup> century novel.	Wks 1-4: PPE1 Prep Revision of Literature P1 (19 <sup>th</sup> century novel and Shakespeare text)
Spring Term 2025	3	Time & Place: Poetry Looking at a variety of poetry to guide thinking and understanding how poets explore the ideas of time and place through their poems and poetry techniques.	A study of rhetoric, drawing on pathos, logos and ethos in a variety of non-fiction speeches made by both males and females between 16 <sup>th</sup> century to modern day. Extracts will also be used from fiction texts including Henry V	Exploration of how structure is used in a variety of texts, identifying their usage of Freytag's Story structure including: Exposition, rising action (problem), climax, falling action, resolution. We also explore the broken plot line alongside flashbacks using both <i>Little Red Riding Hood</i> and <i>Heroes</i> by Cormier.	Lang: The introduction to Eduqas GCSE Language C2. A focused study of how to respond to this paper, using methods to ensure optimum efficacy of time management in responding to both reading and writing sections.	Wks 1-4: The revision of Eduqas C2 English language, prior to PPE2 Wks 5 onwards: a revision of both C1 and C2, focusing on areas identified that need improvement.
	4	Focus: Time & Place: Travel Writing Looking at a variety of travel writing documents to guide thinking and understanding how writers explore the ideas of time and place through their perceptions of these two foci, before they have to write their own piece of travel writing.			Lit: A study of 15 poems in EdExcel GCSE Literature poetry anthology.	Wks 1-4: PPE1 Prep Revision of Literature P1 (19 <sup>th</sup> century novel and Shakespeare text) Wks 5 onwards: revision of all elements of GCSE literature, focusing on areas identified that need improvement prior to exam series.
Summer Term 2025	5	An introduction to Shakespeare, linking into the comedy genre. Students will culminate their year by performing a	Using a variety of texts, including poems from different cultures (Caged Bird and Search for my Tongue) alongside the	Application of concepts: through a variety of art forms, including non-fiction texts, fiction pictorials and art created in the 19 <sup>th</sup>	Lang: The introduction to Eduqas GCSE Language C1. A focused study of how to respond to this paper, using methods to	Exams

		short excerpt from their play, <i>Much Ado About Nothing</i> , applying their own unique interpretation.	short story, <i>Flowers</i> by Alice Walker, to understand how poets and writers use symbolism to convey their perspectives and ideologies.	century, work will stretch students to consider how skills they have learnt in KS3 link to view creators' perspectives. This will lead into the mystery texts by Doyle about Sherlock Holmes.	ensure optimum efficacy of time management in responding to both reading and writing sections.	
	6				Lit: A study of <i>Macbeth</i> , a Shakespeare play.	