

# English Curriculum:

## 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.

KS3	Half Term	Year 7	Year 8	Year 9
Autumn Term 2020	1	<p><b>Story &amp; Context</b> This scheme develops pupils' awareness that texts are constructs and that writers are influenced by their experiences and their cultural contexts.</p> <p><b>Key text:</b> Sir Gawain &amp; the Green Knight translated by Simon Armitage.</p>	<p><b>Perspective &amp; Point- of-View</b> Building on the schemes studied so far, particularly 7.1, this looks at how a writer's perspective is influenced by their context, and how that in turn influences the writing they produce.</p> <p><b>Key text:</b> Journey's End by RC Sheriff.</p>	<p><b>Grammar &amp; Meaning</b> Although grammar is taught throughout the KS3 curriculum, in this unit we pay particular attention to how writers use grammar to create subtle and profound meanings, which realise and reflect their overall vision.</p> <p><b>Key text:</b> The Red Headed League by Sir Arthur Conan-Doyle.</p>
	2	<p><b>Extracts include:</b> creation myths from Japan, Scandinavia and Greece, Anita &amp; Me by Meera Syal, Oliver Twist and Frankenstein, Bible stories and the legend of King Arthur.</p> <p><b>Curriculum links:</b> this concept underpins all the others. Once pupils are confident in seeing texts as constructs, further aspects of a conceptual disciplinary schema can build around this core understanding.</p>	<p><b>Extracts include:</b> Rudyard Kipling's poetry, excerpts from The Long Song by Andrea Levy</p> <p><b>Curriculum links:</b> this is the first play that pupils will have studied at KS3. It allows pupils to see how the conventions they have already studied are reflected in a playtext.</p>	<p><b>Extracts include:</b> other examples of the defective genre as well as a broad range of fiction and non-fiction texts.</p> <p><b>Curriculum links:</b> The unit will deepen their understanding of language as a tool for creating meaning.</p>
Spring Term 2021	3	<p><b>Characterisation &amp; Setting</b> This scheme focuses on two crucial aspects of authors' craft, connecting textual examples of people and places with the conceptual understanding of how and why they express a writer's intention. There is a link to non-fiction (travel writing) to exemplify the conceptual connections between writing about real and imagined people and places.</p> <p><b>Key text:</b> The Graveyard Book by Neil Gaiman.</p>	<p><b>Rhetoric</b> This scheme will seek to avoid over-emphasis on technique-spotting by delving into the more profound notions of ethos, pathos &amp; logos expounded by Aristotle</p> <p><b>Key text:</b> Animal Farm by George Orwell.</p>	<p><b>Form &amp; Structure</b> Pupils will have encountered these terms already but this scheme will allow for a more in-depth exploration of how different forms create different kinds of experience for audiences.</p> <p><b>Key text:</b> Heroes by Robert Cormier.</p>
	4	<p><b>Extracts include:</b> Roald Dahl's The Mildenhall Treasure</p> <p><b>Curriculum links:</b> this concept builds on the previous one by focusing in on two key aspects. These are easier to grasp and to exemplify than some of the more abstract ideas pupils will study later It also begins to introduce the notions of genre and theme</p>	<p><b>Extracts include:</b> Henry V, a range of political speeches from across the political spectrum. Articles from the 19th century immerse pupils in Victorian writing, propaganda posters from WWI will also be briefly revisited.</p> <p><b>Curriculum links:</b> this concept builds on the idea that writers have a perspective by exploring how a perspective might be developed and expressed in both written and spoken language, in order to influence an audience.</p>	<p><b>Extracts include:</b> Pupils will study Birches by Robert Frost, From Blossoms by Li Young-Lee and Valentine by Carol Ann Duffy, as well as extracts from Hamlet and Dr Faustus.</p> <p><b>Curriculum links:</b> this builds pupils' sense of how writers create meanings. Having explored imagery and subtle grammatical choices, pupils will be ready to move on to learning about broader structural devices and gain deeper insight into how narratives are constructed.</p>
Summer Term 2021	5	<p><b>Genre &amp; Theme</b> Pupils gain greater insight into how authors use characters and settings to convey deeper meanings. This also helps pupils begin to see how texts relate to one another.</p> <p><b>Key text:</b> The Giver by Lois Lowry. This text allows us to explore a particular genre - dystopia - in detail.</p>	<p><b>Connotation, Imagery &amp; Symbolism</b> We explore metaphorical thought and language so that pupils learn about the conventions and shared meanings that underpin English.</p> <p><b>Key text:</b> Lord of the Flies by William Golding.</p>	<p><b>Representation</b> This scheme explores how groups in society are represented in texts. It draws on all of the previous concepts to develop a more mature understanding that every text is a representation of reality.</p> <p><b>Key text:</b> Othello by William Shakespeare</p>
	6	<p><b>Extracts include:</b> 1984, The Raven</p> <p><b>Curriculum links:</b> Dystopian writing makes particularly rich use of settings in conveying meaning so this scheme will build on the previous one. 7.2. Pupils will have a conceptual grounding in all of the most fundamental aspects of English.</p>	<p><b>Extracts include:</b> Revist The Raven by Edgar Allen Poe, Blessing by Imtiaz Dharker, They Tried to Lock up Freedom by Beverley Naidoo.</p> <p><b>Curriculum links:</b> this fundamental concept will ripple through every single scheme but is foregrounded at a time when pupils will have a secure understanding of texts as deliberate and purposeful constructs that convey complex meanings.</p>	<p><b>Extracts include:</b> historical examples of how groups have been presented over time.</p> <p><b>Curriculum links:</b> this concept builds on the previous ones by drawing together ideas about how writers, responding to their context and their perspective on that context, might convey messages about society through characterisation, language and structure.</p>

KS4	Half Term	Year 10	Year 11
Autumn Term 2020	1	<b>Macbeth</b> <b>Anthology:</b> Ozymandias London The Prelude My Last Duchess Charge of the Light Brigade	<b>Macbeth</b> <b>Completion of Poetry Anthology</b> <b>Language paper preparation</b>
	2	<b>Spoken Language</b> completed by Christmas.	
Spring Term 2021	3	<b>A Christmas Carol</b> <b>Anthology:</b> Exposure Storm on the Island Bayonet Charge Remains Poppies	Revision for both English Language and Literature.
	4	<b>English Language:</b> <b>Transactional writing</b>	
Summer Term 2021	5	<b>'An Inspector Calls'</b> <b>Anthology:</b> War Photographer Tissue The Emigree Checking Out Me History Kamikaze	
	6	<b>English Language:</b> <b>Creative writing</b>	