

# 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.

	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><i>This text allows us to explore a particular historical context and its impact on the themes and characters a writer includes in their story. Through this text, we introduce the themes of identity and belonging.</i></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 Sherriff.</p> <p><i>This text allows us to explore a work written by someone with a particularly keen perspective - Sherriff was a war veteran writing a play based on his own experiences.. He creates an authentic view of life in the trenches in order to put forward a more realistic perspective of WWI. This makes it a particularly good text for exemplifying the concept of perspective. We also introduce the trauma as a theme.</i></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 and other Shakespeare extracts.</p> <p><i>These texts allows us to explore representation using a range of examples as well as building pupils' understanding of and confidence with Shakespearean texts. We also explore jealousy and betrayal.</i></p>
	2			
Spring Term 2021	3	<p><b>Characterisation &amp; Setting</b> his scheme focuses on connecting people and places with understanding of how and why they express a writer's intention.</p> <p><b>Key text:</b> The Graveyard Book by Neil Gaiman.</p> <p><i>We can use this text to analyse a writer's exploration of aspects of growing up. Gaiman uses a range of strategies to present his characters. This unit allows pupils to explore these approaches and use some of them in their own writing.</i></p>	<p><b>Rhetoric</b> This scheme will seek to delve into the more profound notions of ethos, pathos &amp; logos expounded by Aristotle. We also take a broad view of 'rhetoric' by including more subtle approaches to the notion of influencing.</p> <p><b>Key text:</b> Animal Farm by George Orwell.</p> <p><i>This text exemplifies the significance of rhetoric in relation to political oppression, which is an important theme for pupils to study. We will also look at ideas within this, such as the relationship between emotion and reason in the human psyche.</i></p>	<p><b>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. We also look at how sequencing relates to meaning.</p> <p><b>Key text:</b> Heroes by Robert Cormier.</p> <p><i>Heroes by Robert Cormier. The manipulation of time makes this an interesting text through which to explore structure. It also allows us to reflect on the notion of a 'hero', an idea pupils will have come across before, and deepen pupils' understanding of this idea as well as introducing guilt as a theme.</i></p>
	4			
Summer Term 2021	5	<p><b>Genre &amp; Theme</b> This scheme is focussed on understanding genres and themes. How and why writers create themes and how different texts are connected.</p> <p><b>Key text:</b> The Giver by Lois Lowry.</p> <p><i>This text allows us to explore a particular genre - dystopia - in detail.</i></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><i>This text is allegorical and Golding draws on many symbols to create meanings. Those meanings can be tied to a clear</i></p>	<p><b>Consolidating the Concepts</b> This final KS3 unit brings together everything that students have learned up to this point and places it within the context of the GCSE English Language and Literature courses. This unit helps students to transition between KS3 and KS4.</p>

	Half Term	Year 10	Year 11
Autumn Term 2020	1	<p><b>'A Christmas Carol'</b></p> <p><b>English Language:</b> Narrative and transactional writing (Linked to 'A Christmas Carol')</p>	<p><b>English Language:</b> Papers 1 and 2 preparation</p> <p><b>English Literature:</b> Exam preparation, with particular focus on 'An Inspector Calls' and unseen poetry</p>
	2	<p><b>Poetry Anthology:</b> <i>War and conflict</i></p> <ul style="list-style-type: none"> <li>• Charge of the Light Brigade</li> <li>• Bayonet Charge</li> <li>• Remains</li> <li>• Poppies</li> <li>• War Photographer</li> </ul> <p><i>Speaking and Listening Assessment</i></p>	
Spring Term 2021	3	<p><b>'Macbeth'</b></p> <p><b>English Language:</b> Narrative and transactional writing (Linked to 'Macbeth')</p>	<p><b>English Literature and Language:</b> Revision for all papers.</p>
	4	<p><b>Poetry Anthology:</b> <i>The Power of Nature</i></p> <ul style="list-style-type: none"> <li>• Ozymandias</li> <li>• Prelude</li> <li>• Storm on the Island</li> <li>• Exposure</li> <li>• Tissue</li> </ul>	
Summer	5	<p><b>'An Inspector Calls'</b></p> <p><b>English Language:</b> Narrative and transactional (Linked to 'An Inspector Calls')</p>	