

## **Curriculum Information for the School Website**

**Subject:** English Language and English Literature

### **List of TLR Holders and their responsibilities:**

Mr E. Fearon	Head of Department
Mrs F Parke	Upper School Coordinator
Mr J Heaton	Lower School Coordinator

### **Department aims:**

This department strives to provide every Upper School student at Robert May's School with the personalised and structured support that they will need to achieve the best possible outcomes at GCSE level.

Our first parallel aim with Lower School students is to encourage a love of English in the broadest possible terms, encompassing the exploration of literature and its role in understanding humanity as well as the study of the power of language and the crafts of writing and oracy. Our second parallel aim with each Lower School student is to build the foundation of essential skills required to succeed in further study and future employment.

### **Approaches to teaching and learning:**

In order to foster a love of our subject and to cultivate the skills required to achieve success, we focus on giving students the support and time that they need to be as independent as possible. In order to flourish in English, students must be prepared to try, to fail and to try again, celebrating the struggle along their journey to better understanding. Above all, we want to teach lessons that encourage students to be resilient, bold and inventive. To do this, we ask students to work as apprentices, making notes and experimenting in lessons to hone their craft and eventually complete 'mastery' tasks to show their progress and understanding.

### **Why the department has adopted this curriculum plan: (Curriculum Intent):**

Our chronology, from Year 7 to Year 11, has been designed to prepare students for GCSE study and life after school. We believe that the skills cultivated through the study of both English Language and English Literature are vital for future success, whether it's decoding, comprehending and analysing challenging language, speaking your mind or crafting a precise written message.

### **Principles of sequencing learning in this subject: (e.g how does the KS3 Curriculum build upon KS2 and then prepare students for GCSE; why do we teach topics/skills in this order)**

Our Lower School curriculum builds on the broad base of grammatical and terminological knowledge introduced at KS2 by introducing greater depth of understanding in terms of the writer-text-reader relationship. Essence, we move from "What is this technique?" to "How is it used?" and "Why is it used?" We lay the foundation for GCSE study year by year, with the Year 9 curriculum in particular mirroring the demands of Year 10. When GCSE study commences in Year 10, students start with a more literature focussed year that ensures

thorough knowledge of all of the set texts. This allows Year 11 to be more focussed on exam technique and the skills for English Language.

**Curriculum Outline: (please complete the tables below)**

Year 7	Autumn Term	Spring Term	Summer Term
<b>Content</b>	<p><b>Introducing English</b> A tour of the key skills and content for our subject.</p> <p><b>Introduction to Poetry</b> Introducing poems that open students' eyes to the world around them.</p>	<p><b>Holocaust Focus</b> Used as a contextual lead in to the text "The Boy in the Striped Pyjamas."</p> <p><b>Whole Class Text Study</b> "The Boy in the Striped Pyjamas." by John Boyne.</p>	<p><b>Fake News and the Media</b></p> <p><b>Introduction to Shakespeare</b> A Midsummer Night's Dream or The Tempest</p>
<b>Skills</b>	<p><u>How to write vivid description</u> – reviewing those of other writers and practising our own.</p> <p><u>How to explore and analyse poetry</u> – analysing the way poets present their ideas and exploring poetry through performance.</p>	<p><u>How to use knowledge gained from outside of a text to inform writing</u> - the power of inference.</p> <p><u>How to understand character and setting</u> - the importance these have in a text and how to write about them effectively.</p>	<p><u>How to write persuasively</u> - recognising this in other writers and the techniques used to help manipulate the reader/audience.</p> <p><u>How to access Shakespeare</u> - taking the fear out of Shakespeare through understanding performance and decoding language.</p>
<b>Assessments</b>	<p><b>Introducing English</b> A descriptive piece of writing based on an image of the student's choice.</p> <p><b>Introduction to Poetry</b> Reading Mastery Task on an allocated poem.</p>	<p><b>The Boy in the Striped Pyjamas</b> Reading Mastery Task based on <i>The Boy in the Striped Pyjamas</i>.</p>	<p><b>Summer Exam</b> Writing to persuade.</p>

Year 8	Autumn Term	Spring Term	Summer Term
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<p><b>Content</b></p>	<p><b>Writing from Film</b> Using visual stimuli to learn the process for writing effective description.</p> <p><b>Dragon's Den</b> Working as a group to present creative ideas in a clear and engaging way.</p> <p><b>War Poetry</b> War poetry covering a range of time periods and attitudes.</p>	<p><b>Leadership Part 1</b> Writing non fiction.</p> <p><b>Leadership Part 2</b> Whole text study of 'Animal Farm'.</p>	<p><b>Heroes and Villains</b> Writing to describe and narrate.</p> <p><b>Developing Shakespeare</b> Study of Twelfth Night or Henry V.</p>
<p><b>Skills</b></p>	<p><b>Writing from Film</b> Students will learn to deploy a range of techniques such as colour, shape and sound when writing creatively.</p> <p><b>Dragon's Den</b> Students will develop the ability to work as part of a team through working on communication skills, achieving objectives and quality control.</p> <p><b>War Poetry</b> Students will learn to:  Select a range of relevant evidence to support ideas.  Recognise poems can convey similar messages in different ways.  Write about the potentially different</p>	<p><b>Leadership Part 1</b> Students will learn how to argue their point of view through using a range of rhetorical devices.</p> <p><b>Leadership Part 2</b> Students will learn to develop an understanding of a writer's methods from literary devices and word classes, to incorporate a broader sense of the writer's craft and choices. Students will learn how to link contextual influences to the texts and be able to write about the impact of these. Students will focus on explaining the effect on the reader above all, ensuring sufficient depth.</p>	<p><b>Heroes and Villains</b> Students will learn to use figurative language appropriately according to the text type, audience and purpose. Students will begin to make decisions about the structure of clauses, sentences and paragraphs to convey ideas and manipulate the reader. Students will use different narrative perspectives and tenses with an understanding of their impact.</p> <p><b>Developing Shakespeare</b> Students will understand the role that social and historical context plays in shaping a text.</p> <p>Students will read and perform extracts from Shakespeare with</p>

	<p>effects of the methods that the writer has used.</p> <p>Use specific poetry terms to written responses.</p> <p>Write about the effect of poets' use of different forms and structures.</p> <p>Use contextual knowledge as part of a written response.</p>		<p>confidence.</p> <p>Students will understand how dramatists make choices to manipulate their audience, including not only language but also stagecraft and structural choices.</p>
<b>Assessments</b>	<p><b>Writing from Film</b> A descriptive piece of writing based on an image of the student's choice.</p> <p><b>War Poetry</b> Reading assessment based on analysing a poem from the unit.</p>	<p><b>Leadership Part 1</b> Writing to argue for a leader of their choice to be British Prime Minister.</p> <p><b>Leadership Part 2</b> Reading Mastery Task based on analysing an extract/whole text of Animal Farm.</p>	<p><b>Heroes and Villains</b> Summer Exam: writing to describe or narrate.</p>

<b>Year 9</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Knowledge taught</b>	<p><b>Securing Shakespeare</b></p> <p>Study of Romeo &amp; Juliet.</p> <p><b>Persuasive Speech Writing</b></p> <p>Writing a speech that is then performed.</p>	<p><b>The Gothic</b></p> <p>Creative writing based around Gothic fiction.</p> <p>Whole text study of 'The Woman In Black'.</p>	<p><b>Power &amp; Conflict Poetry</b></p> <p><b>An Inspector Calls</b></p> <p>Start of GCSE course.</p>
<b>Skills taught</b>	<p><b>Securing Shakespeare</b></p> <p>Students will learn to:</p>	<p><b>The Gothic Writing</b></p> <p>Students will learn to:</p>	<p><b>Power &amp; Conflict Poetry</b></p> <p>Students will begin to</p>

	<p>Reference details from across a whole text, to support the close analysis of an extract.</p> <p>Understand the role that literary context plays in shaping our appreciation of a text.</p> <p>Understand the way that dramatists use characters and situations as tools to convey moral, social and political ideas and beliefs.</p> <p>Understand how dramatists make structural choices to manipulate their audience.</p> <p><b>Persuasive Speech Writing</b></p> <p>Students will learn to:</p> <p>Understand the need for resilience in public speaking - how to prepare and recover.</p> <p>Understand how to shape extended public speaking so that an audience can follow an argument.</p> <p>Understand how to arrest the attention of an audience using a variety of prosodic and paralinguistic techniques.</p>	<p>Use sophisticated imagery, including extended metaphors, to convey ideas.</p> <p>Consider the shape of a piece of writing and how each idea flows into the next.</p> <p>Draft and redraft a text to make improvements.</p> <p>Employ themes and motifs to convey ideas throughout a whole text.</p> <p><b>Reading (The Woman In Black)</b></p> <p>Students will learn to:</p> <p>Understand how a whole text is constructed (macro-structure).</p> <p>Start to form conceptualised responses to a whole text, with an understanding of theme and context.</p> <p>Use a range of evidence to support a single claim, showing how one piece of evidence relates to another (reinforcing, developing, contrasting...).</p> <p>Broaden understanding of contextual influences to include conceptual ideas/themes and how these link to the text.</p>	<p>develop their ability to analyse and compare poems from the cluster. They will improve their critical writing skills.</p> <p><b>An Inspector Calls</b></p> <p>Students will begin to develop their ability to select apt textual references to support their ideas.</p> <p>Students will begin to improve their critical writing skills and develop their ability to analyse a text.</p> <p>Students will also apply their understanding of the context of a text and how it affects meaning.</p>
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<b>Assessments</b>	<b>Securing Shakespeare</b>  Reading assessment based on extract/whole text.	<b>Gothic: writing</b>  Writing Mastery Task based on the Gothic genre.	<b>Summer Exam</b>  Reading task based on <i>An Inspector Calls</i> .
	<b>Persuasive Speech Writing</b> Writing assessment based on writing a persuasive speech.	<b>Gothic: reading</b>  Reading assessment based on <i>The Woman In Black</i> .	

### GCSE Syllabus Information:

Year 10	Autumn Term 1	Spring Term 1	Summer Term 1
<b>Knowledge taught</b>	<p><b>Media, Truth and Identity</b> This unit is designed to set up some of the key themes that will recur in Year 10. The idea of truth and identity should link into ideas about equivocation in <i>Macbeth</i> and duality in <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>.</p> <p>The aim is also to practise some of the key skills for English Language, but looking at non-fiction sources and ultimately writing one.</p> <p><b>Macbeth</b> Our aim in this unit is to engage and enthuse Year 10 with a thorough reading of <i>Macbeth</i> and ensure that they have both a comprehensive understanding of the text and a thorough set of annotations and notes that will serve them when they come to</p>	<p><b>English Language Paper 1</b> The students will be taught how to approach this paper and the skills required. They will also practise completing the tasks and questions under timed conditions.</p> <p><b>Jekyll and Hyde</b> Students will be taught the content of the story. They will develop their understanding of the social and historical context in which it was set and written, whilst also developing their knowledge of Stevenson himself.</p>	<p><b>Power and Conflict</b> The students will be taught the final eight poems in the cluster and briefly recap the poems covered at the end of Year 9.</p> <p><b>An Inspector Calls</b> Students will recap the plot of <i>An Inspector Calls</i> and develop their understanding of the characters, themes and ideas explored in the play.</p>

	revise.		
<b>Skills taught</b>	<p><b>Media, Truth and Identity</b> This unit develops students' ability to infer and deduce information from a non-fiction resources. They also analyse writers' techniques, style and voices in a variety of non-fiction texts and use them to develop their own non-fiction writing.</p> <p><b>Macbeth</b> This unit develops students' understanding of Shakespeare's language, the social and historical context in which he was writing and how our own context affects our reading of a text. They will develop their analytical skills, through close analysis of the text, and their critical writing skills.</p>	<p><b>English Language Paper 1</b> The students will develop their skills to infer, synthesise, analyse and evaluate. They will also develop their creative writing skills and technical accuracy.</p> <p><b>Jekyll and Hyde</b> This unit develops students' understanding of Stevenson, the social and historical context in which he was writing and how our own context affects our reading of a text. They will develop their analytical skills, through close analysis of the text, and their critical writing skills.</p>	<p><b>Power and Conflict</b> Students will develop their ability to analyse and compare poems from the cluster. They will improve their critical writing skills.</p> <p><b>An Inspector Calls</b> Students will develop their ability to select apt textual references to support their ideas. They will improve their critical writing skills and develop their ability to analyse a text. They will also apply their understanding of the context of a text and how it affects meaning.</p>
<b>Assessments</b>	<p><b>Media, Truth and Identity</b> Students will complete a written mastery task.</p>	<p><b>English Language Paper 1</b> There is no formal assessment for this task but apprentice work will be given feedback (verbal, peer/self assessment or written feedback).</p> <p><b>Jekyll and Hyde</b> Students will complete a mastery task on Jekyll and Hyde.</p>	<p>The students will complete PPETs for English Language Paper 1 and Literature Paper 1.</p>
<b>Year 10</b>	<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<b>Knowledge</b>	<b>Paper 2 Reading Unit</b>	Spring Term 1 units	Summer Term 1 units

<b>taught</b>	<p>The aim of this unit is to broaden students' reading genres and develop the skills required for the Paper 2 exam. The focus is on skills and giving them greater exposure to a variety of non-fiction texts.</p> <p>There is no formal assessment for this task but apprentice work will be given feedback (verbal, peer/ self assessment or written feedback).</p> <p><b>Macbeth (cont.)</b></p>	continue.	continue.
<b>Skills taught</b>	<p><b>Paper 2 Reading Unit</b> To develop their ability to closely read a text. To select apt evidence to support their opinions. To compare two non-fiction texts.</p>	Spring Term 1 units continue.	Summer Term 1 units continue.
<b>Assessments</b>	<p><b>Macbeth</b> Towards the end of the unit, they will develop their critical writing skills and produce a Literature Paper 1-style exam response.</p>	Spring Term 1 units continue.	Summer Term 1 units continue.

<b>Year 11</b>	<b>Autumn Term 1</b>	<b>Spring Term 1</b>	<b>Summer Term 1</b>
<b>Knowledge taught</b>	<p><b>Unseen Poetry Revision</b> We will build on their knowledge of the 15 cluster poems and develop their abilities to compare the poems through themes, structure, language and content.</p>	<p><b>Macbeth Revision</b> We will build on the students' knowledge of the play, characters, themes, ideas and context.</p> <p><b>Language Paper 1 Revision</b> The students will revise</p>	<p><b>Revision across units</b> This is dependent on the students in the class.</p>

	<p><b>Language Paper 2 Revision</b> The students will be taught how to approach this paper, on non-fiction texts, and the skills required. They will also practise completing the tasks and questions under timed conditions.</p>	<p>the skills and techniques required for this paper and practise answering past questions.</p>	
<p><b>Skills taught</b></p>	<p><b>Unseen Poetry Revision</b> Students will be able to confidently compare poems through themes, structure, language and content. They will develop their critical writing skills and ability to swiftly select and retrieve apt information.</p> <p><b>Language Paper 2 Revision</b> They will improve their ability to select and retrieve apt information, to summarise information, to infer, to analyse and to compare two non-fiction texts.</p>	<p><b>Macbeth Revision</b> They will develop their understanding of the text and improve their critical writing skills.</p> <p><b>Language Paper 1 Revision</b> They will improve their ability to select and retrieve apt information, to analyse language and structure and evaluate a text. They will also improve their creative writing skills and technical accuracy.</p>	<p><b>Revision across units</b> Specific and independent revision focused on the needs of the students.</p>
<p><b>Assessments</b></p>	<p>November PPETs and regular completion of practice questions in class.</p>	<p><b>Macbeth Revision</b> Students will complete practice questions in class.</p> <p><b>Language Paper 1 Revision</b> Students will complete practice questions in class.</p>	
<p><b>Year 11</b></p>	<p><b>Autumn Term 2</b></p>	<p><b>Spring Term 2</b></p>	<p><b>Summer Term 2</b></p>
<p><b>Knowledge taught</b></p>	<p><b>Power and Conflict Poetry</b> Students will revise the cluster poems and practise answering questions on them.</p>	<p><b>Jekyll and Hyde Revision</b> We will build on the students' knowledge of the play, characters, themes, ideas and context. t</p> <p><b>Language Paper 1</b></p>	

	<p><b>An Inspector Calls</b> Students will revise the text and develop their understanding of the characters, themes, ideas and context. They will also complete practice questions in order to assess and develop their understanding.</p>	<p><b>Revision</b> The students will revise the skills and techniques required for this paper and practise answering past questions.</p>	
<p><b>Skills taught</b></p>	<p><b>Power and Conflict Poetry</b> Revision of key skills, including analysing the poems, selecting apt evidence and comparing themes and ideas.</p> <p><b>An Inspector Calls</b> Revision of key skills, including analysing the play, selecting apt evidence and exploring how context affects meaning.</p>	<p><b>Jekyll and Hyde Revision</b> They will develop their understanding of the text and improve their critical writing skills.</p> <p><b>Language Paper 1 Revision</b> They will improve their ability to select and retrieve apt information, to analyse language and structure and evaluate a text. They will also improve their creative writing skills and technical accuracy.</p>	
<p><b>Assessments</b></p>	<p>November PPETs and regular completion of practice questions in class</p>	<p><b>Students will complete PPETS for Language Paper 1 and Literature Paper 1</b></p>	

**How students will receive feedback to enhance their knowledge and skills:**

Students will receive feedback in a number of ways, including through one-to-one support from their teacher, whole class general feedback and specific written teacher feedback. For each unit, we have a formative stage where students receive advice to hone their skills, followed by a 'mastery' task where students are assessed and new targets are set for the next similar type of work.

**Reading List (Key Stage 3):**

Beyond the range of set texts detailed in the curriculum map, we use Accelerated Reader to promote reading for pleasure and have library visits scheduled into our curriculum to ensure that all students are familiar with the library and have access to all of its resources, both in print and in digital form. Reading as at the core of our curriculum.

**Reading List (GCSE):**

Our list of wider reading for GCSE students is available from the library.

**Useful weblinks:**

<https://sites.google.com/rmays.com/english/home> - English Department Website for pupils. This is our resources portal with links to other sites.

Extracurricular and enrichment: We offer a range of trips and events connected to our curriculum and run the Magistrates and Bar Mock Trial competitions, as well as participating in BBC Reporter of the year.

**Spiritual, Moral, Social and Cultural opportunities:**

SMSC is embedded throughout our curriculum as the study of English Literature requires us to delve into our own culture and history and debate and discuss issues that remain pertinent in our daily lives, from the clash between capitalism and socialism, to gender politics and the morality of warfare.

**Character development and British Values opportunities:**

Students are required to study literature and nonfiction sources that explore and promote British values as part of our curriculum. Aside from the curriculum content, our approach to teaching and learning means that all voices are heard and collaboration and tolerance are modelled and expected at all times, through both group and independent work.