

INTENT:



What do you want to achieve in your subject through the curriculum that you're planning?

Studying English at The King's allows students to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft.

We strive to ensure that our students' outlook of the world is enriched by experiencing a wide range of texts which reflect their own varied identities, navigating and experiencing forms of writing from differing cultures and perspectives. As such, our curriculum places emphasis on creativity and the discovery of student voice, opinions and ideas, which are shared and developed through exploratory talk and questioning.







We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond: students at The King's will be supported in developing the life-long skill of reading for pleasure and practise, whether this be within English lessons, through targeted intervention or their Form groups. The texts which we have selected engage students through debate of current topics and challenging texts and concepts which have both accessible and relatable thematic links.

Sharing our passion for Literature and the enriching opportunities which surround our study of Language helps to ignite students' own passion for reading, writing and the spoken word.











"A book can be a star, a living fire to lighten the darkness, leading out onto the expanding universe" - Madeline L'Engle

















Mixed Ability	Half Term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Literature Study Faith and Identity  Bitesize Learning to include: Exploration of multiple texts related by theme CON An awareness of the contextual information relevant to texts inspired by faith WT/ I/Eng Analysis of language and structural methods used by writers, and application of these AV Selecting appropriate and effective vocabulary to engage readers SPaG. Demonstrating technical accuracy in writing	Poetry Introduction  Bitesize Learning to include: CON. Context of the poems, e.g. attitudes towards race and gender. I./WI Meaning/ message of poems WT. Identifying key poetic devices I/ Z/ AC. Analysis of language and structural methods used by writers ST. Understanding of the form of poetry, and how meaning is shaped KW/ER Use of precise vocabulary to define effect upon readers	Novel study: A Monster Calls  Learning to include: CON. Contextual (historical, social and political backdrops) understanding of the key themes (including grief and loss) WT/ C/ ER. Exploration of linguistic devices and their effect upon narrative, character and reader ST. Narrative structure and the use of allegory C. Key characters (personality traits/ how they change etc) KW Use of relevant Tier 3 vocabulary to aide analysis of meaning		Transactional Writing: Activism  Bitesize Learning to include: Exploration of a range of non-fictional texts and production of own. P/A/F/T Producing texts which are appropriate to task CON. Studying a selection of key issues (education, poverty, gender, race) and producing own response AV. Selecting appropriate and effective vocabulary WT. Employing a range of effective language devices to meet the purpose of the task St. Creation of a coherent and persuasive argument on an issue of student's choice SPaG. Demonstrating technical accuracy	Shakespeare A Midsummer Night's Dream  Bitesize  Learning to include: CON. Contextual (historical, social and political backdrops) understanding of key issues, e.g. Catholicism and views of sin, Forced marriage WT/EA Exploration of dramatic devices and the effect of writer's choices on audience ST. Plot C. Key characters (personality traits/ how they change etc) WI. Playwright's intentions
	How will I be assessed? <ul style="list-style-type: none"> A piece of descriptive writing based upon a task stimulus (Cold/Hot Write) A synopsis which summarises how plot is used to convey themes in a text An analytical essay exploring how language is used to show narrator's attitudes 	<ul style="list-style-type: none"> An analytical piece of writing exploring how poetic devices and language are used to present a character Respond creatively to an image stimulus, based on a selected poem 	<ul style="list-style-type: none"> Identify and interpret evidence Write creatively from the perspective of a character An analytical piece of writing exploring how a theme is presented in the novel 		<ul style="list-style-type: none"> Produce an informative media product for a selected target audience Compare two text types, analysing the effects in each Produce a creative piece in response to a brief which meets the needs of purpose, audience, form and tone Plan and perform in a debate about morality in response to the topic 	<ul style="list-style-type: none"> An analytical piece of writing exploring how the playwright uses language and structure to present a character Write descriptively from the perspective of a character
British Values	Individual liberty, Mutual respect, Tolerance and respect of other's POV	Individual liberty, Mutual respect, Tolerance and respect of other's POV	Individual liberty, Democracy, The Rule of Law, Mutual respect, Tolerance and respect of other's POV		Individual liberty, The Rule of Law, Tolerance and respect of other's POV	Individual liberty, Democracy, The Rule of Law, Mutual respect, Tolerance and respect of other's POV
Numeracy across the Curriculum	Venn diagram, Sequencing, Generalizing, Convincing, Organisation	Venn diagram, Organization	Sequencing, Generalizing, Conjecturing, Convincing, Organisation		Sequencing, Generalizing, Conjecturing, Convincing, Organisation	Sequencing, Generalizing, Conjecturing, Convincing, Organisation



Literacy across the Curriculum	Reading, Writing, SPaG	Reading, Writing, S&L, SPaG	Reading, Writing, S&L, SPaG	Reading, Writing, S&L, SPaG	Reading, Writing, S&L, SPaG
8	<p>Novel <i>Of Mice and Men</i></p> <p> </p> <p>Learning to include: ST. Studying the cyclical structure and analysis of these decisions CON. Contextual (historical, social and political backdrops) understanding of The Great Depression, gender and attitudes towards race WT/ I/ AC Analysis of language and structural methods used by writer Z Delving deeper into individual connotations C. Characterisation WI. Exploring writer message</p>	<p>Poetry <i>Culture poetry</i></p> <p> </p> <p>Learning to include: CON. Context of the poems and the diversity of culture I/ WI Meaning/ message of poems WT. Identifying key poetic devices I/ Z/ AC. Analysis of language and structural methods used by writers</p>	<p>Modern Drama <i>Blood Brothers</i></p> <p></p> <p>Learning to include: CON. Contextual (historical, social and political backdrops) understanding of life in Liverpool between the 1960s and 1980s; attitudes towards class WT. Exploration of dramatic devices, e.g. prologue and motif ST. Use of narrative structure to embed meaning C. Key characters (personality traits/ how they change etc) EA Consideration of audience response, linking to context WI. Considering how Russell aims to present the issues of nature versus nurture and mirror political issues of the time</p>	<p>Shakespeare <i>Romeo and Juliet</i></p> <p>  </p> <p>Learning to include: CON. Contextual (historical, social and political backdrops) understanding of love (e.g. Attitudes towards suicide, religion and forced marriage) WT. Exploration of dramatic devices, e.g. sonnets St. An awareness of the form of tragedy, and its impact upon meaning C. Key characters (personality traits/ how they change etc) EA. Consideration of audience response, linking to context WI. Considering how Shakespeare embeds the values of the time and critiques these through language and structure</p>	<p>The Gothic Genre: <i>Extracts of prose</i></p> <p> </p> <p>Learning to include: CON. Contextual (historical, social and political backdrops) understanding behind the genre ST/ F/ WT. Exploring how structure and language are used to appeal to a reader or genre SR. Selecting an appropriate range of evidence AV/SI/ Eng Using a varied and ambitious selection of vocabulary to construct meaning and engage WT. Uses writer techniques to create atmosphere and appeal to genre SPaG. Demonstrating technical accuracy in sentence construction</p>
How will I be assessed?	<ul style="list-style-type: none"> Analytical essays based on our impressions of a character in an extract Produce a creative piece in response to a brief which meets the needs of purpose, audience, form and tone 	<ul style="list-style-type: none"> Comparison of two poems (focus on context/ writer's intention/ language/ structure/ imagery) Produce an analytical essay exploring the effect of language and form in a chosen poem 	<ul style="list-style-type: none"> Produce an analytical essay exploring how a theme is conveyed in the play Produce an analytical essay to explore how language is used to present a character Produce multiple creative pieces of non-fiction in response to a brief which meets the needs of purpose, audience, form and tone to communicate a perspective 	<ul style="list-style-type: none"> Produce an analytical essay exploring how structural devices are used, and to what effect Plan and perform in an "in-role" debate Produce an analytical essay exploring themes in the play Evaluate a statement and respond critically, supporting judgements with evidence and explanations 	<ul style="list-style-type: none"> Produce an analytical essay exploring how structural devices are used, and how these conform to a genre Analyse the effect of how language has an effect upon the narrative and reader in a chosen text Compare two texts, exploring language, genre and structure, and the effect on readers Embed the tropes of the gothic genre to produce a piece of writing which reflects learning
British Values	Individual liberty, Democracy, The Rule of Law, Mutual respect, Tolerance and respect of other's POV	Individual liberty, Mutual respect, Tolerance and respect of other's POV	Individual liberty, Democracy, The Rule of Law, Mutual respect, Tolerance and respect of other's POV	Individual liberty, Democracy, The Rule of Law, Mutual respect, Tolerance and respect of other's POV	Individual liberty, Democracy, The Rule of Law, Mutual respect, Tolerance and respect of other's POV
Numeracy across the Curriculum	Sequencing, Generalizing, Conjecturing, Convincing, Organisation	Venn diagram, Organization	Sequencing, Generalizing, Conjecturing, Convincing, Organisation	Sequencing, Generalizing, Conjecturing, Convincing, Organisation	Sequencing, Generalizing, Conjecturing, Convincing, Organisation



Literacy across the Curriculum	Reading, Writing, S&L, SPaG	Reading, Writing, S&L, SPaG	Reading, Writing, S&L, SPaG		Reading, Writing, S&L, SPaG	Reading, Writing, S&L, SPaG
9	Literature Study: <i>Crime and Punishment</i>   <p>Learning to include: Reading a range of fictional texts – both 19th century and contemporary.</p> <p>WT/ I/ Z/ AC. Explore and comment on the writer's use of language and structure WI/ ER. Understanding of the writer's intention to craft language to achieve effects</p>	Discursive Writing   <p>Learning to include: Exploration of a range of non-fictional texts.</p> <p>P/ A/ F/ T. Producing texts which are appropriate to task AV. selecting appropriate and effective vocabulary WT. Using a range of rhetorical devices to meet the aims of the task ST. Use of a coherent structure to aide meaning SPaG Demonstrating technical accuracy</p>	An exploration of... An Inspector Calls   <p>Learning to include: CON. Social, political and historical understanding of the Edwardian era; ST. Understanding of the plot and use of form C Understanding of key characters (personality traits/ how they change), and their motivations WI/WT How writers communicate their messages</p>	An exploration of... Conflict poetry  <p>Learning to include: CON. An awareness of mental and physical conflicts, and their effects upon people WI. Meaning/ message of poems WT/ER/I To discuss the effect of poetic devices linguistically and structurally Z. To engage in more developed word level analysis, focusing upon the connotations and contextual connections</p>	Explorations in Creative Writing    <p>Learning to include: P/ A/ F/ T. Producing texts which are appropriate to task Eng. Creates an engaging description/ narrative inspired by the task AV. Selecting appropriate and effective vocabulary WT/SI Using a range of linguistic devices to meet the aims of the task ST. Use of a purposeful structure to create intrigue SPaG. Demonstrates technical accuracy</p>	Unseen poetry   <p>Learning to include: KW/ER. Uses a range of precise, emotive vocabulary to explore the effects of poetry upon a reader WI. Understand the key meaning/ message/ themes of poems WT/ I/ AC Explores the meaning creates through key poetical/ linguistic/ structural devices used by a writer Z. To engage in more developed word level analysis, focusing upon the connotations and contextual connections</p>
How will I be assessed?	<ul style="list-style-type: none"> Questions in the style of English Language P1 based on thematic study Analysis of how writers use language/structure to interest and achieve effects Present an opinion on a statement, supporting with evidence and analysis. 	<ul style="list-style-type: none"> Write a persuasive speech Write an argumentative piece Write an article to inform 	<ul style="list-style-type: none"> An essay based on our first impressions of a character Essay on a key character in the play 	<ul style="list-style-type: none"> Comparison of two poems (focus on language/ structure/ imagery) A comparison of two poems 	<ul style="list-style-type: none"> Use an image as a stimulus for a piece of writing Narrative writing 	<ul style="list-style-type: none"> Comparison of two poems (focus on language/ structure/ imagery) An analysis of one unseen poem
British Values	Mutual respect, The Rule of Law, Democracy	The Rule of Law	Mutual respect	Democracy, Mutual respect	The Rule of Law	Democracy, Mutual respect



CONNECTED

Numeracy across the Curriculum	Mathematical vocabulary	Mathematical vocabulary	Mathematical vocabulary	Mathematical vocabulary	Mathematical vocabulary	Mathematical vocabulary
Literacy across the Curriculum	Inference, Comprehension, Skimming and scanning, Sequencing an argument, Spelling, Vocabulary	Sequencing an argument, Spelling, Vocabulary	Inference, Skimming and scanning, Summarise, Compare and contrast, Sequencing an argument, Spelling	Inference, Comprehension, Predicting, Skimming and scanning, Compare and contrast, Sequencing	Sequencing an argument, Spelling, Vocabulary	Inference, Comprehension, Predicting, Skimming and scanning, Compare and contrast, Sequencing an argument