

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















****Please click on the icons to access our online portal where you can learn more about each topic****



Mixed Ability	Half Term points					
	1	2	3	4	5	6
10	<p>An exploration of... A Christmas Carol <i>London poem</i></p> <p> <i>Descriptive & Narrative Writing</i> </p> <p>Learning to include: CON - Context of the novella St - Plot C - Key characters (personality traits/ how they change etc) WT - Themes WT/AE/ AC/ Z - Deep analysis of key quotes for characters/ themes WI - Writer's intentions/ context ST - Analysis of structure ER - Impact on reader</p> <p>Learning to include:</p> <ul style="list-style-type: none"> • exploration of a range of narrative/ descriptive texts • producing texts which are appropriate to task 		<p>Explorations in Writer's Viewpoints and Perspectives</p> <p> g to include:  including a range of non-fictional texts</p> <p>SY – Understanding and summarising key points</p> <p>WT/ AE/ St/ Z - Explore and comment on the writer's use of language and structure</p> <p>CO/WI - Compare texts and writer's POV</p>	<p>An exploration of... Power poetry <i>Conflict recall</i></p> <p> g to include:  / AC/ Z - Deep analysis of key quotes for themes/ key ideas</p> <p>WI/CON - Poet's intentions/ context</p> <p>CO - Compare and contrast poetic devices</p> <p>ER - Impact on reader</p>	<p>An analysis of... Macbeth <i>Ozymandias poem</i> <i>Discursive and Creative Writing</i> </p> <p>Learning to include: CON - Context of the play St - Plot & the dramatic form C - Key characters (personality traits/ how they change etc) WT - Themes</p> <p>WT/ AE/ AC/ Z - Deep analysis of key quotes for characters/ themes WI/ CON - Playwright's intentions/ context ST - Analysis of structure EA - Impact on audience</p>	
How will I be assessed?	<ul style="list-style-type: none"> • Create a piece of description inspired by Hogarth's painting 'Gin Lane' • Essay based on an extract (and whole novel) on theme • Essay based on an extract (and whole novel) on the presentation of a character 		Q1,2,3 of English Language P2	<ul style="list-style-type: none"> • Comparison of two poems (focus on context/ writer's intention/ language/ structure/ imagery) 	<ul style="list-style-type: none"> • An essay based on our first impressions of a character • Essay based on an extract (only) from the novel • Essay based on an extract (and whole play) on theme • Essay based on an extract (and whole play) on the presentation of a character 	
British Values	Democracy, Individual Liberty, The Rule of Law		Mutual respect and tolerance of those with other POV	Democracy, Individual Liberty	Democracy, Individual Liberty	
Numeracy across the Curriculum	Graphs, Mathematical vocabulary		Mathematical vocabulary	Mathematical vocabulary	Graphs, Mathematical vocabulary	
Literacy across the Curriculum	Inference, Skimming and scanning, Sequencing an argument, Spelling, Vocabulary		Inference, Skimming and scanning, Summarising, Sequencing an argument	Skimming and scanning, Compare and contrast, Sequencing an argument	Inference, Comprehension, Predicting, Skimming and scanning, Sequencing an argument	



11	<p>Macbeth cont. & application of... Discursive and Creative Writing</p> <p> </p> <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</p> <p>Learning to include: Exploration of a range of narrative/ descriptive texts</p> <p>P/ A/ F/ T - producing texts which are appropriate to task</p> <p>SPaG - varying and constructing sentences; write with technical accuracy</p> <p>AV - selecting appropriate and effective vocabulary</p>	<p>Unseen Poetry and Recall of Power & Conflict poetry</p> <p> </p> <p>Learning to include:</p> <p>AE/ KW - Approaching unseen analysis</p> <p>CO - Comparison of poems</p> <p>WI - Writer intent/message</p> <p>WT - identifying key poetic devices</p> <p>D/ Z - Depth of word-level analysis</p>	<p>In depth analysis of... An Inspector Calls and (Evaluation skills)</p> <p> </p> <p>g to include: Reading a range of fiction/non-fictional texts</p> <p>SY - understanding and summarising key points</p> <p>WT/ AE/ Z - comment and analyse on the writer's use of language and structure</p> <p>CO - compare texts</p> <p>EV - Evaluate perspectives of a text, supporting with evidence</p>	<p>In depth analysis of... ACC and Macbeth</p> <p> g includes: </p> <p> AC/ Z - deep analysis of notes for character themes </p> <p>WI/ CON - writer's intentions/ context and critical perspectives</p> <p>ST - analysis of structure & form</p> <p>ER/EA - audience and reader response</p>	<p>Adaptive teaching – content determined by class teacher</p>	<p>Grade range end point:</p> <p>9-1</p>
----	--	--	--	---	---	---



How will I be assessed?	<ul style="list-style-type: none"> Use an image as a stimulus for a piece of writing Narrative writing Descriptive writing Discursive writing 	<ul style="list-style-type: none"> Comparison of two poems (focus on context/ writer's intention/ language/ structure/ imagery) 	<ul style="list-style-type: none"> English Language P1/ P2 Q4 Responding to an essay question based on theme/character 	<ul style="list-style-type: none"> GCSE sample questions Responding to an essay question based on theme/character 		
British Values	The Rule of Law	Democracy, Individual Liberty	Mutual respect and tolerance of those with other POV	Democracy, Individual Liberty		
Numeracy across the Curriculum	Mathematical vocabulary	Mathematical vocabulary	Mathematical vocabulary	Graphs, Mathematical vocabulary		
Literacy across the Curriculum	Sequencing an argument, Spelling, Vocabulary	Skimming and scanning, Compare and contrast, Sequencing an argument	Inference, Skimming and scanning, Summarising, Sequencing an argument	Inference, Comprehension, Predicting, Skimming and scanning, Sequencing an argument		