

Curriculum plan: English

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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.

With a huge emphasis on creativity and the discovering and utilisation of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum.

We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students.







"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					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Literature Study Faith and Identity  Bitesize Learning to include: <ul style="list-style-type: none"> • exploration of multiple texts related by theme • contextual (historical, social and political backdrops) understanding • analysis of language and structural methods used by writers • Selecting appropriate and effective vocabulary • Employing a range of effective language devices 	Poetry Introduction  Bitesize Learning to include: <ul style="list-style-type: none"> • Context of the poems • Meaning/ message of poems • Identifying key poetic devices • Themes • Analysis of language and structural methods used by writers 	Novel study: A Monster Calls  Learning to include: <ul style="list-style-type: none"> • Contextual (historical, social and political backdrops) understanding • Exploration of linguistic devices and their effect upon narrative, character and reader • Narrative structure • Key characters (personality traits/ how they change etc) • The use of themes 		Transactional Writing: Activism  Bitesize Learning to include: <ul style="list-style-type: none"> • Exploration of a range of non-fictional texts • Producing texts which are appropriate to task • Selecting appropriate and effective vocabulary • Employing a range of effective language devices • Demonstrating a coherent and persuasive argument 	Shakespeare A Midsummer Night's Dream   Learning to include: <ul style="list-style-type: none"> • Contextual (historical, social and political backdrops) understanding • Exploration of dramatic devices • Plot • Key characters (personality traits/ how they change etc) • Themes • Playwright's intentions • Themes
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















	Novel <i>Of Mice and Men</i>  	Poetry <i>Culture poetry</i>  	Modern Drama <i>Blood Brothers</i>  	Shakespeare <i>Romeo and Juliet</i>  	The Gothic Genre: <i>Extracts of prose</i>  
8	Learning to include: <ul style="list-style-type: none"> Exploration of a novel Contextual (historical, social and political backdrops) understanding Analysis of language and structural methods used by writers Language and structural techniques 	Learning to include: <ul style="list-style-type: none"> Context of the poems Meaning/ message of poems Identifying key poetic devices Themes Analysis of language and structural methods used by writers 	Learning to include: <ul style="list-style-type: none"> Contextual (historical, social and political backdrops) understanding Exploration of dramatic devices Plot Key characters (personality traits/ how they change etc) Themes 	Learning to include: <ul style="list-style-type: none"> Contextual (historical, social and political backdrops) understanding Exploration of dramatic devices Plot Key characters (personality traits/ how they change etc) 	Learning to include: <ul style="list-style-type: none"> Contextual (historical, social and political backdrops) understanding behind the genre Reading a range of extracts from gothic fictional texts (poetry/novels) Exploring how structure and language are used to appeal to a reader or genre
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
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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

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	Literature Study: <i>Crime and Punishment</i>  	Discursive Writing  	An exploration of... An Inspector Calls  	An exploration of... Conflict poetry  	Explorations in Creative Writing  	Unseen poetry  
9	Learning to include: <ul style="list-style-type: none"> reading a range of fictional texts – both 19th century and contemporary explore and comment on the writer's use of language and structure understanding of the writer's intention to craft language to achieve effects 	Learning to include: <ul style="list-style-type: none"> exploration of a range of non-fictional texts producing texts which are appropriate to task selecting appropriate and effective vocabulary 	Learning to include: <ul style="list-style-type: none"> context of the play plot key characters (personality traits/ how they change etc) themes 	Learning to include: <ul style="list-style-type: none"> context of the poems meaning/ message of poems identifying key poetic devices themes Learning to include: <ul style="list-style-type: none"> Exploring a range of poems Understand the key meaning/ message/ themes of poems Identifying key poetical/ linguistically/ structural devices 	Learning to include: <ul style="list-style-type: none"> exploration of a range of narrative/ descriptive texts producing texts which are appropriate to task varying and constructing sentences; write with technical accuracy selecting appropriate and effective vocabulary 	Learning to include: <ul style="list-style-type: none"> exploring a range of poems understand the key meaning/ message/ themes of poems identifying key poetical/ linguistically/ structural devices
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
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 an argument	Sequencing an argument, Spelling, Vocabulary	Inference, Comprehension, Predicting, Skimming and scanning, Compare and contrast, Sequencing an argument