

Curriculum plan: English

CONNECTED

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					
	1	2	3	4	5	6
10	<p>An exploration of... A Christmas Carol <i>London poem</i> <i>Paper 1, Section B</i></p> <p> </p> <p>Learning to include:</p> <ul style="list-style-type: none"> Context of the novella Plot Key characters (personality traits/ how they change etc) Themes Deep analysis of key quotes for characters/ themes Writer's intentions/ context Analysis of structure Impact on audience Constructing a response to a GCSE question <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 varying and constructing sentences; write with technical accuracy selecting appropriate and effective vocabulary 		<p>Explorations in Writer's Viewpoints and Perspectives <i>(P2 Q1, 2 3),</i></p> <p> </p> <p>Learning to include:</p> <ul style="list-style-type: none"> Reading a range of non-fictional texts Understanding and summarising key points Explore and comment on the writer's use of language and structure Compare texts and writer's POV 	<p>An exploration of... Power poetry <i>Revision of Conflict poems</i></p> <p> </p> <p>Learning to include:</p> <ul style="list-style-type: none"> Deep analysis of key quotes for themes/ key ideas Poet's intentions/ context Make links between poems Compare and contrast poetic devices Impact on audience Constructing a response to a GCSE question 	<p>An analysis of... Macbeth <i>Ozymandias poem</i> <i>Paper 1/2, Section B</i></p> <p> </p> <p>Learning to include:</p> <ul style="list-style-type: none"> Context of the play Plot Key characters (personality traits/ how they change etc) Themes Deep analysis of key quotes for characters/ themes Playwright's intentions/ context Analysis of structure Impact on audience Constructing a response to a GCSE question 	
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	



<p>11</p>	<p>Macbeth cont. & a revision of... Discursive and Creative Writing (Q5) <i>Teacher to decide amount of time spent on each paper according to student knowledge</i></p> <p>   </p> <p>Learning to include:</p> <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 <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 • varying and constructing sentences; write with technical accuracy • selecting appropriate and effective vocabulary 	<p>Unseen Poetry and revision of Power & Conflict poetry</p> <p> </p> <p>Learning to include:</p> <ul style="list-style-type: none"> • Approaching unseen analysis • Comparison of poems • context of the poems • meaning/ message of poems • identifying key poetic devices • themes 	<p>A revision of... An Inspector Calls and (LANG P1&2, Q4)</p> <p> </p> <p>Learning to include:</p> <ul style="list-style-type: none"> • reading a range of fiction/non-fictional texts • understanding and summarising key points • comment and analyse on the writer's use of language and structure • compare texts 	<p>A revision of... Literature Paper 1 (ACC and Macbeth)</p> <p>   </p> <p>Learning includes:</p> <ul style="list-style-type: none"> • deep analysis of key quotes for characters/ themes • writer's intentions/ context • analysis of structure • impact on audience • constructing a response to a GCSE question 	<p>Adaptive teaching – content determined by class teacher</p>	<p>Grade range end point:</p> <p>9-1</p>
-----------	--	---	--	---	---	--

Curriculum plan: English



CONNECTED

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		