

## Curriculum plan: English

# CONNECTED

### INTENT:



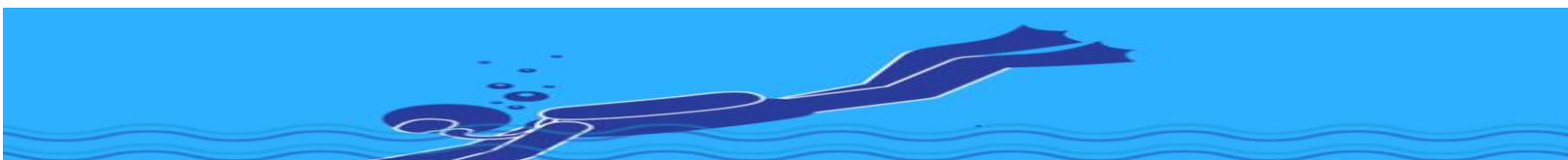
**“A book can be a star, a living fire to lighten the darkness, leading out onto the expanding universe”**

**Madeline L'Engle**

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.




















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

9	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>Paper 2, Section B:</b> <i>Discursive writing</i>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• exploration of a range of non-fictional texts</li> <li>• producing texts which are appropriate to task</li> <li>• selecting appropriate and effective vocabulary</li> </ul>	<b>Explorations in Creative Reading</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• reading a range of 19<sup>th</sup> century fictional texts</li> <li>• explore and comment on the writer's use of language and structure</li> </ul>	<b>An exploration of... An Inspector Calls</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• context of the play</li> <li>• plot</li> <li>• key characters (personality traits/ how they change etc)</li> <li>• themes</li> </ul>	<b>An exploration of... Poems: Power and conflict</b> <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• context of the poems</li> <li>• meaning/ message of poems</li> <li>• identifying key poetic devices</li> <li>• themes</li> </ul>	<b>Paper 1, Section B</b> <b>Explorations in Creative Writing</b> <i>SOI poem</i> <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• exploration of a range of narrative/ descriptive texts</li> <li>• producing texts which are appropriate to task</li> <li>• varying and constructing sentences; write with technical accuracy</li> <li>• selecting appropriate and effective vocabulary</li> </ul>	<b>Unseen poetry</b> <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• exploring a range of poems</li> <li>• understand the key meaning/ message/ themes of poems</li> <li>• identifying key poetical/ linguistically/ structural devices</li> </ul>
	 	 	 	 	 	 



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## Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
10	<p>An exploration of... <b>A Christmas Carol</b> <i>London poem</i></p> 	<p><b>Explorations in Writer's Viewpoints and Perspectives</b> (Q1, 2, 3)</p> 	<p>An exploration of... <b>Macbeth</b> <i>Ozymandias poem</i></p> 	<p>An analysis of... <b>An Inspector Calls</b> <i>Checkin' Out Me History poem</i></p>	<p>An analysis of... <b>Poetry: Power and Conflict</b></p>	<p><b>Evaluating language</b> (LANG P2, Q4)</p>
	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>context of the novella</li> <li>plot</li> <li>key characters (personality traits/ how they change etc)</li> <li>themes</li> </ul>	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>reading a range of non- fictional texts</li> <li>understanding and summarising key points</li> <li>explore and comment on the writer's use of language and structure</li> <li>compare texts writer's POV</li> </ul>	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>context of the novella</li> <li>plot</li> <li>key characters (personality traits/ how they change etc)</li> <li>themes</li> </ul>	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>deep analysis of key quotes for themes/ key ideas</li> <li>playwright's intentions/ context</li> <li>compare and contrast character's</li> <li>constructing a response to a GCSE question</li> </ul>	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>deep analysis of key quotes for themes/ key ideas</li> <li>poet's intentions/ context</li> <li>make links between poems</li> <li>compare and contrast poetic devices</li> <li>impact on audience</li> <li>constructing a response to a GCSE question</li> </ul>	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>reading and critically analyzing a range of non- fictional texts</li> <li>explore and analyze the writer's POV</li> <li>analyze a writer's use of language and structure</li> <li>compare texts and writer's POV</li> </ul>
	 	 	 	 	 	 



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## Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	An analysis of... <b>A Christmas Carol</b>	An analysis of... <b>Macbeth</b>	An analysis of... <b>Macbeth</b>			Grade range end point:
						
<b>11</b>	<b>Learning includes:</b> <ul style="list-style-type: none"> <li>• deep analysis of key quotes for characters/ themes</li> <li>• writer's intentions/ context</li> <li>• analysis of structure</li> <li>• impact on audience</li> <li>• constructing a response to a GCSE question</li> </ul>	<b>Learning includes:</b> <ul style="list-style-type: none"> <li>• deep analysis of key quotes for characters/ themes</li> <li>• playwright's intentions/ context</li> <li>• analysis of structure</li> <li>• impact on audience</li> <li>• constructing a response to a GCSE question</li> </ul>	<b>Learning includes:</b> <ul style="list-style-type: none"> <li>• deep analysis of key quotes for characters/ themes</li> <li>• playwright's intentions/ context</li> <li>• analysis of structure</li> <li>• impact on audience</li> <li>• constructing a response to a GCSE question</li> </ul>			<b>9-1</b>
	 	 				

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