

Curriculum plan: English

CONNECTED

INTENT:



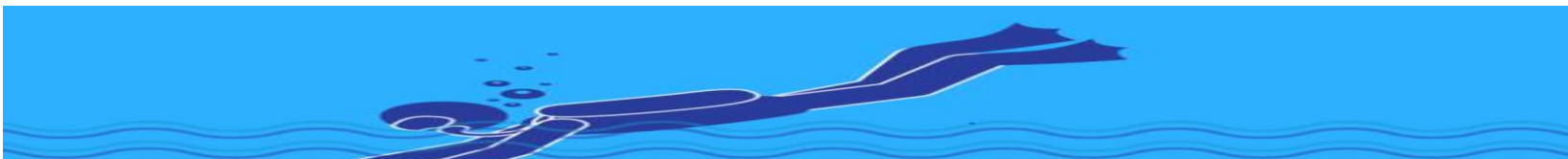
“A book can be a star, a living fire to lighten the darkness, leading out onto the expanding universe”

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****








Half term points

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----|---|---|---|--|---|--|
| 10 | <p>An exploration of... A Christmas Carol <i>London poem</i></p>  | <p>Explorations in Writer's Viewpoints and Perspectives (Q1, 2, 3)</p>  | <p>An exploration of... Macbeth <i>Ozymandias poem</i></p>  | <p>An analysis of... An Inspector Calls <i>Checkin' Out Me History poem</i></p> | <p>An analysis of... Poetry: Power and Conflict</p> | <p>Evaluating language (LANG P2, Q4)</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 | <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 writer's POV | <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 | <p>Learning to include:</p> <ul style="list-style-type: none"> deep analysis of key quotes for themes/ key ideas playwright's intentions/ context compare and contrast character's constructing a response to a GCSE question | <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>Learning to include:</p> <ul style="list-style-type: none"> reading and critically analyzing a range of non-fictional texts explore and analyze the writer's POV analyze a writer's use of language and structure compare texts and writer's POV |
| |   |   |   |   |   |   |



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Half term points

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|--|--|----------|----------|--|
| | <p>An analysis of... A Christmas Carol</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> </p> | <p>An analysis of... Macbeth</p> <p></p> <p>Learning includes:</p> <ul style="list-style-type: none"> • 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 <p> </p> | <p>An analysis of... Macbeth</p> <p></p> <p>Learning includes:</p> <ul style="list-style-type: none"> • 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 | | | <p>Grade range end point:</p> <p>9-1</p> |

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