

English Curriculum Overview 2023 / 2024

Key:















- Crime & Conflict































- Identity



- Different Cultures

Year 7 (4 lessons: 2 r, 1 w, 1 AR)	Year 8 (4 lessons: 2 r, 1 w, 1 AR)	Y9 (4 lessons: 2 lit, 1 w, 1 r)	Thematic curriculum links
"Rooftoppers" 	Tragic Heroes/battle speeches 	'The Hate u give' 	Crime and Conflict: Shakespearean conflict in both the Year 7 play and Tragic heroes. Linked to modern conflict in the American novel and non-fiction. 
"Poetry- theme of Identity/Language diversity" 	'The Breadwinner' 	Poetry from different cultures/Non-fiction reading 	Different cultures: Exploring European culture in Year 7, through to Asian culture in Year 8 and a range in Year 9. 
Romeo and Juliet 	'Blood Brothers' / inspirational figures 	Shakespeare: 'Twelfth Night'/ Media 	Identity: Exploring the theme through dialect and poetry in Year 7; links to class in Year 8 and gender/class in Y9. 

Year 10 Language	Year 10 Literature	Year 11 Language	Year 11 Literature	Thematic curriculum links
Modern Society (Paper 1 & 2 skills)   Writing Skills (gender)	'Power and Conflict poetry'   	Paper 1 Revision 	'Macbeth' & Sign of Four Revision  	Identity: Supporting KS3 the play 'AIC' and some of the poems explore identity. Non-fiction texts linked too 
World Literature Crime: Non fiction reading  	An Inspector Calls  	Paper 2 Revision 	Paper 2 Revision   	Other cultures: We explore a range of texts from around the world in Language and poems in Literature. 
Crime: Non fiction writing. Spoken Presentations  	Macbeth 	Both papers revision   	Both papers revision   	Crime and Conflict: The Crime unit links to themes in KS3 texts; as do the Literature texts across the course. 

English In-depth Curriculum Plan



The English Curriculum

The English curriculum is mapped across five years and developed in conjunction with schools across the Redhill Academy Trust. We deliver schemes of work that are differentiated at a detailed level to ensure that we tailor all learning to pupil ability. There is an expectation that students will use language routinely in lessons to develop fluency in terminology. In addition, students will build on prior knowledge whilst regularly revisiting key Literacy strands and applying critical skills to new contexts to ensure learning is secure in the spirit of a 'thematic' curriculum. We have three strands running through our curriculum offer alongside the examination specifications at KS4/KS5. We aim to provide a selection of contexts in which student learning is engaging and relevant to young people whilst also setting linguistic understanding in real-life situations. We also ensure that all students receive opportunities to participate in curriculum enrichment activities at appropriate points, enhancing their English learning experiences.

Curriculum Intent

The intent of our English curriculum is to develop learners who:

- Become passionate English students;
- Develop into resilient, independent learners;
- Have a strong awareness of the way English fits into everyday life and can apply it to real-life situations;
- Have a sound understanding of English techniques and terminology, which includes the ability to apply them in new contexts;
- Are inquisitive, having developed an understanding of how English links to both modern society and history. Gain 'cultural capital' and an understanding of diversity through Literature.
- Possess the ability to progress readily to the next stage of their English learning;
- Can write accurately, for different audiences and purposes.

Extra-Curricular

The English faculty offers various extra-curricular offerings including: creative writing club; revision sessions for Years 11-13; participation in the poetry reading competition and trips to University, theatres and access to guest lectures.

Subject		English Language		Year Group: 11		
Unit/Topic	Paper 1 revision (Section A)	Paper 1 revision (Section B)	Paper 2 revision (Section A)	Paper 2 revision (Section B)	Both papers revision	Study Leave
Skills	Inference; close analysis and evaluation.	Vocabulary selection; writing for an audience; technical accuracy.	Inference; close analysis and evaluation.	Vocabulary selection; writing for an audience; technical accuracy.	See left.	
Knowledge	Features of different fiction genres. Writer's linguistic and structural techniques.	Different writing styles.	Features of different fiction genres. Writer's linguistic and structural techniques.	Different writing styles.	See left.	
Recall/review from previous learning	Applying knowledge of language/structural techniques.	Knowledge of writing styles and grammar.	Applying knowledge of language/structural techniques.	Knowledge of writing styles and grammar.	See left.	
Assessment	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	See left.	
Cultural Capital, Equality, Diversity Inclusion	Cultures associated with material production.	Cultures associated with material production.	Cultures associated with material production.	Cultures associated with material production.	Cultures associated with material production.	
Literacy/Numeracy	Literacy – extended writing assessments, describe and explain work.	Literacy – extended writing assessments, describe and explain work.	Literacy – extended writing assessments, describe and explain work. Numeracy through statistics in writing tasks.	Literacy – extended writing assessments, describe and explain work. Numeracy through statistics in writing tasks.	See left	

Subject		English Literature		Year Group: 11		
Unit/Topic	'Macbeth' and 'The Sign of Four'	'Macbeth' and 'The Sign of Four'	'An Inspector calls'; poetry and Un-seen	'An Inspector calls'; poetry and Un-seen	5 Both papers revision	6 Study Leave
Skills	Inference, close analysis, memory and applying knowledge.	Inference, close analysis, memory and applying knowledge.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation.	See left	
Knowledge	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	See left	
Recall/review from previous learning	Re-cap the plot/characters/themes/methods/context/Universal ideas	Re-cap the plot/characters/themes/methods/context/Universal ideas	Re-cap the plot/characters/themes/methods/context/Universal ideas	Re-cap the plot/characters/themes/methods/context/Universal ideas	See left	
Assessment	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	See left	
Cultural Capital, Equality, Diversity Inclusion	Canonical writers; Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime.	See left	
Literacy/Numeracy	SPAG marks awarded. Extended writing needed.	SPAG marks awarded. Extended writing needed.	SPAG marks awarded. Extended writing needed.	SPAG marks awarded. Extended writing needed.	See left	

Subject	English Language		Year Group: 10			
Unit/Topic	Modern Society	Spoken presentations	Paper 2 (Section A)	Paper 2 (Section B)	Literature from around the world	Writing skills (Gender)
Skills	Inference; close analysis and evaluation.	Planning, vocabulary, prosody, delivery.	Inference; close analysis and evaluation.	Vocabulary selection; writing for an audience; technical accuracy.	Inference; close analysis and evaluation.	Vocabulary selection; writing for an audience; technical accuracy.
Knowledge	Features of different fiction genres. Writer’s linguistic and structural techniques.	Features of spoken presentations.	Features of different fiction genres. Writer’s linguistic and structural techniques.	Different writing styles.	Features of different fiction genres. Writer’s linguistic and structural techniques.	Different writing styles.
Recall/review from previous learning	Applying knowledge of language/structural techniques.	Apply knowledge of oracy.	Applying knowledge of language/structural techniques.	Knowledge of writing styles and grammar.	Applying knowledge of language/structural techniques.	Knowledge of writing styles and grammar.
Assessment	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formal presentation and questioning.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.
Cultural Capital, Equality, Diversity Inclusion	Cultures associated with material production.	Own cultural identity identified through choice of topics.	Cultures associated with material production.	Cultures associated with material production.	Cultures associated with material production.	Cultures associated with material production.
Literacy/Numeracy	Literacy – extended writing assessments, describe and explain work.	Spoken literacy.	Literacy – extended writing assessments, describe and explain work.	Literacy – extended writing assessments, describe and explain work. Numeracy through statistics in writing tasks.	Literacy – extended writing assessments, describe and explain work.	Literacy – extended writing assessments, describe and explain work. Numeracy through statistics in writing tasks.

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Subject	English		Year Group: 8			
Unit/Topic	'Tragic Heroes'	'Oracy and speeches'	'The Breadwinner'	'The Breadwinner'	'Blood Brothers'	'Blood Brothers'
Skills	Inference, close analysis, memory and applying knowledge. Writing styles and accuracy.	Planning, vocabulary, prosody, delivery.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.
Knowledge	Plot, themes, characters, methods, context, writer's ideas.	Features of spoken presentations.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.
Recall/review from previous learning	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Apply knowledge of oracy.	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas
Assessment	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formal presentation and questioning.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.
Cultural Capital, Equality, Diversity Inclusion	Themes such as love, gender, crime; death and society. Canonical writer.	Own cultural identity identified through choice of topics.	Themes such as love, gender, crime; identity; different cultures.	Canonical writers; Themes such as love, gender, crime; identity; different culture.	Canonical writers; Themes such as love, gender, crime, society and family.	Canonical writers; Themes such as love, gender, crime; society and family.
Literacy/Numeracy	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	Spoken literacy.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.

Subject	English		Year Group:	8		
Unit/Topic	'Tragic Heroes'	'Oracy and speeches'	'The Breadwinner'	'The Breadwinner'	'Blood Brothers'	'Blood Brothers'
Skills	Inference, close analysis, memory and applying knowledge. Writing styles and accuracy.	Planning, vocabulary, prosody, delivery.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.
Knowledge	Plot, themes, characters, methods, context, writer's ideas.	Features of spoken presentations.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.
Recall/review from previous learning	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Apply knowledge of oracy.	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas
Assessment	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formal presentation and questioning.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.
Cultural Capital, Equality, Diversity Inclusion	Themes such as love, gender, crime; death and society. Canonical writer.	Own cultural identity identified through choice of topics.	Themes such as love, gender, crime; identity; different cultures.	Canonical writers; Themes such as love, gender, crime; identity; different culture.	Canonical writers; Themes such as love, gender, crime, society and family.	Canonical writers; Themes such as love, gender, crime; society and family.
Literacy/Numeracy	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	Spoken literacy.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.

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