

Linking our curriculum intention to our local community and real-life links to content:

We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, provide hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.

We currently offer the following after school clubs: Debating Club, Book Club.

We currently offer the following departmental trips: Cinema Visits, Theatre Visits, Poetry Live, Blists Hill.

Year 7 Curriculum Implementation					
Students will be introduced to the English skills needed to access and produce a variety of text types, building on knowledge they have acquired at KS2. Reading for pleasure and grammar is embedded and interweaved within the curriculum with the key aim to foster a love of reading and improve grammatical accuracy.					
16 th Century		19 th Century		20 th /21 st Century	
1	2	3	4	5	6
‘Outsiders’ Students will immerse themselves in Shakespeare’s world and explore the play, ‘Merchant of Venice’. The key focus of study is on how Shylock is presented as an outsider. Students will begin to recognise themes such as prejudice and anti-seminist views displayed through Shakespeare’s language. Whole Text Study (Autumn A): <i>Merchant of Venice</i> by William Shakespeare Complimentary Study (Autumn B): A range of non-fiction extracts that focus on the theme of ‘Outsiders’ with a focus on speech writing.*		‘Adventure and Travel’ Students will explore the world around them through different modes of travel writing. Alongside this, students will delve into the world of pirates and adventure whilst studying the novel <i>Treasure Island</i> by Robert Louis Stevenson. Whole Text Study (Spring A): <i>Treasure Island</i> by Robert Louis Stevenson Complimentary Study (Spring B): A range of adventure stories that build the skill of narrative writing.		‘Childhood’ Students will explore the experiences of growing up and childhood and reflect on their own childhood experiences. To further this understanding, students will read Roald Dahl’s autobiographical story and his childhood adventures. Whole Text Study (Summer A): <i>Boy</i> by Roald Dahl Complimentary Study: (Summer B): Poetry from a range of different culture that focus on the theme of childhood. <i>*Spoken language will be assessed in this unit.</i>	
Summative Assessments:		Summative Assessments:		Summative Assessment:	

<p>Year 8 Curriculum Implementation</p> <p>Students will begin to develop the English skills introduced in Year 7 through the study of more challenging texts and concepts.</p> <p>Students will participate in a literacy starters every three lessons which aims to foster a love of reading and improve grammatical accuracy.</p>					
16 th Century		19 th Century		20 th /21 st Century	
1	'outsider.'	2	3	4	5
<p>'Romance'</p> <p>Students will explore the importance of positive relationships in society and the portrayal of different relationships in literature.</p> <p>The initial focus in on the famous love story by William Shakespeare, <i>Romeo and Juliet</i> and his portrayal of two-star crossed lovers. Students will immerse themselves in Shakespeare's language and have more exposure to a Shakespeare play than within their study in Yr.7.</p> <p>Whole Text Study (Autumn A):</p> <p><i>Romeo and Juliet</i> by William Shakespeare</p> <p>Complimentary Study (Autumn B):</p> <p>Non-fiction writing unit based on the theme of romance with a key focus on letter writing.</p> <p><i>*Spoken language will be assessed in this unit.</i></p>		<p>'Gothic Frights'</p> <p>Students will explore a range of 19th Century Gothic short stories which appeal to frighten the senses.</p> <p>They will study the structure of these stories before learning how to structure their own pieces of narrative writing.</p> <p>Whole Text Study (Spring A):</p> <p>Anthology of 19th century Gothic short stories which include but are not limited to: <i>The Red Room</i>, <i>The Yellow Wallpaper</i>, <i>Tell-Tale Heart</i>, <i>The Monkey's Paw</i>.</p> <p>Complimentary Study (Spring B):</p> <p>Fiction writing unit to craft Gothic stories that frighten, entertain and appeal to the macabre senses*</p>		<p>'Identity'</p> <p>Students will explore how identity is portrayed in a modern novel and how these problems with identity are then an implication through a character's journey of discovery.</p> <p>Whole Text Study (Summer A):</p> <p><i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon.</p> <p>Complimentary Study (Summer B):</p> <p>A range of poetry based on the theme of 'identity'.</p>	
<p>Summative Assessments:</p> <p>Autumn a – Reading: Yr.8 reading mini-exam.</p> <p>Autumn b – Writing: Write a love letter to someone real or imagined.</p> <p>Spoken Language: Paired recital/adaptation of <i>Romeo and Juliet's</i> by William Shakespeare opening prologue.</p>		<p>Summative Assessments:</p> <p>Autumn a – Reading: Yr.8 reading mini-exam.</p> <p>Autumn b – Writing: Write a narrative story about an adventure story.</p>		<p>Summative Assessment:</p> <p>Reading: Yr. 8 CAE reading exam.</p> <p>Writing: Yr.8 CAE writing exam.</p>	

Year 9 Curriculum Implementation

Students will embed the English skills introduced in Years 7 and 8 through the study of more challenging texts and concepts.

Students will participate in a literacy starters every three lessons which aims to foster a love of reading and improve grammatical accuracy. .

16 th Century		19 th Century		20 th /21 st Century	
1	2	3	4	5	6
<p align="center">‘Supernatural’</p> <p>Students will explore how the theme of the supernatural is displayed in a Shakespearean text. Students will now be immersed in the reading of the full Shakespearean literary text to explore how the theme is portrayed across the whole play.</p> <p align="center">Whole Text Study (Autumn A):</p> <p align="center"><i>The Tempest</i> by William Shakespeare</p> <p align="center">Complimentary Study (Autumn B):</p> <p>A range of non-fiction extracts that are linked to the supernatural with a key focus on applying the knowledge of these to create newspaper articles. Non-fiction extracts include but are not limited to: extract from <i>Daemonologie</i>, extract from <i>William Wilberforce’s 1789 Abolition Speech</i>.*</p>		<p align="center">‘Victorian Underworld’</p> <p>Students will continue to explore the aspects of the Victorian underworld, the “dark side” and the concept of a respectable gentleman.</p> <p>Students will then apply this contextual underworld to the study of a Victorian Literature text.</p> <p align="center">Whole Text Study (Spring A):</p> <p align="center"><i>Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson</p> <p align="center">Complimentary Study (Spring B):</p> <p>Images and extracts to describe these images linked to concepts that include but are not limited to: Victorian London, transformation, supernatural, Scientific laboratories. Students are to use these images and extracts to develop their craft of descriptive writing.</p>		<p align="center">‘Conflict and Rebellion’</p> <p>Students will explore the concept of conflict and rebellion in the 20th century and determine how the conflict relates to contextual determiners and the Literary study that is set within this time.</p> <p align="center">Whole Text Study (Summer A):</p> <p align="center"><i>Animal Farm</i> by George Orwell.</p> <p align="center">Complimentary Study (Summer B):</p> <p>A range of poetry based on the theme of conflict and rebellion.</p> <p align="center"><i>*Spoken language is assessed in this unit.</i></p>	
<p align="center">Summative Assessments:</p> <p align="center">Autumn a – Reading: Yr.9 reading mini-exam.</p> <p align="center">Autumn b – Writing: Write an article that advises how to spot a witch.</p>		<p align="center">Summative Assessment:</p> <p align="center">Spring a – Reading: Yr.9 reading mini-exam.</p> <p align="center">Spring b – Writing: Write a piece of descriptive writing based on an image that depicts the ‘Victorian underworld’</p>		<p align="center">Summative Assessment:</p> <p align="center">Reading: Yr. 9 CAE reading exam.</p> <p align="center">Writing: Yr.9 CAE writing exam.</p> <p align="center">Spoken Language: Read out a speech based on ‘Room 101’ topic that students have written</p>	

Year 10 Curriculum Implementation

Having successfully embedded the English skills needed to access a variety of texts and writing forms, students will apply these skills to the GCSE English Literature set texts and the requirements of GCSE English Language.

Unseen poetry to be taught on stand-a-lone fortnightly lesson to students during their Literature lessons and to form much of the homework during the Autumn term.

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1	2	3	4	5	6
<p>Language:</p> <p>AQA English Language Paper 1</p> <p>Autumn a: ‘Descriptive Setting’.</p> <p>Q1, Q2, Q3 and Descriptive Writing</p> <p>Autumn b: Action</p> <p>Q3, Q4 and Narrative Writing</p> <p>Literature:</p> <p>AQA English Literature Paper 2: <i>Poetry – Crime and Conflict</i></p> <p>Autumn a: ‘Power’ poems – <i>London, Storm on the Island, The Prelude, Ozymandias, My Last Duchess, Checking Out Me History</i> and <i>The Emigree</i>.</p> <p>Autumn b: ‘Conflict’ poems – <i>Kamikaze, Charge of the Light Brigade, Bayonet Charge, Exposure, War Photographer, Remains, Poppies, Tissue</i>.</p>		<p>Language:</p> <p>AQA English Language Paper 2</p> <p>Autumn a: ‘Power Struggles’</p> <p>Q1, Q3 and transactional writing.</p> <p>Autumn b: ‘Guilt and Regret’</p> <p>Q2, Q4 and transactional writing.</p> <p>Literature:</p> <p>AQA Literature Paper 1: <i>Macbeth</i> by William Shakespeare.</p>		<p>Language:</p> <p>Autumn a: ‘Spoken Voice’</p> <p>AQA English Language – Spoken Language certificate</p> <p>Autumn b: ‘Mastery’</p> <p>AQA English Language Paper 1 – Mastery</p> <p>Literature:</p> <p>AQA English Literature Paper 2: <i>An Inspector Calls</i> by J. B. Priestley</p>	
<p>Summative Assessment:</p> <p>Language:</p> <p>AQA Language Paper 1 – Section A and Section B</p> <p>Literature:</p> <p>AQA Literature Paper 2 - Compare how poets present power and control in <i>London</i> and another poem from ‘Power and Conflict’</p>		<p>Summative Assessment:</p> <p>Language:</p> <p>AQA Language Paper 2 – Section A and Section B</p> <p>Literature:</p> <p>AQA Literature Paper 1 - Starting with this conversation, explore how Shakespeare presents Lady Macbeth in the play.</p>		<p>Summative Assessment:</p> <p>Language:</p> <p>Yr.10 CAE Exam – AQA English Language Paper 1</p> <p>Literature:</p> <p>Yr.10 CAE Exam - AQA English Literature Paper 2</p> <p>Spoken Language: AQA Language – Spoken Language examined performances</p>	

Year 11 Curriculum Implementation In Year 11, students will complete their study of the final GCSE English Literature text in the first term. From January, students will practise exam technique and revise all set texts.					
1	2	3	4	5	6
Language: AQA English Language Paper 2 – Mastery Literature: AQA English Literature Paper 1: <i>A Christmas Carol</i> by Charles Dickens – enrich/focus. AQA Literature Paper 1: <i>Frankenstein</i> by Mary Shelley – extend.		Language: AQA English Language Paper 1 and 2 - Mastery Literature: AQA English Literature Paper 1 and 2 - Mastery		Language: AQA English Language Paper 1 and 2 – Final Mastery Literature: AQA English Literature Paper 1 and 2 – Final Mastery	
Summative Assessment: Language: Yr.11 CAE Exam – AQA English Language Paper 2 Literature: Yr.11 CAE Exam – AQA English Literature Paper 1 Spoken Language: Record any incomplete assessments from Year 10 due to extenuating circumstances.		Summative Assessment: Language: Yr.11 CAE Exam – AQA English Language Paper 1 Literature: Yr. 11 CAE Exam – AQA English Literature Paper 2			