

What is your curriculum statement for each key stage?

Fluency in English Language is an essential foundation for success in all subjects. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum.

KS3 – To instil core skills of reading and writing, spoken language and vocabulary development in a creative, relevant and inspiring way; complimenting previous knowledge and understanding of KS2 and mirroring attributes needed to succeed at KS4.

KS4 – To ensure all pupils expand further their knowledge and understanding of reading and writing, spoken language and vocabulary development to the highest possible quality; equipping pupils with a strong command of the spoken and written word. This will then maximise potential at GCSE as well as developing skills of language which are essential to participating fully as a member of society.

KS5 – To develop academic autonomy and sophistication in linguistics and/or literary skills. Students will develop subject expertise by engaging creatively and critically with a wide range of texts, whilst also learning core investigative skills to allow for A-Level success in English Language and/or English Literature.

How does learning develop through each key stage?

At KS3 pupils will:-

- develop an appreciation and love of reading and understand increasingly challenging texts
- read critically across all texts
- write accurately, fluently, effectively and at length for pleasure and information
- plan, draft, edit and proof-read their writing
- consolidate and build on their knowledge of grammar and vocabulary from KS2
- speak confidently and effectively

At KS4 pupils will:-

- read and appreciate the depth and power of the English literary heritage

Curriculum rationale

Faculty : English

Lead : T. Hughes

- understand and critically evaluate texts
- make an informed personal response, recognising that other responses to a text are possible and evaluating these
- write accurately, fluently, effectively and at length for pleasure and information
- make notes, draft and write, including using information provided by others
- revise, edit and proof-read their writing
- consolidate and build on their knowledge of grammar and vocabulary from KS3, using it to show effectiveness in texts they read/write
- Speak confidently, audibly and effectively.

At KS5 pupils will:-

- Study literature and language over time and analyse texts critically
- Compare critical theories and issues surrounding different texts/discourses
- Understand and incorporate into written work, high level subject terminology. Be confident and sophisticated in essay writing skills and the use of technical accuracy
- Have an appreciation and be able to write at length about attitudes to texts and changes over time
- Have a deep understanding of contextual knowledge, which should be an integral skill

What principles guide your decision making? What is distinctive about your curriculum?

Principle - 'Every student can learn and will learn.'

What's distinctive? The English curriculum builds resilience, is enjoyable and creates autonomy.

Each and every lesson is important at all key stages; having a core assessment objective focus. The use of diverse texts at all key stages ensures our curriculum is multicultural and inclusive. This, combined with: collaborative planning, consistency, high expectations, staff passion and a drive to be the best, enables all abilities of pupils to access the curriculum and fulfil their potential.

How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

Consistency is key within the delivery and teaching on a daily basis. All staff follow the PETER structure for deep level analysis at all key stages.

All staff follow set schemes of work at all key stages and there is constant dialogue between the department to improve teaching and learning e.g., Magenta, PETER, SPAG etc.

Curriculum rationale

Faculty : English

Lead : T. Hughes

Staff plan collaboratively but deliver using different techniques to suit the needs of their particular class. Individual teachers identify specific needs and focus on these needs using question level analysis or marking of assessments.

How do you vary the learning experiences when delivering the curriculum? In the classroom / outside the classroom / through different learning opportunities?

There are ample opportunities to vary learning experiences in the English curriculum and these experiences are constant throughout the year. Live plays and performances are encouraged and booked for texts at all key stages which are being studied. There are also opportunities for pupils to take part in: spelling bees, poetry slams, debating clubs, peer buddies, reading schemes, national days such as World Book/Poetry days.

Within the classroom pupils take part in magenta tasks, group and peer tasks, carousels, visual/auditory/kinaesthetic tasks.

What impact does your curriculum have on the learners at Archbishop Blanch?

It creates pupils who have a breadth of knowledge about the different areas of English. It enables understanding of the power of language and the written word, enabling progression in cross curricular subjects also. Furthermore, it creates passion and mastery skills in pupils who may follow English through their career path. Pupils are given the best opportunity to achieve their full potential due to how the curriculum covers all areas of life and can be accessed by a wide range of abilities.

What are your assessments for this academic year?

All assessments are indicated on the long term plans

KS3

Term	Year 7	Assessment	Year 8	Assessment
------	--------	------------	--------	------------

Curriculum rationale

Faculty : English

Lead : T. Hughes

<p>Autumn term</p>	<p>20th and 21st century texts : Power and conflict :</p> <ul style="list-style-type: none"> - To Kill a Mockingbird - The Book Thief - The Boy in the Striped Pyjamas - Wonder - Across the Barricades - Roll of Thunder Hear My Cry <p>Paper 1 style questions. Speaking and listening activities Thematic questions</p> <p>Reading assessment</p> <p>Writing assessment to be completed by week ending</p>	<p>Reading : Lang AO2 How does the author use language to engage the reader? :</p> <p>Writing : AO5/6 Lang Paper 1 Writing a description using an image as stimuli.</p>	<p>Women in Literature and in the Media (19th and 21st century) Analysis and comparison of a choice of key extracts</p> <p>Paper 2 style questions Speaking and listening activities Thematic analysis</p>	<p>Reading: AO3 Lang Q4 Paper 2 Referring to two texts compare how the two writers' convey their different attitudes towards...</p> <p>Writing: AO5/6 Lang Paper 2 "The media do not provide good role models for girls." Write an article for your school newspaper in which you agree/disagree with this statement</p>
<p>Spring term</p>	<p>Introduction to Shakespeare :</p> <ul style="list-style-type: none"> - Life and times of William Shakespeare - social and historical context) - Key extract analysis (Taming of the Shrew / The Tempest / Hamlet / Midsummer Night's Dream /Romeo and Juliet / sonnets) 	<p>Reading : Lang AO3 Paper 2 Write a summary of the differences between two characters from different plays.</p> <p>Writing : AO1, 2, 3, 4 Literature Paper 1 (SPAG) Starting with this extract, how does Shakespeare</p>	<p>Study of Macbeth, Poetry and Sonnets</p> <p>Paper 1 and 2 style questions Speaking and listening activities Thematic analysis</p> <p>Writing assessment</p> <p>Reading assessment to be completed by week ending</p>	<p>Reading : Lang AO2 Paper 1 How does Shakespeare use language to present Macbeth?</p> <p>Writing : Lang AO4 (Also 4 extra marks for SPAG) Paper 1 A student, having read Macbeth, said "I like the way that Shakespeare has portrayed Lady Macbeth as a powerful woman."</p>

	<p>Speaking and listening activities.</p> <p>Thematic analysis</p> <p>Language paper 1 and 2 questions.</p>	<p>present...and in the play as a whole?</p>		<p>To what extent do you agree?</p> <p>In your answer you should:</p> <p>Write about your own impressions of Lady Macbeth</p> <p>Evaluate how Shakespeare develops these impressions of her.</p> <p>Support your opinions with quotations from the text</p>
<p>Summer term</p>	<p>Pre 19th Century and Contemporary Poetry : Analysis of key poems linked by theme.</p> <p>Extracts :</p> <p>Paper 1 and 2 style questions</p> <p>Speaking and listening activities</p> <p>Thematic analysis</p> <p>Reading assessment to be completed by week ending</p> <p>Writing assessment to be completed by week ending</p>	<p>Reading: Language Paper 1 AO2 (Structure)</p> <p>How has the writer structured the poem to engage you as a reader?</p> <p>Writing : Literature Paper 2 AO1, AO2, AO3</p> <p>Compare how poets present the theme of...in this and one other poem.</p>	<p>20th century literature</p> <p>Of Mice and Men analysis</p> <p>Paper 1 and 2 style questions</p> <p>Speaking and listening activities</p> <p>Thematic analysis</p> <p>Writing assessment to be completed by week ending</p> <p>Reading assessment to be completed by week ending</p>	<p>Reading : Literature AO1, AO2, AO3</p> <p>How does Steinbeck present Curley's wife as a trouble maker in this extract and in the novel as a whole?</p> <p>Writing : AO5/6</p> <p>Lang Paper 2</p> <p>Write an speech to persuade your audience that the 'the American Dream is unachievable'</p>

2018/2019

Term	Year 9	Year 10	Year 11
Autumn	<p>Transition unit for Language and literature</p> <p>(8 lessons)</p>	<p>English Language - Paper 1 T1 Paper 2 T2</p> <p>English Literature - A Christmas Carol (30th September) English Literature – Romeo and Juliet (1st October onwards) (8 lessons)</p>	<p>English Language - Paper 1 T1 Paper 2 T2</p> <p>English Literature – An Inspector Calls (30th September) English Literature – Power and Conflict (1st October onwards) (9 lessons)</p>
Assessment	<ul style="list-style-type: none"> ✓ Reading: P1 Q3 Structure ✓ Writing: P2 Q5 Transactional writing ✓ Maintenance mark once per half term. ✓ Live mark once per half term. 	<ul style="list-style-type: none"> ✓ Assessment – Language Paper 1 T1/ Paper 2 T2. ✓ Maintenance mark once per half term. ✓ Live mark once per half term. <p>Mini Mock – Literature 'A Christmas Carol' – WC 1st October 2018</p>	<ul style="list-style-type: none"> ✓ Assessment – Language Paper 1 T1/Paper 2 T2 ✓ Maintenance mark once per half term. ✓ Live mark once per half term. <p>Full mock – Language paper 2 Literature paper 2 (TBC)</p>
Spring	<p>An introduction to English Language Paper 1.</p> <p>An introduction to GCSE Literature – Context work</p>	<p>English Language - Paper 1</p> <p>English Literature - Romeo and Juliet (until February half term)</p>	<p>Full curriculum revision</p>

	<p>leading to Speaking & Listening (Feb half term) Feb – Easter: Unseen Poetry</p>	<p>English Literature – An Inspector Calls (Feb – Easter)</p>	
	<ul style="list-style-type: none"> ✓ One assessment per half term T1- Reading/T2 – Writing. ✓ Maintenance mark once per half term. ✓ Live mark once per half term. <p>Mini mock – Unseen Poetry</p>	<ul style="list-style-type: none"> ✓ Assessment – Language Paper 1 reading T1/writing T2 ✓ Maintenance mark once per half term. ✓ Live mark once per half term. <p>Mini mock – Romeo and Juliet</p>	<ul style="list-style-type: none"> ✓ Assessment – Language Paper 1 T1/Paper 2 T2 ✓ Maintenance mark once per half term. ✓ Live mark once per half term. <p>Full mock – Language paper 1 Literature paper 1</p>
Summer	<p>An introduction to English Language Paper 2</p> <p>An introduction to GCSE modern texts – An Inspector Calls.</p>	<p>English Language – Paper 2 T1/Paper 1 T2</p> <p>English Literature – Power and Conflict Poetry/Unseen.</p>	<p>Full curriculum revision</p>
	<ul style="list-style-type: none"> ✓ One assessment per half term T1- Reading/T2 – Writing. ✓ Maintenance mark once per half term. 	<ul style="list-style-type: none"> ✓ Assessment – Language Paper 2 T1/Paper 1 T2 ✓ Maintenance mark once per half term. ✓ Live mark once per half term. 	<p>GCSE EXAMS COMMENCE</p>

	✓ Live mark once per half term. Mini mock – An Inspector Calls	Full mock – Language Paper 1 Full mock – Literature Paper 2	
--	---	--	--

Archbishop Blanch English Department

Year 12 Paper 1 English Long Term Plan 2017–2018

Year 12	Paper 1 – Othello		Paper 1 – “Love Through The Ages continued”		Introducing Othello Introducing coursework
Autumn 1&2- Baseline assessment based around an unseen poem or prose extract	<u>Introduction to topic</u> <ul style="list-style-type: none"> Students should become aware of possible broad aspects of “love” for study. Students could research and produce a “Love 	Spring 1&2 Reading assessments should be comparative essays between Gatsby and poetry that	Continue to read The Great Gatsby and draw in the poetry throughout the text where appropriate to make links to different types of love.	Summer 1&2 Reading assessments of Othello based on exam style questions.	Introduce Othello and the contextual background. Begin reading and analysing the play for its representations of love and how these reflect the time it was

Curriculum rationale

Faculty : English

Lead : T. Hughes

<p>exploring the theme of love.</p> <p>Assessment 2: exam style question exploring a theme from the opening of The Great Gatsby.</p>	<p>Through the Ages" grid that tracks the changes in attitudes, conventions and literary representations of love through different time periods. They should also develop an understanding of key poetry movements</p> <ul style="list-style-type: none"> • Introduce The Great Gatsby and the historical context. • Begin reading and analysing the text for narrative structure, use of time/place, characterisation, point of view, language and structure. Focus on its 	<p>follow the style of the exam.</p> <p>At least one should be done in timed, exam conditions without students having prior knowledge of the question.</p>			<p>written. Also make links to the</p> <p>During the second half term, one lesson a week should be given to introducing the coursework requirements. Students need to research and select a partner text to use in the coursework. This will need to be read over the summer ready for September.</p>
--	---	--	--	--	---

Curriculum rationale

Faculty : English

Lead : T. Hughes

representation of love.

- Pause reading of the novel to draw in relevant poems from the pre-1900 anthology and make links between the presentations of love.

Archbishop Blanch English Department

Year 13 Paper 1 English Long Term Plan 2017–2018

Year 12	Paper 1 – Complete Othello Coursework: Begin reading and analysis of		Coursework completion		Revision of The Great Gatsby Pre-1900 poetry Othello Unseen Poetry
---------	---	--	-----------------------	--	---

	course work set text – A Doll’s House		Unseen poetry practice		
<p>Autumn 1&2-</p> <p>Assessment – 1 analytical essay on Othello.</p> <p>Marked early coursework drafts</p>	<ul style="list-style-type: none"> Complete reading and analysis of Othello during the first half term. Making links to the context. Explore dramatic structure, characterisation, stage craft, language and dialogue Begin reading and analysis of coursework set text – A Doll’s House. Students should have chosen their partner text by 	<p>Spring 1&2</p> <p>Assessment – coursework drafts.</p> <p>At least one practice unseen poetry essay</p>	<p>First half term, complete in class analysis of A Doll’s House and pupils begin planning and preparing their chosen comparison essay. Pupils then to begin drafting their final coursework for homework.</p> <p>Begin practice of unseen poetry in class.</p> <p>Some time might also be given over to revision of The Great Gatsby and Pre-1900 poetry according to the needs of the class.</p>	<p>Summer 1&2</p> <p>Practice exam questions as appropriate.</p>	<p>Revision of all topics according to the needs of the class. Some time should be given to all.</p>

Curriculum rationale

Faculty : English

Lead : T. Hughes

this point and be making links between their chosen text and A Doll's House. Some suggested areas for focus are listed below but they are not limited to these in their essay:

- the struggle for identity
- crime and punishment
- minds under stress
- nostalgia and the past
- the Gothic
- satire and dystopia
- war and conflict
- representations of race and ethnicity

Curriculum rationale

Faculty : English

Lead : T. Hughes

- representations of sexuality • representations of women
- representations of men
- representations of social class and culture.

Archbishop Blanch English Department

Year 12 Paper 2 English Long Term Plan – Paper 2 2017–2018

Year 12	Bridging to A-Level Unit Unseen Prose introduction Introduction to <i>The Colour Purple</i>		Paper 2 – The Colour Purple A Street Car Named <u>Desire</u>		Complete reading of A Streetcar Named Desire Revisit Unseen Prose
Autumn 1&2- Baseline assessment unseen prose analysis. Analytical essay on the opening of The Colour Purple	First 3-4 weeks - <u>Introduction to A- Level skills</u> <ul style="list-style-type: none"> Follow bridging unit introducing the A-Level approach to English Literature. Introduce and reinforce new terms and concepts such as historicism, narrative viewpoint, 	Spring 1&2 Analytical Essays exploring the themes of The Colour Purple An analytical essay comparing an element of The Colour Purple and Streetcar Named Desire.	Continue reading and analysis of The Colour Purple – make links to the context and historical references. Introduce critical concepts such as Marxism, Feminism, Post- Colonialism to inform interpretation. <u>Half Term 2 – Introduction to A Streetcar Named Desire</u>	Summer 1&2 Reading assessments of Othello based on exam style questions.	Complete reading and analysis of A Streetcar Named Desire – make links and comparisons between The Colour Purple and A Streetcar Named Desire. Time can be taken to plan a range of exam questions of key themes/characters and links between the texts. Revision notes. If time remains, revisit Unseen Prose and begin making links between the unseen

Curriculum rationale

Faculty : English

Lead : T. Hughes

Marxism,
Feminism etc.

- Introduce the context/time period of WW2 – Modern Day. Students to complete research task and presentations exploring different elements of the context.
- Practice analysis using unseen extracts based on the understanding

Introduction to The
Colour Purple

- Prepare for The Colour Purple by covering context and background to Alice Walker

Introduce the context and background to A Streetcar Named Desire.

Begin exploring the stagecraft, structure, language and dialogue of the play. Make links to themes in The Colour Purple.

texts and the core set texts.

Curriculum rationale

Faculty : English

Lead : T. Hughes

- Begin analysis of the novel focussing on the writer's use of language, structure, narrative viewpoint etc.

Archbishop Blanch English Department

Year 13 Paper 2 English Long Term Plan – Paper 2 2017–2018

Year 13	Introducing Feminine Gospels		Complete feminine Gospels Unseen Prose Revision		Revision of all three core texts and unseen.
Autumn 1&2- Assessments should be analytical essays based on the style of the exam – exploring	<ul style="list-style-type: none"> • Introduce the background and context to Feminine Gospels – considering themes and the writer's intentions. Encourage students to think about it as a 	Spring 1&2 Assessments should be analytical essays based on the style of the exam – exploring different themes	<p>First half term should be spent completing any final feminine Gospels poems and practising essays.</p> <p>Second half term revise unseen prose skills and practise</p>	Summer 1&2 Exam style questions where appropriate.	Final half term should be spent according to the needs of the individual class. At least some revision time should be given to each question in the exam and the format that the exam takes.

Curriculum rationale

Faculty : English

Lead : T. Hughes

different themes and ideas within the collection.

whole text – not an anthology. They should consider the structure of the text as a whole. The first half up until Laughter of Stafford Girls High – are tall tales where Duffy subverts fairy tales. After Laughter of Stafford Girls High, the poems become more personal.

- Begin analysing the poems and the representations of femininity. It is important to teach the poems in groups or clusters rather than in a random order (or even the

and ideas within the collection.

making links with all of the core texts studied.

Curriculum rationale

Faculty : English

Lead : T. Hughes

order that they appear in the collection.) There is a SOW On One Drive that guides you through the poems.