**ALL HALLOWS RC HIGH SCHOOL**

 

**English Curriculum Overview**

**September 2022**

**Mrs A Conescu**

**Curriculum Intent**

We believe that students deserve a broad and ambitious English curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment.

**Knowledge** in English:

Our curriculum will provide students with the powerful knowledge that can too often be hidden from view and in doing so help to make the implicit, explicit.

∙ Students to understand that behind every text ever written there is writer’s intent.

∙ Students to know that we can and should make predictions about any text both fiction and non-fiction by asking a set of initial questions both of fiction and non-fiction texts.

∙ There is a set of fundamental universal and timeless themes/ideas that influence the intentions of writers and transcend the boundaries of time. E.g. Class divide, abuse of power, gender boundaries and inequality.

∙ Students to know that they are connected to these universal and timeless themes/ideas and this can inform their own personal responses to a text.

∙ To understand and acquire a control over language both written and spoken so that students can discover the potential power it can have and can give

**Skills** in English - pupils will be able to:

* read complex passages confidently and methodically, in order to breakdown the language and structure to establish and analyse meaning;
* demonstrate mastery of reading through discussion and writing;
* enjoy a wide range of fiction and non-fiction texts which help them to connect with the world around them;
* develop cultural capital that will help remove barriers to achievement in school, future learning and the world of work;
* write clearly, fluently and accurately in plain English, showing flair and creativity where appropriate;
* develop detailed ideas in writing, adapting language to audience and purpose;
* use a wide range of appropriate and ambitious vocabulary with precision;
* produce ‘beautiful work’ of which they can be proud;
* in talk, articulate and express their ideas, views and opinions about a wide range of topics clearly, confidently and respectfully;
* develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

**Co-Curriculum enrichment**

We are aiming to offer students a wide variety of opportunities and experiences that enrich students’ understanding of the world around them and how they are connected to it.

These will include:

∙ Theatre and lecture trips help to develop a broader understanding of texts beyond their pages and beyond what is required of the exam specifications across all Key Stages.

∙ Manchester Actors internal productions of key curriculum texts.

∙ Poetry and Creative writing competitions across the Key

**Cultural Capital** – Consequently, our students will have the confidence to:

* critically engage with political and social issues
* weigh up evidence and distinguish between facts and opinions
* consider different perspectives in order to formulate their own understanding and ideas
* express themselves confidently with reasoned arguments
* consider human rights and the applicability of laws nationally and internationally
* take appropriate actions as responsible citizens

KS3

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **7**Main running theme:Humanity and self-discovery | **Modern novel:****21 lessons****“Refugee Boy”, by Benjamin Zephaniah****2 weeks intro into topic:****Context*****George the Poet(links to Grenfell Tower Fire)*****Speaking and Listening****Half-term assessment: descriptive writing****Reading skills** | **Modern novel:****21 lessons****“Refugee Boy”, by Benjamin Zephaniah****Speaking and Listening****Half-term assessment: question based on extract****Reading skills** | **Non-fiction:****15 lessons****Opinions pieces****Journalistic pieces on IDENTITY** **20th century** **Writing for a purpose- speech(persuasive writing)****Writing skills** | **Self-discovery**  **Poetry:****15 lessons****“What they were like”****“Search for my tongue”****“Nothing’s changed”****“Presents from my aunt in Pakistan”****Speaking and Listening****Half-term assessment: poem analysis****Reading skills**  | **Shakespeare:****15 lessons****Y7 exams****“The Tempest”****Section on:****Context** **Stagecraft****Speaking and Listening****Half-term assessment: Letter as a character/point of view on any issues related to the play/characters****Writing skills** | **Shakespeare:****21 lessons****“The Tempest”****Speaking and Listening****Half-term assessment: question based on extract****Reading skills** |
| **8**Main running theme:inner conflict | **Pre-19th Century Novel:****21 lessons****2 weeks intros to topic:****Springboard into Gothic writing****Speaking and Listening****“Dr Jekyll and Mr Hyde”****Half-term assessment: opening to a gothic story (descriptive writing/narrative writing)****Writing Skills**  | **Pre-19th Century Novel:****21 lessons****“Dr Jekyll and Mr Hyde”****Speaking and Listening****Half-term assessment: question based on extract****Reading skills** | **Non-fiction:****15 lessons** **Year 8 exams****Conflict:****Gender****groups****Half – term assessment:****Writing a newspaper article of gender roles** **Writing skills** | **Poetry – with some elements of love:****15 lessons**“Catrin” by Gillian Clark“Quickdraw” by Carol Ann Duffy“Spellbound” by Emily Bronte “Belfast Confetti” by Ciaran Carson**Half-term assessment: poem analysis(focus on themes and how these are presented through language** **Reading skills** | **Shakespeare:****15 lessons****“Romeo and Juliet”****Speaking and Listening****Half-term assessment:** **Creative writing from a personal perspective of a character.****Writing skills** | **Shakespeare:****21 lessons****“Romeo and Juliet”****Speaking and Listening****Half-term assessment: question based on extract****Reading skills** |
| **9**Main running theme:Social and moral equality | **“Animal Farm”:****30 lessons****2 weeks intro into topic/context -** **Half-term assessment: persuasive speech** **Speaking and Listening****Writing skills** | **“Animal Farm”:****30 lessons****Speaking and Listening****Half-term assessment: question based on extract****Reading skills** |  **Non-fiction****Travel****writing****Speaking and Listening****Half-term assessment:****Persuasive writing** **Writing skills** | **Political Poetry –** with elements of unseen poetry**Speaking and Listening****Half-term assessment: question based on a poem(confidently using what/how/why)****Reading skills**  | **Shakespeare**Themes; heroes, villains; context ; women (supernatural)**Speaking and Listening****Half-term assessment: question on expectations of women** **Reading skills**  | **Reading skills** **Creative Writing****Speaking and Listening****Half-term assessment: descriptive/narrative writing** **Writing skills** |

KS4

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| **Y****E****A****R****11****Language** **2023** | **Paper 1**understanding of text; analysis of language and structureevaluation of text; writing to describe;writing for purpose**Assessment on Paper 1**To use a selection of 19th/20th/21st century literary texts**AQA Papers 1 &2 Reading Resources** | **Paper 1 & Paper 2, Q5**understanding of text; analysis of language and structureevaluation of text; writing to describe;writing for purpose**Assessment on Paper 2****Mock exams**To use a selection of 19th/20th/21st century literary texts**AQA Papers 1 &2 Reading Resources** | **Paper 1 & Paper 2****Revision****Targeted review of gaps in knowledge****Teachers to design Sequence of Learning for their classes and submit it to HoD**understanding of text; analysis of language and structureevaluation of text; writing to describe;writing for purpose**Assessment on Papers 1&2**To use a selection of 19th/20th/21st century | **Paper 1 &Paper 2****PPEs****Targeted review of gaps in knowledge****Teachers to design Sequence of Learning for their classes and submit it to HoD**understanding of text; analysis of language and structureevaluation of text; writing to describe;writing for purpose**Assessment on Papers 1&2**To use a selection of 19th/20th/21st century | **Papers 1&2****Final revision****Targeted review of gaps in knowledge****Teachers to design Sequence of Learning for their classes and submit it to HoD** | **June Exams** |
| **Y****E****A****R****10****Literature****2023** | **Autumn 1****Lit Paper 1 -****“A Christmas Carol”** **Lit Paper 2****Revision – “An Inspector Calls”**Paper 1 Section B(understanding of text; analysis of language and structure; context/writers’ ideas; SPaG)**AOs 1/2/3/4****Mid-Term Assessment****Retrieval starters** | **Autumn 2****Lit Paper 1 -****“A Christmas Carol”** **Lit Paper 2****Revision – “An Inspector Calls”**Paper 1 Section B(understanding of text; analysis of language and structure; context/writers’ ideas; SPaG)**Mocks****AOs 1/2/3/4****Retrieval starters** | **Spring 1****Lit Paper 1 -** **Shakespeare (revision)****“Macbeth”****Lit Paper 2 – Power and Conflict Poetry** Paper 1 Section A(understanding of text; analysis of language and structure; context/writers’ ideas; SPaG)**AOs 1/2/3/4****Retrieval starters** | **Spring 2****Lit Paper 2 – Unseen Poetry** **Lit Paper 2 – Power and Conflict****Teachers to design Sequence of Learning for their classes and submit it to HoD****PPEs****Targeted review of gaps in knowledge**Paper 1 Section A& Paper 2, Section B(understanding of text; analysis of language and structure; context/writers’ ideas; SPaG)**AOs 1,2,3&4** | Final Revision**Targeted review of gaps in knowledge****Teachers to design Sequence of Learning for their classes and submit it to HoD****May Exams** | **Spoken Language****Lang Paper 1,****Question 5** |