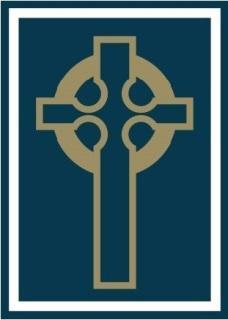
**ALL HALLOWS RC HIGH SCHOOL**



**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 structure  evaluation 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 structure  evaluation 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 structure  evaluation 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 structure  evaluation 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** |