

All Hallows RC High School

Specialising in Business, Enterprise & Sports



ENGLISH CURRICULUM OVERVIEW

MRS A CONESCU

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WE AIM FOR ALL HALLOWS RC
BUSINESS, ENTERPRISE AND SPORTS COLLEGE TO BE A
CATHOLIC SCHOOL
TO WHICH CHILDREN WISH TO COME
TO WHICH PARENTS WISH TO SEND THEIR CHILDREN
AND WHERE TEACHERS
WISH TO TEACH

OUR MISSION IS TO OFFER A
HIGH QUALITY
CATHOLIC EDUCATION
FOR ALL, IN AN ENVIRONMENT WHERE
GOSPEL VALUES ARE CENTRAL
TO TEACHING AND LEARNING
AND IN WHICH THE
UNIQUE VALUE
OF EACH PERSON IS
RECOGNISED AND RESPECTED

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

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>7</p> <p>Main running theme: Humanity and self-discovery</p>	<p>Modern novel: 21 lessons</p> <p>“Refugee Boy”, by Benjamin Zephaniah</p> <p>2 weeks intro into topic: Context George the Poet(links to Grenfell Tower Fire)</p> <p>Speaking and Listening</p> <p>Half-term assessment: descriptive writing</p> <p>Reading skills</p>	<p>Modern novel: 21 lessons</p> <p>“Refugee Boy”, by Benjamin Zephaniah</p> <p>Speaking and Listening</p> <p>Half-term assessment: question based on extract</p> <p>Reading skills</p>	<p>Non-fiction: 15 lessons</p> <p>Opinions pieces Journalistic pieces on IDENTITY 20th century</p> <p>Writing for a purpose- speech(persuasive writing)</p> <p>Writing skills</p>	<p>Self-discovery Poetry: 15 lessons</p> <p>“What they were like” “Search for my tongue” “Nothing’s changed” “Presents from my aunt in Pakistan”</p> <p>Speaking and Listening</p> <p>Half-term assessment: poem analysis</p> <p>Reading skills</p>	<p>Shakespeare: 15 lessons Y7 exams “The Tempest”</p> <p>Section on: Context Stagecraft</p> <p>Speaking and Listening</p> <p>Half-term assessment: Letter as a character/point of view on any issues related to the play/ characters</p> <p>Writing skills</p>	<p>Shakespeare: 21 lessons</p> <p>“The Tempest”</p> <p>Speaking and Listening</p> <p>Half-term assessment: question based on extract</p> <p>Reading skills</p>
<p>8</p> <p>Main running theme: inner conflict</p>	<p>Pre-19th Century Novel: 21 lessons</p> <p>2 weeks intros to topic: Springboard into Gothic writing Speaking and Listening</p> <p>“Dr Jekyll and Mr Hyde”</p> <p>Half-term assessment: opening to a gothic story (descriptive writing/narrative writing)</p> <p>Writing Skills</p>	<p>Pre-19th Century Novel: 21 lessons</p> <p>“Dr Jekyll and Mr Hyde” Speaking and Listening</p> <p>Half-term assessment: question based on extract</p> <p>Reading skills</p>	<p>Non-fiction: 15 lessons Year 8 exams</p> <p>Conflict: Gender groups</p> <p>Half – term assessment: Writing a newspaper article of gender roles</p> <p>Writing skills</p>	<p>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</p> <p>Half-term assessment: poem analysis (focus on themes and how these are presented through language)</p> <p>Reading skills</p>	<p>Shakespeare: 15 lessons “Romeo and Juliet”</p> <p>Speaking and Listening Half-term assessment: Creative writing from a personal perspective of a character.</p> <p>Writing skills</p>	<p>Shakespeare: 21 lessons</p> <p>“Romeo and Juliet”</p> <p>Speaking and Listening</p> <p>Half-term assessment: question based on extract</p> <p>Reading skills</p>

9	<p>“Animal Farm”: 30 lessons</p> <p>2 weeks intro into topic/context</p> <p>-</p> <p>Half-term assessment: persuasive speech</p> <p>Speaking and Listening</p> <p>Writing skills</p>	<p>“Animal Farm”: 30 lessons</p> <p>Speaking and Listening</p> <p>Half-term assessment: question based on extract</p> <p>Reading skills</p>	<p>Non-fiction</p> <p>Travel</p> <p>writing</p> <p>Speaking and Listening</p> <p>Half-term assessment: Persuasive writing</p> <p>Writing skills</p>	<p>Political Poetry – with elements of unseen poetry</p> <p>Speaking and Listening</p> <p>Half-term assessment: question based on a poem(confidently using what/how/why)</p> <p>Reading skills</p>	<p>Shakespeare</p> <p>Themes; heroes, villains; context ; women (supernatural)</p> <p>Speaking and Listening</p> <p>Half-term assessment: question on expectations of women.</p> <p>Reading skills</p>	<p>Reading skills</p> <p>Creative Writing</p> <p>Speaking and Listening</p> <p>Half-term assessment: descriptive/narrative writing</p> <p>Writing skills</p>

KS4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11 Language 2023	<p>Paper 1</p> <p>understanding of text; analysis of language and structure</p> <p>evaluation of text;</p> <p>writing to describe; writing for purpose</p> <p>Assessment on Paper 1</p> <p>To use a selection of 19th/20th/21st century literary texts</p> <p>AQA Papers 1 &2 Reading Resources</p>	<p>Paper 1 & Paper 2, Q5</p> <p>understanding of text; analysis of language and structure</p> <p>evaluation of text;</p> <p>writing to describe; writing for purpose</p> <p>Assessment on Paper 2</p> <p>Mock exams</p> <p>To use a selection of 19th/20th/21st century literary texts</p> <p>AQA Papers 1 &2 Reading Resources</p>	<p>Paper 1 & Paper 2</p> <p>Revision</p> <p>Targeted review of gaps in knowledge</p> <p>Teachers to design Sequence of Learning for their classes and submit it to HoD</p> <p>understanding of text; analysis of language and structure</p> <p>evaluation of text;</p> <p>writing to describe; writing for purpose</p> <p>Assessment on Papers 1&2</p> <p>To use a selection of 19th/20th/21st century</p>	<p>Paper 1 & Paper 2</p> <p>PPEs</p> <p>Targeted review of gaps in knowledge</p> <p>Teachers to design Sequence of Learning for their classes and submit it to HoD</p> <p>understanding of text; analysis of language and structure</p> <p>evaluation of text;</p> <p>writing to describe; writing for purpose</p> <p>Assessment on Papers 1&2</p> <p>To use a selection of 19th/20th/21st century</p>	<p>Papers 1&2</p> <p>Final revision</p> <p>Targeted review of gaps in knowledge</p> <p>Teachers to design Sequence of Learning for their classes and submit it to HoD</p>	<p>June Exams</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 Literature 2023	<p>Lit Paper 1 - "A Christmas Carol"</p> <p>Lit Paper 2 Revision – "An Inspector Calls"</p> <p>Paper 1 Section B (understanding of text; analysis of language and structure; context/writers' ideas; SPaG)</p> <p>AOs 1/2/3/4</p> <p>Mid-Term Assessment</p> <p>Retrieval starters</p>	<p>Lit Paper 1 - "A Christmas Carol"</p> <p>Lit Paper 2 Revision – "An Inspector Calls"</p> <p>Paper 1 Section B (understanding of text; analysis of language and structure; context/writers' ideas; SPaG)</p> <p>Mocks</p> <p>AOs 1/2/3/4</p> <p>Retrieval starters</p>	<p>Lit Paper 1 - Shakespeare (revision)</p> <p>"Macbeth"</p> <p>Lit Paper 2 – Power and Conflict Poetry</p> <p>Paper 1 Section A(understanding of text; analysis of language and structure; context/writers' ideas; SPaG)</p> <p>AOs 1/2/3/4</p> <p>Retrieval starters</p>	<p>Lit Paper 2 – Unseen Poetry Lit Paper 2 – Power and Conflict</p> <p>Teachers to design Sequence of Learning for their classes and submit it to HoD</p> <p>PPEs</p> <p>Targeted review of gaps in knowledge</p> <p>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</p>	<p>Final Revision</p> <p>Targeted review of gaps in knowledge</p> <p>Teachers to design Sequence of Learning for their classes and submit it to HoD</p> <p>May Exams</p>	<p>Spoken Language</p> <p>Lang Paper 1, Question 5</p>

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