

English Curriculum Overview



Subject Curriculum Intent Statement

Our English curriculum mission is to foster a life-long love of the written word and to identify a clear character and purpose for English, emphasising its importance both inside the classroom and beyond.

The faculty embraces both the traditional and the contemporary by balancing a study of literary classics and ambitious texts that connect the past, the present and the future and provide our students with the tools to both navigate and influence their world. Our ambition is to inspire all of our students to share our passion for English and to become successful, analytical and empathetic communicators of the 21st century.

This will be achieved through:

- Delivering an exciting, dynamic and diverse English curriculum that celebrates the literary history of Great Britain as well as developing students' knowledge of literature from other cultures and traditions
- Exploring a range of texts and developing students' ability to write creatively, confidently and accurately
- Encouraging confidence in oracy and developing students' ability to articulate their ideas and opinions successfully in a range of situations
- Ensuring consistently high levels of challenge and expectation
- Providing high quality teaching which inspires students to reach their full potential

English Curriculum Offer at SNA

- **Year 7 English** – All students have four periods a week.
- **Year 8 English** – All students have four periods a week
- **Year 9 English** – All students have four periods a week

Key Stage 4- Years 9-11

- GCSE English Language (AQA Specification)
- GCSE English Literature (AQA Specification)
- GCSE Media Studies (WJEC Specification)

Key Stage 5- Years 12-13

- A-Level English Language (AQA Specification)
- A-Level English Literature (AQA Specification)
- A-Level Media Studies (Eduqas Specification)

English Curriculum Map

	Year 7	Year 8	Year 9
AUTUMN TERM	A Monster Calls <i>(Patrick Ness)</i>	'Map of Leaves' <i>(Yarrow Townsend)</i>	'I Must Betray You' <i>(Rita Sepetys)</i>
Modern Prose	Exploring how the writer uses symbolism to explore grief in the text.	Exploring how the writer uses symbolism to explore the effects of climate change.	Exploring the presentation of rebellion in the novel
SPRING TERM	The Tempest	A Midsummer Night's Dream	Romeo and Juliet
Shakespeare	Exploring how sympathy for Caliban is created in the play.	Exploring the conventions of Shakespearean comedy and the power structures within it.	Introduction to Shakespearean tragedy
SUMMER TERM	'Protest can be beautiful': How poets write about the natural world	Poetry & Politics: How poets influence and shape our world	Poetry in Context
Powerful Poetry	Exploring how poets write about the natural world.	Positioning the reader: exploring how writers shape readers' views of right and wrong	Exploring how poets through the ages explore the theme of power differently

Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

Assessment approach	Description	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Low stakes quizzing/questioning and class discussion	Short answer questions from current or previous topics which is peer or self marked							
Lesson review	Students use reflection activities on graded lesson outcomes through PRIDE task activities, allowing students to make improvements							
Teacher, peer and self-assessment	The teacher, student or peer uses a success criteria or looks at models provided to give feedback around how students can improve their skills.							
Whole class feedback	Whole class feedback is given to students to overcome misconceptions and provide the class the opportunities to discuss high level outcomes							
Baseline and summative assessments	Graded assessments are used to establish current skills/ acquired knowledge overtime to support teachers in their planning for learning.							

Cross Curricular links

Within our English curriculum, we offer a variety of opportunities for cross curricular links, that benefit students at all levels. Our cross curricular links are as follows:

- **Literacy** - Students explore a range of challenging, exciting and engaging texts. Students are taught to read for meaning and inference and to develop their opinions in a range of ways. Students write creatively and critically in lessons and develop their use of ambitious and academic vocabulary in doing so. Students explore writing as a way to express, develop and articulate their views as well as to evaluate the views of others. Through effective oracy students develop their skills of communication.
- **Drama**- In year 7 and year 8 students explore the plot, characters and themes of 'The Tempest' and 'A Midsummer Night's Dream' deepening their knowledge and understanding of these play texts in Drama.
- **History**- In year 7, 8 and 9 students use their knowledge of a variety of topics such as World War I and the Tudors to inform their understanding and exploration of texts within their context.
- **PSHE**- Through the exploration of topics in English students have the opportunity to discuss and learn about relationships, British Values, other cultures and traditions, morality, responsibility, resilience and growth mindset.

Preparing for Life

At SNA, our English curriculum supports and further develops the following skills to prepare students for life beyond school in the world of work.

- **Aiming High** – In English we explore a wide variety of challenging texts and encourage students to develop a clear understanding of their literary heritage. We also explore texts within their contexts and offer opportunities for students to develop their understanding and appreciation of texts.
- **Listening** – In English students are taught the importance of listening carefully as a reader in order to empathise with characters and speakers. Students also develop their own listening and responding skills through regular discussion and debate in the classroom
- **Team work** - In English students work collaboratively to develop their thoughts and opinions about a wide range of texts and topics. They also work together to produce creative responses and short presentations.
- **Critical Thinking** – We are part of the 'Let's Think in English' community. This means that students in all Key Stages benefit from cognitive acceleration lessons developed by the team at King's College, London. These lessons focus on critical thinking skills and use a dialogic approach to teaching and learning.

Extra-Curricular

We are passionate about enriching our curriculum with opportunities for active and experiential learning. We run a variety of theatre trips, workshop experiences, author visits and visits that support and enhance our curriculum.

We run weekly 'film club' giving the opportunity for our students to watch a variety of soul-nourishing and thought-provoking films. We also run bespoke homework support club for key students where staff work to support students building confidence and autonomy as they move through school. Our Autumn Term 'Tuesday Mystery' club also proved very popular with the more lateral thinking of our students (and staff)!