





Curriculum Intent for English at Blessed Robert Sutton Catholic Voluntary Academy

	<p><u>Overall Aim of the English Department</u></p> <ul style="list-style-type: none">• To instil in students a love of literature and reading, and an appreciation of the nuances of language in order to be able to communicate clearly and effectively.• To develop a love of reading that will last a life time• To encourage students to think autonomously, develop opinions and arguments and be able to express these with clarity and impact• To explore contemporary issues for young people today to ensure that learning is relevant and interesting
	<p><u>English will teach spiritual development by ...</u></p> <ul style="list-style-type: none">• Giving opportunities to reflect on personal values• Exploring philosophical and ethical issues
	<p><u>English will teach social excellence through...</u></p> <ul style="list-style-type: none">• Exploring key issues in society, including prejudice, morality and justice• Considering the opinions, experiences and perspectives of others• Discussing emotions in an open and constructive way
	<p><u>English will teach academic excellence by...</u></p> <ul style="list-style-type: none">• Allowing students to understanding significant historical events• Studying a range of literature from different time periods and different cultures• Encouraging exploration of deep and thoughtful ideas and concepts
<p style="text-align: center;">Enrichment opportunities in English KS4 trips to see texts studied in performance</p>	

Key Stage 3 Course description

We do not start GCSE study at KS3, but we do focus on GCSE skills, including analytical writing about texts, creative writing and persuasive non-fiction writing. All units are taught holistically, with these key skills being interwoven in the sequence of lessons delivered. The aim of KS3 is to cultivate a love of English whilst developing key specific skills needed at GCSE: that way, once students are in Year 10, they are equipped and ready to tackle the content challenge of GCSE without having to sacrifice time gaining skills.

Copy of subject road map to go in here

Year 7

All Year 7 classes begin by studying a modern novel in order to create a solid foundation to start understanding the key skills required at KS3 and KS4. Reading and writing skills are taught holistically through the unit of work, allowing students the opportunity to work both creatively and analytically, and to understand the expected format of each skill. Study will focus on exploration of modern issues such as refugees and gender stereotyping, as well as considering a writer's ideas and intentions, moving beyond simple understanding of plot and character.

The next unit of work is 'Crime and Punishment', which gives students a chance to study non-fiction texts such as newspaper articles and letters, considering how writers use their words to convey their ideas, and to persuade and influence their reader's opinion on the issue. This unit begins by studying issues in Victorian society, including capital punishment, and allows students the opportunity to reflect on how attitudes have changed over time. This unit aims to help students to develop confidence when approaching 19th century texts, and has strong links to the SAVE and Character programmes as it explores different types of crime, punishment, consequences and ideas of justice and morality.

Learning then moves onto the Shakespeare play 'A Midsummer night's dream', studying the play in original but shortened form. This allows students to experience Shakespeare in his original language, but without having to tackle excessive lengths of text. The aim of this unit is to help students develop confidence in reading Shakespearian text, and study dramatic devices used by playwrights.

The final unit of study for Year 7 students is 'Romantic Poetry'. Learning centres on the work of William Blake, a poet later studied in the GCSE Poetry Anthology, and students analyse how his ideas are presented in his work, informed by contextual understanding of the literary movement and society at the time. Comparison is key skill developed through the linking together of poems across his collection 'Songs of Innocence and Experience', and students are encouraged to thoughtfully explore the methods used by the poet to craft his ideas and present powerful pieces.

Year 8

All Year 8 classes begin by studying a modern novel in order to build on the skills developed Year 7, and to promote cohesion in the group – studying a novel is a great way to hook students into the new year of learning, and bring them together as a group. Reading and writing skills are taught holistically through the unit of work, allowing students the opportunity to work both creatively and analytically, and to hone skills formed in Year 7. Study will focus on exploration of the modern issues presented in each text such as refugees, racism and homelessness, as well as considering a writer's ideas and intentions.

The next unit of work is based on the Shakespearian tragedy 'Othello'. A real emphasis on developing an understanding of contextual ideas and perspectives underpins this unit of work, looking at patriarchy and the role of women in the Jacobean era. Application of social paradigms in order to explain and analyse texts in more detail drives students' understanding and work around the play.

The final unit of Year 8 is Poetry and Place. This topic allows students to explore how writers present places in poetry, and to create their own descriptive work, using carefully crafted language to depict place and sustain atmosphere in writing. This unit also offers an interesting and exciting mini project called 'Friary Island', in which students apply their understanding of travel writing from studying texts in order to create their own holiday destination, which allows them to springboard into further creative writing tasks, and non-fiction persuasive writing.

Year 9

Year 9 begins with studying the classic American novel 'Of Mice and Men'. Reading is led by the application of context such as the Great Depression, and the American Dream. Once again, students are guided to consider understanding beyond the plot, and to really explore Steinbeck's ideas and messages within the novel.

The next unit is the Shakespearian comedy 'Much Ado about Nothing'. As in Year 7, students study the play in original but shortened form. This allows students to experience Shakespeare in his original language, but without having to tackle excessive lengths of text. This unit once again applies contextual ideas in order to promote a deep understanding of the ideas presented, especially around marriage and relationships in the Elizabethan Era. Students are encouraged to consider how perspectives have changed over 400 years, and to create convincing arguments about the events and characters, using textual references confidently to support their ideas.

The final unit of study in Year 9 is the Modern Novel. Classes study modern novels that tackle contemporary issues such as identity, racism and prejudice. Again, the unit holistically incorporates both reading and writing tasks at suitable points, to ensure that students are honing and developing key skills.

Assessments

Where appropriate and effective in a unit of work, students will be assessed on their reading and writing skills. This work will inform the SPC grade reported 3 times through the year. Regular whole class feedback, informed by work completed in students' books and discussions in lessons ensures teachers track progress over time.

Students are assessed using a condensed and simplified GCSE criteria, which allows teachers to arrive at a GCSE equivalent grade. Consideration is taken when awarding KS3 grades of the support and scaffold used in assessment.

The expectation is that a student's journey through English at Blessed Robert Sutton will be ascending and linear as they traverse as smoothly as possible from KS3 into KS4. By using a GCSE skills based criteria at KS3, the application of grades after transition into KS4 is as effective as possible so as to avoid any sense of 'going backwards' or regression in progress.

Ways to help my child succeed

- Read with them and promote reading
- Encourage them to stay up to date with current affairs
- Discuss social issues with them

Useful websites

Key Stage 4

At Blessed Robert Sutton, we deliver the AQA GCSE English Literature and AQA English Language course. The two GCSE are taught discretely, with dedicated books and lessons for Literature, and separate books and designated lessons each week focusing on Language.

Course description

<u>Literature</u>		<u>Language</u>	
<u>Paper 1</u>	<u>Paper 2</u>	<u>Paper 1</u>	<u>Paper 2</u>
Shakespeare 19 th century text 'Jekyll and Hyde'	Modern Text Power and Conflict Poetry Anthology	Fiction extract Creative writing	Comparison of 2 non-fiction extracts Persuasive writing

In Year 10 study, students begin by studying a Modern Text (Literature Paper 2 Section A) ('Blood Brothers', 'Animal Farm' or 'Lord of the Flies'). The teacher, using knowledge of the class' ability and interest, decides on the text chosen for each group. This way we can ensure that students are studying texts that are accessible to them, and offer them opportunities to engage fully with the text.

We start GCSE study with this element of the Literature exam to help students settle into the new curriculum, as they have previously studied modern texts at KS3. The demands of the exam for this text are challenging – this is the only literature question whereby students do not have a copy of the text, therefore, starting the two year course with this allows students maximum opportunity to revise and hone their skills in assessments in Year 10 and Year 11.

After the Modern Text, students study the 19th century text 'Jekyll and Hyde' (Literature Paper 1 Section B). By this stage in their academic career, students should be increasingly confident and proficient at reading texts, and their understanding of Victorian society is well honed from KS3 study. This creates a clear bridge for students in their learning across KS3 and KS4.

For the Language curriculum, lessons in Year 10 focus on the first paper, which is fiction comprehension and creative writing.

In Year 11, students will move onto the Shakespeare element of the Literature course (Literature Paper 1 Section A). Classes will study 'Macbeth' or 'Romeo and Juliet', depending on their ability. Using the longest two half terms of the school year allows for teaching to be thorough and learning to be effectively secured, helping students to grasp the plot and key ideas. Students often find this aspect of the curriculum difficult, and therefore much time is dedicated to ensuring a strong grasp on the text is established.

Finally students study the 15 poems in the 'Power and Conflict' anthology (Literature Paper 2 Section B), while developing skills for Unseen Poetry (Literature Paper 2 Section C). The poems are taught in a sequence that allows links to be drawn between each, and therefore allow students to develop their skills of comparison through the journey of learning. The teaching of comparison in Literature marries well at this point with the comparison skills established through the study of Language Paper 2, which is an exam based on comparing two sources.

For the Language curriculum, lessons in Year 11 focus on the Language Paper 2, which is comparison non-fiction comprehension and persuasive writing.

Exam board

AQA

Past papers

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

Assessments

- Students are assessed at 3 points in each year of GCSE study, in line with SPC deadlines.
- All assessments are in the style of the exam, and are conducted in exam conditions.
- Testing is cumulative over time, with each SPC revisiting previous texts.
- Regular marking of students' books ensures teachers track progress within lessons

Ways to help my child succeed

- Develop the habit of revision – little and often
- Encourage awareness of current affairs, and discuss with your child contemporary issues
- Encourage reading – both fiction and non-fiction texts

Useful websites

www.sparknotes.com

www.litcharts.com

www.cliffsnotes.com

www.shmoop.com