Curriculum Overview: English

Exam Board AQA

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	**Heroes, Gods and Monsters** ○ Greek Mythology and the influence it has had throughout history ○ Traits of characters (Prop's characters)	**Heroes, Gods and Monsters** ○ Journey of a hero ○ Narrative perspective ○ Vocabulary and word classes ○ Selecting relevant evidence	**Frankenstein** ○ What is a villain? (Prop's characters) ○ Gothic genre ○ Conventions of a play ○ Using relevant evidence to support ideas	**Frankenstein** ○ Man v God(s) ○ Man v Nature ○ Vocabulary and word classes	**Dystopian Writing** ○ Anecdotal narrative structure linking to the 7 basic plots ○ Prop's characters ○ Language techniques, word classes, sentence types, using punctuation ○ Dystopian genre	**The Tempest** ○ Language analysis (extract) ○ Plot structure of a play ○ Dramatic techniques ○ Conventions of a comedy play ○ What is a monster? ○ Context: Gender, treason, colonialism
8	**Conflict Poetry** ○ Poetic devices ○ Comparing speakers voice ○ Man v Man/Nature/ Self ○ Context: WW1, WW2, conflict over time	**Animal Farm** ○ Allegory, symbolism, extended metaphor ○ Trace a theme over a text ○ Man v Man/ Nature/ Society/ Self/ Environment	**Animal Farm** ○ Contextual factors: politics, Russian Revolution ○ Vocabulary, word classes ○ Use relevant evidence to support ideas and link to relevant context	**Fantasy Writing** ○ Genre conventions ○ Cyclical structure ○ Propp's characters ○ Language techniques, word classes, sentence types ○ Using a range of punctuation	**Lord of the Flies** ○ Symbolism ○ Characterisation ○ Propp's characters ○ Context: WW2, colonialism ○ Effect of vocabulary and word choice	**Lord of the Flies** ○ Use relevant evidence to support ideas and link to relevant context, when exploring character development
9	**Civil Rights Poetry** ○ Poetic devices ○ Comparisons and links between poems and to relevant context ○ Rhetoric	**Blood Brothers** ○ Context: class, family ○ Dramatic techniques ○ Introduction to conventions of tragedy genre ○ Propps characters ○ Analysis of relationship between characters	**Oliver Twist** ○ Linear narratives ○ Propp's characters ○ Context: class, family, gender, poverty, morals ○ Effect of writer's choice of language ○ Victorian period	**Oliver Twist** ○ Essay writing techniques and structure ○ Effectively using relevant evidence to interpret writer's intentions and purpose of characters	**Gothic Writing** ○ Non linear narrative ○ Gothic conventions, supernatural ○ Using vocabulary and language techniques for an intended effect ○ Using a range of punctuation for effect	**Romeo and Juliet** ○ Tragic flaws ○ Analysis of language and dramatic techniques ○ Tracing character and theme development through a text ○ Context: gender, family, rights, historical
10	**An Inspector Calls** ○ Priestley's methods to create meaning and effect ○ Structure of the play ○ Context: gender, class, causation, consequence, audience and morality ○ Exam technique	**English Language Paper 1** ○ Structural techniques for effect ○ Language techniques for effect ○ Evaluating a statement ○ Communicate clearly, effectively and imaginatively	**Macbeth** ○ Shakespearean tragedy conventions, tragic hero and flaws ○ Shakespeare's use of language and dramatic techniques to create meaning and effect ○ Exam technique	**Macbeth** ○ Thesis statements ○ Social and Historical contexts ○ Links to other writers ○ Shakespeare's intentions ○ Speaking and Listening	**Jekyll and Hyde** ○ Gothic conventions ○ Context: historical ○ Stevenson's use of narrative structure and language choice to create meaning and effect	**English Language Paper 2** ○ Language techniques for effect ○ Comparing and synthesising sources ○ Communicate clearly, effectively and imaginatively
11	**Language Paper 2** ○ Compare writer's viewpoints ○ Compare writer's methods ○ Communicate and organise writing, to express a point of view, in a specific form	**Literature Paper 2** ○ AIC: Revision and consolidation of, themes, characters, plot ○ Unseen poetry ○ Anthology and Unseen: Comparing poems ○ Exam technique	**Language Paper 1** ○ Structural techniques for effect ○ Language techniques for effect ○ Evaluating a statement ○ Communicate clearly, effectively and imaginatively	**Literature Paper 1** ○ Analysing an extract ○ Making links to wider text ○ Understanding writer's intentions and methods to create meaning ○ Making specific contextual links	**Exam preparation** ○ Walking Talking Mocks ○ Content retrieval ○ Exam skills practice ○ Interventions	**Exam preparation** ○ Walking Talking Mocks ○ Content retrieval ○ Exam skills practice ○ Interventions

Curriculum Intent

- The English curriculum at Beacon Hill Academy is first and foremost driven with a love for vocabulary and reading. This enables our learners to leave school with the knowledge and skills to be confident speakers, passionate readers and creative writers; all that they need to be successful adults in a challenging world.
- Our vocabulary-rich curriculum offers all learners, regardless of their background, a wealth of opportunity to read and enjoy suitably demanding texts, take part in robust discussion and create their own fiction and non-fiction text fostering a love for language and Literature.
- From KS3, reading is the key to the curriculum driven by key concepts and big ideas from which learners gain both disciplinary and substantive knowledge. We offer the study of classical literature, modern writing, and diverse texts through our English and Reading for Pleasure curriculum.
- Our DAT SMART curriculum is carefully sequenced with knowledge that grows incrementally in challenge each year. Learners are given regular opportunities to assess the knowledge acquisition and skills interleaved within the curriculum.
- Oracy skills are an important part of our implementation as we believe that if learners can express their opinion, they are more able to write it down. Our aim is for learners to become well-rounded individuals who have developed the skills of communication through oracy.
- Regular Assessment for Learning opportunities are embedded into the curriculum to give learners chance to reflect on their own learning, develop metacognitive strategies and become self-checkers making constant progress. This relies on the 'I do, we do, you do' strategy to reduce cognitive overload.
- A focus on vocabulary and substantive and disciplinary knowledge will be assessed at KS3 using 'define, know, do' assessments with KS4 assessments mirroring GCSE style assessments.

Curriculum Implementation

- Throughout the curriculum, learners develop knowledge and skills through interleaving literary study, spoken language and composition of fiction and non-fiction.
- All lessons begin with a recall and retrieval 'Do Now Activity' that is responsive to prior learning.
- English staff use explicit and implicit vocabulary instruction, such as using the Frayer model and glossaries for learners to develop their understanding of words.
- Teachers of English at Beacon Hill Academy use 20% adaptation of the SMART curriculum developed by the Trust, to differentiate and personalise the lessons.
- Through Quality First Teaching, staff use scaffolding strategies and live models scaled to the appropriate level/challenge needed for learners. Teachers will articulate their cognitive processes during live models preferably using a visualiser.
- Each scheme of work, regardless of the focus and concept, includes contextual embellishments to ensure learners have a wealth of cultural capital and an ability to articulate the 'big ideas' encompassed in a text.
- Oracy opportunities are included each term in Years 7-9 culminating in a Spoken Language assessment in Year 10.
- In KS3, Doug Lemov's Reading Reconsidered strategies are utilised within the schemes of learning for the learners to have the ability to read for meaning.
- The Read, Write, Discuss, Edit strategy from Lemov is regularly practiced in the classroom to allow learners opportunities to talk through their work, reflect and edit where necessary.
- Throughout lessons, teachers use cold-calling strategies to assess the learning and to stretch learners understanding.
- Following the English department feedback policy, teachers give regular feedback to learners against key assessment objectives through strategies such as 'demonstrate and connect', WWW and EBI and Green for Growth.
- Assessments in KS3 will take the form of 'define, know, do' which will also be used on a smaller scale regularly through the scheme of work to assess for learning.
- Through regular tracking and monitoring, teachers can identify learners who may need intervention through assessments such as NGRT in KS3 and mock exams in KS4.
- Reading for Pleasure lessons have allowed learners to explore worlds beyond their own and develop cultural capital.
- Learners have partaken in extra-curricular experiences such as Poetry by Heart, Poetry Live, etc.