

## English Intent statements

### Intent

Our curriculum seeks to develop students to become confident and empathetic communicators. Through fostering a love of literature, we hope to spark a continuing curiosity about the world, and encourage critical thinking and ongoing creativity. We want to support our students to be independent and resilient young people, regardless of their starting point, so that they are equipped with the knowledge and skills to succeed throughout their lives.

### Goal for every student

Students at KS3 will study a range of thematic units that are based around a key text. A balance of reading and writing lessons will develop key literacy and analytical skills which are strengthened and built on as the students encounter more challenging texts each year. As such, our curriculum operates as a progression model, returning and building on concepts introduced in Y7. Through our units, we seek to expose students to variety in literature, and introducing them to knowledge that will be valuable and relevant to their lives as well as preparing them for external exams at KS4 and 5. Key strands running through our curriculum are: power and justice (democracy, dictatorship, politics), morality (identity, using your voice, communication) and discovery (exploring literary genres such as tragedy, the Gothic and Romanticism).

Each year, students will experience non-fiction texts, fiction extracts, whole texts, and texts from a range of time periods and writers.

At KS4 and KS5, students study for external qualifications following the syllabus set out by the exam board. Students continue to develop their communication skills, through essay writing and literary analysis and through sharpening their own writing skills.

### Implemented pace

The students will be broadly looking at a topic every half term under the themes below.

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Cycle 4</b>	<b>Cycle 5</b>	<b>Cycle 6</b>
<b>Y7</b>	Myths and Legends	Greek Rhetoric	Literary Villains	Romantic Poetry	Novel Study	Oliver Twist
<b>Y8</b>	The Jungle Book	Climate Change	Animal Farm	Shakespeare and the Modern World	Powerful Voices Poetry	Crime
<b>Y9</b>	Dystopian Fiction	WW1 and Protest Poetry	The Gothic	A View from the Bridge	Society and Justice	The Tempest
<b>Y10</b>	Romeo and Juliet	Jekyll and Hyde/ Frankenstein	Paper 1	An Inspector Calls	Poetry	Unseen Poetry
<b>Y11</b>	Paper 2	Revision	Revision	Revision	Revision	Revision
<b>Y12</b>	Tess of the D'Urbervilles  King Lear	Tess of the D'Urbervilles  King Lear	Death of a Salesman  Critical Anthology	Blake Poetry  Unseen Practice	Blake Poetry  Harvest	NEA Study
<b>Y13</b>	Handmaid's Tale  NEA Study	Handmaid's Tale  NEA Study	Revision	Revision	Revision	Revision

### Impact

Students will be assessed and taught using the Talk 4 Writing process. Each GEM cycle will begin with key knowledge and context needed before students are with a Cold Task. Subsequent lessons will be tailored to fill gaps in students' knowledge and skills and extend their learning from the Cold Task. The final unit assessment will be a Hot Task, where students are assessed for their independent work. Assessments will be balanced across a year between writing and reading skills. Our assessments will be moderated regularly in JPD sessions and faculty meetings and units adapted and updated following student and staff voice.