

## The English Curriculum at AJK

### Why should all students learn your subject?

The vision for our department is that we develop in pupils the capacity to read any book they choose to, with the skills required to understand what they read. Our vision is for a depth and clarity of thought made possible through rigorously taught adherence to grammar. This will enable all pupils to access our literary heritage and inspire them to explore that heritage for themselves. Classic texts are a springboard from which pupils can discover myriad areas of academic thought and artistic expression. Our aim is to develop pupils' cultural literacy through an introduction to the most powerful knowledge for continued engagement with the modern world, including through the importance of modern texts.

### What is the core knowledge in your subject?

#### Reading:

Pupils will be adept readers, including of new, unseen texts by mastering the following knowledge:

- A wealth of tier-two vocabulary.
- Genre conventions, such as the features of comedy and tragedy in theatre, 'the gothic' in prose literature and the distinctive conventions of poetry, prose and drama.
- Knowledge of how writers craft the meaning of texts, including an understanding of the features of writers' language most rich in meaning such as metaphor, allegory and characterisation.
- The plot, themes and characters of taught texts, which provide the 'corner-stones' of their understanding for future reading and literary discussion.
- Knowledge of key contexts that span the key stages of our curriculum e.g. religious beliefs in the Renaissance; social hierarchies in the Victorian era. This includes the chronology of our texts.

#### Writing:

Pupils will be confident, precise, articulate writers by mastering the following knowledge:

- A wealth of tier-two vocabulary.
- Being able to identify the main clause of a sentence.
- Knowing a variety of sentence and clause structures e.g. compound sentences, subordinate clauses, embedded clauses.
- Know explicitly where writers in different genres use different parts of a sentence for effect and emphasis (e.g. knowing that newspaper writers use adjectives before statistics.)
- Knowing which grammatical techniques and vocabulary are suitable for different genres, purposes and levels of formality.
- The structure and conventions of essays e.g. discourse markers and sentence structures for linking paragraphs.

### What is the key way students practise in your subject?

- Quizzes, Do Nows and other knowledge recall activities (especially for plot, character, theme and context in Literature).
- Sentence-level writing practice (especially in KS3 grammar and preparing specific grammatical structures for essay writing).
- Paragraph and essay length writing tasks.

English Curriculum Content Overview						
	Autumn		Spring		Summer	
<b>Year 7</b>	19 <sup>th</sup> Century text: Oliver Twist by Charles Dickens		Shakespeare text: A Midsummer Night's Dream		Term 5: Selected poetry: modern and heritage.  Term 6: Ancient Tales	
<b>Year 8</b>	19 <sup>th</sup> Century text: Sherlock Holmes selected short stories by Sir Arthur Conan Doyle		Shakespeare text: The Tempest		Novel study: Animal Farm by George Orwell	
<b>Year 9</b>	19 <sup>th</sup> Century text: Jane Eyre by Charlotte Bronte		After AP1 Term 2 to End of Term 3 Shakespeare text: Romeo and Juliet Term 4 Modern Text : Small Island		Selected poetry on the theme of journeys, both metaphorical and physical: modern and heritage	
<b>Year 10</b>	<b>Lang:</b> Term 1: Reading comprehension, inference and analysis (both papers)  Term 2: Paper 1 writing – fiction/creative writing <b>Lit:</b> Modern text study: An Inspector Calls by J B Priestley		<b>Lang:</b> Term 3: Paper 2 writing – composing non-fiction texts  Term 4: Reading comprehension, inference and analysis (both papers)  <b>Lit:</b> Shakespeare study: Macbeth		<b>Lang:</b> Papers 1 and 2: analysing lexis, comparing, writing creatively, understanding structures in fictitious and non-fictitious writing <b>Lit:</b> Poetry comparison study: Love and relationships anthology, modern and heritage	
<b>Year 11</b>	<b>Lang:</b> Papers 1 and 2: analysing lexis, comparing, writing creatively, understanding structures in fictitious and non-fictitious writing; <b>Lit:</b> Shakespeare study: Macbeth		<b>Lang:</b> Consolidation, re-teach and revision <b>Lit:</b> Consolidation, re-teach and revision		<b>Lang:</b> Consolidation, re-teach and revision <b>Lit:</b> Consolidation, re-teach and revision	
<b>Year 12</b>	<b>Drama study:</b> Dr Faustus by Christopher Marlowe	<b>Novel study for comparison:</b> Wuthering Heights by Emily Bronte	<b>Shakespeare study and literary criticism:</b> Hamlet	<b>Novel study for comparison :</b> Mrs Dalloway by Virginia Woolf	<b>Coursework base texts: Identity theme</b>	<b>Modern poetry:</b> Poems of the Decade anthology
<b>Year 13</b>	<b>Romanticism:</b> Anthology of Romantic poetry	<b>Coursework drafting and writing skills</b>	Consolidation, re-teach and revision	Consolidation, re-teach and revision	Consolidation, re-teach and revision	

