

Intent:

Our curriculum enables students to read a range of texts fluently, accurately and evaluatively; it teaches and encourages students to write accurately and confidently for a range of purposes and audiences; it supports them to communicate effectively in Standard English on a range of topics.

Our curriculum is informed by a desire to develop students' cultural knowledge to develop an appreciation of societies, people and histories that inspire literature and influence our language. The depth and range of our curriculum is ambitious, challenging and engaging for all students and it aims to give them access to the rest of the curriculum and lead to educational success. The design of the circular curriculum allows students to master life-long transferable skills which will enable all students to be successful and confident both in their personal and professional lives, and if students choose to continue reading English at university, they will be prepared for all the demands of academic study and rigour.

Implementation:

Year 7				
Autumn I	Autumn II	Spring I	Spring II	Summer I + Summer II
<u>Memories and Moments</u>	<u>Crime writing</u>	<u>Introduction to Poetry</u>	<u>Conflict</u>	<u>Shakespearean comedy</u>
Autobiographies	Detective fiction	Poetry	'Private Peaceful'	'A Midsummer Night's Dream'
Writing	Writing	Reading	Reading	Reading/writing/drama
<p>This unit focuses on organising ideas into paragraphs and writing with clarity and accuracy on familiar topics and events.</p> <p>Students revisit (from KS2) different sentence types, tenses, paragraphing, varying use of vocabulary, basic spellings and accurate use of discourse markers.</p> <p>Students engage with a range of autobiographical extracts which in turn model styles for students to develop their own autobiographical accounts of memories and moments.</p> <p>Students are able to write careful, thoughtful and developed descriptions about their own experiences.</p>	<p>This unit develops on the skills practised in the first half term and allows students to develop their planning and writing into a narrative form. This is a requirement for GCSE Language.</p> <p>Students will plan and write their own detective stories. There will be a focus on how to use language to create tension.</p> <p>Students develop their writing by using sentence form and punctuation for effect.</p>	<p>This unit revises knowledge of poetic devices from the KS2 curriculum. Students are taught how to read the poems and select useful evidence. Students are introduced to the acronym 'PEA' to help structure responses to texts and to organise their ideas in a relevant, clear and analytical way. There will be focus on how to comment on the effects of poetic devices to develop analytical skills.</p> <p>Students are presented with a range of poems about nature, relationships and conflict which reinforce the themes explored in the GCSE literature poetry and also A-level poetry.</p>	<p>This unit develops evaluation skills which are required for GCSE language paper 1 (fiction) and A-level. Students will draw upon their analytical skills developed in poetry and apply these skills to evaluate statements for their prose text.</p> <p>Students revisit using the 'PEA' acronym to support their writing.</p> <p>The text will be explored through extracts which focus on the themes of childhood, love and conflict. Students will be able to respond to thematic questions with a confident voice and using relevant methods to develop their evaluative skills.</p>	<p>In this unit, students revisit the writing, analysis and evaluative skills they have learnt over the year and are introduced to an extract-based question for the first time that are used for the English Literature pre-19th century questions.</p> <p>Students typically will have been exposed to some Shakespeare in primary school, in Year 7 students develop their appreciation of the playwright's craft and we introduce students to the conventions of the comic genre.</p> <p>The unit thematically will revolve around themes of love, specifically parental love, and romantic love which is later studied in depth at A-level literature.</p>

Year 8				
<u>Autumn I</u>	<u>Autumn II</u>	<u>Spring I</u>	<u>Spring II</u>	<u>Summer I + Summer II</u>
<u>Duty and Protest</u>	<u>Rebellion</u>	<u>Adventures and Discoveries</u>	<u>The Gothic</u>	<u>Shakespeare</u>
Poetry	Prose: 'Animal Farm'	Non-fiction extracts	Prose: 19 th Century extracts	Drama: 'The Tempest'
Reading	Reading	Writing	Writing	Reading/writing/drama
<p>Students revise knowledge of poetic devices taught in Year 7 and will deepen their understanding of how writers use language, structure, form and methods for effect.</p> <p>Students will be able to apply and practise their analysis to a wider range of poetry again using the PEACRL form. They will continue to develop confidence reading and understanding ideas and themes from a wider variety of poets and voices than in Year 7. This wider range of voices exposes students to a wider range of contexts in which they can consider the poems. Students are encouraged to select judicious evidence to support their ideas and to develop a strong voice when critiquing the poetry.</p> <p>The thematic unit of 'duty and protest' links to the power and conflict themes taught in the GCSE Literature poetry unit.</p>	<p>Linking from the previous poetry unit, students apply their contextual knowledge to the allegorical novella, <i>Animal Farm</i>. This knowledge informs their analysis and creates consistently developed responses. In line with the national curriculum, this is the second text that is studied in depth.</p> <p>This unit prepares students to practise and aim for proficiency in their ability to create developed points and write analytically and fluently on themes and characters across an entire text.</p> <p>The allegorical form prepares students for the allegorical and social precepts of Dicken's 'A Christmas Carol' and the social injustices and exploitation of power explored in the text will prepare students with many of the concepts and vocabulary that will be useful for all their GCSE Literature texts.</p>	<p>This unit provides the space to develop students' aptitude to write clearly for a variety of purposes and in a variety of forms. This unit puts a spotlight on SPAG to revise and secure a strong command of sentence forms and punctuation. Like the autobiographical writing in Year 7, students use the non-fiction gobbets on travelling, adventure and discoveries to inspire and shape their own writing.</p> <p>This unit looks towards the criteria needed for a successful English Language GCSE Paper 2 (non-fiction) written response and puts an onus on using increasingly sophisticated vocabulary with coherent paragraph sequencing supported with integrated discourse markers. The most successful students will be able to use their rhetorical skills for effect to produce convincing delightful written responses.</p>	<p>After the intensive spotlight on grammar and sentences of the last unit, this writing unit shifts the purpose from non-fiction writing to fictive writing with a focus on creating vivid settings and convincing character descriptions using the tropes and conventions of the gothic genre.</p> <p>Students are given the opportunity to write creatively using a range of punctuation with accuracy and with an awareness of using language, sentences and form to create an effect. They can refer to the detective fiction writing covered in Year 7 which links to this unit, but at this point students' vocabulary should be more sophisticated and their exposure to a range of texts should allow students to be more creative with their exploration of form and application of method.</p>	<p>Similar to Year 7, the end of the Year 8 finishes with a multi-disciplinary study of the canonical playwright Shakespeare satisfying the expectations of the national curriculum.</p> <p>Students will revise writing, reading, analytical and evaluative skills throughout this unit. To deepen the challenge, using the knowledge established from the previous Shakespeare play in studied in Year 7, students consider how the play straddles both the comic and the tragic genre. Genre is important to our KS4/KS5 literature curriculum.</p> <p>Similar to previous literary texts studied in KS3, the unit considers themes of power and relationships and students will analyse how characters are presented and developed.</p> <p>This unit will prepare students for their transition to KS4.</p>

Year 9		
Autumn Term	Spring Term	Summer Term
Priestley's <i>An Inspector Calls</i>	Dickens' <i>A Christmas Carol</i>	Shakespeare's <i>Macbeth</i>
<p>This is the first compulsory text students study for their GCSE literature examination. Students are taught to understand, playwright's craft (which links to the play form studied at the end of year 8), themes and social and historical content in which the play was produced.</p> <p>This knowledge-base allows students to respond carefully to the thematic and character questions set in the GCSE examinations. Students have used PEARCL shape to develop their ideas carefully within a paragraph. At this stage students practise and apply their developed points to create a shaped essay in order to provide a conceptualised response to the question and in KS4 using QWERC.</p> <p>Themes of social justice have been explored in KS3 and students will be familiar with active reading and annotating texts.</p>	<p>Having studied allegory novella in Year 8, students will be familiar with this form and the significance of symbolism to make a wider political and social commentary.</p> <p>Dickens text also shares common themes with Priestley's text on social injustice, abusive hierarchical systems, privilege and responsibility hence the reason for studying this text after 'An Inspector Calls'. Similar to the previous unit, students read the text to establish a knowledge- base of authorial craft and methodology, themes.</p> <p>Students continue to apply the QWERC shape to their responses to ensure that they are satisfying all the Assessment Objectives of the exam criteria and there continues to be an intensive focus on answer the question and making developed points with judicious evidence.</p> <p>Students also deepen their 19th century contextual knowledge including the suffering of the poor in the Victorian era, Malthusian and precepts, the Industrial Revolution and its impact and Dickens' own autobiographical reference points.</p>	<p>Students will have studied two Shakespeare plays and will be familiar with the dense rhetoric of Shakespearean English and layers of plot that Shakespeare employs. Students will also be au fais with exploring themes (particularly how magic is used for evil), characters and relationships between the characters from KS3.</p> <p>Students will revisit the Elizabeth and Jacobean context, building on their prior knowledge of the role of women in a patriarchal society and how the character of Lady Macbeth transgresses these gender roles. Students will also be taught the conventions of Shakespearean tragedy so that they understand Macbeth's role as the tragic hero and can begin to develop their own interpretations of Macbeth's culpability in his downfall.</p> <p>Using the skills developed from <i>The Christmas Carol</i> and <i>An Inspector Calls</i> units, students continue to practise and master their QWERC paragraphs in preparation for the timed conditions of the GCSE Literature in Year 10. Students will need to be able to write complete, relevant essays with developed and well substantiated ideas within 45 minutes.</p>

Year 10 – AQA English Literature GCSE		
Autumn Term	Spring Term	Summer Term
Poetry - Power and Conflict and Unseen	Revision <i>Macbeth, A Christmas Carol & An Inspector Calls</i>	Revision and Spoken Language
<p>Students study 15 poems from the power and conflict anthology. Poems are taught in clusters by themes (war/conflict, power/nature, and identity) in order to allow pupils to develop their ability to compare the poems based on ideas, feelings and themes.</p> <p>We begin by looking at poems linking to war (a theme encountered previously in Year 7) and build towards the more conceptual theme of identity. Students learn about the context of the poems to support their understanding</p>	<p>At this point in the course, students have studied the main texts and begin revisiting key themes/characters/contexts of the texts encountered thus far. Students practice writing full analytical essays on a weekly basis and are provided with feedback regularly to enable them to develop their writing skills. Feedback allows pupils to develop their analytical skills and push for perceptive and assured responses. Students will be writing with confidence and conviction.</p>	<p>Once the literature examination is over, students work towards delivering a speech/presentation on a selected topic. This oral presentation is given a pass, merit or distinction in line with the speaking and listening assessment.</p>

<p>and, by the end of the unit, students are familiar with making thoughtful and developed comparisons.</p> <p>Following their study of the power and conflict anthology and building on exposure to a range of different poetic voices in KS3, students are then exposed to the unseen poetry component of the specification. Students study a range of different poetic forms which empowers pupils to approach the unseen poetry component. As a result of studying these different forms, students become increasingly familiar with poetic conventions and methods previously encountered through their study of the power and conflict anthology.</p> <p>By the end of this unit, students will feel confident approaching, annotating and responding to unseen poems and will produce perceptive essays.</p>		
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Year 11 – AQA English Language GCSE

Autumn Term	Spring Term	Summer Term
Language Paper 1	Language Paper 2	Revision
<p>Students read across a range of unseen fiction texts to build on their independent comprehension, analytical and evaluative skills.</p> <p>Students also develop their fiction writing skills (both descriptive and narrative) through active reading of different prose. Students will hone their narrative voice by focusing on judicious choice of content, language crafting and organisation. Students can draw on their knowledge of sentence types, effective punctuation and effective vocabulary from KS3</p>	<p>In this unit, students continue to apply their independent comprehension and analytical skills this time in preparation for Paper 2, the texts are non-fiction texts. Students will also have to make relevant comparisons for this paper as two unseen texts on a common topic are presented to the students.</p> <p>Students continue to practise and develop their writing skills but this time for a formal form and with the purpose to develop a strong voice/response on a topical issue and draw from their academic journey of planning and clear expression.</p>	<p>At this point in the course, students have studied the main skills required for both sections of Paper 1 and Paper 2 and revised the all the context for the language specification.</p> <p>The priority for this term is examination practice in timed conditions with timely feedback.</p>

Enrichment Opportunities:

Creative Writing Club: Participating in the school's creative writing club helps pupils develop their writing skills, creativity, and self-expression while exploring different forms of creative writing, including poetry. They also have opportunities to enter prize-winning creative writing competitions, allowing them to showcase their work and gain recognition for their talents.

Journalism Club: Attending Journalism Club gives pupils the opportunity to develop their writing, research, and communication skills while contributing to the creation of the school newspaper, the NBS Express. Through interviewing, reporting, and editing, they gain hands-on experience in journalism, enhancing their critical thinking and teamwork abilities. This club also helps pupils build confidence in expressing their ideas and keeps them engaged with current events within the school community and beyond.

Wider Reading: All pupils in Years 7, 8, and 9 are provided with a book each half-term. This book is chosen by the pupils from a carefully curated list to ensure appropriate levels of challenge and content are adhered to. This programme helps pupils to develop their literacy skills, which in turn benefits all of them in their school subjects. Additionally, research carried out for *The Reading Agency* has found reading for pleasure can increase empathy, improve relationships with others, reduce the symptoms of depression and the risk of dementia, and improve wellbeing throughout life.