



## Our curriculum in English

What is the purpose of English?	Department information
<p>In English at Arthur Terry, we have crafted a ‘knowledge-engaged’ curriculum that enriches students’ cultural capital with carefully chosen esteemed examples from the literary canon and world literature. The aim of the curriculum is to give students the knowledge, empathy and transferable skills needed to understand, engage and succeed in the world around them by focussing on the following four domains:</p> <ul style="list-style-type: none"> <li>✓ Through ambitious and diverse <b>literary studies</b>, students develop contextual understanding and empathetic skills, and then apply these to a range of genres and forms. For example, students will study dystopian texts and political satire.</li> <li>✓ The magic of English is brought to life through exploring the knowledge of different writers' methods in order to create and evaluate their own unique and <b>complex compositions</b>. This knowledge reflects the styles of culturally rich examples of literariness.</li> <li>✓ The knowledge of <b>rhetorical devices</b> is taught to ensure that students can communicate effectively in order to inform, persuade and become confident and fluent orators and writers.</li> </ul>	<p>Core Leader: Laura Fox</p> <p>Subject Leaders: Joe Hartles, Katie Roach, Elizabeth Feasey</p> <p>Exam board: AQA for both GCSE and A Level</p>



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- ✓ We teach the knowledge and skills of **linguistics and grammar** to ensure that there is a constant interplay between the known and the unknown, and the familiar and the unfamiliar. Students build on their existing knowledge of linguistics and grammar while incrementally becoming more confident in their compositions.

We have carefully curated our curriculum to ensure that all learners, especially those with SEND and who are socially disadvantaged, gain knowledge and skills to allow them to independently thrive beyond the classroom. We promote a love of reading, writing and intellectual curiosity so that our learners become adults who enjoy the rigours and challenges that can be gained from reading for pleasure and literary study.

### How do we develop Arthur Terry Learners?

Through English lessons, we develop and encourage Arthur Terry Learners by ensuring our lessons allow students to build resilience through upgrading their work, and help to develop preparation skills by using cognitive resources such as knowledge organisers and through reinforced classroom expectations. We encourage students to take an active approach in lessons by allowing time for discussion, debate and questions. Our lessons

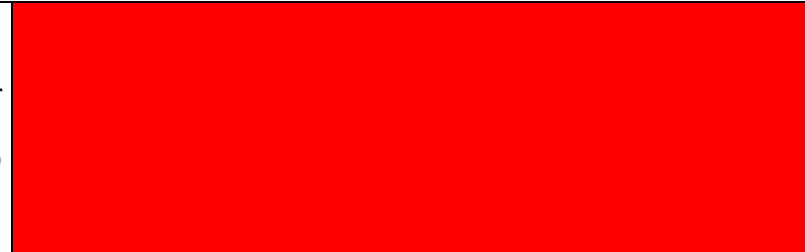
### How do we assess student progress?

Students across all Key Stages are assessed half termly and routine progress checks are made through intentional monitoring



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reward good learning values, as well as teaching British values through exposure to a range of texts from different contexts. Finally, we allow time for students to use 'Deliberate Practice' to ensure they have the opportunity to demonstrate their new learning and skills.



### How do we contribute to personal development?

Year	Term	Unit	Description

	Topics/Units	Summary of key content
7	Creating Convincing Characters, Heroes and Villains, Dystopia, Animal Farm, Conflict Poetry, Travel Writing	In addition to ongoing in-class live assessment and feedback, students will complete an extended piece of writing, after which they are provided with individualised feedback and an opportunity to upgrade. As well as this, all topics then have a final, main assessment, with one topic including a spoken language assessment.
8	Speeches of Equality and Diversity	In addition to ongoing in-class live assessment and feedback, students will complete an extended piece of writing, after which they are provided with



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	<p>Blood Brothers</p> <p>Crime Writing</p> <p>The Other Side of Truth</p> <p>Opinion Articles</p> <p>Poetry from other Cultures</p>	<p>individualised feedback and an opportunity to upgrade. As well as this, all topics then have a final, main assessment, with one topic including a spoken language assessment.</p>
<p>9</p>	<p>Colliding Characters</p> <p>Romeo and Juliet</p> <p>Genres</p> <p>The Book Thief</p> <p>Victorian Viewpoints</p> <p>Big Ideas</p>	<p>In addition to ongoing in-class live assessment and feedback, students will complete an extended piece of writing, after which they are provided with individualised feedback and an opportunity to upgrade. As well as this, all topics then have a final, main assessment, with one topic including a spoken language assessment.</p> <p>The spoken language assessment at the end of the year is a compulsory element of the GCSE English Language qualification.</p>
<p>10</p>	<p>A Christmas Carol</p> <p>An Inspector Calls</p> <p>Power and Conflict Poetry</p> <p>Language Paper 1 (Section A and B)</p>	<p>In addition to ongoing in-class live assessment and feedback there will be an interim assessment for each topic where students receive guidance and feedback and all topics then have a final, main assessment.</p> <p>Students will sit trial exams in the summer term</p>



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<p><b>11</b></p>	<p>Macbeth Unseen Poetry Language Paper 2 (Section A and B) Revision of all topics and texts</p>	<p>In addition to ongoing in-class live assessment and feedback there will be an interim assessment for each topic where students receive guidance and feedback and all topics then have a final, main assessment.</p> <p>Students will sit trial exams in the autumn term</p>
<p><b>12</b></p>	<p>At post-16, the English faculty offers a choice of three A- Levels. English Language and English Literature can be taken separately as two A-Levels or students can choose the English Language and Literature combined course.</p> <p>English Combined – Year 12 Paris Anthology (linguistic text analysis) The Handmaid’s Tale- Margaret Atwood Mean Time – Carol Ann Duffy</p> <p>English Language – Year 12 Original Writing NEA</p>	<p>In addition to ongoing in-class live assessment and feedback all students receive a minimum of two marked essays per half term which contribute to a topic grade. Students sit a trial exam in the June of Year 12.</p> <p>Students cover the context, audience, purpose, language and structure of a range of texts and continue to develop their analytical skills. Students will also learn the language levels and how to apply their knowledge of key terms as well as study of</p>



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Language Levels  
Text production and reception  
Language and Gender  
Language and Social Groups  
Language and Region  
Language and Occupation

English Literature – Year 12  
Othello – William Shakespeare  
The Great Gatsby- F Scott Fitzgerald  
Twelve years a Slave- Solomon Northup  
Poetry from 1550-1900 (AQA Anthology)  
Unseen Poetry, 1550-1900  
NEA (coursework)

theories to the texts that they study. They will also learn to explicitly make links between texts.

Students begin working on NEA. This contributes 20% towards their overall grade and allows students an opportunity to read independently, research independently and collate ideas concluding in a final interpretation linked to their original aims.

In English Language, students will complete their Original Writing NEA (10% of overall qualification) by the end of Year 12. The NEA allows students to review a range of style models and create a piece of their own original writing.

Students will learn a range of new key terms and the language levels. They will study theories and apply their knowledge to a range of texts.

Students consider a range of social implications to the application of language.

In addition to ongoing in-class live assessment, students receive a minimum of two marked essays per half term that contribute to a topic grade.

Students sit a trial exam in the June of Year 12.



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		<p>In addition to ongoing in-class live assessment and feedback all students receive a minimum of two marked essays per half term which contribute to a topic grade. Students sit a trial exam in the June of Year 12.</p> <p>Students begin to learn how to construct a clear argument and viewpoint when discussing key themes, characters and contextual factors associated with the set texts. They begin to develop the skills to consider both their own and other people’s critical viewpoints towards the texts.</p> <p>Students will begin their NEA- worth 20% of overall grade. They will be taught how to research the topics they’re independently studying as well as how to compare effectively. They will compare ‘Twelve Years a Slave’ to an independently studied second text.</p>
13	<p>English Combined A Streetcar Named Desire – Tennessee Williams The Great Gatsby – F. Scott Fitzgerald NEA Revision of all topics</p>	<p>Students receive a minimum of two marked essays per half term that contribute to a topic grade.</p> <p>Students will complete their NEA in English Combined (20% of the qualification) during the beginning of Year 13 following preparation over the summer. This is a 2500 word piece comparing a fiction text to a non-fiction text independently chosen.</p>



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English Language  
 Child Language Acquisition  
 Language Change  
 Text Production and Reception  
 NEA – Linguistic Investigation  
 Revision of Y12 topics

English Literature  
 Literature of the First World War  
 Regeneration – Pat Barker  
 The Wipers Times – Ian Hislop  
 Up the Line to Death – Various, ed. Brian Gardner  
 Unseen Prose  
 NEA  
 Revision of Year 12 topics

Students continue to develop analytical skills and continue to practice using the key terms to understand writers intentions- consideration of why texts are produced the way they are and how they are received by society.

Students also have an opportunity to revisit creative writing skills through transformative writing.

Students sit full trial exams in December/January in preparation for final exams in June.

In the final half term before examinations, students will revise topics from Year 12.

In Year 13, English Language students complete their linguistic investigation NEA, writing a 2000-word piece on an independently researched linguistic issue. This is worth 10% of the overall qualification.

Students will also consider the acquisition of language and how language is changed through time. There is a consideration of how texts are produced the way they are and why and how they might be received by different audiences.

Students receive a minimum of two marked essays per half term that contribute to a topic grade.

Students sit full trial exams in December/January in preparation for final exams in





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June.

In the final half term before examinations, students will revise topics from Year 12.

Students in Year 13 finish their NEA by Christmas (20% of the qualification). This is a 2500-3000 word essay comparing a key theme across 'Twelve years a Slave' and a second text of their own choosing of literary fiction.

Students' analytical skills will become stronger and more embedded within their writing. Their critical and analytical skills will become more refined. They will continue to develop knowledge and understanding of contexts and understanding of the texts.

Students receive a minimum of two marked essays per half term that contribute to a topic grade.

Students sit full trial exams in December/January in preparation for final exams in June.

In the final half term before examinations, students will revise topics from Year 12.