



Ansford Academy

English

Curriculum Booklet for 2024 - 2025

Subject Lead: Mrs Rice

English Curriculum Intent:

The study of English enables students to connect with the world around them by engaging with a variety of viewpoints and cultural contexts. This helps them to consider life in Somerset, in the other cultures of the UK, and in the wider world beyond. Our curriculum is designed to embed and develop core skills at KS3, equipping students to deal with the demands of the GCSE at KS4, and enabling an appreciation and enjoyment of Literature.

Students will learn to effectively critique both literary and non literary texts, supporting further study and employment for life beyond school. Moreover, they will be given opportunities to become successful communicators, learning to do this in a way that achieves their desired effect. Ansford's vision is 'Learning to lead our lives', and this curriculum is designed to reflect that.

English at Ansford nurtures curiosity and emotional development. Through the material they encounter over the school year, students will learn about the lives of others and build their own sense of individuality, growing into rounded and emotionally intelligent people. This will be achieved via interactions within SMSC and Fundamental British Values (FBV) to ensure that students are responsible global citizens. Students will develop key skills such as analysis, critical thinking, evaluation, comparison, crafting of their own writing and personal communication, including oracy. We are not building robots. We want our students to thrive and to be the best possible humans they can be.

The KS3 curriculum is diverse, comprehensive and challenging. Students explore writers' craft in detail, identifying purpose, audience, format, and methods employed. They make precise and concise inferences and consider the impact of social and historical context on a writer's choices. With an enhanced appreciation of the writing style of a range of authors, students utilise their knowledge to craft their own writing, incorporating the five ingredients of writing: ambitious vocabulary, a range of sentence types and openings, structure, a range of language devices and punctuation.

Students should feel confident in approaching their GCSEs regardless of needs, ability or barriers, and the curriculum is designed to build resilience and confidence in approaching the exams. This is achieved through regular assessment and feedback, revision tasks linked to classwork and purposeful home learning. We want students to value their experience of English at Ansford, to remember the texts they read and why they matter. Our aim is for students to leave school not only with vital life skills in reading, writing and oracy, but also with a greater understanding of the human condition, and of themselves.

English Curriculum Implementation:

Our students are taught in mixed ability classes throughout Key Stages 3 and 4. In addition to regular formative assessment, we conduct short 'Check Points' at a midway point within each topic, in order to gauge students' progress and to give feedback. This should help students to show progress when they complete the final, summative assessment at the end of most topics. Students will be awarded a 'Developing', 'Meeting' or 'Exceeding' mark for their assessments in Years 7, 8 and 9. At Key Stage 4, assessments and mock exams are marked using the GCSE criteria and awarded GCSE grades.

Key Stage 3

Students will frequently take part in Purple Pen lessons: they will respond to specific, helpful and encouraging feedback in order to make improvements to their piece of work.

Reading for pleasure will take place at the start of each lesson. These 15 minute episodes will support students in developing empathy and exposing them to a rich and diverse range of writing styles, genre, settings and characters.

Key Stage 4

At Key Stage 4, students follow the AQA courses in GCSE English Language and English Literature. In each unit we cover a Literature text and intersperse relevant language skills, making contextual links. This is because the Assessment Objectives for Language and Literature overlap so we want to ensure the focus is always on developing students' confidence with these skills.

In Year 10, students start with an introduction to the AQA Power and Conflict poetry. This enables them to engage with some challenging themes, significantly enrich their understanding of a range of methods, and make connections between diverse and thought-provoking texts. They return to the poems, arranged by theme in small clusters, at different points throughout the year in order to develop and consolidate these skills. Students also study their two plays, *An Inspector Calls* and *Macbeth* in Year 10, and finish the year with unseen poetry. Interspersed with these Literature texts is the preparation for Language Paper 1, which introduces students to a dynamic range of contemporary and classical fiction from a range of voices and perspectives.

Year 11 (from September 2025) opens with Language Paper 2. Students refine their persuasive writing skills in order to express a viewpoint convincingly; this is also when they complete the Spoken Language endorsement as part of their English Language GCSE, delivering a speech and consolidating the oracy skills that students have built up over the course of KS3. Finally, students study their 19th century novel, Dickens' *A Christmas Carol*. We ensure that over the two years, students constantly go back to the texts they have studied through retrieval starters, quizzes, exam questions and homework to ensure it is retained in their long term memory.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	8	8	8	8	9

Year 7 Programme of Study

Topic	Unit	Assessment
1	<p>My Origin Story <i>We begin Year 7 with a short unit to get to know our students! Students explore autobiographical writing before crafting a moment explaining an important moment from their own life. Students will:</i></p> <ul style="list-style-type: none"> ● Understand features of the autobiography genre ● Identify language and structural features of autobiographical extracts, and explore their effect ● Understand and identify a range of approaches to structuring stories ● Plan and write an entertaining origin story using a range of techniques 	<p>Autobiographical writing - students produce their 'Origin Story'</p>
2	<p>Wolf Hollow <i>Students next study a novel, and we've chosen Lauren Wolk's award-winning Wolf Hollow for its powerful depiction of childhood relationships and exploration of the theme of nature, a thread that runs through our curriculum. Students will:</i></p> <ul style="list-style-type: none"> ● Consider the author's intentions and messages ● Explore characterisation and narrative voice ● Build their skills annotating extracts from the text ● Learn how to structure an analytical response 	<p>Analysis of an extract: How does Lauren Wolk create tension?</p>
3	<p>Myths and Legends <i>We then explore the world of Myths and Legends, introducing students to classical tales from across the globe. Students encounter a variety of tales that have shaped the Literature we know and love today before writing their own mythical tale. Students will:</i></p> <ul style="list-style-type: none"> ● Experience a wide range of stories from across the world ● Consider how authors build character ● Continue to build their knowledge of how stories are shaped and organised ● Produce their own stories, building character and creating vivid, interesting tales. 	<p>Own mythical story produced</p>
4	<p>Poetry through the Ages <i>We build on students' study of Myths and Legends by exploring how another literary form has developed through time: the poem. Students will encounter a range of poetry from across literary history in this unit. Students will:</i></p> <ul style="list-style-type: none"> ● Develop their analysis of language and structure using a wider range of subject terminology ● Read and respond to a diverse range of poems ● Develop cultural capital and empathy by engaging with personal, social and political issues 	<p>'The Chimney Sweeper' - response to a poem</p>
5	<p>Your Planet Needs You! <i>We build on students' earlier considerations of the role of nature in our lives with a unit looking at persuasive writing around the environment. Students will write impassioned calls to action to save our planet. Students will:</i></p> <ul style="list-style-type: none"> ● Analyse persuasive methods in a variety of engaging environmental texts ● Craft their own non-fiction writing in recognisable forms such as speeches and articles ● Develop their oracy skills through group projects 	<p>Year 7 Exams (see below)</p>
6	<p>A Midsummer Night's Dream <i>We finish Year 7 with a look at one of Shakespeare's most enduring comedies: the magical (and nature-filled) world of A Midsummer Night's Dream. Students will be introduced to Shakespeare's craft, with a focus on drama-led approaches. Students will:</i></p> <ul style="list-style-type: none"> ● Analyse the language choices and dramatic choices Shakespeare makes ● Develop their understanding of the context of Shakespeare's writing ● Develop their oracy skills through dramatic performances 	<p>Performance of a speech or scene from the play.</p>

YEAR 7 EXAMS - TERM 5
Reading: Unseen Fiction (45 mins)
Writing: Persuasive Letter (45 mins)

Year 8 Programme of Study

Topic	Unit	Assessment
1	<p>Great Expectations <i>We begin Year 8 with a challenging classic novel: Dickens' Great Expectations. Through studying Pip's journey, we hope to build students confidence with texts from the English 'canon' and consider how Dickens treats ideas about childhood and growing up. Students will:</i></p> <ul style="list-style-type: none"> ● Enjoy and experience a 19th Century text ● Analyse and explore Dickens choices in crafting a classic novel ● Learn how to write longer pieces of writing about an author's choices 	<p>An essay exploring how Dickens presents Pip's journey</p>
2	<p>Crime and Non-Fiction Writing <i>Students explore a range of non-fiction around the topic of crime, considering the morality and ethics of approaches to crime and punishment from the 19th Century to the present day. Students will:</i></p> <ul style="list-style-type: none"> ● Read and analyse a range of texts from the 19th Century onwards ● Craft their own editorials through a study of journalistic conventions ● Build their understanding of how attitudes to crime and punishment have changed over time 	<p>Students produce an editorial exploring an aspect of crime.</p>
3	<p>Culture and Identity Poetry <i>Students explore a range of poems from across the Globe to deepen their understanding of poetry, exploring challenging themes of belonging, identity and difference. Students will:</i></p> <ul style="list-style-type: none"> ● Develop their skills in annotating and analysing poems ● Consolidate and add to their knowledge of poetic terms ● Make comparisons between texts ● Increase their cultural capital by experiencing poems from a broad range of cultures and perspectives 	<p>Comparative essay on poetry studied</p>
4	<p>The female presence in gothic literature <i>Students will explore one of the most significant literary genres: the Gothic, reading a range of 19th Century texts and considering particularly the role of women at this time. Students will create their own Gothic heroine using and subverting genre conventions! Students will:</i></p> <ul style="list-style-type: none"> ● Respond to a range of 19th century literary texts ● Understand the gothic genre and its context ● Describe character and setting using a range of descriptive methods ● Use varied and ambitious vocabulary 	<p>Description of a Gothic heroine</p>
5	<p>Coram Boy <i>Coram Boy is a fast-paced and entertaining National Theatre Production that builds on students' understanding of the lives of children in the past and the role of drama as a key literary form. Students will:</i></p> <ul style="list-style-type: none"> ● Consider how writers, directors and actors make choices to inform drama ● Read a challenging play script and consider the 18th century society it reveals ● Develop their oracy skills through performance. 	<p>Year 8 Exams (see below)</p>
6	<p>Futuristic Fiction <i>We finish Year 8 with a look at another key literary genre - science-fiction! Students will study a range of voice, settings and characters as they explore imagined worlds, dystopian futures and technological advances. Students will:</i></p> <ul style="list-style-type: none"> ● Craft their own science-fiction stories ● Explore a range of carefully chosen fiction ● Develop their understanding of the dystopian genre 	<p>A reading of their own science fiction story.</p>

YEAR 8 EXAMS - TERM 5

Reading: Unseen Fiction (45 mins)

Writing: Unseen Creative Writing (45 mins)

Year 9 Programme of Study

Topic	Unit	Assessment
1	<p>The Hate U Give - Angie Thomas <i>We begin Year 9 with a complex modern novel, tackling issues of police brutality and racism in America and building on the stories of 'growing up' that students have already encountered.</i> Students will:</p> <ul style="list-style-type: none"> ● Gain an understanding of how modern novels reflect the world around us ● Understand how authors can promote social change through their writing ● Analyse the themes and language of a challenging modern novel 	<p>An essay exploring Angie Thomas' presentation of a theme or character</p>
2	<p>The Art of Rhetoric <i>Following on from their exploration of injustice, students will be invited to explore how speakers across time have persuaded others. Students will build up to selecting an issue they feel passionately about, crafting and delivering a persuasive speech.</i> Students will:</p> <ul style="list-style-type: none"> ● Consider how speakers across time have persuaded a variety of audiences ● Analyse writers' use of rhetorical devices ● Develop their own oracy skills, focusing on the mastery of the verbal, vocal and visual when speaking. 	<p>Persuasive Speech on a topic of students' choice.</p>
3	<p>Small Island - Andrea Levy <i>Students' exploration of drama at KS3 continues with the National Theatre production of Andrea Levy's tale of the Windrush generation, Small Island. This engaging play explores a pivotal moment in British history and engages students with explorations of identity, love and belonging.</i> Students will:</p> <ul style="list-style-type: none"> ● Consider the language choices and dramatic choices of a playwright ● Explore how relationships change and develop over the course of a play ● Explore the context of the Windrush Generation 	<p>An essay on the relationship between Hortense and Gilbert</p>
4	<p>Writing from the Trenches <i>We finish KS3's encounters with poetry by exploring the experiences of soldiers and poets in the First World War, introducing key ideas around conflict to inform the study of poetry at GCSE. The unit features encounters with many genres, helping students to understand this conflict through non-fiction, poetry and their own creative writing.</i> Students will:</p> <ul style="list-style-type: none"> ● Understand the historical context of WW1 ● Analyse WW1 poems ● Refine descriptive writing skills using a judicious range of language and structural techniques ● Compare writers' viewpoints and perspectives in poems from across the First World War 	<p>Comparative poetry essay</p>
5	<p>Romeo and Juliet <i>Year 9 return to Shakespeare, taking in one of the greatest love stories ever told...and one of the most tragic. Through an encounter with one of the most famous works of Literature in the world, we hope to see students' views on love, family and Shakespeare transformed!</i> Students will:</p> <ul style="list-style-type: none"> ● Reflect on Shakespeare's craft and the context in which he writes ● Discuss and analyse the themes of Romeo and Juliet ● Become proficient in writing literary essays in response to challenging texts 	<p>An essay exploring a character or theme within the play.</p>
6	<p>Preparing for GCSE <i>We finish Year 9 by looking at a short sequence of contemporary fiction and our own creative writing, as preparation for encountering challenging fiction at GCSE.</i></p> <ul style="list-style-type: none"> ● Read and analyse a range of fiction from across time and place ● Use these texts as stimuli for their own creative writing. 	<p>Year 9 Exams (see below)</p>

YEAR 9 EXAM - TERM 6

Language - Writing: Unseen Persuasive Speech (45 mins)

Year 10 Programme of Study

Term	Curriculum Focus	Assessment
1	<p>GCSE Induction This unit interleaves poetry, creative writing and extract analysis as a GCSE induction unit. Students are studying this in term 1 as an 'induction' to GCSE content and will begin the study of their GCSE poetry anthology. The poems studied are all based around nature, exploring its power and role in our lives. This then becomes the content focus for creative writing, where students create a powerful piece of descriptive writing inspired by a nature scene.</p>	<p><i>A piece of creative writing, informed by their study of Nature Poetry.</i></p>
2	<p>Modern Text: 'An Inspector Calls' Students will now study Priestley's An Inspector Calls. The play is perhaps the most accessible of the novels and plays studied at KS4 and is the most modern full text studied; its clear messages about social responsibility and engaging characters make it the perfect text to study early in Year 10.</p>	<p><i>An essay, exploring a character or theme within the play.</i></p>
3	<p>Language Paper 1 This unit interleaves poetry together with lessons teaching analysis of structure and how to evaluate writers' ideas. Students are studying this in term 3 because it builds on the fiction analysis and poetry work from term 1.</p>	<p><i>Completing a Language Paper 1 Section A. This comprises four questions in response to an unseen piece of fiction.</i></p>
4	<p>Shakespeare's Macbeth The whole of Term 4 is dedicated to studying Shakespeare's epic tragedy of Macbeth including regular poetry recall from clusters taught in Terms 1 and 3. Students are studying this in term 4 because they have already learned to analyse characters, themes, and language as part of a wider context, as evident in their study of 'An Inspector Calls' and the literature poems.</p>	<p><i>An essay, exploring a character or theme within the play.</i></p>
5	<p>Poetry anthology / revision Term 5 is focused on studying the remaining poetry clusters based around memory, relationships, and identity. Students will then revise the poems studied, 'An Inspector Calls' and some unseen poetry skills before their English Literature Paper 2 mock exam. They will also revise English Language Paper 1 reading and writing skills.</p>	<p><i>Preparation for Mock Exams</i></p>
6	<p>Mock exams / Unseen poetry practice This term starts with mock exams on English Literature Paper 2 and English Language Paper 1. Pupils will complete reflective purple pen work in response to the teachers' marking, and also complete a mini-unit on analysing unseen poems.</p>	<p>Mock Exams: English Literature Paper 2 English Language Paper 1</p>

Year 11 Programme of Study

Term	Curriculum Focus	Assessment
1	<p>‘An Inspector Calls’ and Lang P2</p> <p>Students begin this term by completing their study of the modern text, ‘An Inspector Calls’, and practising how to approach an analytical essay. They move on to Language Paper 2, exploring writers’ viewpoints and perspectives in non-fiction texts, and learning how to structure and write their own persuasive argument. This culminates in students planning, writing and delivering a speech on a topic of their choice for the Spoken Language element of the course.</p> <p>Students are studying this in Term 1 as both units build on analytical skills from Year 10. The persuasive writing builds on understanding of rhetorical devices. Both are important areas of focus as pupils approach their first GCSE mock exams of Year 11.</p>	<p><i>A piece of non-fiction writing in response to a statement.</i></p>
2	<p>Mock exams and Macbeth</p> <p>The term begins with revision of ‘A Christmas Carol’ before students sit their mock exams for English Language Paper 2, the English Literature 19th Century text. Pupils will complete reflective purple pen work in response to the teachers’ marking, and before moving onto further work on analysing unseen poems. Pupils will also plan, write and deliver their spoken language presentation.</p>	<p>Mock Exams English Language Paper 2 English Literature Section 1B (19th Century Novel)</p>
3	<p>‘An Inspector Calls’ revision</p> <p>This is a revision unit on J.B Priestley’s ‘An Inspector Calls.’ Students will revise key themes like responsibility and morality alongside examining the character development of the protagonists.</p>	<p><i>An essay exploring a character or theme within the play.</i></p>
4	<p>Revision and mock exams</p> <p>The whole of Term 4 is dedicated to revising the Literature and language content for the Paper 1 exams. Students will focus on the 19th Century novel, ‘Macbeth’ and the fiction analysis / descriptive writing questions.</p> <p>Students are revising this in term 4 in preparation for their March mock exams, which in turn, are preparing them for the final weeks of revision for the summer exams.</p>	<p>Mock Exams English Language Paper 1 English Literature Paper 2</p>
5	<p>Final revision</p> <p>Term 5 is focused on revising the remaining Literature content - the poems and set texts - alongside some full English Language paper walkthroughs.</p> <p>Students are doing this in term 5 as part of a detailed weekly revision plan. In addition, it’s important to practise full exam papers in order to develop different strategies for each question and to develop writing stamina.</p>	

English Language and Literature GCSE

All students take two GCSEs in English: English **Language** and English **Literature**

English Language GCSE

All students complete two exam papers in the Summer of Year 11

- Paper 1 (50%) Explorations in Creative Reading and Writing (Fiction)
- Paper 2 (50%) Viewpoints and Perspectives (Non-Fiction)

English Literature GCSE

All students complete two exam papers in the Summer of Year 11

- Paper 1 (40%) Shakespeare and 19th Century fiction
- Paper 2 (60%) The Modern Text, Poetry Anthology and Unseen Poetry

The texts we teach at Ansford are as follows:

- *Macbeth* by William Shakespeare
- *A Christmas Carol* by Charles Dickens
- *An Inspector Calls* by J. B. Priestley
- Poetry Anthology - Power and Conflict (various poets)
- Unseen Poetry

All students also complete a separate endorsement for Spoken Language as part of their GCSE English Language. This is graded as either a Pass, Merit or Distinction.

How can I help my child?

There are many ways in which you can support your child in the study of English such as:

- Encouraging your child to use the GCSE English google classroom which has resources for every topic: <https://classroom.google.com/c/NjU1MDAxNDgxOTUw>.
- Supporting your child in attending after school revision sessions and any other interventions they may be invited to attend.
- Talking to them about the texts they are reading: ask them to explain the plot, the characters and the writer's messages.
- Supporting your child with learning key quotations for English Literature. Post-its on the fridge and regular testing can be effective!
- If possible, allowing your child to see theatre productions of their Literature texts, through school trips or otherwise. Some film versions are also helpful for revision.
- Encouraging your child to complete home learning and exam practices regularly. A quiet space where they can work undisturbed, without the distractions of the TV or a phone, is the ideal situation.
- Encouraging your child to read regularly - fiction or non-fiction are both valuable. The more they read, the more they will develop that skill and equip themselves to read and respond to unseen texts in the exam.
- Considering purchasing exam revision guides or workbooks. We recommend the CGP guides for both Language and Literature. There are many, so it's best to select just one or two to support the topics with which your child feels least confident. There is an opportunity to purchase for a reasonable price through the school in Year 11, or second-hand guides are available through online selling platforms.

How can students prepare for their assessments and exams?

- Complete all revision and homework as directed by their teacher - use Google classroom for direction
- Use revision guides and workbooks
- Use class notes, practice papers and revision materials
- Attend additional revision sessions
- Watch relevant stage or film version of core texts - links often posted on Google classroom
- Use FREE online revision resources such as <http://www.bbc.co.uk/schools/gcsebitesize/>
- Read, read, **READ!**

