

CURRICULUM 21/22	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11 MASTERY (interleaved revision by theme)	TURMOIL AND CHANGE LANG AND LIT KAWK7	RELATIONSHIPS & IDENTITY LANG AND LIT MOCKWK13/14	NATURE LANG AND LIT	POWER & CORRUPTION LANG AND LIT KAWK20	TEACHER STRUCTURED REVISION LANG AND LIT	TEACHER STRUCTURED REVISION LANG AND LIT
YEAR 10 SYNTHESIS of skills and knowledge	ANIMAL FARM – Fable, Allegory, Satire (exam text) LIT KAWK8	MACBETH – Tragedy re-visited (exam text) LIT	A CHRISTMAS CAROL (exam text revision) LIT KAWK22	POWER & CONFLICT POETRY (exam text) LIT	RELATIONSHIPS (exam focus) LANG	TEACHER STRUCTURED REVISION FOR MOCKS AND YR 11 PREP MOCKWK36/37
YEAR 9 EMBEDDING skills and knowledge	SPOOKS, SPELLS AND THE SUPERNATURAL LANG AND LIT KAWK7	A CHRISTMAS CAROL – and Victorian context LANG AND LIT	MISFORTUNE & MISHAP – Tragedy: choice of texts incl. <i>Othello</i> ; <i>Of Mice and Men</i> ; <i>Grave of the Fireflies</i> LIT KAWK22	POETRY IN THE NATURAL WORLD LIT	DYSTOPIAN FICTION LANG AND LIT KAWK34	ADVENTURERS AND EXPLORERS - TRAVEL WRITING LANG
YEAR 8 DEVELOPMENT of skills and knowledge	TRANSGRESSIONS – Gothic Literature LANG AND LIT KAWK7	THE BIRTH OF THE DETECTIVE - CRIME FICTION LANG AND LIT	TELLING TALES - REIMAGINING THE CANON LANG AND LIT KAWK21	MODERN LITERATURE – <i>To Kill a Mockingbird</i> / <i>The Time Machine</i> / <i>The Lord of the Flies</i> LIT	SHAKESPEARE – <i>Richard III</i> LIT KAWK34	CLASHES & COLLISIONS – Poetry of Conflict LIT
YEAR 7 INTRODUCTION to skills and knowledge	HARRY POTTER AND FANTASTIC BEASTS – Starting a new school /Legend and Myth LANG AND LIT KAWK6	OVERCOMING THE MONSTER - A JOURNEY THROUGH LITERATURE LANG AND LIT	SHAKESPEARE – <i>The Tempest</i> ; the Sonnet LIT KAWK21	HIDDEN LIVES LANG	MOVIE MAGIC – <i>Spirited Away</i> LANG AND LIT KAWK33	MODERN LITERATURE – <i>Wonder</i> / <i>Mortal Engines</i> / <i>The Book Thief</i> LIT

KAWK: key assessment weeks (scheduled before reporting weeks)

Quick quizzes take place regularly as low stakes testing

Curriculum Statement

The focus for 2021-2022 is moving forward with learning.

The teaching plans for every half term for every year have been revised to ensure students are taught all of the skills needed to have the very best experience of Literature and English Language. The schemes of learning have been reviewed within the framework of 'abandon, adapt, adopt' to ensure our curriculum is fit for purpose; at the same time stretch and challenge is embedded within the schemes to allow students to be pushed – and push themselves – towards their potential. We use the National Curriculum as our starting point and are also guided by the examination requirements for AQA.

Building of knowledge and deepening understanding of concepts over time has been maintained throughout the 21/22 curriculum: students start their 'journey through literature' in year 7 to gain an understanding of how stories have evolved and how branches reach out through historical eras and geographical boundaries to reflect and challenge the times in which the writers and readers are living. Our key stage 3 curriculum has strength and status, it is not merely a training ground for key stage 4 and exams.

Student progress is measured through question/response, listening to peer to peer discussion, frequent quick quizzes and key assessments. The level of skills acquired by students are measured against assessment objectives, which in turn are sampled in assessment (and exam) papers. The skills for Language and Literature include:

- the ability to read, understand and respond to texts
- to identify, interpret, summarise and synthesise explicit and implicit information and ideas from different texts
- to write critically using textual references to express an informed personal opinion, using subject terminology where appropriate
- to analyse how a writer crafts language, form and structure to make meaning and influence the reader
- to show understanding of the relationship between a text and the contexts in which it was written
- to compare writers' ideas and perspectives, and evaluate texts
- to communicate clearly, effectively and imaginatively; to organise information and ideas into a coherent and cohesive piece of writing
- to use a wide range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation
- (oracy skills) – to listen and respond appropriately in a presentation, speech and/or discussion setting using spoken standard English effectively

The joy of learning and the thrill of discovery drives all decisions around planning teaching and learning. We teach Language and Literature because we love Language and Literature. We have thought deeply about the experiences we want students to have in our lessons. We do not want to produce young adults who feel their value solely lies in performance and exams. To this end we have adopted texts and teaching approaches that allow students to:

- ❖ engage in narratives that aren't their own and prepare them for a diverse global community when they leave school
- ❖ wrestle with 'big' ideas that engage with the world around them to find their own voice and become self-determined citizens
- ❖ weave the study of fiction (prose, poetry, drama) and literary non-fiction (article, speech, auto/biography, essay, letter) allowing deeper, critical understanding
- ❖ become self-assured and enthusiastic readers, supporting them to make good choices with their independent reading

Education is a creative process; it is also a collaborative process between school and home. We look forward to working positively with you to nurture our students to become reflective, self-reliant and accomplished individuals with much to offer their communities.