



English Curriculum 2023 - 2024

The English curriculum at Ridgeway Secondary School centres on the idea of conflict and the four main types of conflict which exist within literature: man versus man; man versus nature; man versus society and man versus self. Students will be exposed to each idea of conflict through both literary heritage texts and contemporary writing and a range of text forms. Through the explorations of different forms of conflict, discussions will always return to morality and what it means to be human. Students will also respond to ideas and concepts through writing a range of texts and for different purposes.

	Autumn	Spring	Summer
Year 7	<p><u>The World at War: From Propaganda to Peace</u></p> <p>Key knowledge explored: Students will start their understanding of conflict by examining how the First World War is presented in literature. Charting the transformation in attitude towards war; from the patriotic propaganda and jingoistic ideas to the harsh reality of trench warfare and the search for redemption and peace, students will explore these perspectives through the text <i>Private Peaceful</i> and the poetry of World War One. Students will also practise embedding a range of persuasive devices with the conventions of letter and speech writing.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to poetry and prose. 	<p><u>The Power of Nature: Hubris and Humility</u></p> <p>Key knowledge explored: Students will explore how literature has presented the relationship between humanity and nature, from the Romantic Poets to contemporary fiction. Beginning as a response to the Industrial Revolution and inspiration taken from the French Revolution, students will examine the symbolic presentation of nature to show it has power to move, inspire, teach, and heal. Students will also read the texts <i>Lark</i> and <i>A Monster Calls</i>. In response to the imagery of the texts studied, students will create their own descriptions based on imagery of the natural world.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to poetry and prose. • Analysis of a writer's use of language and techniques. 	<p><u>Shakespeare: Misunderstood and Misconceptions</u></p> <p>Key knowledge explored: Students will gain an introduction to Shakespeare's writing and Elizabethan England through the study of the play <i>The Tempest</i>. Focusing on the themes of freedom and being an outsider, students will also study a range of poetry to introduce and support key concepts. Writing practice will focus on the formats of article and report writing, with the purpose of writing to inform.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to poetry and drama. • Analysis of a writer's use of language and techniques. • The application of context to support the development of context. • Conventions of article and report writing. <p>Linking learning: Students will develop and deepen their understanding of both Shakespeare's writing and Elizabethan England, when they study <i>Twelfth Night</i> in</p>



English Curriculum 2023 - 2024

	<ul style="list-style-type: none"> • Analysis of a writer’s use of language and techniques. • The application of context to support the development of context. • Conventions of letter and speech writing. • Persuasive techniques and writing for effect. <p>Linking learning: Students will explore war in the poetry of KS4 and Shakespeare’s <i>Macbeth</i>. War and its consequences will also be revisited in texts focusing on protest and segregation. Students will also revisit persuasive techniques and the conventions of both letter and speech writing.</p>	<ul style="list-style-type: none"> • The application of context to support the development of context. • Descriptive techniques and writing for effect. <p>Linking learning: Students will continually revisit the symbolic meaning of nature, subtly in other units and texts. Revisiting key ideas in different contexts will enable students to develop their understanding of how nature has played a key role in the messages and ideas presented in both fiction and nonfiction. The poetry of the Romantic poets will be further explored explicitly at KS4, along with the use of nature in other texts. Students will also revisit and develop descriptive writing.</p>	<p>Year 9 and <i>Macbeth</i> in Year 11. In addition, the themes of freedom and being an outsider will be explored in Year 8 in the unit <i>Different Perspectives: Segregation, Separation and Silence</i>, and again in Year 9, in the units <i>Social Justice</i> and <i>Protest: Rebellion and Revolution</i>. Students will also revisit article and report writing, to continually develop their writing to inform skills.</p>
<p>Assessment</p>	<p>Formative Reading Assessment – Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the power of patriotism and propaganda? Formative Writing Assessment – A persuasive letter to discourage support for war. Summative Reading Assessment – Vocabulary check, comprehension questions</p>	<p>Formative Reading Assessment – Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the power of nature? Formative Writing Assessment – A descriptive writing task focusing on an image of the natural world. Summative Reading Assessment – Vocabulary check, comprehension questions and an analytical writing task in response to the following question:</p>	<p>Formative Reading Assessment – Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the character of Prospero? Formative Writing Assessment – A leaflet to guide and inform visitors on The Globe Theatre Summative Reading Assessment – Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the character of Caliban?</p>



English Curriculum 2023 - 2024

	<p>and an analytical writing task in response to the following question: How does the writer use language to present the reality of war? Summative Writing Assessment – A persuasive speech arguing why war and revenge must be avoided at all costs.</p>	<p>How does the writer use language to present nature as a healing and helpful force? Summative Writing Assessment – A descriptive writing task focusing on an interaction with nature.</p>	<p>Summative Writing Assessment – A non-chronological report to inform and advise on Elizabethan society.</p>
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	Autumn	Spring	Summer
Year 8	<p><u>The Gothic: Unseen, Unheard and Unknown</u></p> <p>Key knowledge explored: Students will identify and analysis the conventions of the gothic genre through the study of 19th century short stories and the contemporary text <i>A Woman in Black</i>. From settings, characters and symbols, students will examine how the gothic genre is often used to understand inner conflict.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to prose. • Analysis of a writer’s use of language and techniques. • Analysis of a writer’s us of structure for effect. • Descriptive techniques and writing for effect. 	<p><u>Crime and Punishment: Victims and Villainy</u></p> <p>Key knowledge explored: Through the <i>Unexpected Tales</i> of Roald Dahl and Sherlock Holmes, students will develop their knowledge of vocabulary, conventions, and concepts around the genre of crime and punishment. From examining the development of the role of the detective and presentation of villains, students will also begin to examine the theme of justice through 19th century nonfiction.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to prose. • Analysis of a writer’s use of language and techniques. • Analysis of a writer’s us of structure for effect. • Narrative writing techniques and writing for effect. 	<p><u>Different Perspectives: Segregation, Separation and Silence</u></p> <p>Key knowledge explored: Students further develop their exploration of the concept of justice, by examining conflicts which have been created by society. Focusing on the experiences of people and communities who have been marginalised, misconstrued, and left without a voice. Students will examine a range of poetry and short stories from around the world. Students will develop their writing to inform by presenting information of themes of Apartheid, segregation and racism.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to poetry and prose. • Analysis of a writer’s use of language and techniques to support the skill of evaluation. • Analysis if a writer’s use of structure for effect. • Conventions of report and article writing.



English Curriculum 2023 - 2024

	<p>Linking learning: This unit of work will introduce students to the conventions and concepts within the gothic genre which students will develop in KS4 through their 19th century text choice.</p>	<p>Linking learning: This unit will further expose students to 19th century texts to support the work which will be done in preparation for GCSE English Language nonfiction work. Knowledge around crime and punishment will support the learning of key contextual knowledge needed to understand the 19th century GCSE text.</p>	<p>Linking learning: This unit of work focuses on introducing students to challenging stereotypes and discrimination that exist within society in the face of searching for a sense of equality and justice. The idea of social justice will be further explored in Year 9 through both the reading of seminal world literature in the Autumn term, and when examining democracy and leadership in <i>Animal Farm</i>. Key ideas of social justice will also be analysed and discussed in KS4 through the study of <i>An Inspector Calls</i>.</p>
<p>Assessment</p>	<p>Formative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to create and effective gothic setting? Formative Writing Assessment - A descriptive writing task in response to a gothic image. Summative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to tension and fear? Summative Writing Assessment - A descriptive writing task in response to the meeting of a gothic monster.</p>	<p>Formative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the character as a villain? Formative Writing Assessment - Narrative writing set around a police interrogation. Summative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer structure the text to interest the reader? Summative Writing Assessment - Students are to write their own Penny Dreadful.</p>	<p>Formative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer structure the text to interest the reader? Formative Writing Assessment - A non-chronological report to inform the reader on Apartheid and its consequences. Summative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How far do you agree with the statement that Naledi and Tiro had every reason to feel vulnerable and overwhelmed? Summative Writing Assessment - A persuasive speech arguing why more still needs to be done to combat discrimination.</p>

English Curriculum 2023 - 2024

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Year 9	<p><u>Social Justice: Challenging stereotypes and discrimination</u></p> <p>Key knowledge explored: Through the seminal world literature of Steinbeck and Miller, students will develop their vocabulary and knowledge on the issues of racism, sexism, ageism, and ableism. Using the context of early 20th century America, students will examine the concept of the American Dream and Manifest Destiny, with the specifics of the Great Depression and mass migration of workers.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to poetry, drama and prose. • Analysis of a writer's use of language and techniques. • Analysis of a writer's use of structure to develop interest and ideas. • The application of context to support the development of context. • Conventions of article and report writing. 	<p><u>Protest: Rebellion and Revolution</u></p> <p>Key knowledge explored: This unit of work will expose students to the ideas of democracy and social responsibility, and what happens when those ideals are corrupted by ambition and the desire for power. Students will primarily examine these key ideas and concepts through Orwell's novella <i>Animal Farm</i>. The specific context of the Russian Revolution and the political and economic theories of capitalism, socialism and communism will also be taught to develop explanation skills. Supporting poetry and extracts exploring leadership and dystopic settings will also be used to explore ideas further.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to poetry and prose. • Analysis of a writer's use of language and techniques. • Analysis of a writer's use of structure to develop interest and ideas. • The application of context to support the development of context. • Conventions of letter and speech writing. 	<p><u>Love and Relationships: Can love conquer all?</u></p> <p>Key knowledge explored: Students will further develop their knowledge and understanding of Shakespeare's writing and Elizabethan England through their study of the comedy <i>Twelfth Night</i>. Focusing on the themes of love and relationships, students will also consider different types of love and the treatment of women through supporting poetry and extracts.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Comprehension and Inference. • Identification of key literary techniques specific to drama and poetry. • Analysis of a writer's use of language and techniques. • Analysis of a writer's use of structure for effect. • The application of context to support the development of context. • Narrative writing techniques and writing for effect. <p>Linking learning:</p> <p>This unit of work will continue to develop students understanding of Shakespeare's work and world, which will be further enhanced at KS4 with students' study of <i>Macbeth</i>. The attitudes towards love, relationships and</p>



English Curriculum 2023 - 2024

	<p>Linking learning: This unit of work builds on from ideas explored first in Year 7, through the themes of freedom and being an outsider, as learnt in <i>The Tempest</i>, and then again in Year 8 when exploring the voices of people and communities who have had to confront and overcome the sense of losing power and a voice. Students will also be asked to draw on their understanding of imagery and ideas of the natural world.</p>	<ul style="list-style-type: none"> Persuasive techniques and writing for effect. <p>Linking learning: This unit will allow the foundation of key ideas around leadership, power, and morality to be established before they are developed later at KS4 in the texts of <i>An Inspector Calls</i> and <i>Macbeth</i>. The themes of ambition, kingship, tyranny and systems of power will be specifically developed.</p>	<p>women will again be extended through the study of <i>An Inspector Calls</i> and key poetry, again at KS4.</p>
<p>Assessment</p>	<p>Formative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the character of Curley's Wife? Formative Writing Assessment - An article informing the reader of the culture of 1920s America and The Wall Street Crash. Summative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the themes of friendship and loneliness? Summative Writing Assessment - A non-chronological report to inform and advise on 1930s American society and The American Dream became a nightmare.</p>	<p>Formative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language and persuasive techniques to effectively present Man as the enemy? Formative Writing Assessment - A persuasive letter to argue why democracy is the most effective way for society to be organised and run. Summative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer present the character of Napoleon? Summative Writing Assessment - A persuasive speech to argue why democracy and a person's right to vote must be protected.</p>	<p>Formative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the relationship between Olivia and Cesario? Formative Writing Assessment - A narrative writing task in response to the title of 'Unrequited Love.' Summative Reading Assessment - Vocabulary check, comprehension questions and an analytical writing task in response to the following question: How does the writer use language to present the power of love? Summative Writing Assessment - A narrative writing task in response to the title 'Heartbroken'.</p>

English Curriculum 2023 - 2024

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<p>Year 10</p> <p>GCSE study begins</p>	<p><u>19th Century Novel: A Christmas Carol (+ a selection of poetry from the Power and Conflict Anthology)</u></p> <p>Key knowledge explored: Students will explore the selected 19th century text, with the initial focus on understanding and analysing plot, characters, and relationships. Students will then seek to strengthen their knowledge of the text by considering the themes of redemption, forgiveness, charity, and compassion. This will be supported by knowledge of Dickens' life, Victorian society and the laws, theories and ideas around poverty and power. Relevant poetry from the anthology will be explored alongside the text to complement and support vocabulary and ideas.</p> <p>Skills developed: AO1: Identifying and understanding the writer's message and the selection of relevant evidence from the text. AO2: The analysis of language, techniques, and structure. AO3: The use of contextual knowledge to develop explanations and show the</p>	<p><u>20th Century Play: An Inspector Calls (+ a selection of poetry from the Power and Conflict Anthology)</u></p> <p>Key knowledge explored: Students will study the selected 20th century text, with the initial focus on understanding plot, characters, and relationships. Students' will then develop their understanding by considering ideas of capitalism, socialism, values of political parties and the class system and the treatment of women. Relevant poetry from the anthology will be explored alongside the text to complement and support vocabulary and ideas.</p> <p>Skills developed: AO1: Identifying and understanding the writer's message and the selection of relevant evidence from the text. AO2: The analysis of language, techniques, and structure. AO3: The use of contextual knowledge to develop explanations and show the relationship between writer, reader, and influences. AO4: The application of ambitious, precise, and relevant vocabulary. AO5: The use of techniques and structural devices to make writing engaging and cohesive.</p>	<p><u>Identity and the Self (+ a selection of poetry from the Power and Conflict Anthology supported by extract work for Language Paper One)</u></p> <p>Key knowledge explored: Focusing on the theme of identity and its many aspects, students will study a key selection of poetry from the Power and Conflict anthology, along with extracts to develop key skills of reading. Students will also develop their writing skills by focusing on using descriptive techniques, punctuation, and sentence structure for effect.</p> <p>Skills developed: AO1: Identifying and understanding the writer's message and the selection of relevant evidence from the text. AO2: The analysis of language, techniques, and structure. AO3: The use of contextual knowledge to develop explanations and show the relationship between writer, reader, and influences. AO4: The application of ambitious, precise, and relevant vocabulary. AO5: The use of techniques and structural devices to make writing engaging and cohesive. AO6: Revise and apply sentence structure with accuracy and for effect.</p>



English Curriculum 2023 - 2024

	<p>relationship between writer, reader, and influences.</p> <p>AO4: The application of ambitious, precise, and relevant vocabulary.</p> <p>AO5: The use of techniques and structural devices to make writing engaging and cohesive.</p> <p>AO6: Revise and apply sentence structure with accuracy and for effect.</p> <p>Linking learning: Students' knowledge of the gothic genre and literature will develop and strengthen from their initial introduction in Year 8, through the gothic literature and crime and punishment units.</p>	<p>AO6: Revise and apply sentence structure with accuracy and for effect.</p> <p>Linking learning: Ideas and concepts from previous units which centre on social justice, democracy and leadership will be consolidated and developed in both the study of An Inspector Calls, selected poetry, and relevant nonfiction extracts.</p>	<p>Linking learning: This unit focuses on consolidating the knowledge gained in KS3 from the study of texts focusing on social justice and experience of individuals and communities who have suffered discrimination and the loss of power.</p>
<p>Assessment</p>	<p>Formative Reading Assessment – Literature – GCSE English Literature Paper One extract-based question. Language (Paper One) – Questions two and three</p> <p>Formative Writing Assessment – Language (Paper One) Question five.</p> <p>Summative Reading Assessment – Literature - GCSE English Literature Paper One extract-based question. Language (Paper One) – Questions two and three.</p> <p>Summative Writing Assessment - Language (Paper One) Question five.</p>	<p>Formative Reading Assessment – Literature - GCSE English Literature Paper Two question Language (Paper Two) – Questions two and four</p> <p>Formative Writing Assessment – Persuasive speech arguing against the class system and in quality within society.</p> <p>Summative Reading Assessment - Literature - GCSE English Literature Paper Two question Language (Paper Two) – Questions two and four</p> <p>Summative Writing Assessment – Persuasive letter arguing against misogyny and patriarchy found within society.</p>	<p>Formative Reading Assessment – Literature – Poetry comparison question. Language (Paper One) – Questions two, three and four.</p> <p>Formative Writing Assessment - Language (Paper One) Question five.</p> <p>Summative Reading Assessment – Literature – Poetry comparison question. Language (Paper One) – Questions two, three and four</p> <p>Summative Writing Assessment - - Language (Paper One) Question five.</p>



English Curriculum 2023 - 2024

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Year 11	<p><u>Shakespeare: Macbeth (+ a selection of poetry from the Power and Conflict Anthology)</u></p> <p>Key knowledge explored: Students will develop their knowledge of Shakespeare’s play <i>Macbeth</i> and Elizabethan England. with the initial focus on understanding and analysing plot, characters, and relationships. Students will focus on the themes of ambition, the supernatural and superstition, good versus evil, fear and guilt. Context will focus on philosophical beliefs, the role of the monarchy, kingship and tyranny and the treatment of women. The role of the warrior or soldier, experience of war and trauma will also be examined with the support of key poetry.</p> <p>Skills developed: AO1: Identifying and understanding the writer’s message and the selection of relevant evidence from the text. AO2: The analysis of language, techniques, and structure. AO3: The use of contextual knowledge to develop explanations and show the relationship between writer, reader, and influences.</p>	<p><u>Revision</u></p> <p>Key knowledge explored: Consolidation of previous knowledge and skills to prepare for mock and external examinations. Lessons will be split equally between literature and language skills. Literature lessons will focus on revision of quotations, vocabulary and essay writing. Language writing will focus on transactional writing.</p> <p>Skills developed: AO1: Identifying and understanding the writer’s message and the selection of relevant evidence from the text. AO2: The analysis of language, techniques, and structure. AO3: The use of contextual knowledge to develop explanations and show the relationship between writer, reader, and influences. AO4: The application of ambitious, precise, and relevant vocabulary. AO5: The use of techniques and structural devices to make writing engaging and cohesive. AO6: Revise and apply sentence structure with accuracy and for effect.</p> <p>Linking learning:</p>	<p><u>Revision</u></p> <p>Key knowledge explored: Consolidation of previous knowledge and skills to prepare for mock and external examinations. Lessons will be split equally between literature and language skills. Literature lessons will focus on revision of quotations, vocabulary and essay writing.</p> <p>Skills developed: AO1: Identifying and understanding the writer’s message and the selection of relevant evidence from the text. AO2: The analysis of language, techniques, and structure. AO3: The use of contextual knowledge to develop explanations and show the relationship between writer, reader, and influences. AO4: The application of ambitious, precise, and relevant vocabulary. AO5: The use of techniques and structural devices to make writing engaging and cohesive. AO6: Revise and apply sentence structure with accuracy and for effect.</p> <p>Linking learning: Consolidation of all previous learning in preparation for mock and external exams.</p>



English Curriculum 2023 - 2024

	<p>AO4: The application of ambitious, precise, and relevant vocabulary. AO5: The use of techniques and structural devices to make writing engaging and cohesive. AO6: Revise and apply sentence structure with accuracy and for effect.</p> <p>Linking learning: Previous units focused on Shakespeare and presentation of conflict in literature will support students in developing their understanding of ideas and understanding. Units on leadership both in KS3 and KS4 will support understanding too.</p>	<p>Consolidation of all previous learning in preparation for mock and external exams.</p>	
Assessment	<p>Formative Reading Assessment – Literature – GCSE English Literature Paper One extract-based question. Language (Paper One) – Questions two and three</p> <p>Formative Writing Assessment – Language (Paper One) Question five.</p> <p>Summative Reading Assessment – Literature - GCSE English Literature Paper One extract-based question. Language (Paper One) – Questions two and three.</p> <p>Summative Writing Assessment - Language (Paper One) Question five.</p>	<p>Continued essay writing and exam practice.</p>	<p>EXAM SEASON</p>