

Curriculum Intent, Implementation and Impact

Subject: English

Year group: 9

Periods per fortnight: 8

INTENT:

The KS3 English Language and English Literature curriculum in KS3 is designed to provide students with opportunities to engage with a range of fiction and non-fiction from across time periods to develop critical and reflective analytical skills. Students will develop creatively to write engaging and interesting narratives and descriptions; articulate strong and well supported arguments and to write with conviction. At the end of the 3 years, students will have developed a greater understanding of the literary world thus preparing them to confidently approach their GCSEs in KS4.

Through the English Literature curriculum students will gain a thorough knowledge and understanding of how the literary texts they are studying are influenced by contextual factors and explore how different readers and audiences respond to presentations of characters, places and themes. Through the English Language curriculum students will develop the necessary skills to decode an unseen text with confidence so as to be able to unpick layers of meaning. The curriculum has been divided into five, eight-week cycles in order to give students time to thoroughly work through entire texts.

For English Literature, texts have been carefully selected to challenge all students whilst providing a wide range of themes to engage all. Where necessary, alternative text choices are selected to ensure that our More Able students are appropriately challenged. For English Language, our units are thematically linked to our English Literature texts to provide further scope to explore key themes and ideas.

The beauty of both English Literature and English Language is the wide ranging skills it provides students with: resilience in the face of some challenging language in Shakespeare and 19th Century texts; the ability to empathise with characters' situations and events; evoke curiosity to discover more about the time periods in which a text was written; respecting the opinions of others whilst having the confidence to express their own.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>English Literature: A Kestrel For A Knave and Blood Brothers</p> <p>Students will study the novel to develop an understanding of:</p> <ul style="list-style-type: none"> - Plot - Characters - Themes - Context - Sub-plot - Studying a play <p>Assessment</p> <ul style="list-style-type: none"> - Writer's methods - Writer's viewpoints and perspective - Implied meaning - Analysis of sub-plot <p>Poetry will be infused with each scheme of work.</p>	<p>English Literature:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - Reading and annotating the play - Context Research - Videos – watch and make notes - Annotating exam extracts - Practice exam questions. <p><u>Other:</u></p> <ul style="list-style-type: none"> - Theatre visit (dependent on availability) 	<p>English Literature:</p> <ul style="list-style-type: none"> - Ensure students are reading the set texts at home. - Discuss the novel with students asking about key characters and themes

	<p>English Language: GCSE Language style questions will be employed throughout scheme to teach style of question and how to respond.</p>		
Spring Term	<p>Core texts Macbeth – William Shakespeare and Animal Farm</p> <p>Students will study Shakespeare's Macbeth and Orwell's Animal Farm to develop an understanding of:</p> <ul style="list-style-type: none"> - Plot - Characters - Themes - Context - Allegory - Implied message - Sub-plot <p>Assessment Students will answer a GCSE English Literature Paper 1 extract-based question on Macbeth and Animal Farm.</p> <p>Poetry will be infused with each scheme of work.</p> <p>English Language: GCSE Language style questions will be employed throughout scheme to teach style of question and how to respond.</p>	<p>English Literature:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - ___ Reading and annotating the play - ___ Context Research - ___ Videos – watch and make notes - ___ Annotating exam extracts - ___ Practice exam questions. <p><u>Other:</u></p> <ul style="list-style-type: none"> - Theatre visit (dependent on availability) 	<p>English Literature:</p> <ul style="list-style-type: none"> - Ensure students are reading the set texts at home. - Discuss the novel with students asking about key characters and themes
Summer Term	<p>English Literature: Macbeth and Of Mice and Men</p> <p>Students will complete Macbeth and move onto Of Mice and Men. They will study and analyse:</p> <ul style="list-style-type: none"> - Character - Plot - Sub-plot - Context <p>Poetry will be infused with each scheme of work.</p> <p><u>Assessment:</u> Literature exam style question on Of Mice and Men</p> <p>English Language: GCSE Language style questions will be employed throughout scheme to teach style of question and how to respond.</p>	<p>English Literature:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - ___ Reading and annotating the play - ___ Context Research - ___ Videos – watch and make notes - ___ Annotating exam extracts - ___ Practice exam questions. <p><u>Other:</u></p> <ul style="list-style-type: none"> - Theatre visit (dependent on availability) 	<p>English Literature:</p> <ul style="list-style-type: none"> - Ensure students are reading the set texts at home. - Discuss the novel with students asking about key characters and themes

Ongoing formative assessment in lessons will provide students with the opportunity to demonstrate their analytical and creative skills alongside the seven key virtues. Formative assessments will allow students to practice skills before the termly summative assessments at the end of each unit of study whilst also allowing teachers to address any misconceptions and areas of weakness.