



English Curriculum Overview: KS3 2023-2024

	Components of English Language and English Literature			‘Core’ Knowledge	‘Hinterland’ Knowledge
	What new knowledge do we introduce?			Essential knowledge needed to be successful	What do students <i>do</i> with this knowledge?
	Year 7 Victims and Villains	Year 8 Power and Heroism	Year 9 Conflict and Harmony		
Autumn Term 1	An Introduction to Victorian Writing. Core text: <i>A Christmas Carol</i> .	Minority Voices in Literature and Language Linked text: <i>I Know Why the Caged Bird Sings</i>	Females Perspectives in Literature (Anthology) <ul style="list-style-type: none">Exploring shorter texts, looking at modern issues in 19th century settingsDeveloping analytical skills	Students will explore a range of text types from the 19 th , 20 th and 21 st century to develop a love of Literature. Students will be reading extracts and whole texts throughout Key Stage 3. Students will have regular opportunities to read and speak aloud, to share ideas and develop oracy skills. Students will be introduced to and have opportunities to revisit a variety of writing styles. They will be able to experience, read, and produce their own work within this range of styles and genres. Students have a fortnightly grammar/reading instruction lesson, which revisits key grammatical terminology to develop written accuracy at KS3. Students will be introduced to close analysis of texts and gain an understanding of how to express their ideas academically and analytically. They will also develop their skills of comparison between texts of different styles and from different periods.	Topics link to cross-curricular themes, school values, and current global issues. Contextual links to historical, social, political, and cultural factors aim to build students’ understanding of the world, through studying both modern and contemporary texts, and to increase their cultural capital. Students will explore content including but not limited to: racial segregation, life in Victorian Britain, gothic conventions, religious prejudice, relationships in patriarchal societies, and the changing roles and responsibilities of women.
Autumn Term 2	<ul style="list-style-type: none">Comprehension and decoding textsUnderstanding how to analyse textsCreative writing	<ul style="list-style-type: none">Maya Angelou and Oodgeroo NoonuccalNon-fiction – autobiography, letters, articles, and travel writing			
Spring Term 1	Powerful Voices Poetry (Anthology) <ul style="list-style-type: none">Narrative forms, frames and viewpointsExploration of genres and conventionsOracy skills	The Influence of Power Core Text: <i>The Tempest</i> <ul style="list-style-type: none">Full text studyDeveloping analytical skillsTheme focused: the corrupting influence of power	The Depths of Conflict Core Text: <i>The Merchant of Venice</i> <ul style="list-style-type: none">In-depth analysisPersuasive writing and oracy skillsExploring moral and social contexts		
Spring Term 2	An Introduction to Play Scripts. Core text: <i>Dracula</i> <ul style="list-style-type: none">Exploring dramatic devicesUnderstanding gothic genre contextWriting for audience and purpose.				
Summer Term 1	An Introduction to Shakespeare. Core text: <i>Much Ado About Nothing</i>	The Imbalance of Power Core text: <i>To Kill a Mockingbird</i> <ul style="list-style-type: none">Full text studyExtended analytical writingPersuasive writing techniques	Transition to KS4 Core Text: <i>Lord of the Flies</i> <ul style="list-style-type: none">Narrative voice and 20th century fictionExploring and embedding contextsEssay structuring		
Summer Term 2	<ul style="list-style-type: none">Key extractsExploring themes of prejudice and gender				
How is challenge embedded into the KS3 curriculum?	Schemes of work are regularly reviewed and adapted to reflect the diverse richness of contemporary society and the demands of the National Curriculum. We also consider our rich literary history and react to the specific changing contexts of our school population. The texts chosen are of a high standard and encompass both a traditional canon and explore more modern cultural issues.				
How does the KS3 curriculum above build on prior knowledge from KS2 and adequately prepare the student for KS4?	Prior KS2 knowledge is revisited throughout KS3 during reading, writing, and spoken language tasks. Students will revisit ‘skimming’ and ‘scanning’ reading skills and develop accuracy in both identifying and writing quotation evidence in preparation for KS4. Students will progress onto reading whole novels, and closely explore themes, characters, and plot to support analysis. Students will continue to have opportunities to practise their oracy skills, reading aloud to develop accuracy and prosody, with the teacher being the ‘expert’ model. The KS3 curriculum contains a thematic link which sequences from a KS2 curriculum with many cross-curricular connections. The topics have been carefully sequenced to ensure that students have frequent opportunities to revisit key knowledge and concepts taught across the curriculum. Learning is sequential so it consistently interleaves ideas and concepts, so students can build on this knowledge as they work towards mastery in English.				



English Curriculum Overview: KS4 2023-2024

Exam Board: AQA	Components of English		Composite	Mission Statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11, a Sybil Andrews English student will...
	Year 10	Year 11		
Autumn Term	English Language: <ul style="list-style-type: none">Language Paper 1Descriptive and narrative writingFiction textsComprehension and analysis English Literature <ul style="list-style-type: none">19th Century Novel – <i>Dr Jekyll and Mr Hyde/Frankenstein</i>Conceptualised, personal responsesAnalysis of language, form, and structureApplication of contextual details	English Language <ul style="list-style-type: none">Language Paper 1 & 2Descriptive and narrative writingFiction textsComprehension and analysisNon-fiction textsPersuasive/argumentative writing English Literature <ul style="list-style-type: none">Modern Prose – <i>An Inspector Calls</i>Conceptualised, personal responsesAnalysis of language, form, and structureApplication of contextual details	Students will learn how to construct an analytical argument in order to produce full essays to meet the Assessment Objectives in the AQA GCSE English Literature specification. In both Language and Literature, they will learn how to examine and evaluate texts, apply a range of contextual details to their thinking and express their ideas coherently.	Achieve a GCSE grade for English Language. Achieve a GCSE grade for English Literature. Write accurately and effectively for a range of audiences and purposes to use in ‘real life’ situations, including but not limited to: CV writing, covering letters, application forms, complaint letters. Have developed an academic style of writing to support post 16 study.
Spring Term	English Language: <ul style="list-style-type: none">Language Paper 2Non-fiction textsPersuasive/argumentative writingComprehension and analysis English Literature <ul style="list-style-type: none">Shakespeare – <i>Macbeth</i>Conceptualised, personal responsesAnalysis of language, form, and structureApplication of contextual details	English Literature <ul style="list-style-type: none">Developing exam techniquePractising exam responsesRevisiting 19th Century Novel (<i>Dr Jekyll and Mr Hyde/Frankenstein</i>)Revisiting Shakespeare (<i>Macbeth</i>)Revisiting Poetry (<i>Power and Conflict</i> poetry anthology)Revisiting Unseen PoetryRevisiting Modern Prose (<i>An Inspector Calls</i>)	They will learn how to make connections between texts and concepts, learn how to revise and review materials for examination, and learn how to respond critically to unseen texts. In English Language, students will learn how to utilise a range of different writing techniques, both descriptive and rhetorical, to create effective and cohesive texts in a range of styles. They will develop their formal writing, practising use of Standard English, and developing the accuracy of their paragraphing, sentence construction and punctuation.	Have developed their oracy skills through the completion of their Spoken Language project – a formal presentation arguing a point of view to an audience of teachers and peers.
Summer Term	English Language: NEA <ul style="list-style-type: none">Formal presentationListen and respond to questionsUse spoken Standard English effectively English Literature: Poetry <ul style="list-style-type: none"><i>Power and Conflict</i> poetry anthologyUnseen poetry and comparisonConceptualised, personal responsesAnalysis of language, form, and structureApplication of contextual details	English Language <ul style="list-style-type: none">Mastering exam technique English Literature <ul style="list-style-type: none">Mastering exam technique		
Rationale for these specific components and composite outcomes:	Students follow the AQA course for both English Language and English Literature. It is our intention that all students are entered for AQA GCSE English Language and English Literature examinations in Year 11, whatever their starting points.			
How is challenge embedded into the KS4 curriculum?	Texts are carefully chosen from the AQA set text list. All chosen texts link to the concepts taught at KS3 so students can make links to prior learning as they master skills for both the English Literature and English Language exams. English does not have a tiered entry, so all students have the opportunity to access the highest grades. Our text choices and high expectations continuously push students to reach their full potential.			
How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?	At GCSE, students are expected to have a fully comprehensive understanding of the subject. The balanced and diverse curriculum at KS3 allows students to study a wide range of texts from both the Canon of English Literature and high quality modern contemporary works from a range of cultures. Students master a range of transferable skills such as analysis and academic writing in KS3 and move from novice to expert in KS4 in preparation for wider Post 16 study. The regular use of the Frayer model for vocabulary instruction at KS3 is continuously embedded within KS4 lessons, so students are immersed in and encouraged to use a wide range of vocabulary in their written responses.			