



English Curriculum Overview: KS3 2024-2025

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 Poetry and Literary non-fiction Linked text: <i>I Know Why the Caged Bird Sings</i> <ul style="list-style-type: none"> • Maya Angelou and Oodgeroo Noonuccal • Non-fiction – autobiography, letters, articles, and travel writing 	Females Perspectives in Literature Linked Text: <i>The World's Wife</i> by Carol Ann Duffy. <ul style="list-style-type: none"> • Exploring shorter texts, looking at modern issues in 19th century settings • Developing 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.	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 texts • Understanding how to analyse texts • Creative writing 				
Spring Term 1 Powerful Voices Poetry <ul style="list-style-type: none"> • Narrative forms, frames and viewpoints • Exploration of genres and conventions • Oracy skills 	The Influence of Power Core Text: <i>The Tempest</i> <ul style="list-style-type: none"> • Full text study • Developing analytical skills • Theme 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 analysis • Persuasive writing and oracy skills • Exploring 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 devices • Understanding gothic genre context • Writing 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 study • Extended analytical writing • Persuasive writing techniques 	Transition to KS4 Core Text: <i>Lord of the Flies</i> <ul style="list-style-type: none"> • Narrative voice and 20th century fiction • Exploring and embedding contexts • Essay structuring 		
Summer Term 2 <ul style="list-style-type: none"> • Key extracts • Exploring 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 2024-2025

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	<p>English Language:</p> <ul style="list-style-type: none"> Language Paper 1 Descriptive and narrative writing Fiction texts Comprehension and analysis <p>English Literature</p> <ul style="list-style-type: none"> 19th Century Novel – <i>Dr Jekyll and Mr Hyde/Frankenstein</i> Conceptualised, personal responses Analysis of language, form, and structure Application of contextual details 	<p>English Language</p> <ul style="list-style-type: none"> Language Paper 1 & 2 Descriptive and narrative writing Fiction texts Comprehension and analysis Non-fiction texts Persuasive/argumentative writing <p>English Literature</p> <ul style="list-style-type: none"> Modern Prose – <i>An Inspector Calls</i> Conceptualised, personal responses Analysis of language, form, and structure Application of contextual details 	<p>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.</p> <p>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.</p>	<p>Achieve a GCSE grade for English Language.</p> <p>Achieve a GCSE grade for English Literature.</p> <p>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.</p> <p>Have developed an academic style of writing to support post 16 study.</p>
Spring Term	<p>English Language:</p> <ul style="list-style-type: none"> Language Paper 2 Non-fiction texts Persuasive/argumentative writing Comprehension and analysis <p>English Literature</p> <ul style="list-style-type: none"> Shakespeare – <i>Macbeth</i> Conceptualised, personal responses Analysis of language, form, and structure Application of contextual details 	<p>English Literature</p> <ul style="list-style-type: none"> Developing exam technique Practising exam responses Revisiting 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 Poetry Revisiting Modern Prose (<i>An Inspector Calls</i>) 	<p>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.</p> <p>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.</p>	<p>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.</p>
Summer Term	<p>English Language: NEA</p> <ul style="list-style-type: none"> Formal presentation Listen and respond to questions Use spoken Standard English effectively <p>English Literature: Poetry</p> <ul style="list-style-type: none"> <i>Power and Conflict</i> poetry anthology Unseen poetry and comparison Conceptualised, personal responses Analysis of language, form, and structure Application of contextual details 	<p>English Language</p> <ul style="list-style-type: none"> Mastering exam technique <p>English Literature</p> <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.			