

CURRICULUM SUBJECT: ENGLISH

SUBJECT CONTACT: JONATHAN GILL

“My task, which I am trying to achieve is, by the power of the written word, to make you hear, to make you feel – it is, before all, to make you see.”– Joseph Conrad

CURRICULUM INTENT

Why is it important that pupils at Vale of York study English?

Studying English is more than just exploring the depths of literature and language; it's about understanding the human condition, expressing thoughts clearly, and engaging with a world of diverse perspectives. English is the bedrock of communication—be it through spoken word or written text. In our curriculum, we go beyond the traditional boundaries of the subject to explore contemporary issues, historical contexts, and the power of narrative and poetry in shaping our society.

CURRICULUM STATEMENT

At KS3: The Key Stage 3 English curriculum at Vale of York is designed to provide a rich and engaging learning experience that fosters a deep appreciation for language, literature, and communication. Our curriculum is crafted to empower students with the essential skills and knowledge required for effective communication, critical thinking, and a lifelong love of reading and writing. The issues introduced are aimed at creating tolerant and confident young people able to tackle any new challenges the world throws at them.

At KS4: The Key Stage 4 English curriculum at Vale of York follows EDUQAS for English language and AQA exam specification for Literature GCSE. We are aiming to provide a comprehensive and challenging educational experience for students in Years 10 and 11. This curriculum is designed to prepare students for the GCSE English Language and English Literature examinations, fostering the development of critical thinking, effective communication, and a deep appreciation for literature.

GCSE English Language: The new English Language component of the curriculum focuses on developing students' proficiency in key language skills, including reading, writing, speaking, and listening.

GCSE English literature: The focus of this component is to broaden students' horizons in the wider cultural capital of historical literature and simultaneously discover how the literature of our past has shaped the current landscape students live in.

CURRICULUM SEQUENCE

Curriculum time (2 weeks)	8 hours	8 hours	8 hours
Curriculum framework	National Curriculum	National Curriculum	National Curriculum
Core knowledge & understanding covered	<p><i>The Modern Novel - What role do purpose and audience play in the writing process?</i></p> <p><i>Focus on Literacy and Grammar</i></p> <p><i>What makes a hero?</i></p> <p><i>Arthurian Legends</i></p> <p><i>How has English Literature and the English Language evolved over time?</i></p> <p><i>The Impact Of Humans</i></p> <p><i>Dystopian Writing</i></p> <p><i>Trailblazers</i></p> <p><i>A Midsummer Night's Dream.</i></p>	<p><i>Stereotypes</i></p> <p><i>Billy Elliot</i></p> <p><i>FOCUS ON LITERACY & GRAMMAR</i></p> <p><i>Anti-Semitism</i></p> <p><i>Did Shakespeare criticise or reinforce the anti-Semitism of his times? Merchant of Venice</i></p> <p><i>Voice</i></p> <p><i>Can a poet bring people to life?</i></p> <p><i>Far from Home</i></p> <p><i>'Boy 87' (Displacement and refugees)</i></p> <p><i>Passport to the World</i></p> <p><i>Travel writing</i></p> <p><i>(to include Refugee Week in June)</i></p>	<p><i>Post-1914 Literature</i></p> <p><i>(I am Thunder)</i></p> <p><i>CRAFTING BRILLIANT SENTENCES</i></p> <p><i>(Focus on Literacy and Grammar)</i></p> <p><i>Gothic Fiction and Imaginative Writing</i></p> <p><i>(The Castle of Otranto, Horace Walpole (1764)</i></p> <p><i>Frankenstein, Mary Shelley (1818)</i></p> <p><i>Jane Eyre, Charlotte Brontë (1847)</i></p> <p><i>'Wide Sargasso Sea' (Aimee).</i></p> <p><i>Woman in Black.)</i></p> <p><i>Modern Novel - Lonely Londoners</i></p> <p><i>Introduction to Anthology poetry</i></p> <p><i>(Power and Conflict)</i></p>
	Year 7	Year 8	Year 9
Subject specific skills	<p><i>Reading Comprehension:</i></p> <p><i>Understanding and interpreting a variety of texts, including fiction, non-fiction, and poetry.</i></p> <p><i>Identifying main ideas, themes, and literary devices within texts.</i></p>		

	<p><i>Creative Writing:</i> Developing imaginative and creative writing skills through narrative, descriptive, and expressive writing. Understanding the elements of storytelling, such as plot, character development, and setting.</p> <p><i>Grammar and Punctuation:</i> Building a foundation in basic grammar rules and sentence structure. Understanding and applying punctuation rules to enhance clarity in writing.</p> <p><i>Spelling and Vocabulary:</i> Expanding vocabulary through reading and writing activities. Practising accurate spelling and developing strategies for word recognition.</p> <p><i>Speaking and Listening:</i> Participating in class discussions, presentations, and group activities. Developing effective verbal communication skills, including clarity, fluency, and expression.</p> <p><i>Literary Analysis:</i> Introducing basic literary analysis skills, including the identification of literary elements such as plot, character, and theme. Discussing the impact of literary techniques on meaning and interpretation.</p>
<p>Personal attributes evolved that support learning</p>	<p><i>Critical Thinking:</i> Encouraging students to question and evaluate information presented in texts. Developing skills in forming and expressing opinions based on evidence.</p> <p><i>Independent Reading:</i> Encouraging a love of reading through independent reading activities. Discussing and reflecting on personal reading experiences.</p> <p><i>Cultural Awareness:</i> Exploring literature from different cultures and time periods. Understanding the cultural context of texts and appreciating diverse perspectives.</p>
<p>Disciplinary Literacy</p>	<p><i>Metaphor:</i> A figure of speech that involves describing something by comparing it to something else, without using "like" or "as." <i>Simile:</i> A figure of speech that involves comparing two unlike things using "like" or "as." <i>Alliteration:</i> The repetition of initial consonant sounds in a sequence of words or phrases. <i>Personification:</i> Giving human characteristics to nonhuman entities, animals, or abstract concepts. <i>Setting:</i> The time and place in which a story, play, or narrative poem takes place.</p>

	<p><i>Plot: The sequence of events in a story, novel, or play, including the exposition, rising action, climax, falling action, and resolution.</i></p> <p><i>Characterization: The process of creating and developing characters in a narrative, including their traits, motivations, and relationships.</i></p> <p><i>Dialogue: The written or spoken conversational exchange between two or more characters in a literary work.</i></p> <p><i>Genre: A category or type of literature, such as fiction, non-fiction, poetry, drama, or fantasy.</i></p> <p><i>Rhyme Scheme: The pattern of rhymes used in a poem, often denoted by letters to represent the recurring sounds at the end of lines.</i></p>
--	--

Key Stage 4:

	Year 10	Year 11
Curriculum time (2 weeks)	8 hours	8 hours
Curriculum framework	<p>Eduqas English Language</p> <p><i>Component 1</i></p> <p><i>Written exam: 1 hour 45 minutes</i></p> <p><i>80 marks</i></p> <p><i>40% of GCSE</i></p> <p><u>Questions</u></p> <p><i>Reading (40 marks) (20%) – one fiction text</i></p> <p><i>2 short form questions (2 x 5 marks)</i></p> <p><i>3 longer form questions (3 x 10 marks)</i></p> <p><i>Writing (40 marks) (20%)</i></p> <p><i>1 extended writing question (with four options to choose from) (24 marks for content, 16 marks for technical accuracy)</i></p> <p><i>Component 2</i></p> <p><i>Written exam: 2 hours</i></p> <p><i>80 marks</i></p> <p><i>60% of GCSE</i></p> <p><u>Questions</u></p> <p><i>Reading (40 marks) (30%) – two linked non-fiction texts (19th and 21st century)</i></p> <p><i>3 short form question (2 x 3 1x4 marks)</i></p>	

	<p>3 longer form questions (3 x 10 marks) Writing (40 marks) (30%) 2 extended writing question (24 marks for content, 16 marks for technical accuracy)</p> <p>AQA English Literature Paper 1 - Shakespeare and the 19th century novel</p> <p>What's assessed</p> <ul style="list-style-type: none"> ● Shakespeare plays ● The 19th-century novel <p>How it's assessed</p> <ul style="list-style-type: none"> ● written exam: 1 hour 45 minutes ● 64 marks ● 40% of GCSE <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Paper 2: Modern texts and poetry</p> <p>What's assessed</p> <ul style="list-style-type: none"> ● Modern prose or drama texts ● The poetry anthology ● Unseen poetry ● written exam: 2 hour 15 minutes <p>How it's assessed</p> <ul style="list-style-type: none"> ● 96 marks ● 60% of GCSE
<p>Core knowledge & understanding covered</p>	<p>For GCSE English Language students should: Read fluently and with good understanding, a wide range of texts from the 19th, 20th, and 21st centuries, including literature, literary non-fiction, as well as other forms of writing such as reviews and journalism. Read and evaluate texts critically, making comparisons between them. Summarise and synthesise information or ideas from texts. Use knowledge gained from extensive reading to inform and improve their own writing. Write effectively and coherently, using Standard English appropriately. Use grammar correctly, and punctuate and spell accurately. Acquire and apply a broad vocabulary, alongside knowledge and understanding of grammatical terminology and linguistic</p>

	<i>conventions for reading, writing, and spoken language. Listen to and understand spoken language, and use spoken Standard English effectively.</i>
Personal attributes evolved that support learning	<p><i>Critical Thinking: Encouraging students to question and evaluate information presented in texts. Developing skills in forming and expressing opinions based on evidence.</i></p> <p><i>Independent Reading: Encouraging a love of reading through independent reading activities. Discussing and reflecting on personal reading experiences.</i></p> <p><i>Cultural Awareness: Exploring literature from different cultures and time periods. Understanding the cultural context of texts and appreciating diverse perspectives.</i></p>

CURRICULUM OPPORTUNITIES

Key Stage 3:

<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
<u>Within the Formal Curriculum</u>		
<i>- Introduction to literary genres (fiction, non-fiction, poetry)</i>	<i>- Advanced study of literary genres, focusing on deeper analysis and critical thinking</i>	<i>- Continued exploration of diverse literary genres, emphasising independent analysis and interpretation</i>
<i>- Creative writing exercises and storytelling techniques</i>	<i>- Developing more advanced creative writing skills, including exploration of different narrative forms</i>	<i>- Advanced creative writing projects, emphasising individual style and voice</i>

<p>- Developing speaking and listening skills through group discussions and presentations</p>	<p>- Advanced speaking and listening skills, including formal debates and presentations</p>	
<p>- Literary analysis of modern texts and poetry</p>	<p>- Comparative analysis of modern texts and a more in-depth study of poetic devices</p>	<p>- In-depth exploration of contemporary literature and specialised study of poetic forms</p>
<p>- Introduction to media literacy, including analysing advertisements and news articles</p>		
<p>- Thematic exploration across different cultures and time periods</p>		
<p><u>Beyond the Formal Curriculum</u></p>		
<p>- Book clubs for interested students</p>		
<p>- Writing competitions and poetry slams</p>	<p>- Participation in regional or national writing competitions</p>	
<p>- Drama club and school productions</p>		
<p>- Visits to local libraries, literary events, and author talks</p>		
<p><u>Links to Other Curriculum Areas</u></p>		
<p>- History: Exploring literature from historical periods</p>		

- Geography: Analysing literature related to different geographical regions	- Literature-based projects exploring geographical and environmental themes	- Exploration of literature related to global issues and their impact on societies
- Art: Creative writing and artistic expression	- Collaborative projects combining literature and visual arts	- Integration of literature into artistic creations
<u>Preparation for Adult Life</u>		
- Personal development lessons integrated with literature	- Advanced personal development lessons with a focus on critical life skills	- Integration of literature into personal development lessons, exploring moral and ethical dilemmas
- Introduction to careers in writing, journalism, and related fields	- Career guidance sessions with professionals	
- Emphasis on effective communication skills for future employability	- Practical workshops on effective communication in professional settings	- Mock interviews and communication training for future career readiness
- Opportunities for work experience or internships in media-related fields	- Tailored work experience opportunities in writing, journalism, or related fields	- Extended work experience opportunities with mentorship and project involvement

CURRICULUM IMPLEMENTATION

As an Academy we have a range of clear standards and expectations of our pupils however each subject area has its own individual practices and habits that ensure that it can function to its optimum.

Curriculum delivery:

We teach English in mixed ability classes with a nurture group for those that need additional support with the subject.

Homework:

	<i>Frequency</i>	<i>Expected time to complete</i>	<i>Completion notes and handing in</i>	<i>What to do if stuck</i>
7	1hr /Week	4 books and 1 Grammar section on Reading Plus	This will be tracked on the website.	Confirm your login details and write it in your planner to ensure you can always access it.
8	1hr /Week	4 books and 1 Grammar section on Reading Plus	This will be tracked on the website.	Confirm your login details and write it in your planner to ensure you can always access it.
9	1hr /Week	4 books and 1 Grammar section on Reading Plus	This will be tracked on the website.	Confirm your login details and write it in your planner to ensure you can always access it.
10	1hr /Week	Varies depending on the task. Tassomai Daily goals.	This will be handed in to the class teacher and checked weekly.	Contact your teacher through googleclassroom where the instructions will be.
11	1hr /Week	Varies depending on the task. Tassomai Daily goals.	This will be handed in to the class teacher and checked weekly.	Contact your teacher through googleclassroom where the instructions will be.

SUPPORTING YOUR CHILD

	Resources to support your child	Relevance - How it helps
Key Stage 3	<i>Google Classroom will have all lessons provided for each hour taught in school.</i>	<i>If your child misses any lessons or needs clarity the information will be there to fill gaps in knowledge independently.</i>
Exam courses	<p><i>EDUQAS website</i> <i>AQA website</i> <i>Mr Bruff - youtube</i> <i>Sparknotes</i> <i>GCSE Bitesize</i></p>	<i>All of these are excellent and free resources to support your child's learning and specifically help while revising previously taught content.</i>

WIDER INTEREST

At Vale of York, we believe that GCSE English is not just a subject but a gateway to exploring a myriad of wider interests and skills that benefit our students both academically and personally. Our curriculum is designed to foster a love for reading, encourage creative expression, and develop critical thinking skills. Through literature, students travel across times and cultures, gaining insights into diverse human experiences and perspectives. Creative writing assignments provide a platform for self-expression and innovation, allowing students to experiment with their voice and storytelling techniques.

We also integrate technology and multimedia resources to enhance learning and connect classical literature to contemporary issues, making the study of English relevant to today's world. Debates and writing workshops encourage collaboration and communication skills, preparing students for a future where these abilities are increasingly valued. Our commitment extends beyond the classroom. We encourage students to participate in local and national writing competitions, attend literary festivals, and

engage with community projects that promote literacy and storytelling. These activities not only enrich our students' learning experience but also build confidence, empathy, and a sense of community.

Useful links and resources

www.sparknotes.com/

www.bbc.com/bitesize/examspecs/zcbchv4

www.aqa.org.uk/subjects/english/gcse

GCSE English Language | Eduqas