**Curriculum Intent**

The English curriculum at LPSB is broad in scope, clearly pushing pupils and students above and beyond the minimum requirements of the National Curriculum. Throughout all key stages we engage learners in developing their cultural capital through broad genre study enabling them to extend their learning beyond the classroom and assessment criteria.

Each unit of study has been logically sequenced to allow for opportunity to revisit the key skills and knowledge of pupils’ prior learning. The KS3 course recognises the need to teach new skills and therefore allows pupils’ from across the attainment range the opportunity to understand and hone these skills in preparation for the demands of KS4 and KS5.

At every Key Stage, the LPSB English curriculum seeks to empower learners. The curriculum is dynamic and empowering, introducing learners to the voices of the marginalised and suppressed. We promote excellence in reading, writing and oracy; encouraging all learners to communicate with precision, confidence and respect for their peers.

The entire curriculum has been devised to stretch and develop all learners. With engaging and lively choices in genre, mode and form, our curriculum is designed to engage the interest of learners and encourage them to broaden their interest in the texts they study through critical exploration of their moral, social, historical and philosophical contexts.

**Curriculum Implementation**

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|   | **Autumn** | **Spring** | **Summer** |
| HT1**Post-1914 Drama/Prose**(*An Inspector Calls*) | HT2**19th & 21st Non-Fiction Reading & Persuasive Writing** | HT3 & HT4**19th Century Novel**(*A Christmas Carol* or *Jekyll & Hyde*) | HT5**Poetry Anthology** | HT6**20th Century Literature and Creative Writing** |
| **Year 10** | **BROAD** | Core content, knowledge and skills | This assessment will test, through a source-based response, knowledge and understanding of the post-1914 prose/drama text. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters, and ideas within the text. This assessment will also test learner's spelling, punctuation, and grammar.To sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.To analyse and appreciate writers’ use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context. | **READING**This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to letters, extracts from autobiographies or biographies, diaries, reports, articles, and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet.**PERSUASIVE /TRANSACTIONAL WRITING**Across the two tasks candidates will be offered opportunities to write in a transactional/persuasive style for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc. | This assessment will test, through a source-based response, knowledge and understanding of the 19th century prose novel. Learners will be expected to comment upon the context of the prose text, the language, structure and form of the text and key themes, characters, and ideas within the text.Convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.Analyse and appreciate writers’ use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; using subject terminology in an appropriate context.Show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.The teaching of this unit will also involve the interleaving of key Language skills in the form of reading and assessing high quality pieces of 19th century non-fiction texts. | This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology and compare it to the first. Learners will be expected to consider the context of each poem, its content and key ideas, and the poets’ use of language, structure, and form. Learners must study all the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed to introduce learners to the rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways.The teaching of this unite will also introduce pupils to the skills and techniques required to understand and analyse unseen poetry.The teaching of this unit will also involve the interleaving of key Language skills in the form of creative writing tasks inspired by the subject and themes from the studied poems. | **READING**This section will test, through structured questions, the reading of an unseen extract from one 20th century literary prose text (about 60-100 lines).**PROSE WRITING**This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response should be a narrative / recount. |
| **COHERENT** | Prior knowledge required to access this unit | - Planning and drafting essays- Communicating with formality- Academic register in speaking and writing- Using the ‘What, How, Why’ analytical writing structure- Embedded quotations- Using ellipsis- Characterisation- Plot- Genre: Detective Fiction (the ‘Whodunnit’)- Drama and dramatic conventions- Theme: concrete (object in text) to abstract (idea external to text) | -Skills in reading unseen texts-Using textual evidence to support ideas-Editorial choices-Style, form, and layout conventions of non-fiction texts-Inference, summary, evaluation, and synthesis skills in analysing and commenting on language use-Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give, and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context-Writing for impact: using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis) |  - Planning and drafting essays- Communicating with formality- Academic register in speaking and writing- Using the ‘What, How, Why’ analytical writing structure- Embedded quotations- Using ellipsis- Characterisation- Plot- Theme: concrete (object in text) to abstract (idea external to text)- Contextual ideas related to class, inequality, and society in the 19th century  | -Noticing poetic patterns-Commenting on how structure affects reading-Prosodic features such as rhythm, rhyme  - Planning and drafting essays- Communicating with formality- Academic register in speaking and writing- Using the ‘What, How, Why’ analytical writing structure- Embedded quotations- Using ellipsis- Linking and embedding contextual details into analysis- Unseen poetry skills- Theme: concrete (object in text) to abstract (idea external to text) | -Punctuating speech-Tense agreement-Using discourse markers-Linking paragraphs-Planning creative responses: Drop, Zoom, Flash, End-Embedded quotations-Creating interesting clauses and sentences-Narratology-Perspective-Dialogue-Characterisation-Genre-Voice/tone |
| Assessment | -Retrieval quizzes-Plenaries -Spelling tests-Show me-questions/hinge questions to check understanding -What/how/why paragraphs -Character profiles -Planning creative writing**Formal assessment:**A literature essay exploring a character or theme in the play. ***Example title:***How does Priestley present Mr Birling at different points in the play? Students will be given an extract from the text to write about and will be expected write for 45 minutes in response.   |  -Retrieval quizzes-Plenaries -Spelling tests-Show me-questions/hinge questions to check understanding -What/how paragraphs **Formal assessment:** Pupils to complete a full past paper (Section A).   |  -Retrieval quizzes-Plenaries -Spelling tests-Show me-questions/hinge questions to check understanding -What/how/why paragraphs -Character profiles **Formal assessment:**A literature essay exploring a character or theme in the play. ***Example title:***How does Dickens present the supernatural at different points in the novella?ORHow does Stevenson present Mr Hyde at different points in the novel? Students will be given an extract from the text to write about and will be expected write for 45 minutes in response.    |  -Retrieval quizzes-Plenaries -Spelling tests-Show me-questions/hinge questions to check understanding -What/how/why paragraphs -Unseen skills -Planning creative writing **Formal assessment:**A literature essay exploring a poem from the anthology.***Example title:***How does Blake present the city in *London*? |  -Retrieval quizzes-Plenaries -Spelling tests-Show me-Questions/hinge questions to check understanding -What/how/why paragraphs -Unseen skills -Planning/writing creative writing**Formal assessment:**-Reading Component 1 assessment-Writing Component 1 assessment |
| **EMPOWERING** | Key vocabulary | -Act, Alderman, ambiguous, antagonist, Capitalist society, Catharsis, class, cliff-hanger, climax, contrast, Coup de theatre, denouement, Dramatic Irony, euphemism, exposition, figurative language, foil, foreground, hierarchy, hubris, hypocrisy, irony, juxtaposition, linear structure, Lord Mayor, magistrate, off-stage, on the Bench, parlour maid, Received Pronunciation, sarcasm, script, slang, socialist society, strike, subvert, sympathy, unsympathetic character.  | -Simile, metaphor, personification, hyperbole, allusion, idiom, pun, onomatopoeia, alliteration, cliché, anecdote, logos, pathos, ethos, tricolon, tone, register/formality, opinion, fact/statistic, antithesis, repetition, anaphora, declarative, interrogative, exclamation, imperative. | - Allegory, Political diatribe, Pathetic fallacy, metonymy, motif, symbolism, irony, Christmas, religion, the duality of man, science, technology, the Gothic, supernatural, repression of self and sexuality, Malthusian economics, poverty, the Poor Laws, benevolence, parsimonious, miser, Industrial Revolution, social inequality, deprivation, squalor, workhouse, austere, antithesis, emblematic, empathy, genial, reverence  | -Contexts of production and reception-The literary context-Historical /moral/social contexts of each poem (e.g. industrialisation and Blake’s ‘London or pre-war optimism in Brooke’s The Soldier’)-Irony, symbolism, alliteration, simile, personification, onomatopoeia, caesura, extended metaphors, volta, stanza, meter, iambic pentameter, trochaic tetrameter, rhythm, rhyme, pattern, structure, voice, tone, imagery, word classes, semantic field, anaphora | - Tracking, simile, metaphor, personification, hyperbole, allusion, idiom, pun, onomatopoeia, alliteration, cliché, tricolon, tone, register/formality, antithesis, repetition, anaphora, declarative, interrogative, exclamation, imperative, dialogue, ‘show, don’t tell’, narrative arc, sensory description. |
| **CHALLENGING** | Super curricular recommendations | * Watch a performance of **An Inspector Calls** on<https://www.google.com/url?q=https%3A%2F%2Fedu.digitaltheatreplus.com%2Fsearch%3Fq%3DAn%2BInspector%2BCalls&sa=D&sntz=1&usg=AOvVaw384qb-_X1XnyNcs1ayAsvG> Drama Online and explore the resources they offer to enrich your understanding of the play.
* **Murder mystery genre:** Research the murder mystery genre looking at murder mystery plays. Find out when were they popular, who wrote the most and learn about typical themes.

****British Library research**:** Research a genre or writer of your choice using information on the British Library website: [Discovering Literature](https://www.google.com/url?q=https%3A%2F%2Fwww.bl.uk%2Fdiscovering-literature&sa=D&sntz=1&usg=AOvVaw0-xyYoDrEF54rujgyIu0Fr)****Jekyll & Hyde**:** Watch a stage adaptation of **Jekyll & Hyde** on [Digital Theatre +](https://www.google.com/url?q=https%3A%2F%2Fedu.digitaltheatreplus.com%2Fsearch%3Fq%3DJekyll%2B%2526%2BHyde&sa=D&sntz=1&usg=AOvVaw05Y7qw6txn165GYCnyHaOt) and explore the resources they offer to enrich your understanding of the novella.* Read some high-quality non-fiction; perhaps from a broadsheet newspaper or website such as *The Guardian* or *The Times*.
* Read some high-quality fiction. Visit the library and speak to the librarian or your teachers if you would like some recommendations.
* Listen to The Rest is History podcast for some great insights into some of the texts you are studying and the period they were written. These are available on YouTube <https://www.youtube.com/playlist?list=PLEbAHi3fZpuEyBOPtr158TY-FW7P1l4Fg> and wherever you get your podcasts.
* Read, watch, listen to some great poetry. Whether it’s the lyrics of your favourite musicians or something else, make sure you expose yourself to creativity in language.

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|   | **Autumn** | **Spring** | **Summer** |
| HT1 & HT2**Shakespeare:** *Macbeth* | HT3**Poetry Anthology & Creative Writing Skills** | HT4**Spoken Language** | HT5**Exams: In-class revision and preparation** | HT6**Exams: In-class revision and preparation** |
| **Year 11** | **BROAD** | Core content, knowledge and skills |  This component assesses learners on Shakespeare and poetry from 1789 to the present day. In Section A, learners will need to show their knowledge of dramatic techniques and demonstrate their understanding of plot, characterisation, events and key themes; they will need to analyse language, structure and form closely in order to engage critically with the text.This assessment will test, through one extract-based question and one essay question on the text as a whole, knowledge and understanding of a Shakespeare text. Learners will be expected to comment on Shakespeare’s use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This section will also test learners' spelling, punctuation and grammar.  | This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology and compare it to the first. Learners will be expected to consider the context of each poem, its content and key ideas, and the poets’ use of language, structure, and form. Learners must study all the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed to introduce learners to the rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways.The teaching of this unite will also introduce pupils to the skills and techniques required to understand and analyse unseen poetry.The teaching of this unit will also involve the interleaving of key Language skills in the form of creative writing tasks inspired by the subject and themes from the studied poems. |  One presentation/speech, including responses to questions and feedback. This will be used to inform the grade awarded for the Non-Examined component of the assessment of GCSE English Language (NB: this grade does NOT contribute to the overall GCSE grade).Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches;· Respond to spoken language: listening to and responding appropriately to any questions and feedback; · Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate. |   |   |
| **COHERENT** | Prior knowledge required to access this unit |  - Planning and drafting essays- Communicating with formality- Academic register in speaking and writing- Using the ‘What, How, Why’ analytical writing structure- Embedded quotations- Using ellipsis- Characterisation- Plot- Genre: Tragedy- Drama and dramatic conventions- Theme: concrete (object in text) to abstract (idea external to text) - Relevant contextual aspects from Elizabethan/Jacobean society |  -Noticing poetic patterns-Commenting on how structure affects reading-Prosodic features such as rhythm, rhyme  - Planning and drafting essays- Communicating with formality- Academic register in speaking and writing- Using the ‘What, How, Why’ analytical writing structure- Embedded quotations- Using ellipsis- Linking and embedding contextual details into analysis- Unseen poetry skills- Theme: concrete (object in text) to abstract (idea external to text) | -Effective presentation skills developed throughout KS3- Rhetorical devices- Knowledge of key ideas/characters/themes if the presentation is based on a course text.- Effective oracy skills. |   |   |
| Assessment | -Retrieval quizzes-Plenaries -Spelling tests-Show me-questions/hinge questions to check understanding -What/how/why paragraphs -Character profiles -Planning creative writing**Formal assessment:**A literature essay exploring an extract from the play.A literature essay exploring a character or theme in the play. ***Example title:***How does Shakespeare present violence at different points in the play? For the extract-based response, pupils will be given an extract from the text to write about and will be expected write for 20 minutes.For the essay response, pupils will be given a theme/character question from the text to write about and will be expected write for 40 minutes.   | -Retrieval quizzes-Plenaries -Spelling tests-Show me-questions/hinge questions to check understanding -What/how/why paragraphs -Unseen skills -Planning creative writing**Formal assessment:**A literature essay exploring a poem from the anthology.***Example title:***How does Dharker present people’s lives in *Living Space*?  | **Formal assessment:**An individual/group presentation on a chosen topic for 3-5 minutes.This component of the GCSE English language qualification is a non-examined assessment (NEA) and will be awarded a grade of PASS, MERIT or DISTINCTION. |    |    |
| **EMPOWERING** | Key vocabulary | Genre, tragedy, plot, antagonist, protagonist, tragic hero, tragic flaw (hamartia), tragic realisation (anagnorisis), motif, symbolism, imagery, hubris, aside, pathos, tragic isolation, tragic inevitability  | -Contexts of production and reception-The literary context-Historical /moral/social contexts of each poem (e.g. industrialisation and Blake’s ‘London or pre-war optimism in Brooke’s The Soldier’)-Irony, symbolism, alliteration, simile, personification, onomatopoeia, caesura, extended metaphors, volta, stanza, meter, iambic pentameter, trochaic tetrameter, rhythm, rhyme, pattern, structure, voice, tone, imagery, word classes, semantic field, anaphora |   |   |   |
| **CHALLENGING** | Super curricular recommendations | * Research William Shakespeare’s relationship with Queen Elizabeth and then King James.
* Research the social, historical and philosophical background during the time of Elizabeth I’s death and James I’s succession. This series offers a fantastic peak into that period: <https://tv.apple.com/gb/show/elizabeth-is-secret-agents/umc.cmc.44e3bidonee2dwmknal3pu2hi>
* Watch YouTube clips of scenes from various versions (stage or filmed) of ‘Macbeth’. Or consult with your parents about watching whole films. Warning: some of these can be rather gory. You can also watch versions of the play using <https://www.digitaltheatre.com/> .
* Don’t give up on personal reading! Consult with your parents or carers to choose some good modern fiction aimed at adults. Stretch yourself with the school’s ’16 Before 16’ Reading Challenge. We promise that you will always be grateful that you kept up the habit of reading for pleasure.
* Use some of the poems as stimulus for creative writing. Practise writing short stories in 45 minutes. Show these to your teacher.
* Read a good quality newspaper.
* Start a book group with friends.
* Read some non-fiction (travel writing, blogs, news coverage, restaurant reviews etc)
* Practise writing articles, letters and speeches.
* Send a letter to your local newspaper expressing your views on an issue close to you heart.
* Use exam board-specific YouTubers such as [https://www.youtube.com/@GuigLit](https://www.youtube.com/%40GuigLit) and [https://www.youtube.com/@DystopiaJunkie](https://www.youtube.com/%40DystopiaJunkie) to aid your revision of topics for the examination.
* Use TED talks to access examples of effective speaking and presentation skills.
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