



Department: English

Curriculum Intent Statement

Our Curriculum Vision & Purpose

At Harrytown, we provide all pupils with the opportunity to develop powerful knowledge that will enable them to succeed in English, regardless of circumstance. To ensure pupils develop the skills they need to be fearless readers, creative writers, critical thinkers and effective communicators.

Powerful Knowledge

Concept, context, influence, interpretation and challenge

- Literature is critical to our wider understanding of the world, humanity and the essential role of stories to create human experience.
- Pupils understand that behind every text there is a writer.
- Pupils have an understanding of enduring themes that influence writers, e.g. Power, Justice, Survival and Relationships.
- Provide knowledge that allows pupils to see the world in new ways and create connections between a text, their own experience and previous knowledge.
- Empower pupils to see themselves as readers and writers.
- Develop an understanding of the techniques used by writers to create influential texts. Give them the vocabulary they need to interpret texts and create their own.
- Challenge pupils to see themselves as successful readers and writers.

Curriculum Features

- The KS3 curriculum is built around a thematic approach that allows pupils to explore a range of texts within each theme (e.g. fiction, non-fiction, poetry). This gives pupils the opportunity to explore texts from across different eras so they can make links between events and recognise the influence they have.
- Each unit has an assessment that focuses on texts and the skills they need to develop in order to become critical thinkers and effective communicators.
- KS3 gives pupils access to the knowledge they will need to enrich their understanding of the subject. This in turn enables pupils to develop knowledge and skills that they will need to support their understanding of the GCSE curriculum.
- The curriculum structure aims to improve retention of knowledge and help pupils use prior knowledge to inform their interpretations of texts.



Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

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	Unit	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
Year 7 Scheme Overview	1 (8 weeks)	Myths, Legends and Allusion: origins of Literature Pupils are introduced to the Literary timeline and are given an overview of Greek Mythology. They explore archetypal characters throughout time, study the hero's journey and look at narrative structure.	Writing assessment Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy	<ul style="list-style-type: none"> Provide a background to literary allusions and allegories. Develop transferrable knowledge by exploring the use of allusions in texts from a variety of genres.
	2 (8 weeks)	Shakespeare's A Midsummer Night's Dream Pupils are introduced to Shakespeare and the context in which he was writing. We explore the plot with reference to key extracts, investigate themes in the play, look at how Shakespeare creates character and investigate links to other texts through allusions. There are opportunities to act out and stage scenes and to explore alternative adaptations.	Reading assessment AO1, AO2, AO3	<ul style="list-style-type: none"> Develop knowledge and understanding of Shakespeare's world and the social and historical context of his work. Learn about the text in performance and explore different adaptations. Develop transferrable knowledge by exploring the use of allusions.
	3 (8 weeks)	Children in Literature We explore a range of fiction texts, including poetry, looking at how children are presented in Literature. Non-fiction texts are used to explore the way the treatment and education of children has changed across time (Victorian period to current).	Reading assessment Language: AO1, AO2	<ul style="list-style-type: none"> Explore texts to develop a wider understanding of the world and the way it has changed. Develop knowledge of the techniques and language used by successful writers in manipulating the reader's response.
	4 (8 weeks)	Writing the World We will explore how people write about the world of nature. We will look at nature documentaries and campaigns about the environment to	Writing assessment Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy	<ul style="list-style-type: none"> Learn how to manipulate language to make you sound like an expert.

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Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



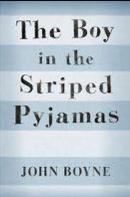
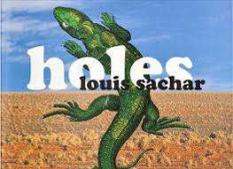
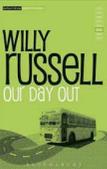
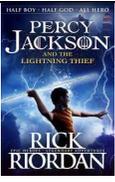
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	understand how nature is described and presented in popular media.		<ul style="list-style-type: none"> Develop knowledge of textual structures and conventions of persuasive writing.
5 (8 weeks)	<p>War and Conflict</p> <p>This unit provides a rich variety of perspectives on war and conflict. Pupils study a selection of texts and extracts which offer a unique mixture of classic and contemporary material from writers such as Michael Morpurgo, Carol Ann Duffy, Siegfried Sassoon and Bob Dylan. They make links between poems, analyse language and different poetic forms, explore wider themes and consider writers' attitudes.</p>	<p>Reading assessment</p> <p>Language and Inference: AO1 and AO2</p>	<ul style="list-style-type: none"> Develop knowledge of textual structures in poems and extracts linked to war. Explore different perspectives on war and conflict and how Literature can reflect this.

Throughout the year, pupils will have the opportunity to read a selection of the following texts:

 War Horse	 Boy in the Striped Pyjamas
 Holes	 Our Day Out
 Cirque Du Freak	 Percy Jackson

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Year 8 Scheme Overview	Unit	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 8 (referenced to topic as appropriate)
	1 (8 weeks)	<p>Gothic Fiction Pupils explore the Gothic genre, experiencing a wide range of texts (classic and contemporary). They develop an understanding of context and investigate how Gothic Literature fits within the Literary timeline. They examine how writers develop tension and suspense in the genre and consider how setting, character and narrator are presented.</p>	<p>Writing assessment Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy</p>	<ul style="list-style-type: none"> • Explore texts to develop a wider understanding of the genre including an appreciation of how texts have been shaped by their context and background. • Develop knowledge of the techniques and language used by successful writers and develop the confidence to use these in their own creative writing.
	2 (8 weeks)	<p>Romeo and Juliet An introduction to a complete text by Shakespeare where we explore the idea of tragedy. We read key scenes considering themes of power, relationships and love. Active approaches to Shakespeare are used to engage students, bringing the text to life and allowing exploration of characters and motivations. Pupils will also examine plot, language and context as well as considering allusions used in the text.</p>	<p>Reading assessment AO1 and AO2 (AO4)</p>	<ul style="list-style-type: none"> • Develop a sound knowledge of plot, character, language, theme and context for Romeo and Juliet. • Develop knowledge of Shakespeare’s methods, his use of language and structure and their effect on the audience.
	3 (8 weeks)	<p>Survival This unit provides a rich variety of perspectives on survival. Pupils explore a wide range of fiction and non-fiction texts (both classic and contemporary) related to the topic. They examine resilience and determination and consider how it links to their own lives. They explore the themes of Survival character traits, internal conflict, and the power of nature.</p>	<p>Writing assessment Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy</p>	<ul style="list-style-type: none"> • Explore texts to develop a wider understanding of the challenges faced by individuals in survival situations. • Develop knowledge of textual structures and conventions of persuasive writing.

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	4 (8 weeks)	Detective/Crime /Spy Fiction Pupils explore this genre, experiencing a wide range of fiction texts (classic and contemporary), including extracts by Conan Doyle, Fleming, Horowitz and Ludlum, as well as some non-fiction texts. We look at how writers make choices in their use of language to create and convey different meanings. The texts we study act as stimulus for pupils' own writing. We explore narrative structure, genre, character building, narrator, tension and setting.	Reading assessment AO1, AO2, AO4	<ul style="list-style-type: none">• Explore texts to develop a wider understanding of the genre.• Develop knowledge of the techniques and language used by successful writers in manipulating the reader's response.• Develop knowledge of the techniques and language used by successful writers and develop the confidence to use these in their own creative writing.
	5 (8 weeks)	Character and Voice Pupils explore how writers create powerful and compelling characters/voices in their work. They study poetry by Simon Armitage, Carol Ann Duffy and John Agard. They explore how Chaucer, Dickens and Shakespeare have created characters in their work by examining extracts.	Reading assessment AO1, AO2, AO3	<ul style="list-style-type: none">• Explore a variety of texts to develop knowledge of how writers create powerful and compelling voices in their texts.• Develop knowledge of the techniques, language and structures used by successful writers in manipulating the reader's response.

Throughout the year, pupils will have the opportunity to read a selection of the following texts:

Frankenstein, Sherlock Holmes, Stone Cold, The Curious Incident of the Dog in the Night Time, Hatchet

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
Year 9 Scheme Overview	1 (8 weeks)	<p>Of Mice and Men</p> <p>Pupils will study the whole novella and will focus on the presentation of themes and how they link the text together. In character-based study we will explore how the author presents the struggle of marginalised characters. Pupils will refine language analysis skills. They will develop understanding of context and the impact of this on the text by examining a range of related non-fiction texts.</p>	<p>Reading Assessment</p> <p>AO1, AO2, AO4</p>	<ul style="list-style-type: none"> Develop knowledge of writer's ideas and perspectives Explore enduring themes within the novella; develop the skills needed to track themes / characters across a whole text. Develop knowledge of textual structures with the novel
	2 (8 weeks)	<p>Dystopia</p> <p>We develop our thinking about genre, exploring the codes and conventions of Dystopian texts and how they reflect context. We discover how authors create settings and histories for their texts, reading extracts from 1984, Animal Farm and Brave New World. We also explore the popularity of dystopian texts in our own time, in the form of <i>The Hunger Games</i> and <i>The Maze Runner</i>. Students learn how to approach extracts and analyse them closely.</p>	<p>Writing Assessment</p> <p>Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy</p>	<ul style="list-style-type: none"> Utilise knowledge of genre, techniques, language and structures used by successful writers in pupils own writing. Allow pupils to become authentically 'real' readers and writers
	3 (8 weeks)	<p>The Romantics and Power</p> <p>Pupils explore how writers present the enduring theme of power within a range of poems. We develop an understanding of Romantic poets and the Romantic period through the study of poets such as Browning, Wordsworth and Blake. We also</p>	<p>Reading Assessment</p> <p>AO1, AO2, AO3</p>	<ul style="list-style-type: none"> Construct a schema, which allows pupils to see patterns, appreciate deeper layers of meaning and make connections across literature.

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	study a range of contemporary poems, which link to the theme of power.		<ul style="list-style-type: none"> Develop pupils' ability to write about Literature texts in an analytical style.
4 (8 weeks)	<p>The Power of Rhetoric We explore the history of Rhetoric from its origins through time to the present and examine how rhetoric has been used for a range of purposes across history to drive change, to motivate and to highlight injustice. Pupils develop a range of rhetorical devices which can be used to make writing and speech persuasive.</p>	<p>Writing Assessment Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy</p>	<ul style="list-style-type: none"> This unit provides opportunities to develop speaking and listening skills as well as improving writing skills. Give access to a range of speeches to widen knowledge of rhetorical devices and textual structures.
5 (8 weeks)	<p>Blood Brothers Pupils read and study the whole play, exploring enduring themes such as equality, social class and superstition and fate. They look at how the playwright creates and develops characters and how the audience respond to them. Here pupils will revisit the concept of tragedy and consider context and the impact of this on the text.</p>	<p>Reading Assessment AO1, AO2, AO4</p>	<ul style="list-style-type: none"> Develop knowledge of writer's ideas and perspectives. Develop an understanding of the text in performance. Explore enduring themes within the play; develop the skills needed to track themes / characters across a whole text.

Throughout the year, pupils will have the opportunity to read a selection of the following texts:

Noughts And Crosses, Hunger Games, Blood Brothers, The Crucible, A Monster Calls, Noughts and Crosses, Maze Runner

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	Unit	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 10 (referenced to topic as appropriate)
Year 10 Scheme Overview	1 (8 weeks)	Power and Conflict Poetry Study of AQA anthology poetry with a focus on how writers present power and conflict in a range of poems associated to war. Creative Writing	Compare the ways poets present the reality of conflict in two poems from 'Power and Conflict' section of the AQA anthology. Literature: AO1, AO2, AO3	<ul style="list-style-type: none"> Encourage pupils to be apprentices in the domains of reading and writing, bringing language and literature together and removing boundaries around reading and writing
	2 (8 weeks)	Exploring Creative Texts Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. We study texts from a range of time periods and explore a range of narrative structures and techniques.	GCSE English Language Paper 1 Section A (reading questions about a specific extract) and Section B (pupils own descriptive / narrative writing). Language: AO1, AO2, AO3, AO5, AO6	<ul style="list-style-type: none"> Reading fiction texts in order to further consider how established writers use narrative and descriptive techniques to capture the interest of readers. Extend knowledge of genre and narrative structures to manipulate the response of the reader in pupils' own writing.
	3 (8 weeks)	Social Responsibility and Power in An Inspector Calls and a selection of poetry Through the study of JB Priestley's play, we explore the themes of social responsibility and power. We explore the context in which it is set and written and the impact this has on our understanding of the text. We also explore a range of poems which are linked to the above themes.	How does Priestley explore responsibility in <i>An Inspector Calls</i> ? Literature: AO1, AO2, AO3, AO4	<ul style="list-style-type: none"> Develop knowledge of themes and motifs, of authorial intention within the play. Make links to other enduring themes explored in KS3 – power, justice, marginalisation.
	4 (8 weeks)	The Tragedy of Macbeth We explore the devastating impact of power and unchecked ambition through the study of Shakespeare's Macbeth.	Explore how Shakespeare presents ambition in 'Macbeth'. Focus on Lady Macbeth Literature: AO1, AO2, AO3, AO4	<ul style="list-style-type: none"> Develop knowledge of the play through a focus on themes and character development.

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				<ul style="list-style-type: none">Develop an understanding of the techniques used by writers to create influential and enduring texts.
	5 (8 weeks)	<p>Writers' Viewpoints and Perspectives Pupils complete their study of this unit in preparation for their end of year exam (English Language Paper 2)</p> <p>Spoken Language Endorsement Within this unit, pupils utilise all of the skills they have developed for point of view writing and apply them to a spoken presentation. This is an opportunity to develop speaking and listening skills while developing a wider knowledge of a topic of their own choice.</p>	<p>GCSE English Language Paper 2 Section A (reading questions about 2 linked non-fiction extracts) and Section B (pupils own point of view writing). Language: AO1, AO2, AO3, AO5, AO6 Spoken Language Endorsement Candidates must undertake a prepared spoken presentation on a specific topic.</p>	<ul style="list-style-type: none">Develop pupils' knowledge of how to present information and manipulate language to have an impact on a real audience. Build confidence in order to deliver spoken presentations.



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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 11 (referenced to topic as appropriate)
Year 11 Scheme Overview	Term 1	<p>Power and Conflict Poetry Pupils will read and explore a range of poems from the Power and Conflict Poetry Anthology. They will develop their own interpretations of poems and explore the context of the texts. Pupils will revise how to compare poems and produce an analytical essay.</p> <p>Revisiting: Language Paper 1</p>	<p>Compare how the poets present (THEME) in (named poem) and one other poem from the poetry anthology. Literature: AO1, AO2, AO3</p> <p>GCSE English Language Paper 2 Section A (reading questions about 2 linked non-fiction extracts) and Section B (pupils own point of view writing). Language: AO1, AO2, AO3, AO5, AO6</p>	<ul style="list-style-type: none"> • Further develop pupils' knowledge of how to write analytically about texts. • Explore how writers and readers are influenced by context when creating and responding to texts. • Revisit the study of texts from across the 19th, 20th and 21st Century pupils to extend knowledge of writer's perspectives. • Develop ability to makes connections between texts and analyse the techniques writers use to convey differing viewpoints.
	Term 2	<p>Revisiting: An Inspector Calls Revision of the main characters and themes in the play.</p> <p>English Language Paper 2 -Writers' Viewpoints and Perspectives This unit looks at how different writers present a similar topic over time. Pupils will explore a range of thematically linked non-fiction texts.</p>	<p>Mock exams: English Language Paper 1 English Literature Paper 2: Power and Conflict Poetry and An Inspector Calls</p> <p>GCSE English Language Paper 2 Section A (reading questions about 2 linked non-fiction extracts) and Section B (pupils own point of view writing). Language: AO1, AO2, AO3, AO5, AO6</p>	<ul style="list-style-type: none"> • Revisit the study of texts from across the 19th, 20th and 21st Century pupils to extend knowledge of writer's perspectives. Develop ability to makes connections between texts and analyse the techniques writers

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				use to convey differing viewpoints.
Term 3	<p>Revisiting: Macbeth We explore the devastating impact of power and unchecked ambition through the study of Shakespeare's Macbeth. We focus on revising the main characters and themes within the play.</p>	Explore how Shakespeare presents (character / theme) in 'Macbeth'. Literature: AO1, AO2, AO3, AO4		<ul style="list-style-type: none"> Revisit and extend knowledge of the play through a focus on themes and character development. Develop an understanding of the techniques used by writers to create influential and enduring texts.
Term 4	<p>Mock Exams and Revision During this term, pupils will revise Language Paper 2 and Literature Paper 1 (Macbeth and Unseen poetry) in preparation for their mock exams. Following a review of the mocks, revision areas are identified for each class.</p>	GCSE English Language Paper 2: Section A and Section B GCSE English Literature Paper 1: Macbeth and Unseen Poetry		<ul style="list-style-type: none"> Revisit a range of texts and skills from across the curriculum in preparation for final examinations. Develop a range of revision techniques to support independent study and revision.
Term 5	<p>Revision and GCSE exams – Revision of Language Following a review of the mocks, revision areas are identified for each class and a range of revision activities used to support pupils in their final preparations for examinations.</p>	<p>GCSE examinations GCSE English Literature Paper 1: An Inspector Calls and Power and Conflict Poetry GCSE English Literature Paper 2: Macbeth and Unseen Poetry. Literature: AO1, AO2, AO3, AO4</p>		<ul style="list-style-type: none"> Revisit a range of texts and skills from across the curriculum in preparation for final examinations. Develop a range of revision techniques to support independent study and revision.
Term 6	GCSE Exams	GCSE English Language Paper 1: Section A and Section B GCSE English Language Paper 2: Section A and Section B		

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