



## CURRICULUM OVERVIEW

### ENGLISH



A Lakelands English student should develop high standards in language and literacy and be equipped with a strong command of spoken and written language and develop their love of literature through widespread reading for enjoyment.

#### Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

#### English Curriculum Intent:

English has a vital place in education and within society. At Lakelands we believe in a high-quality education in English where pupils are taught to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. We believe that reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

The overarching aim for English at Lakelands is to promote high standards of language and literacy and our aims are to ensure that all pupils: read easily, fluently and with good understanding, developing the habit of reading widely and often, for both pleasure and information. We also encourage pupils to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Through the teaching of English at Lakelands our pupils learn to appreciate our rich and varied literary heritage, write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We also use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. All pupils will become competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

#### How the English curriculum links to our core Curriculum Principles:

Lifelong Learning	Students are encouraged to be curious, independent and critical thinkers, exploring the diverse Literary Heritage that has been the foundation for our British culture.
Aspiration to succeed	Increasing challenge and complexity and variety of texts builds confidence and the aspiration to succeed. English-related careers are signposted for all.
Knowledge building	Regular retrieval practice is embedded in curriculum delivery to enable learners to access the higher-level skills, analysis, interpretation and evaluation. Literacy and a lifelong love of reading is also built into the curriculum.
Empathy for others	Values of compassion, tolerance, inclusion and diversity are reinforced through the curriculum, strengthened by an understanding of these issues through literature, research and discussion. Pupils are taught to make well-informed and researched opinions.

## IMPLEMENTATION

### Year 7 Curriculum Implementation

In Year 7, our students learn about the English Heritage and where Literature came from whilst developing a love for reading and writing. Pupils will learn about the rich history of our language as speakers of English, and how we have been influenced by other languages and cultures over time. Our Year 7 pupils will look at a range of Anglo-Saxon stories, English legends, Greek myths and learn about Arthurian Legend as well as looking at how these ancient stories still influence modern popular culture e.g. Percy Jackson novels. Pupils will also meet Shakespeare’s writing for the first time in Year 7, exploring in particular, the context of his writings and the theatre of the Tudor period. All Year 7 pupils will explore how writers use language to influence a reader. Special attention will be given to those stories in our culture that use animals as main characters (anthropomorphism), and then how our love of animals allows us to be influenced by charities who persuade us to support their cause through careful use of language. Year 7 will explore the works of authors such as Tennyson, Orwell, Blake, Sewell, Grahame, Morpurgo and Shakespeare, as well as a range of non-fiction charity writing from charities such as Dogs Trust, Battersea Dogs Home and Born Free. All of our pupils will develop their understanding of poetic devices, language features, narrative form, structural features and persuasive devices. Pupils will also begin to understand the relevance and importance of context when it comes to understanding a text. Literacy skills will be taught in classrooms, library lessons and pupils will be encouraged to complete exercises for homework. All Year 7 pupils will be introduced to the Accelerated Reader programme and will be encouraged to read independently, progressing through the stages of the programme through weekly access to the library alongside a Reading Fortnight every term. Pupils will be assessed through reading, writing and spoken tasks.

	Knowledge and skills	Assessment
1	<p>Pupils begin Year 7 English by learning about the oral heritage of stories in English history. They will read and study the legend of Robin Hood and consider why through the storytelling he has been made into a hero figure. This provides students with an introduction to the idea of storytelling being passed down through history and how we react to characters and their actions. Pupils will then move on to explore their own creativity and how to express it through their use of vocabulary and descriptive techniques. They will learn and read about the Chimera, creating and writing about one of their own creation. Pupils then begin to explore the story of Icarus and Daedalus practising reading for meaning and answering questions. Pupils move next to a real-life historical character Boudica, who has become part of English legend. They will explore the speech that she made prior to taking on the Roman Army. At this point, pupils will then be asked to complete assessment 1 practising their creative writing skills and their independent reading skills. This unit provides pupils with an insight into why we study Literature and where the stories of our culture/heritage have come from. It also recaps key descriptive skills from KS2 as well as endorses independent reading. Key literacy skills from KS2 are also revisited – sentence structure, application of capital letters, skimming, scanning, inference and retrieval. The intent is to ensure that pupils establish a good standard of literacy and can then learn to develop detailed, explanatory answers. Library lessons will introduce pupils to the Accelerated Reader programme and the two-week reading lessons will see pupils read extracts from Percy Jackson and be shown how to research. Pupils will research Greek mythical characters.</p> <p>Pupils will then move on to study the Anglo-Saxon poem Beowulf. Again, we will explore attitudes in Anglo-Saxon times to warriors and bravery. Pupils will explore how the poem ended up being written down, how it has endured for more than 1000 years and how it is constructed. Pupils will be introduced to poetic techniques and what they look like. Pupils will be shown how to research and compile information into a non-fiction leaflet and show an understanding of context. Pupils will then study and read Michael Morpurgo’s version of the story and discuss Grendel, the monster and his mother. At this point, pupils will use their knowledge of the poem and the context of the time-period to write a first-person narrative about one of Beowulf’s feats. Pupils will continue their literacy studies, recapping on paragraph construction, sentence formation and the application of descriptive features and vocabulary.</p>	<ol style="list-style-type: none"> <li>1. Describe Medusa Reading test on an extract from Percy Jackson.</li> <li>2. Beowulf – write a 1<sup>st</sup> person account of Beowulf’s bravery.</li> </ol>

2	<p>In the next unit of work pupils will build on their knowledge of the English Literary Heritage by exploring the works of some of the most famous authors in our heritage. This includes Shakespeare, Tennyson and Dickens. They will begin the unit of work by exploring the London of William Shakespeare and the Globe Theatre of the C16th/C17th. Pupils will then be given the challenge of researching and exploring Shakespeare’s life and background and presenting it in the form of a project. Pupils will then read and study “All the World’s a Stage” looking at the vocabulary and picking apart the seven ages of man. Pupils will then rewrite the poem from a modern perspective. The key question with this author is to explore why Shakespeare is so important to us as a country. Pupils will then move to look at the Victorian writer, Alfred, Lord Tennyson and his poem The Lady of Shalott. This will also introduce the pupils to the Arthurian Legend. Pupils will continue to build on their poetic knowledge from Unit 1 and develop the timeline for the English Heritage. Through library lessons, pupils will learn about and read Sir Gawain and the Green Knight, further developing their knowledge of King Arthur. Pupils will be asked after they have studied each text to explore an extract from the text and respond to questions. The questions will focus upon key reading skills – retrieving quotes, applying inference, and expressing a view using evidence to support.</p> <p>Finally, the pupils will meet the work of Charles Dickens, through the study of extracts from Great Expectations. In particular, focus will be given to Miss Havisham as a character. Empathy will be introduced, and pupils will be asked to explore their understanding about her as a person and her experiences. This will be used then in a piece of written work, where Miss Havisham writes to a friend about her life.</p> <p>The main focus of this unit is to develop pupils’ reading skills and to introduce them to the idea of quotes as evidence and practising retrieving them from the range of texts. It’s also about developing inference as a skill and starting to think about the PEZEL construction to express views/opinions. The unit will also encourage the pupils to link the context of the time-period to how we understand the story. Research skills will continue to be taught and key literacy skills will also be developed: namely, vocabulary, formal/informal language, use of bullet points, etc.</p>	<ol style="list-style-type: none"> <li>1. Reading questions on each of the texts studied.</li> <li>2. Write a letter in first person using empathy.</li> </ol> <p>Independent research project: Shakespeare’s Theatre.</p>
3	<p>In the final part of the unit, pupils develop a critical reading of non-fiction texts, evaluating the power of language for persuasion. Pupils will meet the techniques that we can use for writing to persuade and learn to use them and identify them. The unit will begin by looking at articles about elephant poaching and animals being used in circuses. Pupils will be encouraged to form an opinion and to then express it using a range of persuasive features. They will also be taught to organise and write a formal letter. Pupils will then look at advertising material for Dogs Trust and look at how the texts have been structured and continue to explore the language features being used. Pupils then look at some material from Battersea Dogs Home and begin to learn about how to analyse the features and how they work on the reader. The pupils will also learn how to write a newspaper article using information and expressing an opinion. Assessment will be done through a presentation, with pupils learning how to work collaboratively and how to present their ideas.</p> <p>The unit will then move on to look at some animal-based literature and the idea of anthropomorphism as a technique. Extracts from the literary canon are analysed, including Animal Farm by George Orwell as well as the poems Tyger, Tyger and The Lamb by William Blake. This will continue to teach pupils to read for meaning and respond to questions in detail using evidence to support ideas. It will also continue to develop pupils’ poetic knowledge.</p> <p>The final assessment for the year will see pupils test their understanding of persuasive techniques by writing a letter to an audience. Library lessons will focus upon reading extracts from famous novels about animals as well as articles about animals. Literacy will focus upon teaching pupils summarising skills, cohesion, modal verbs and connectives, as well as recapping other important KS2 skills to secure the foundation for Year 8.</p>	<ol style="list-style-type: none"> <li>1. Spoken language presentation - £500000 to be awarded to an animal charity – argue for your charity to be given the money.</li> <li>2. Write a charity letter asking for donations.</li> </ol>

**Cross-curricular links in Y7:****History – Tudor period – Elizabeth I/James I, Industrial Revolution in Victorian times, French Revolution, Russian uprising****PSHCE – charity, feelings towards those less fortunate, attitudes to cruelty,****DT – constructing a Globe Theatre****Art – Pre-Raphaelites****Careers: Historian – researcher; Charity worker – working with animals****Year 8 Curriculum Implementation**

In Year 8, our students' experience of the Literary Heritage is broadened and deepened. Pupils will look at several contemporary and C19th novels, two Shakespeare plays, a modern play alongside a range of modern language texts including, magazine and newspaper articles. In Year 8, we want to encourage pupils to engage with and form opinions about the topics raised by the texts that we read. In the first instance, we explore the suffering of itinerant workers in USA during the Great Depression and then form views and opinions about two former English Kings – Richard III and Henry V. The issue of homelessness and murder are also explored in a novel study, in contrast to C19th attitudes in Dickens' works. Through this year pupils are also encouraged to look at how language has changed over time and how it is naturally and constantly evolving and adapting to the world we're in. We will be encouraging pupils to begin developing their analytical ideas about language; considering what words mean, the context they're used in, and how the words make us feel. A key component of Year 8 is to encourage our pupils to consider the language of the world that they live in, looking at how we communicate with each other in a technological world and asking whether we need to change our views towards Standard English. Pupils are also encouraged to learn how to compare ideas, express an opinion using evidence to support views and develop their ability to persuade through careful use of language features. In Year 8, pupils will also have some opportunities to consider dramatic performances and empathy with characters we read about. Pupils will continue to engage in the Accelerated reader programme and will be encouraged to read independently, progressing through the stages of the programme through weekly access to the library alongside a Reading Fortnight every term. Pupils will be assessed through reading, writing and spoken tasks.

	<b>Knowledge and skills</b>	<b>Assessment</b>
1	Pupils will build upon the research skills that they began in Year 7 through this unit, and expand their ethical awareness and cultural capital. They will look at 1920s USA and the Great Depression that consumed it in relation to the novel <i>Of Mice &amp; Men</i> , a more challenging text for the pupils to engage with. Pupils will also continue to practise their retrieval skills by studying the characters in the novel and exploring how the writer's language influences the reader with symbolism. Pupils will explore the context of the novel by researching and exploring attitudes towards race/gender at the time of the novel. The pupils' study will then continue by expressing an opinion, using evidence from the story to support views and feeling empathy towards the characters. Drama will be encouraged through teaching this novel, using key details to present a personal response. At this point, the class will be introduced to the idea of structure, how a writer organises a story and why. The reading skill of comparison will also be introduced, and pupils shown how to collate their ideas and convey their points. Pupils will also compare ideas in <i>Of Mice and Men</i> to similar ideas in extracts from the novel <i>Touching the Void</i> . Analysis skills will continue to develop with students exploring language and structure through the novels. Language writing skills will be taught for non-fiction texts with pupils being shown how to construct a newspaper article and the style of language to use. Library lessons will focus upon the idea of survival, and will encourage pupils to read independently, research and construct a presentation. Literacy will focus upon symbolism, adverbial time phrases, commas and vocabulary/spellings, to ensure they develop a sophisticated repertoire in their writing.	<ol style="list-style-type: none"> <li>1. Comparison of language used in extracts.</li> <li>2. Write a newspaper article based on a <i>Zombie Apocalypse</i>.</li> </ol>

2	<p>This unit is intended to allow students to use their Year 7 Shakespeare knowledge and develop it further. The unit begins by looking at Henry V and Richard III as a hero and a villain respectively. Pupils will learn to retrieve key quotes from extracts and analyse what they reveal to the reader/audience. Pupils will also develop their personal response to these “characters” at a higher level by forming an opinion based on evidence from history. The big question here will be why does Shakespeare convey these two kings in the way that he did? Pupils will also continue to explore the more demanding skill of comparison and organising a written response. There will be explicit teaching of word level as well as structural analysis.</p> <p>The next topic will be a study of the novel Stone Cold, again with a focus upon the idea of heroes and villains, but with the ethical dimension of homelessness, as pupils explore the moral implications of the story. It also has a dual narrative, so this will add to the pupils’ understanding of how structure can be effective. There are opportunities for pupils to consolidate their retrieval skills as well as skimming, scanning and identifying key points. The novel will also provide opportunities to revisit the skills learned in Year 7 – persuasive techniques, identification of quotes and precise analysis. Pupils will be assessed through a dramatic presentation to create a news report about the ending of the novel, to strengthen their oral presentation skills and build confidence in public speaking. Literacy will focus upon clauses, connectives, homophones and the structuring of a letter/newspaper. Library lessons will introduce pupils to The Big Issue magazine and reading/writing articles, as well as researching the issue of homelessness.</p>	<ol style="list-style-type: none"> <li>1. Compare Richard III and Henry V – who is the hero and who is the villain?</li> <li>2. Create a dramatic news report about the events in the novel Stone Cold.</li> </ol>
3	<p>The final unit of work explores language in a modern context and how it continues to evolve as technology develops. This ties in with the English Heritage as it provides a modern pinpoint on the timeline and brings it up to date. The unit of work will explore the place of slang, Standard English and texting in the modern world. We will examine where our language has come from and why it’s a “hot-pot” of different languages. We will also look at British Sign Language and other form of non-verbal communication. Pupils will also meet and research dialects and accents and how they influence Standard English/formal language. We will look at where we see/hear differences in language. Teachers want to encourage pupils to think about the fact that we as humans can communicate using words, it’s what our analysis of texts hinges upon, so choices in vocabulary are crucial when we try to share our ideas with others. Pupils will meet the idea of responding to an opinion-based question supported with evidence. Literacy will explore register of language, bullet points, dialect/Standard English and connectives. Library lessons will see pupils reading a play written in non-Standard English – Sparkleshark. The final component of the unit looks at the language of texting and how we have created a whole new language in the last 25 years and how we adapt our use of language depending upon audience. The unit will give the pupils the opportunity to consider communication and how it works in a technological world. This will aid them in becoming more sophisticated and more considerate in their thinking around communication with others. We will consider the use of tone, register and build upon vocabulary choices and ideas too. This will help to ensure that as the pupils move into year 9 that they are contemplative about the words that they read and begin to see the nuances in language in more depth.</p>	<ol style="list-style-type: none"> <li>1. “A student said that, “we should be allowed to write essays in non-Standard English.” How far do you agree with this?</li> <li>2. Texting language – exam</li> </ol>
<p><b><u>Cross-curricular links in Y8:</u></b>  <b>PSHCE – the plight of the homeless, empathy, right and wrong.</b>  <b>History – Kings and Queens of Britain</b>  <b>Drama – performance</b></p>		
<p><b>Careers: Historian, researcher, journalist – all connected to the discovery of Richard’s body in a car park; Sign language communication – acting as a translator; Writer – adapting language for a different audience, expressing an opinion i.e. journalist, news broadcaster – radio, TV; Charity worker – homeless charity worker – Big Issue writer, funding</b></p>		

### Year 9 Curriculum Implementation

In Year 9, the final year of KS3, our students will build on Year 7 and Year 8 skills, but will also begin to develop and hone the skills they will need in preparation for GCSE. This year is a foundation course to acquiring the knowledge that they need to be able to access the GCSE course. The Year 9 course covers three classic genres from the Literary Heritage – Gothic Literature, Romantic Literature and Dystopian Literature. Through the course, we look at novels, plays, poems and non-fiction texts from C18th-20<sup>th</sup> and pupils will develop their analytical skills further and begin to meet the style of question that they will face at GCSE level. The first unit looks at a range of literature with the intention of improving pupils’ creative/descriptive writing skills. There is also opportunity to improve and develop analytical skills and link ideas to context, a crucial part of GCSE Literature. We explore how texts reveal ideas/attitudes towards science/religion, women and political upheaval. This is then built on with a study of Romeo and Juliet and C19th poetry, exploring ideas/attitudes towards marriage and types of love. The final unit explores a range of novels, short stories and poems from the Dystopian genre, and we link the world of the novel to the world that we live in. Authors include Orwell, McCarthy, Bradbury, Collins and Dashner. Across the three units, we also look at a range of articles in newspapers, magazines and blogs that we use to meet the GCSE Language style questions, including comparison, expressing an opinion, analysing language/structure, writing persuasively/descriptively. The students will continue with the Accelerated reader programme until the Spring term and will be taught revision and research skills as part of their library lessons this year too.

	Knowledge and skills	Assessment
1	This first unit of Year 9 enhances pupils’ experience of the Literary Heritage and explicitly the skills to access GCSE. Pupils will be taught GCSE Language skills through Literature study. The unit begins by exploring what Gothic Literature is and why it persists in its popularity. Then the discussion will move to the idea of what makes a story effective, with pupils then being introduced to the key terms of narrative voice, epistolary style and first person/third person. Pupils will read The Red Room by H G Wells and discuss why its use of first person is effective. They will be expected to develop their retrieval, skimming, scanning and analysis skills by responding to questions about the text. Study will then move on to the classic story, Dracula, in which there will be discussion about the vampire genre and close examination of the language used to describe the main character. This is followed by a study of Frankenstein and the Gothic film, Edward Scissorhands, with the intention of comparing the portrayal of the two protagonists. At this point, pupils will write their own opening to a Gothic story, developing the sophistication of their vocabulary choices and deploying sensory language to good effect. Pupils will then read The Signalman short story with a specific focus upon analysing the language being used to create atmosphere. They will then be tested on these skills in a final assessment.	<ol style="list-style-type: none"> <li>1. “Dracula” Reading exam on extracts from the text.</li> <li>2. Write the opening to a Gothic Novel using an image to support.</li> </ol>
2	This next unit develops pupils’ ability to empathise and consider how the characters feel a little further and in more depth. The unit begins by asking pupils what is love? There is discussion about types of love and how we can be affected by it as an emotion. We then think about the poem Before You Were Mine, where we look at a parent telling their child about how they met their partner and the feelings of love they felt. This will revisit and expand the poetic devices and analytical skills pupils learned in Years 7 and 8. They will then use their prior knowledge of Shakespeare’s world to discuss the attitudes to love/marriage at the time the play was written as well as broaden their understanding of how things are different in today’s world and why. Key moments from the play are studied and discussed, looking at the relationships between a range of characters with pupils identifying and developing their grasp of the language/form used by Shakespeare. The key skills to be taught build on prior knowledge: analysis of language/structure for effect, links to context seen in the play and retrieving information that is specific to a question. There is a focus upon word level/phrase analysis/structure and the PEZEL construction. A deepening appreciation of poetry is acquired through the study of Porphyria’s Lover by Robert Browning; the key question here is whether attitudes to love have altered over time. Finally, pupils study The Story of an Hour, looking at how the story is composed and the specific features that make it effective. Pupils will show understanding of the texts that they have read by expressing their views in a newspaper article and creative/descriptive writing, as well as producing detailed and developed responses to reading style questions about	<ol style="list-style-type: none"> <li>1. Describe a place at sunset as suggested by this picture.</li> <li>2. Explore how Shakespeare presents the relationship between Romeo and Juliet in Act 1 scene 5.</li> </ol>

	<p>language/form. Library lessons will explore St Valentine and encourage pupils to research this historical character, alongside reading extracts from a range of stories about different types of love. The essay style assessment is a GCSE question, and pupils will be taught how to access the question and respond in detail to it. Literacy will focus upon punctuation, brackets, colons, marking sentences accurately and apostrophes.</p>	
3	<p>Finally, the last unit explores the Literary Heritage genre of Dystopian Fiction, bringing Literature right up to the modern day. Pupils will complete their KS3 studies by developing and consolidating the writing skills needed for KS4. The unit begins by discussing what a dystopia/utopia is. Pupils then read a range of dystopian texts, looking at how to respond to a character question, how to compare, how to express an idea and link evidence to opinions – all vital GCSE skills. We encourage pupils to develop their knowledge of structure and how a writer can use it to convey a range of ideas in a little detail, looking at sentence length, application of punctuation and the organisation and form of a story. Pupils will also compare two dystopian themed poems in preparation for the GCSE Literature course, learning how to organise, plan and write up their answers whilst using the skills that they have learned throughout KS3. The unit finishes by reading a range of articles on the theme of CCTV, allowing pupils to develop their own understanding of how the real world can also feel dystopian and enabling them to express their own point of view. The speech will revisit the persuasive style of writing and the features that it requires and will prepare them for the spoken language component of GCSE. A mock GCSE language paper will determine where pupils are as they enter KS4 and will look at both reading and writing skills.</p>	<ol style="list-style-type: none"> <li>1. “Fahrenheit 451” Reading exam on an extract from the novel.</li> <li>2. Speaking &amp; Listening paired presentation – Explain your view of CCTV in the modern world.</li> </ol>
<p><b>Cross-curricular links in Y9:</b>  <b>History – Communism, Totalitarianism, Political upheaval</b>  <b>PSHCE – Post-apocalyptic world</b>  <b>Media – How audience interpret atmosphere through images</b></p>		
<p><b>Careers: Journalism – writing magazine/newspaper articles; National Trust – restoring and protecting buildings of historical significance – Whitby Abbey; Politician – creating policies/law; Police Officer – protecting the public; Fire Officer – protecting the public; Film making – costume designer, location finder, make up artist, director, screen writer</b></p>		

NB. All pupils are sign-posted to additional resources to explore outside of the classroom. Web links, films, books and articles are identified and linked to the topics being studied. All are aimed at encouraging independent learning and developing a pupil’s general knowledge.

## Year 10 Curriculum Implementation

In Year 10, our students are taught GCSE Language and Literature simultaneously. This year will introduce the pupils to the Literature texts – Macbeth, A Christmas Carol, AQA’s anthology poetry – Power & Conflict and unseen poetry. They will also be introduced to the style of questions on both Language papers for both reading and writing. The aim of this year is to ensure that pupils develop an understanding of what is expected of them and how to score marks in the exams. The year will build on and develop the skills that pupils learned in Year 9. The end of the year will test pupils’ understanding of the course so far and inform the teaching for Year 11. All pupils will also complete the Spoken Language component of the GCSE in the summer term. This will be the final spoken language exercise and will be recorded on pupils’ GCSE certificate.

	Knowledge and skills	Assessment
1	<p>The course begins at KS4 by revisiting key skills that pupils will have been taught in KS3, namely, their skills in creative/descriptive and argumentative/persuasive writing. Pupils will be expected to practise the skills here, meet the exam style of question and respond to GCSE style questions. Pupils will be asked to recall all creative writing techniques from KS3 (Y7 unit 1, Year 8 unit 1 and Year 9 unit 1), and be introduced to some more high-brow techniques such as cyclical narratives, sensory imagery etc.</p> <p>This term will also see pupils recap on their reading skills and they will be taught to see how their KS3 learning feeds into the GCSE course. They will be taught how to approach the reading questions, understand what to write about and practise responding whilst using their KS3 analytical knowledge of word level analysis and expanding analysis to include techniques, phrases, abstract ideas. Key reminders about accuracy with spelling and grammar will also be revisited and assessed.</p>	<p>Blackpool English Language Paper 2 section A&amp;B</p> <p>Brighton Rock English Language Paper 1 section A&amp;B</p>
2	<p>Pupils will build on their KS3 Literature skills during this term to familiarise themselves with the C19th novel, A Christmas Carol. Pupils will read the novel, discuss plot, characters and themes. Links will be made to the context of the novel in Victorian times, with pupils accessing the knowledge acquired at KS3 about this time period (Y7 unit 2, Year 9 unit 1). Points of interest will include the Industrial Revolution, poverty and the supernatural. They will be encouraged to make annotations as they read for future reference and discuss Dickens’ intent with his famous story. Pupils will also be shown how to approach the exam question; they will be given an extract from the story and a question to explore. Teachers will encourage pupils to take the time to create revision materials and to practise writing exam style answers. Pupils will be encouraged to reflect upon the power of Dickens’ words and how he structured the novel to influence the audience, this will build on what was learned in KS3. Pupils will be enhancing and developing the reading skills acquired at KS3, independently identifying and exploring words/phrases used by the writer to influence the reader.</p>	<p>Literature Paper 1 – Scrooge as an outsider.</p>
3	<p>Pupils will draw on their KS3 Shakespeare studies in this unit as they will be introduced to the whole Shakespeare play of Macbeth. Pupils will read the play in its entirety, discuss characters, themes and the plot of the story. Links will be made to the Gunpowder plot and ideas about treason during the Jacobean period. Pupils will be encouraged to make notes as they read the play and explore its qualities as a piece of written drama, considering how an audience would respond. Pupils will also be shown how to approach the exam question; they will be given an extract from the story and a question to explore. Teachers will encourage pupils to take the time to create revision materials and to practise writing exam style answers. Pupils will be encouraged to reflect upon the power of Shakespeare’s words and how he structured the play to influence the audience, building on what was learned in KS3. Pupils will utilise and enhance the analytical skills acquired at KS3 throughout, independently identifying word level ideas, commenting in detail about structure and why it is important at telling the story.</p>	<p>Literature Paper 1 – is Macbeth a violent character</p>
4	<p>Pupils will be introduced to the poetry on the AQA Anthology. The collection we study is entitled, “Power and Conflict.” Pupils will read, make notes and explore the poems in class. They will identify poetic devices used and explore the effect that they have on the reader. Key links will be made as to how the poems link to the idea of Power and Conflict. The key exam skill with the anthology</p>	<p>Literature Paper 2 – poetry comparison power in London</p>

	poetry is comparison, so pupils will revisit the skill they met at KS3 and build upon it, especially looking at how to organise a response and how to use discourse markers. They will also meet in this unit the idea of “Unseen” poetry. This skill is also part of the examination, and pupils will need to draw on the knowledge they have acquired at KS3 to identify how a poem has been formed, structured and the features within that convey meaning. They will be expected to identify techniques used, drawing on their KS3 experiences (Y7 unit 2, Year 8 unit 1 and Year 9 unit 3). All pupils will be shown how to approach the questions on the exam and encouraged to create revision materials to assist them with essay writing.	
5	This term involves a short period of revision prior to the summer set of exams for Year 10. Pupils will revise Macbeth and A Christmas Carol and English Language Paper 1 section A. They will be reminded about the style of questions and how to revise. Teachers will provide pupils with information about revision resources and activities will focus upon ensuring that pupils are familiar with plots, characters, themes and context for the Literature texts. The reading section of the Language paper will also be revised, practised and feedback given so that pupils are able to make a well-informed response in the exam.	<b>Mock exams:</b> Literature Paper 1 – Macbeth and Christmas Carol  Language paper 1 section A
6	The final term of Year 10 is spent completing an important component of the GCSE – the Spoken Language task. This part of the course is graded by the class teacher and moderated by the department. Pupils are expected to give a presentation on a topic of interest. They will plan, prepare and discuss their ideas in class and complete research as part of lessons and independent learning. They will draw on the spoken tasks of KS3, ensuring they acknowledge audience and the impact of their chosen tone and language style. Pupils’ work is videoed and submitted to AQA for final moderation. It’s important as the grade awarded will be recorded on the pupil’s exam certificate.  As the term draws to a close the pupils will revisit Language paper 1 and 2 section B writing skills and once again, aiming to improve their performance with assessment by a few marks implementing and acting upon feedback they will have received from previous tests.	Spoken language Language paper 1 section B Language paper 2 section B
<b>Cross-curricular links in Y10:</b> <b>History – war poetry WWI and WWII, Industrial Revolution</b> <b>PSHCE – poverty and its causes</b> <b>Media – use of language to influence an audience</b>		
<b>Careers: Researcher – working to preserve artefacts from Victorian times, historians’ sources; Writer – of fiction creating a story/poem</b>		

## Year 11 Curriculum Implementation

In Year 11, our students will practise and continue to improve their skills for both GCSE Literature and Language. Pupils will conclude their study of the Literature course by reading An Inspector Calls and completing their study of the AQA Poetry Anthology. The mock exams will take place in the autumn term, where they will be tested on 50% of the course. In the spring term, pupils will begin to revisit and revise the texts and skills as the run up to the exam approaches. Pupils will be offered revision classes after school once a week beginning in the spring term.

	Knowledge and skills	Assessment
1	Pupils will begin the term by studying the final literature text, An Inspector Calls. Pupils will read the play, discuss the complex context of it, the characters and the themes raised by its plot. Pupils will read the play in its entirety, discuss characters, themes and the plot of the story. Links will be made to the Edwardian period and ideas about Priestley's intent for his audience. Pupils will be encouraged to make notes as they read the play and asked to consider the fact that this is drama and how an audience would respond. Pupils will also be shown how to approach the exam question; they will be given an extract from the story and a question to explore. Teachers will encourage pupils to take the time to create revision materials and to practise writing exam style answers. Pupils will also revisit Language Paper 2 skills as part of their studies in preparation for the mock exams. This unit will also focus upon essay writing skills and draw on knowledge from KS3 (Year 9 unit 2 and 3) and try to encourage planning, a clear and conscious pathway through the essay's structure, analysis of the author's language, and the application of knowledge (context).	Literature paper 2 section A
2	Pupils will during this term conclude their study of the poetry on the AQA Anthology (Power and Conflict). Pupils will read, make notes and explore the poems in class. They will be able to identify poetic devices used and explore the effect that they have on the reader, their teachers encouraging them to work independently. Key links will be made as to how the poems link to the idea of Power and Conflict. The key exam skill with the anthology poetry is comparison, so pupils will revisit the skill they met at KS3 and build upon it. They will also revisit the "Unseen" poetry section of the exam paper revisiting again how to identify how a poem has been formed, structured and the features within that convey meaning. All pupils will revise how to approach the questions on the exam, practise exam style questions and encouraged to create revision materials to assist them with essay writing. Pupils will again consider how an essay is constructed and organised using the assessment objectives for Literature. Particular emphasis should be given to timing with exam style questions, how much to write, what to write about and how to revise. Mock exams happen in this term. Pupils will complete a Literature Paper 2, writing about An Inspector Calls and Poetry, as well as a Language Paper 2 Sections A and B.	<b>Mock exams:</b> Language paper 2 Section A&B Literature paper 2 section A,B &C
3	By this stage, pupils will have concluded their study of all aspects of the two GCSE courses. All skills will have been taught, practised and individuals will have an idea of their strengths and weaknesses. At this point, they will begin the journey of intensive revision. This will begin with Macbeth, A Christmas Carol and Language Paper 1, with pupils being asked to recall and revisit plot, character, themes, key quotes and context. At this point too, pupils being entered for the Entry Level exam will complete the two writing tasks and two reading tasks needed to complete this additional examination.	Literature Paper 1 section A&B
4	Pupils will revisit and revise An Inspector Calls as well as the Poetry from the anthology. Language Paper 2 will also be revisited.	Language Paper 1 and Paper 2
5	Exams take place.	Revision

### Cross-curricular links in Y11:

**History – WW1/WWII**

**Careers: Writing persuasively – advertising, expressing an opinion, charity worker (fundraiser); Public speaking – politician, charity worker**

### IMPACT OF THE ENGLISH CURRICULUM

By the time pupils leave Lakelands, we hope that they have improved their reading and writing skills and are able to do both independently. Progress is measured within lessons, through effective questioning, close monitoring of students' work and through strategies for regular checking of understanding. It is also measured through formative assessment, including regular recall quizzes, half-termly content tests and GCSE-style assessments once a half term. Pupils' Accelerated Reader Programme engagement is measured 4 times across the year through STAR tests and their ZPD score is monitored. The school's librarian has responsibility for monitoring this and regularly feeds back to the pupils. Homework is used predominantly as a tool for developing strong recall/revision. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular opportunities to practise recalling key information, and redrafting and improving work based on feedback from the teacher. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught.

Pupils are regularly asked what they think of what they have learned through student surveys and their feedback helps us inform improvements.

Engagement is evident through the improvements in pupils' reading ages and uptake at A Level when pupils leave Lakelands. Our diverse, engaging and knowledge-rich English curriculum should develop confident and articulate students of English. We want them to continue to be curious and questioning, with an ability to make valid, reasoned and evidenced judgements about the language that they encounter.

### WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

#### Personal Development within the English curriculum

Personal Development	Pupils develop a rich cultural knowledge of the English Literary Heritage and how language influences us in our everyday lives. Pupils also learn to appreciate the importance of being a good citizen and exploring their own moral values and ideas.
SMSC	Students are taught about how society has developed over time, as well as cultural influences on British life. They also learn about the influence and importance of literature in British social, cultural and political history. Discussion and debate encourage an open-minded, enlightened view of the world. Points of view are also challenged, and pupils encouraged to think about ideas.
British Values	Students are taught about the development of literature in Britain from its early beginnings in Anglo-Saxon England, which helps them to appreciate how storytelling has been a crucial component of our history. They learn about different cultural experiences and perspectives to encourage values of diversity, inclusion and tolerance.
Extracurricular & Enrichment	Trips to Stratford to explore the world of Shakespeare Visits to the Hay Festival to encourage a love of reading Theatre visits – links to texts we have studied. Cultural visits to other countries. Author visits World Book Day

### **Careers in the English curriculum**

English provides the relevant skills for law due to the nature of arguing a point of view supported by evidence. It also links to journalism due to the nature of extended writing. There are many transferable skills taught within English which link to a variety of careers such as the police, broadcasting and holiday representatives, drawing on the ability to communicate and adapt language according to audience. A study of English is also the gateway into Media, the Arts and Marketing as these careers all deal with language and audience. There is also the possibility of a career in research – being an archivist, librarian, researcher for example. Naturally, English would also lead pupils into a career within Education.

### **Cultural Capital in the English curriculum**

*The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement*

Throughout the English curriculum, we place a great deal of emphasis upon the impact Shakespeare has had on our language, and to this end, we regularly visit Stratford to develop knowledge and understanding of the man himself and the time in which he lived. We also explore the significance of modern writers by inviting authors into school to complete workshops with students and run writing and reading competitions in order to promote a love of language. This is further endorsed through the Accelerated Reader programme, which encourages a breadth of reading. Trips to the theatre are considered as a way to support learning and give pupils access to the richness of drama performance. Through library lessons, we also explore diverse groups of people and try to encourage positive and inclusive attitudes in our students. We discuss how literature and language can present ideas about our culture, society, groups of people and those that implement change. Students are encouraged to consider the impact and importance of views that they form, through richly diverse sources, lively class discussion, reading a range of materials and written tasks that strengthen their recall, evaluation and appreciation of what it means to be human. We also organise trips to other countries so that our students can broaden their horizons and explore beyond their own backyard, whilst being respectful of the similarities and differences between cultures.

### **SEND in the English curriculum**

The English curriculum supports students with SEND by combining structured literacy development with varied and accessible teaching approaches. Key skills such as reading, writing, speaking and listening are revisited regularly through retrieval practice and scaffolded tasks, allowing students to build confidence and secure understanding over time. A wide range of texts, alongside teacher modelling, guided reading and discussion, enables students to access complex ideas at an appropriate level, while opportunities for creative and spoken responses allow different strengths to be recognised. The use of library lessons, independent reading programmes and differentiated questioning further ensures that all learners can engage with the curriculum, develop communication skills and make progress towards independence.

### **Safeguarding in the English curriculum**

Safeguarding is supported throughout the English curriculum through the exploration of themes such as relationships, power, conflict, inequality and moral responsibility within a wide range of texts. Students are encouraged to discuss and reflect on sensitive issues—including prejudice, exploitation, poverty and social justice—in a safe and structured environment, helping them to develop empathy and critical thinking. The focus on language analysis also enables students to recognise how persuasion and influence operate in areas such as media and online content, supporting safer decision-making. Through discussion, debate and exposure to diverse perspectives, students are equipped with the awareness and confidence to understand risk, challenge harmful ideas and contribute positively to society.