



English Yate Academy 2019/2020



Curriculum Statement of Intent- English

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

In English, our intent is to provide our students with the wisdom to think about the different ways in which writers have explored what it means to be human. To immerse them in an exploration of different voices and different times by using a wide variety of imagined realities and real experiences in order to develop a love of reading, writing, language and social diversity.



Big Ideas- English

Big Ideas are the building blocks of subjects. They are: -

- Concepts and ideas that helps us make sense of lots of otherwise isolated or disconnected facts.
- Principles, theories, or processes that serve as a focal point of a subject.
- Something that changes the way a we think about information or schema.

The big ideas in this subject are: -

Big Idea	Description
Origins	To understand the origins and purpose of narratives and explore how they influence our lives and our writing.
Epic Journeys	Understand the concept of heroism and look at how the hero's journey structure can be applied to a range of different texts.
Love	To explore how writers have attempted to understand what is meant by love, how it comes in different forms, and why it is so important to us.
Fear of the Unknown	To consider how and why the gothic genre allowed writers to explore our greatest fears.
The Fragile Mind	To explore how writers have created some of the great flawed characters in Literature. To explore our own humanity within this context.
Identity	To understand how writers examine the concept of identity, how it evolves over time and the impact that society has on it.
Conflict	To explore the ways in which writers try to understand why and how humans can be so destructive.
Dystopia	To understand how writers have exploited ideology in order to explore our fears of the future.
Rhetoric and Revolution	To explore how great orators can influence, shape and change our world.



Age Related Expectations- English

Age-related expectations identify what is expected of our learners by a specified age, stage or year group. Our curriculum defines these as a set standard of expectations which are defined either as exemplars, descriptors or questions.

Age Related Expectations in KS3 English: Year 7

Big Ideas:

Origins - To understand the origins and purpose of narratives and explore how they influence our lives and our writing.

Journeys - Understand the concept of heroism and look at how the hero's journey structure can be applied to a range of different texts.

Love - To explore how writers have attempted to understand what is meant by love, how it comes in different forms, and why it is so important to us.

Questions - these ensure that each unit builds upon the ideas explored in the previous units.

Origins:

1. Do you understand the seven story types, and could you put ancient and modern stories into the right category?
2. Is the point of stories and literature to help us understand how to be a good person?
3. How have the stories of the past been alluded to in later literary works? Can you see similarities between our folklores, myths and legends and later works?

Journeys:

1. How have the morals of the past shaped our values and evolution?
2. What does it mean to be heroic and what challenges this ideal?
3. How do new adventures and discoveries test our human desires and emotions?

Love:

1. How do the things that we own and the things that we value shape our emotions?
2. What different ways do we use to express these emotions?
3. How do strong emotions change our perceptions of one another?

Subject knowledge required for mastery

Keywords:

See Core Knowledge Summaries and Key Subject Terminology List.

Texts/extracts to study and support the ARE:

Course Readers - all three units.

Treasure Island

Twelfth Night

Key concepts:

See Core Knowledge Summaries.

Key assessments:

Multiple Choice Quiz

Push-forward tasks

Written assessment

Age Related Expectations:

Reading

- A. Reading for meaning and knowledge of plot
- B. Find/ locate key information through skimming and scanning
- C. Highlight key information in a text and make notes independently
- D. Identify techniques (arising from whole texts and extracts, using agreed subject terminology list)
- E. Identify word class and order
- F. True false statements related to: character, setting, plot, facts from whole texts and extracts
- G. Empathy - students learn about and empathise with emotions, times,



	<p>locations and cultures which are different to their own</p> <p>H. Context - explore why texts are relevant today and how they are continually explored throughout fiction and non-fiction</p> <p>I. Understand variety of story types (myths, allusions, allegories, 7 story types)</p> <p>J. Understand texts are constructs</p> <p>K. Identify similarities and differences in texts</p> <p>L. Identify and understand key symbols and motifs in texts</p> <p>M. Explore explicit and implicit information in texts</p> <p>N. Identify facts and opinions when reading non-fiction</p>
Writing	<p><u>A. Spelling</u></p> <ul style="list-style-type: none">• Pluralisation• High frequency words• Basic keywords - subject specific terminology• Sound out words phonemically <p><u>B. Vocabulary</u></p> <ul style="list-style-type: none">• Define words with precision• Begin to use dictionary/ thesaurus accurately• Use context to work out meaning of words• Identify word class of individual words (noun, verb, adjective, adverb) <p><u>C. Sentences</u></p> <ul style="list-style-type: none">• Awareness of sentence types: begins to use range• Sentences are clear and lack ambiguity• Awareness of tense: tense use consistent <p><u>D. Punctuation</u></p> <ul style="list-style-type: none">• Basic punctuation accurate• Apostrophe awareness: begins to use accurately <p><u>E. Paragraphing</u></p> <ul style="list-style-type: none">• Use paragraphs• Organise ideas into coherent sequence <p><u>F. Standard English</u></p> <ul style="list-style-type: none">• Vary formality of writing for purpose <p><u>G. Creative Writing (Writing to Describe/ Narrate)</u></p> <ul style="list-style-type: none">• Write a range of narrative and descriptive pieces based on the 7 story types• Structure a story with beginning, middle, end• Portray character• Use some narrative devices• Experiment with language techniques <p><u>H. Transactional Writing (Writing to Persuade/ Argue/ Advise)</u></p> <ul style="list-style-type: none">• Express personal viewpoint clearly• Appreciate alternative points of view• Use a range of persuasive techniques to support their ideas <p><u>I. Writing to Analyse</u></p> <ul style="list-style-type: none">• Write analytically about a text• Include quotations to support ideas• Comment on language used by the author
Spoken Language	<p>A. Use talk to clarify ideas</p> <p>B. Recount a story, anecdote, experience</p> <p>C. Structure a presentation so the audience can understand</p> <p>D. Give clear responses to questions</p>



- E. Explain/justify a point of view
- F. Recall the main points of a talk
- G. Participate in class discussions
- H. Read texts fluently

Age Related Expectations in KS3 English: Year 8

Big Ideas:

Fear of the Unknown - To consider how and why the gothic genre allowed writers to explore our greatest fears.

The Fragile Mind - To explore how writers have created some of the great flawed characters in Literature and how their actions have captured our fragile existence.

Identity - To understand the ways in which writers explore the concept of identity, how it evolves over time and the impact that society has on it.

Questions - these ensure that each unit builds upon the ideas explored in the previous units.

Fear of the Unknown

1. What are our deepest fears? In the past, were they different?
2. Can our actions, our emotions and our possessions fuel our fears?
3. Are our greatest fears around us, or are they in our minds?

The Fragile Mind

1. What impact does love and jealousy have on our state of mind?
2. How can power and control be both a blessing and a curse?
3. How do we react when we don't get what we want?

Identity:

1. How are our thoughts and opinions shaped by the people and the places that surround us?
2. What makes us prejudiced towards individuals and collective identities?
3. How can we learn to understand and embrace our social and cultural differences?

Subject knowledge required for mastery

Keywords:

See Core Knowledge Summaries. Key Subject Terminology List.

Texts/extracts to study and support the ARE:

Course Readers – all three units.
To Kill a Mockingbird – Identity

Key concepts:

See Core Knowledge Summaries

Key assessments:

Multiple Choice Quiz
Push-forward tasks
Written assessment

Age Related Expectations

Reading

- A. Use knowledge of plot to respond to questions appropriately
- B. Annotate and analyse quotes (independently of class teacher)/ close reading of texts with appropriate subject terminology
- C. Summarise and synthesise key information (across texts where appropriate) and explore why some texts are similar and some are different
- D. Explore language effect on reader/writers intention
- E. Explore how words create mood/tone to suit key themes
- F. Explore ideas about the ways writers construct character/ character arc/ perspectives
- G. Explore how writers create empathy in a range of texts
- H. Context – explore how the time and the genre influences the



	<p>text</p> <ul style="list-style-type: none">I. Explore how writer's choices are shaped by stories from the pastJ. Begin analysis of structural featuresK. Identify purpose, audience, structure, form for non-fiction textsL. Analyse key symbols and motifs in textsM. Infer and deduce meaning/ identify explicit and implicit informationN. Explore the use of fact and opinion in non-fiction texts
Writing	<p><u>A. Spelling</u></p> <ul style="list-style-type: none">• Homophones• Prefixes and suffixes• Complex words• Complex keywords – subject specific terminology <p><u>B. Vocabulary</u></p> <ul style="list-style-type: none">• Define and deploy complex words• Use dictionary/ thesaurus to improve own writing• Identify synonyms for complex words• Identify word class of individual words (determiner, conjunction, preposition) <p><u>C. Sentences</u></p> <ul style="list-style-type: none">• Combine clauses into complex sentences• Explore impact of range of sentence structures• Explore effects of change in tense <p><u>D. Punctuation</u></p> <ul style="list-style-type: none">• Explore use of sophisticated punctuation• Apostrophe use accurate <p><u>E. Paragraphing</u></p> <ul style="list-style-type: none">• Explore different ways to paragraph effectively• Link paragraphs using range of strategies <p><u>F. Standard English</u></p> <ul style="list-style-type: none">• Understand/ explore Standard English vs dialect <p><u>G. Creative Writing (Writing to Describe/ Narrate)</u></p> <ul style="list-style-type: none">• Experiment with structural features• Use interesting vocabulary in a <u>precise</u> manner• Use language techniques to create deliberate effects <p><u>H. Transactional Writing (Writing to Persuade/ Argue/ Advise)</u></p> <ul style="list-style-type: none">• Present ideas on topics persuasively• Develop arguments logically• Use techniques effectively• Give written advice – offering alternative options <p><u>I. Writing to Analyse</u></p> <ul style="list-style-type: none">• Write critical analysis of a range of texts• Analyse language (specific quotes) used by the author to create effects
Spoken Language	<ul style="list-style-type: none">A. Develop talk to clarify ideasB. Tell a story, anecdote, experience effectivelyC. Give clear formal presentations



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- D. Give clear explanations/ commentaries in response to questions
- E. Ask pertinent questions of other viewpoints
- F. Discuss the impact of the main points of a talk
- G. Contribute to class activities and help others to participate when appropriate
- H. Read texts fluently with appropriate tone



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Age Related Expectations in KS3 English: Year 9

Big Ideas:

Conflict - To explore the ways in which writers try to understand why and how humans can be so destructive.

Dystopia - To explore how writers have exploited contemporary ideology to explore our fears of the future.

Rhetoric and Revolution - To examine how great orators can influence, shape and change our world.

Questions - these ensure that each unit builds upon the ideas explored in the previous units.

Conflict:

1. What happens to us when identities clash and situations cannot be resolved peacefully?
2. How do we cope with the atrocities that conflict brings?
3. Will we ever truly understand one another enough to avoid conflict?

Dystopia:

1. What will the future look like if we continue to have extreme conflict?
2. How can strong emotions be used as a form of control and a way of establishing power?
3. What will happen to our free-will if one group takes complete control and authority?

Rhetoric and Revolution:

1. How can words be the most powerful tools to use to shape our world?
2. What do we want people to think?
3. How can we persuade them to think it?

Subject knowledge required for mastery

Keywords:

See Core Knowledge Summaries. Key Subject Terminology List

Texts/extracts to study and support the ARE:

Course Readers – all three units.
Journey's End and War Poetry anthology
1984

Key concepts:

See Core Knowledge Summaries

Key assessments:

Multiple Choice Quiz
Push-forward tasks
Written assessment

Age Related Expectations

Reading

- A. Analyse writer's methods in both seen and unseen extracts; showing understanding of plot, sequencing, openings, endings, shifts, patterns, character development
- B. Confident language, tone and structural analysis of set texts and key extracts
- C. Explore connotations/ layers of meaning in analysis
- D. Evaluate the way writers use language to create meaning, develop characters, create perspective, create settings, convey themes
- E. Analyse how keywords shape or change the meaning of a text
- F. Compare and contrast writer's methods to create different meanings
- G. Analyse how empathy is crafted and developed in texts
- H. Context - use revision strategies such as Multiple Choice Questions to aid knowledge of plot/key themes/key quotations (e.g. in *Journey's End* and *1984* to teach KS4 skills and knowledge retention)



	<ul style="list-style-type: none">I. Make clear links to the development of stories over timeJ. Analyse the conscious crafting of a text from beginning to end.K. Analyse how texts are used to suit particular purposes and audiences.L. Recognise common symbols and motifs that run across different textsM. Develop a clear opening argument using implicit and explicit informationN. Analyse the impact and balance of fact and opinion in non-fiction texts
Writing	<ul style="list-style-type: none"><u>A. Spelling</u><ul style="list-style-type: none">• Recognise own strengths and develop strategies to eliminate persistent errors• Highly accurate spelling for all complex words, including subject specific terminology<u>B. Vocabulary</u><ul style="list-style-type: none">• Define and deploy complex words with precision• Use dictionary/ thesaurus for re-drafting• Understand what words mean in context• Recognise layers of meaning in choice of words and appreciate connotations<u>C. Sentences</u><ul style="list-style-type: none">• Use variety of sentences to create meaning• Integrate speech, references and direct quotations effectively in their sentences<u>D. Punctuation</u><ul style="list-style-type: none">• Use full range of (sophisticated) punctuation to clarify meaning<u>E. Paragraphing</u><ul style="list-style-type: none">• Use a variety of ways to open, develop, link and complete paragraphs<u>F. Standard English</u><ul style="list-style-type: none">• Use appropriate formality for each purpose<u>G. Creative Writing (Writing to Describe/ Narrate)</u><ul style="list-style-type: none">• Develop imaginative or unusual perspective• Explore different ways to open/ end writing• Develop engaging tone/ writing style (being amusing/ entertaining)<u>H. Transactional Writing (Writing to Persuade/ Argue/ Advise)</u><ul style="list-style-type: none">• Present ideas persuasively for different audiences• Make clear counter-arguments to alternative views• Develop impersonal style<u>I. Writing to Analyse</u><ul style="list-style-type: none">• Analyse a range of texts independently• Select quotations judiciously and embed into analysis
Spoke	<ul style="list-style-type: none">A. Use Standard English to clarify/ explain/ explore ideasB. Develop techniques to make presentations engaging/ dynamic



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- C. Identify, deliver and discuss key themes/ issues during presentations
- D. Discuss and evaluate questions in order to arrive at considered viewpoints
- E. Constructively challenge different viewpoints and perspectives
- F. Develop and build upon the main points of a talk
- G. Hypothesise/ speculate/ evaluate/ develop ideas during discussions
- H. Read texts dynamically to convey action/ character/ atmosphere



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Curriculum Map- English

Below is a curriculum map, showing what is taught at each stage of the year.

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Origins Texts- <i>Mythology, Bible stories, Fables, Fairy Tales, Sir Gawain and the Green Knight, Allusions, links to modern texts</i>		Epic Journeys Texts- <i>Treasure Island, Iliad and Odyssey</i>		Love Texts- <i>Shakespeare's sonnets, Duffy, Heaney, Plath, Twelfth Night</i>	
Year 8	Fear of the Unknown Texts- <i>Gothic/Romantic poetry/Victorian non-fiction, Blake, Cristina Rossetti, Dante Gabriel Rossetti, Shelley, Poe, Short Stories, Hawthorne.</i>		The Fragile Mind Texts- <i>Othello, Hamlet, King Lear, Macbeth, Waiting for Godot, Death of a Salesman, One Flew Over the Cuckoo's Nest (Range of texts from Course Reader)</i>		Identity Texts- <i>To Kill a Mockingbird, Poetry on culture and identity, Non-fiction texts on historical issues regarding race, gender, and identity.</i>	
Year 9	Conflict Texts- <i>Journey's End, WW1 poetry, Modern conflict poetry, The Crucible, The Book Thief, Anne Frank, Kindertransport, non-fiction</i>		Dystopia Texts- <i>1984, Burgess, Atwood, Murakami, Huxley, Ness, Wells, Bradbury</i>		Rhetoric and Revolution Texts- <i>Shakespeare's Julius Caesar, Elizabeth I, Emmeline Pankhurst, Martin Luther King, Churchill.</i>	
Year 10	Analysing and Writing Fiction Language Paper 1 Section A & B, Fiction extract booklet	A Christmas Carol/ Non Fiction Writing A Christmas Carol, Language Paper 2 Section B	Language Paper 2 Section A/ A Christmas Carol Language Paper 2 Section A, A Christmas Carol	Romeo and Juliet / Language Paper 1 Section A Romeo and Juliet, Language Paper 1 Section A	Lit Paper 1/ Lang Paper 1 Romeo and Juliet and A Christmas Carol Revision , Language Paper 1 Revision	Lit Paper 1/ Lang Paper 1 4 Language Paper 1 Revision, Romeo and Juliet and A Christmas Carol

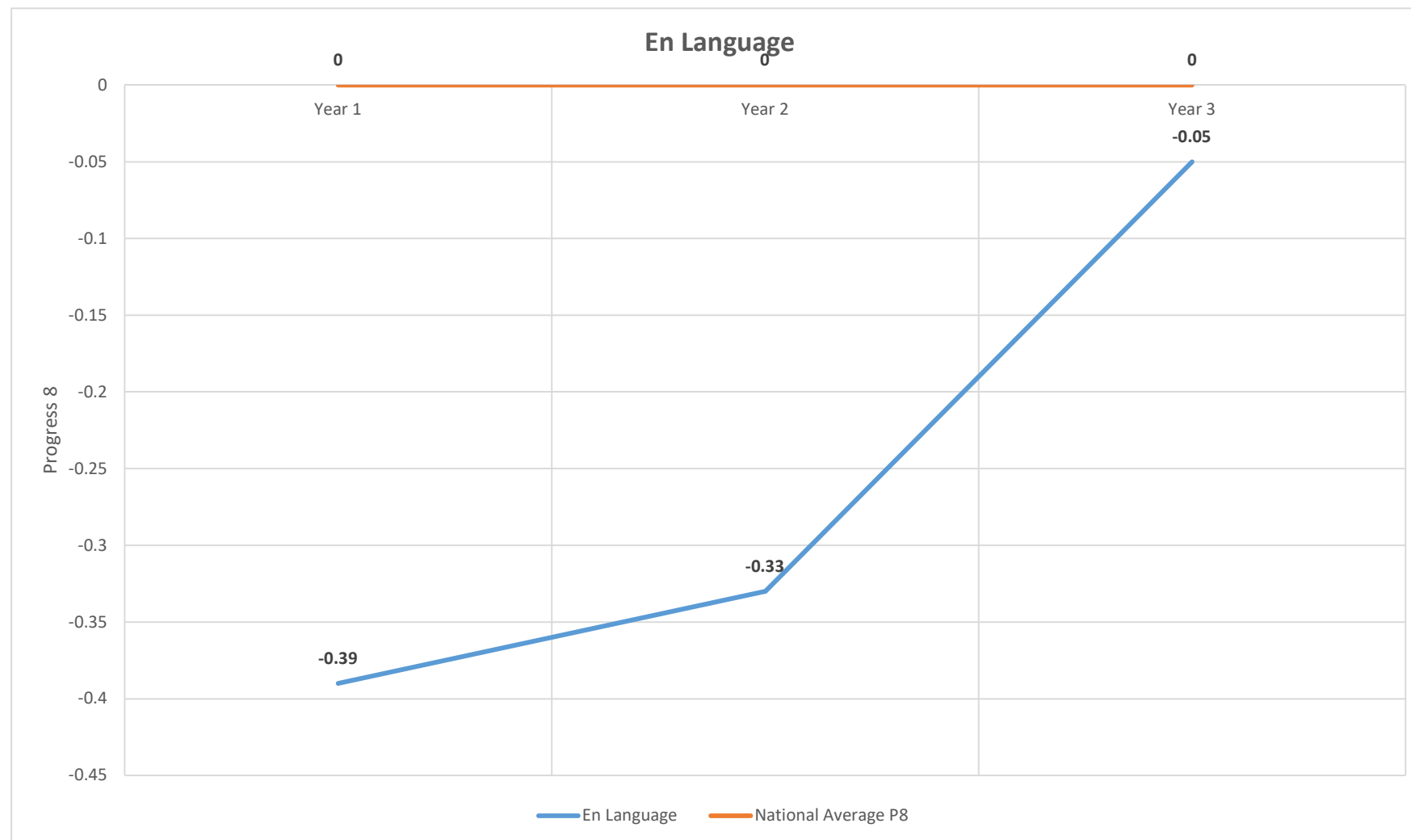


Year 11	An Inspector Calls/ Poetry of Love and Relationships	Poetry of Love and Relationships / Unseen Poetry	Language Paper 1 & 2 Sections A Literature Paper 1 Sections A & B	Literature Paper 1 Sections A & B/ Language Paper 1 & 2 Sections B	Revision and preparation for exams.	-
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Yate Academy 3 Year Trend



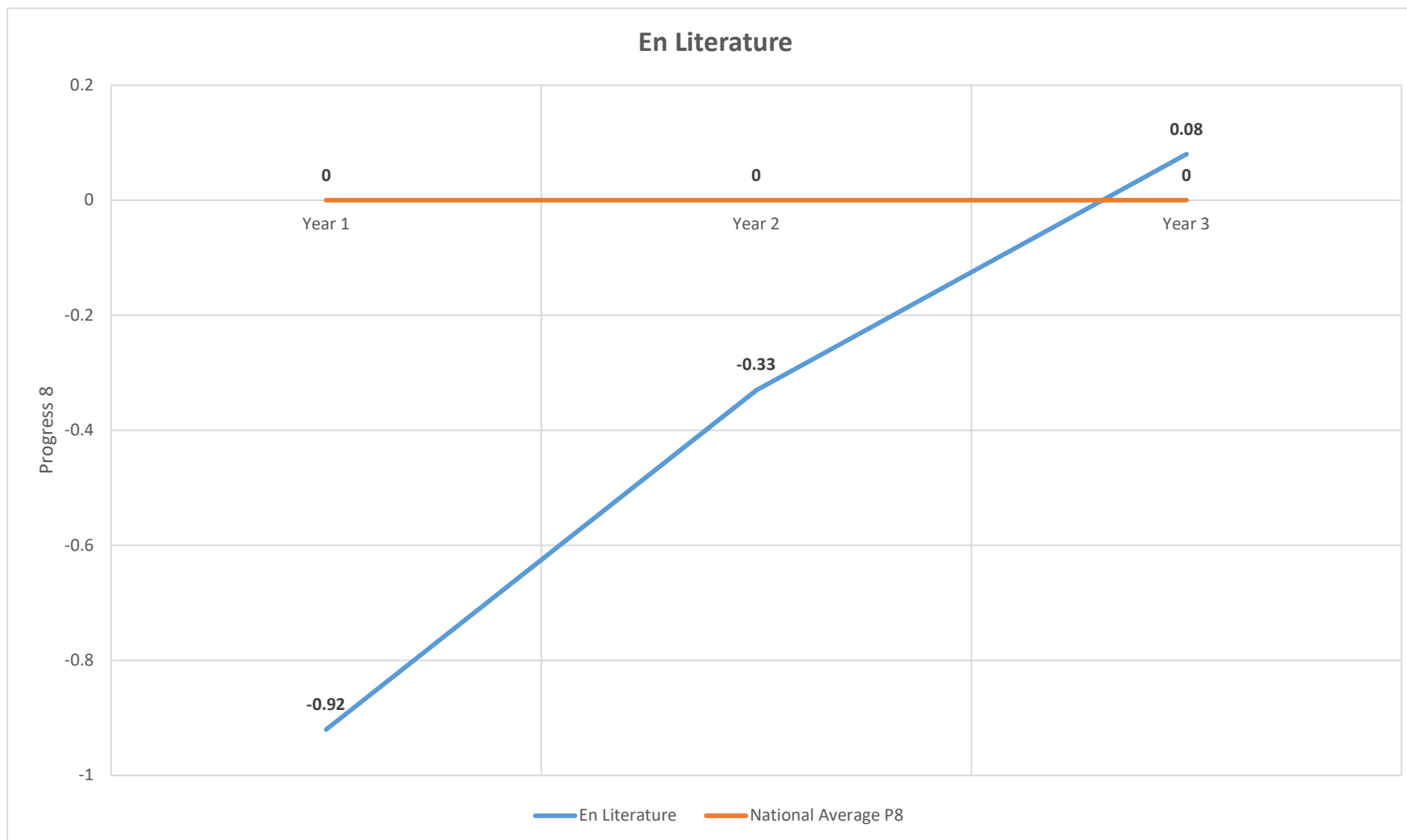
Subject	Year 1	Year 2	Year 3
En Language	-0.39	-0.33	-0.05
National Average P8	0	0	0



Yate Academy 3 Year Trend

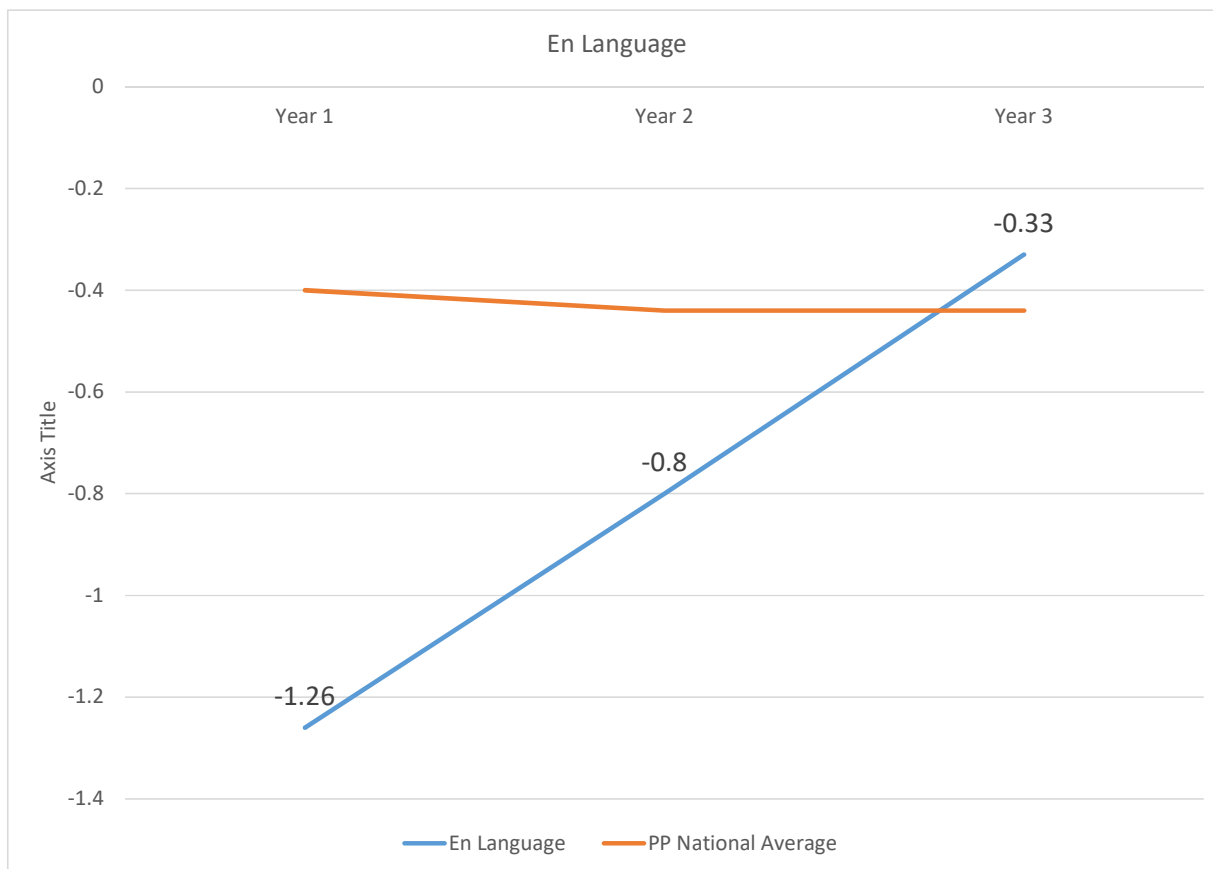


Subject	Year 1	Year 2	Year 3
En Literature	-0.92	-0.33	0.08
National Average P8	0	0	0



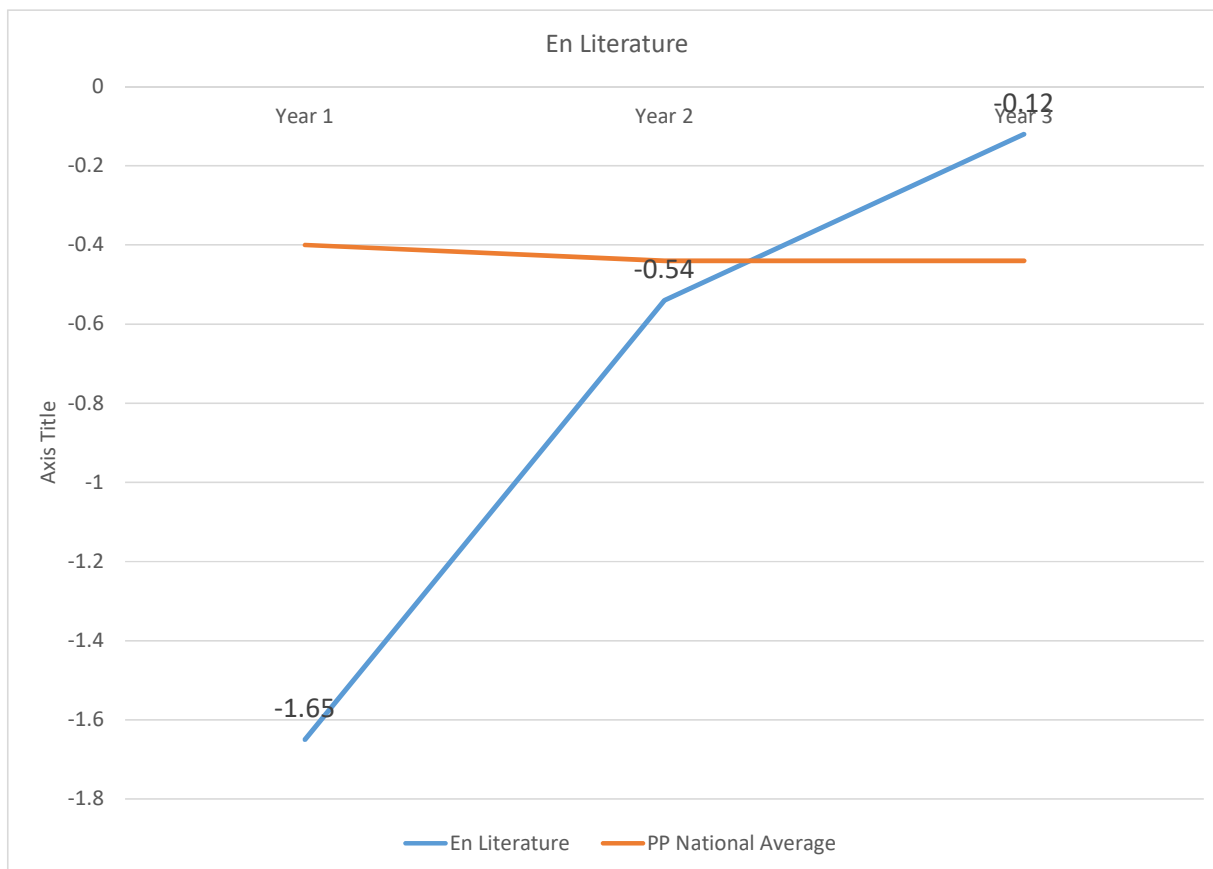


Subject	Year 1	Year 2	Year 3
En Language	-1.26	-0.8	-0.33
PP National Average	-0.4	-0.44	-0.44



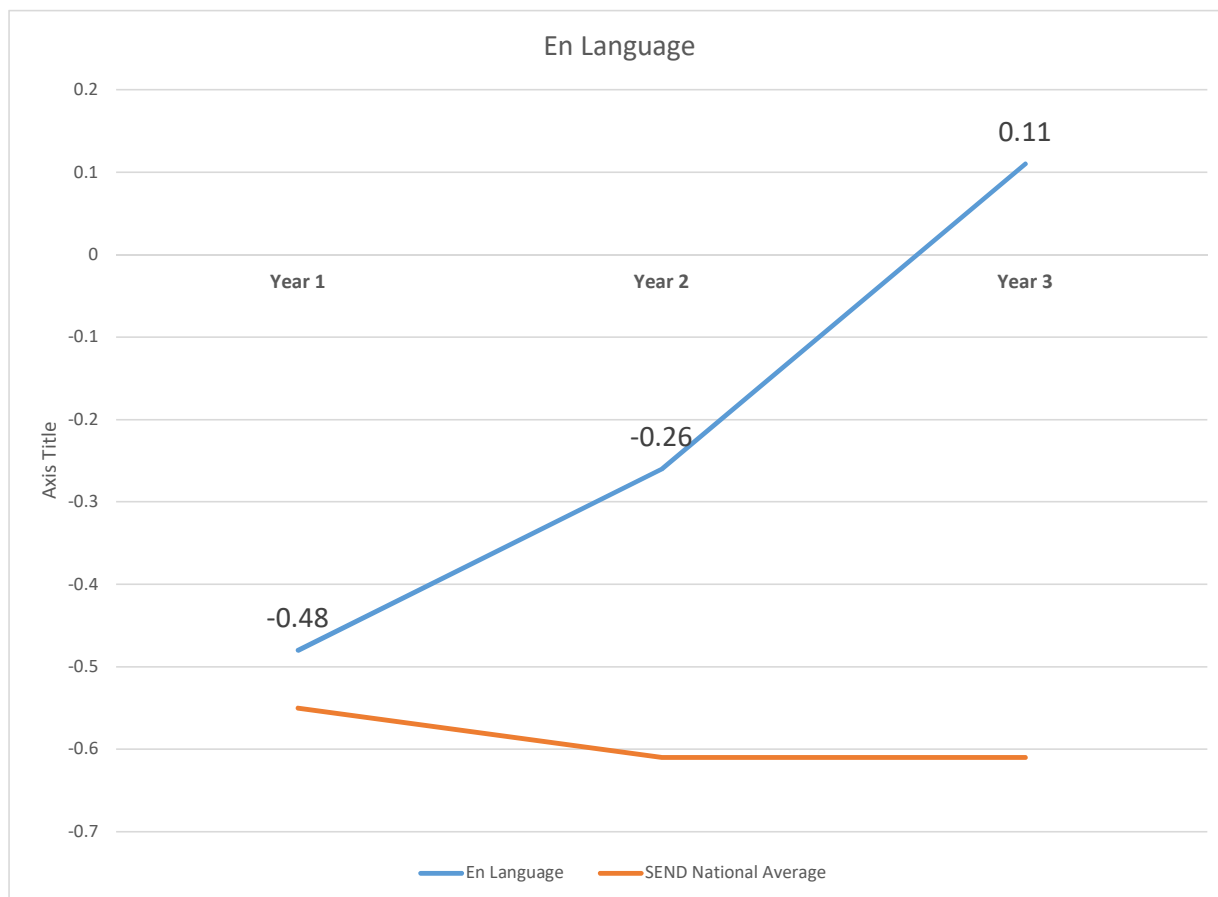


Subject	Year 1	Year 2	Year 3
En Literature	-1.65	-0.54	-0.12
PP National Average	-0.4	-0.44	-0.44





Subject	Year 1	Year 2	Year 3
En Language	-0.48	-0.26	0.11
SEND National Average	-0.55	-0.61	-0.61





Subject	Year 1	Year 2	Year 3
En Literature	-0.81	-0.26	0.18
SEND National Average	-0.55	-0.61	-0.61

