

Curriculum Plan for English – St. Mark's Academy

English Department Vision Statement:

Intent:

In the English Department, we are committed to fostering our students to become masterful crafters of language, confident speakers who know what they think as well as passionate young people who empathise with different perspectives as they read. We empower students with the ability to access ideas that underpin the world in which we live and then to give students the tools to act on what they feel passionate about. By scaffolding big ideas (through sequenced statements) and key skills across our units of work, we support the progress of all students from Year 7 to Year 13 and beyond. You can find our sequenced big ideas and skills on our curriculum map below.

Implementation:

Throughout the English curriculum, students are taught Literature and non-fiction texts that relate to three Big Ideas which enable students to engage with different viewpoints of the writers and think critically about the world around them. These 'big ideas' all relate to the GCSE and A Level set texts, and students engage with ideas that spiral in complexity across the key stages. We do not shy away from teaching texts that help students engage with complex social issues and are committed to fostering a safe classroom environment to support students in the discussion of ideas and attitudes. We are very proud of the diversity of the school community and teach literature that enables students to develop empathy with a range of perspectives from different social, racial and historical backgrounds.

We value transformation for all learners and at all levels, and therefore teach all year groups in mixed ability classes to ensure all pupils make or exceed expected progress. Supporting students in developing their reading and written literacy as well as their oracy is a huge priority for our curriculum. Across each year, students practise transactional writing such as letters, argument writing, persuasive speeches and articles alongside creative writing opportunities. We support students in developing reading fluency through classroom strategies that include choral and echo reading as well as the learning of new vocabulary in all our schemes of work through direct vocabulary instruction. We have a dedicated approach to literacy marking and our aim is that overtime, students are able to identify and improve their own written expression. We aim to give students experience in writing for real-life situations to empower them to make a practical impact on the world around them. Our classrooms foster discussion and opportunities for students to develop their oracy skills through pair and group work as well as some units having a speaking and listening assessment focus.

The development of key skills features across each year group with the planned schemes of work incorporating and building on the big ideas so that knowledge and skills are repeated and embedded. These mastery skills are communicated to students in class through the use of marking codes that support students in understanding their strengths and ways to improve with each unit taught and assessed piece of work completed.

Impact:

By the end of their five or seven year journeys with us, we aim for students to be masterful crafters of language, individual lovers of reading and confident speakers able to express their own viewpoint. We see our GCSE and A Level students achieve or exceed the level of progress that is appropriate for the individual and celebrate each student developing empathy, engagement with and critical thinking of different perspectives in the world around them.

Direct Vocabulary Instruction

Vital to a student's progression in literacy is the ability to articulate themselves and write using precise and advanced vocabulary. Throughout our SOWs we teach students vocabulary that will enhance their understanding of the topic as well as give them a wider bank of sophisticated terms and phrases to be incorporated into their written and spoken work. The vocabulary is planned and taught specifically through discursive and written tasks to allow students to use the words with confidence in their own work.

Knowledge: Big Idea statements on the themes of:

1. Social responsibility
2. Power and conflict
3. Identity

Key Skills:

1. Language analysis and analytical writing
2. Non-fiction writing
3. Creative writing
4. Comparing perspectives
5. Speaking and listening

BIG IDEA STATEMENTS: POWERFUL KNOWLEDGE

	POWER AND CONFLICT	SOCIAL RESPONSIBILITY	IDENTITY
Year 7 and Year	Power can make people do bad things. Society gives more power to some people over others.	Identifying the unfairness within society is important to build a more equal society. Society is only as strong as its weakest citizen.	We are products of our environment; we are defined by our upbringing, experiences and appearance
Year 9	Power can be a corruptive force in individuals and desire for power can make people act in immoral ways.	Identifying the problems behind hierarchy and privilege is important to build a more equal society. A fair society is compassionate and empathetic and considers the perspective of those who are most vulnerable.	When represented and accepted in society, each person's unique voice can be celebrated. We thrive by understanding our heritage and having a knowledge of the world around us.
KS4	Power can be a corruptive force in society that can lead to some people exploiting imbalances in power to subjugate others.	Challenging established hierarchical structures and privileges is important to build an egalitarian society. A cohesive society is altruistic with citizens who are philanthropic and empathise with its most vulnerable members.	When represented and assimilated in society, each person's perspective can be celebrated. We thrive by engaging with our own heritage and a range of perspectives. Identity and an authentic sense of place are developed by understanding the mechanisms of the world around you.
KS5	Power and lack of power can corrupt individuals into following false paths of ambition and desire. Patriarchal, feudal, class and racial structures in society lead to power imbalances and the ability for institutions and political leaders to abuse their subordinates and the marginalised.	Challenging established hierarchical structures and privileges is important to build an egalitarian society. A cohesive society is altruistic with citizens who are philanthropic and empathise with its most vulnerable members. Individuals should autonomously function within society with empathy for others for society's greater good.	We thrive by engaging with our own heritage and a range of perspectives, unfortunately imbalances of power in society can negatively impact the formation of someone's identity. Identity and an authentic sense of place are developed by engaging with, responding to and challenging the mechanisms of the world around you and the relationships formed.

Curriculum Overview (with Y9, Y10 and Y12 2023-25 updates):

	Year 7	Year 8	Year 9	Year 10 (2023-24)	Year 11 (2024-25)	Year 12 (2023-24)	Year 13 (2024-25)
Autumn Term 1	<p>Gothic fiction Power and conflict:</p> <p>Creative writing</p>	<p>Frankenstein Play Power and conflict:</p> <p>Creative writing</p>	<p>Hound of the Baskervilles Social responsibility:</p> <p>Language analysis: mini essay</p>	<p>Power and Conflict Poetry in context with GCSE Language P2 Q5 (7 weeks) -7 poems covered</p> <p>Power and conflict:</p> <p>Analytical, comparative essay writing</p>	<p>Modern Text (6 weeks) Power and conflict Social Responsibility</p> <p>Analytical essay writing</p> <p>Mock Revision (Lit P2 and Lang P1)</p>	<p>Love Through the Ages–</p> <p>Othello Power and Conflict Love and Relationships:</p> <p>Great Gatsby Social Responsibility Love and Relationships:</p> <p>A Level essay skills</p>	<p>NEA – coursework completion and Unseen Prose</p> <p>Modern Texts in shared Contexts</p> <p>The Handmaid’s Tale Power and Conflict Social Responsibility</p>
Autumn Term 2	<p>Jane Eyre (up to Lowood School) Identity as well as Power and Conflict;</p> <p>Language analysis:</p>	<p>World Poetry Identity:</p> <p>Language analysis</p>	<p>2 week continuation of Hound of the Baskervilles then:</p> <p>Fiction: short stories Power and Conflict: Students will reflect and analyse their own choices in writing.</p> <p>Creative writing:</p>	<p>A Christmas Carol- Charles Dickens (6.5 weeks) Social responsibility:</p> <p>Analytical essay writing</p>	<p>Mocks</p> <p>Reflection and embedding of (4-5 weeks):</p> <ul style="list-style-type: none"> Modern Text Power and conflict poetry (Tissue, Emigree, Storm in Island) Language Paper 1 	<p>Love Through the Ages–</p> <p>Othello Power and Conflict Love and Relationships:</p> <p>Great Gatsby Social Responsibility Love and Relationships:</p> <p>A Level essay skills</p>	<p>Mock exams Paper 1 and Paper 2</p> <p>Modern Texts in shared Contexts</p> <p>Handmaid’s Tale Power and Conflict Social Responsibility</p> <p>Revision of Streetcar Named Desire and Duffy</p>
Spring Term 1	<p>In The Sea there are Crocodiles (novel) Social responsibility:</p> <p>Language analysis:</p>	<p>Poverty in London- Non-fiction articles Social responsibility:</p> <p>Non-fiction writing</p>	<p>Modern Text Unit: Noughts and Crosses- the RSC play script (3 weeks) Power and conflict Love and Relationships Analytical essay writing</p>	<p>Shakespeare’s Romeo and Juliet (5 weeks) Power and conflict:</p> <p>Analytical essay writing on an extract</p> <p>Once a fortnight non-fiction skills for LP2 reading</p>	<p>Revision and embedding of (4 weeks):</p> <ul style="list-style-type: none"> A Christmas Carol Romeo and Juliet. Language Paper 1 <p>Mock exams</p> <p>-Literature Paper 1 and Language Paper 1</p>	<p>Modern Texts in shared Contexts</p> <p>A Streetcar Named Desire Power and Conflict Love and Relationships:</p> <p>Love Through the Ages: AQA Anthology of Love Poetry pre-1900 Power and Conflict Love and Relationships:</p>	<p>Revision of Othello and Great Gatsby</p> <p>Mock exams Paper 1 & Paper 2</p>
Spring Term 2	<p>In The Sea there are Crocodiles (novel) continued with poetry</p>	<p>Shakespeare’s Macbeth Power and conflict: Language analysis:</p>		<p>Shakespeare’s Romeo and Juliet (5 weeks) Power and conflict:</p>	<p>Revision and embedding (6 weeks)</p>	<p>Modern Texts in shared Contexts</p>	<p>Revision of all content</p> <p>Exam practice</p>

	Identity: Language analysis:		Modern Text Unit: Noughts and Crosses- the RSC play script (5 weeks) Power and conflict Love and Relationships Analytical essay writing	Analytical essay writing on an extract	<ul style="list-style-type: none"> Power and Conflict Poetry Unseen Poetry Language Papers A Christmas Carol 	A Streetcar Named Desire Power and Conflict Love and Relationships: Love Through the Ages: AQA Anthology of Love Poetry pre-1900 Power and Conflict Love and Relationships:	Paper 1 & Paper 2
Summer Term 1	Shakespeare's <i>The Tempest</i> Power and conflict: Speaking and listening:	Shakespeare's <i>Macbeth</i> Power and conflict: Language analysis:	Shakespeare: Women in Shakespeare and non-fiction gender equality Social responsibility: Non-fiction writing -Power and Conflict: Analytical essay writing	Language Paper 2 skills with Speaking and Listening (4 weeks) Identity: Speaking and listening: Review of <i>Romeo and Juliet</i>	Revision and embedding: <ul style="list-style-type: none"> Modern Text Power and Conflict Poetry <i>Romeo and Juliet</i> Language Papers Public exams begin -Booster sessions happen for exam revision	Texts across time Begin NEA – coursework Power and Conflict Social Responsibility Identity Modern Texts in shared Contexts <i>A Streetcar Named Desire</i> Power and Conflict Social Responsibility Revision of Y12 content Mock exams Paper 1 and Paper 2	Revision of Paper 1 and Paper 2 Public exams begin
Summer Term 2	Shakespeare's <i>The Tempest</i> Power and conflict: Speaking and listening:	MODERN TEXT: <i>Animal Farm</i> IDENTITY: Non-fiction writing:	Celebratory Poetry Identity: Speaking and listening Creative writing:	Revision/Mocks: Lang P2 and Literature Paper 1 with some of Paper 2 Power and Conflict Poetry (Romantics and MLD) and Unseen Poetry skills (3 weeks) Identity: Language analysis Comparing perspectives	Public exams -Booster sessions happen for exam revision	Begin NEA – coursework Power and Conflict Social Responsibility Identity Unseen Prose Power and Conflict Social Responsibility Identity Texts across time Revision of Y12 content Mock exams Paper 1 and Paper 2	Public exams

DIRECT VOCABULARY INSTRUCTION

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Gothic Fiction	EMC	In the Sea There are Crocodiles	In the Sea There are Crocodiles	The Tempest	The Tempest
	Tier 2	Natural; Supernatural; Sinister; Dismal; Menacing; Weariness; Remarkable; Ominous; Bleak; Mood; Status	Explicit; Implicit; Impression; Evidence; Flaw; Conflict; Empathy; Sympathy; Paradise; Majestic; Eager; Eagerness; Condemn; Condemnation.	Naïve; Internal; External; Credulous; Duplicitous; Despondence; Bliss; Apathy; Empathy; Enthusiasm; Dejected; Perspective.	Naïve; Internal; External; Credulous; Duplicitous; Despondence; Bliss; Apathy; Empathy; Enthusiasm; Dejected; Perspective.	Tempest/ Temper; Habitable; Uninhabitable; Contentious; Compassion; Freedom; Confinement; Loathing; Deception/ Deceive; Sovereignty.	Solitary; Oasis; Omen/ Ominous; Persevere/ Perseverance; Fortune/ Fortunate; Destiny; Ambition; Physical; Metaphysical
	Tier 3	Genre, Explicit, implicit, metaphor, simile, implied, gothic tropes, pathetic fallacy, tone, imagery	Writer’s craft; narrative arc; tension; setting; character; conflict; plot; verb use; perspective	Simile, powerful verbs, perspective, description of actions, narrative voice, coming of age narrative (bildungsroman)	Simile, powerful verbs, context, perspective, description of actions, narrative voice, coming of age narrative (bildungsroman)	Comedy/Tragedy Act; Scene; Plot; Soliloquy; Aside; Monologue; Stage Directions	Non-fiction; explicit, implicit,
Year 8	Topic	Frankenstein	World Poetry	Poverty in London	Macbeth	Macbeth	Modern Text
	Tier 2	Normal; Abnormal; Moral; Immoral; Benevolent; Malevolent; Prejudice; Uncouth; Civilized; Vengeance; Mercy; Abhorrence; patriarchy	Perspective; Discrimination Grief; Marginalisation; Stereotype; Oppression; Empower; lethal	Lamentable; Neglect/Neglected Wretched; Squalor/Squalid; Forlorn; Destitute; Deplorable Degradation	Ambition/ Ambitious; Deluded/ Delusional; Anxious/ Anxiety; Transgression; Tragic;	Colonisation/ decolonisation; Immigration; migration, Freedom, human rights	Capitalism; totalitarianism; class system; abuse of power; feminine/masculine; dissimulate; fulsome
	Tier 3	Act; Scene; Stage directions Soliloquy, monologue, staging, proxemics, tone Gothic tropes, pathetic fallacy,	Metaphor and extended metaphor; imagery; symbolism iambic pentameter; metre; rhythm, rhyme; Stanza; alliteration; assonance; sibilance; onomatopoeia	Non-Fiction; Emotive Language Rhetorical Questions; Hyperbole Lists of three; Persuasive devices; tone of authority, use of facts and statistics	Hamartia; Anagnorisis; Hubris; Peripeteia; Tragedy; Tragic Hero Foil; Soliloquy; Aside; Rhetoric	Non-Fiction; Emotive Language Rhetorical Questions; Hyperbole Lists of three; Persuasive devices; tone of authority, use of facts and statistics	Dystopian; narrative voice; plot structure; etymology, omniscient narration;
Year 9	Topic	Hound of the Baskervilles	Hound of the Baskervilles	Noughts and Crosses	Noughts and Crosses	Women in Shakespeare and Non Fiction	Celebratory Poetry
	Tier 2	Investigation; Mystery; Crime; Law; elementary; genre; detective; collaboration; speculate; hierarchy; social responsibility; avarice; intrigue	Vivid/Vividly; Evokes/Evocative; Vengeance; Revenge; Avenge; Feud; Grudge; Wrath; Anguish; Manipulate; vendetta	Representation/ misrepresentation Equity; Equality; Disparity;	Stereotype; marginalised; ostracised; malevolence	Derogatory; envy; jealousy; manipulated; devious; Autonomy	Itinerant; Platonic; Companion; Confide/ Confidant; Discontent; Content; economics; capitalism; socialism; marginalised; ostracised
	Tier 3	Gothic tropes, pathetic fallacy, structure, tension, Victorian novel, red herring; slow reveal; inference;	Narrative perspective; narrative voice; conscious crafting; simple compound and complex sentences, foreshadowing; flashbacks; structural shifts	soliloquy; rhetoric; Derogatory	Tragic hero; antagonist; malcontent;	Rhetoric; Line of argument; discourse markers; Coherent;	Tone, body language, rhythm, rhyme,

Year 10 (from 2024)	Topic	Power and Conflict Poetry and Language paper skills	A Christmas Carol	Romeo and Juliet	Romeo and Juliet	Power and Conflict and Unseen Poetry	Speaking and Listening And Language Papers
	Tier 2	Critical; Expose; Monotonous; Harrowing; Traumatic /traumatized; Futile; Patriotism; Jingoistic; Harrowing Haunting;	Institutions, Altruistic Cathartic, Philanthropic/ Misanthropic Avaricious/ Generous Charitable/ Uncharitable Redemption,	Patriarchy; Subjugation; Misogyny; Corruption; Power imbalance; Hierarchy Bravado; Tragedy; Honour Courtly love; Renaissance	Patriarchy, Subjugation Misogyny, Corruption Power imbalance Hierarchy, Bravado, Tragedy Honour, Courtly Love Renaissance	Ruthless; Cacophony; Experience; Subservient; Institutions; Sublime; Pride; Hubris; Enlighten; Enlightenment; Ironic, Squalor Dialect, declaration, heritage, attitudes, emotions, passions, sentiments	Deprivation, poverty, malnourished, consumerism, social unrest, protests, riots,
	Tier 3	Caesura, enjambment, assonance, anaphora, anapaest, dactylic tetrameter, iambic pentameter, quatrain,	Didactic tone Asyndetic listing Omniscient narrator Intrusive narrator Figurative language Semantic field, Novella Pathetic fallacy, Cyclical structure Apostrophe, Physiognomy	Oxymoron; Juxtaposition Figurative Language Light and dark imagery Derogatory language Prologue; Iambic Pentameter Punning; Soliloquy Aside; Blank verse; Foreshadowing	Oxymoron, Juxtaposition Figurative Language Light and dark imagery Derogatory language Prologue, Iambic Pentameter Punning, Soliloquy Aside, Foreshadowing Blank Verse, microcosm	Blank verse, free verse, sonnet, iambic pentameter, rhyme scheme, rhyming couplets, stanza length, quatrain, dramatic monologue, enjambment, assonance, anapaest, dramatic monologue, iambic pentameter, Petrarchan sonnet, volta, quatrain	Rhetoric, persuasion logos, pathos, ethos, triads, repetition, anecdote, non-verbal communication, line of argument
Year 11 (from 2025)	Topic	Modern Text		Revision	Revision		
	Tier 2	Capitalism; Socialism; Subservient; Dominant; Malleable; Dogmatic;	Rational; Emotional; Dynamic; Static; Wrath; Anguish, Egalitarian				
	Tier 3	Stage directions; dialogue; Act; scene; monologue;	Symbolism; metaphor; Aside; tone; morality play; tragedy; character arc; didactic				
		Othello (drama) By William Shakespeare	Great Gatsby	Pre-1900 Poetry	A Streetcar Named Desire	NEA	
Year 12	Tier 2	Patriarchy; Jacobean; tragedy; malcontent; lust; spectacle; catastrophe; covetousness; domestic; ostracization	Prohibition, Seduction; Decadence; Femme Fatale; infidelity; idealism; obsession	Puritanism; Imperialism; The Canon; Platonic love; Carpe diem; Cavalier; Royalist; Dissenter; Anti-authoritarian; Radicalism; Pre-Raphaelite	; Reality vs fantasy; idealism; nostalgia; freedom vs confinement; financial abuse; postmodern; masculinity; parody	Feminist; Marxist; Psychoanalytic; Post-colonial; New Historicism; Eco-critical	
	Tier 3	Tragic hero and villain; Machiavellian; hubris; hamartia; peripetias; catharsis; proxemics; soliloquy; antagonist; catharsis	Novella, bildungsroman, unreliable narrative, double entendre; frame narrative; foreshadowing; illusion; intertextuality	Conceit; metaphysical poetry; Romanticism; Interregnum; Metonym; Phallic; Ballad; Lyricism; Petrarchan and Shakespearean sonnet forms;	Symbolism; satire; plastic theatre; motif; expressionism; tragedy; realism; Euphemism	Narrative theory; Structuralism; intertextuality	
Year 13		The Handmaid's Tale					
	Tier 2	Hierarchy; masculinity; femininity; exploitation; repression; suppression; subversion					
	Tier 3	Dystopian; non-linear narrative; passive tense; motif; anaphora; allusion; epigraph; hyperbole; aphorism; euphemism; neologism					

