



# ENGLISH DEPARTMENT

Curriculum Overview



The English curriculum at West Derby School reflects the high aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In English, we aim to deliver provocative and thinking focused topics. We want our pupils to write like authors; read like critics and speak with confidence and flair like great orators and rhetoricians.

# Departmental Overview

The English Department comprises of 11 specialist teachers. The Department is located in the Quarry building. Each classroom has an interactive whiteboard and essential resources such as dictionaries and thesauruses. The Department houses a large library and contains self-help stations for both KS3 and KS4 learners. Students are taught in higher, mixed, and lower ability sets to cater to the needs of all. SEND learners are supported by teachers who provide access tools to those who need them as well as one to one support during lesson time.

<b>Mrs E Cosgrove</b>	<b>Director of English Department/KS5</b>
<b>Mrs L Armstrong</b>	<b>Assistant Headteacher/'Big Four'</b>
<b>Mrs C Jones</b>	<b>Assistant Headteacher/KS5</b>
<b>Mr R Warwick</b>	<b>Pupil Progress Leader/KS5</b>
<b>Mrs J Stephens</b>	<b>Assistant Headteacher/SENCO</b>
<b>Mr T Farnan-Stone</b>	<b>Deputy Director of English Department/KS4</b>
<b>Mrs L Davies</b>	<b>Deputy Director of English Department/KS3</b>
<b>Mrs S Conway</b>	<b>Assistant Director of English Department/Intervention</b>
<b>Mrs L Murray</b>	<b>Senior Pupil Progress Leader</b>
<b>Miss M Hughes</b>	<b>Inclusion Leader</b>
<b>Mrs B Keating</b>	<b>Deputy Pupil Progress Leader/ English Teacher</b>
<b>Mrs S Wilkinson</b>	<b>Deputy Head Teacher/English Line Manager</b>

# Curriculum

Our *intent* is that all learners will leave us:

- with a strong command of the spoken and written word,
- as intelligent readers and listeners,

And

- with a rich social, historical, and cultural knowledge, to prepare our learners for richer and fuller lives, not just for examination success.

Our long-term plans are structured to ensure that we are committing learning to long-term memory. Our curriculum promotes intellectual, moral, spiritual, and creative progression. We understand that progress for our pupils is achieved through a network of interrelated ideas to draw upon to make sense of what they are doing. Our approach of interleaving ensures that students are studying different topics which are woven together, switched between, and revisited at intervals throughout the year and through KS3 to KS5.

# Year 7 English (KS3)

<b>Examination/Specification Board</b>	
<b>Key Stage 3 National Curriculum</b>	<b>4 Units studied</b>
<b>Curriculum Overview</b>	
<p><b>Unit 1</b>  <b>Storyworld:</b> Pupils will read a wide range of fiction extracts taken from: novels, short stories, poetry, and drama texts, including Shakespeare and Greek mythology. Through this, pupils will learn new vocabulary and read for challenge, interest, and enjoyment. Pupils will analyse language for meaning and consider the effects of the writer’s craft. The texts studied will relate to the genre of Fantasy, allowing pupils to explore the literary conventions. The texts explored are used as inspiration to encourage pupils to produce their own written pieces, focusing on plot, setting and characterisation, as well as accuracy, fluency, vocabulary, and skill. Pupils will be assessed on reading skills and writing skills following the teaching of this topic.</p>	
<p><b>Unit 2</b>  <b>19<sup>th</sup> Century Text ‘Oliver Twist’:</b> Throughout the Key Stages, pupils will study a range of authors from the 19<sup>th</sup> Century. They will explore the author of Charles Dickens and consider the context in which he wrote. Pupils will learn new vocabulary, relating it explicitly to known vocabulary. Pupils will understand the plot and characterisation of key characters of the novel, Oliver Twist as well as the key themes and authorial intent of the novel. Pupils will be assessed on analytical reading, exploring the ways meaning is shaped in texts following the teaching of this topic.</p>	
<p><b>Unit 3</b>  <b>People &amp; Places:</b> Pupils will read a wide range of non-fiction and fiction texts from a range of different centuries, 19<sup>th</sup>, 20<sup>th</sup> &amp; 21<sup>st</sup> focusing on all aspects of the theme of people &amp; places. Through this, pupils will continue to learn new vocabulary and read for challenge, interest, and enjoyment. The studied texts will be used as a basis to encourage pupils to produce their own written pieces as well as revisit the skills developed in Unit 2. Pupils will complete progress checks on reading and writing skills throughout the topic. Pupils will participate in debates and will deliver speeches to develop oracy skills.</p>	
<p><b>Unit 4</b>  <b>Modern Text ‘Our Day Out’:</b> Pupils will study contemporary literature. This will help them to develop an appreciation and love of reading and to read challenging material independently. Pupils will study a contemporary play, ‘Our Day Out’ by Willy Russell. They will learn to understand how setting, plot and characterization is achieved by the writer and the effects of these, as well as an understanding of how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. This topic will revisit the skills developed in Unit 3., particularly exploring contexts and allegorical aspects of literature.</p>	
<b>Examinations/Key Assessments</b>	
<p><b>Department Standardised Assessments:</b></p> <ul style="list-style-type: none"> <li>• Written Skill Baseline Assessment</li> <li>• Assessment 1: Reading &amp; Writing</li> <li>• Assessment 2: 19<sup>th</sup> Century ‘Oliver Twist’</li> <li>• Assessment 3: Reading &amp; Writing</li> </ul>	<p><b>Throughout the academic year:</b></p> <ul style="list-style-type: none"> <li>• ‘Let’s Think in English’</li> <li>• Reading for pleasure</li> <li>• Writing for pleasure</li> <li>• Spelling, punctuation, and grammar skills</li> <li>• Vocabulary acquisition</li> <li>• Spiritual, moral, social, and cultural development</li> <li>• Schema development</li> <li>• Cultural Capital development</li> </ul>
<b>New Knowledge (What we would like students to know and understand by the end of year 7)</b>	
<p><b>We would like students to have developed an understanding of the following through the study of the 6 units:</b></p> <ul style="list-style-type: none"> <li>• Understand the influence of ancient texts from Greek Mythology and Old English</li> <li>• Life in Britain from 19<sup>th</sup> Century to 21<sup>st</sup> Century through their study of seminal literature and modern literature.</li> <li>• Students will explore historical contexts – Victorian Britain, 1940s Britain and Britain during economic and social crisis in 20<sup>th</sup> Century and beyond</li> <li>• Focus on key aspects of life such as class divides, crime, scientific developments, morality, tolerance, racism, difference, and modern warfare</li> <li>• Reading and understanding entire novels, poetry and plays</li> <li>• Understanding the construction of characters, narrative structures and forms of writing</li> <li>• Understanding of authorial intent and author viewpoints</li> <li>•</li> </ul>	
<b>New Skills</b>	

**We would like students to have developed an understanding of the following through the study of the 4 units:**

- Composing a topic sentence; using evidence; analysing and experimenting with how language is used to establish character
- How to embed historical evidence within writing
- Exploring meaning in a range of complex texts, e.g. Historical documents, texts from outside the time-frames they have studied before
- Reading for meaning; narrative and descriptive structuring; writing to build suspense through lexis and grammar manipulation; paragraphing; speech punctuation
- Developing a sophisticated and informed argument considering a range of new knowledge acquired
- Writing engaging pieces of non-fiction writing that address key issues studied
- Build useful vocabulary to be able to engage with a range of texts from different eras; Victorian /Modern
- Be confident in expression of own thoughts & opinions
- Develop skills of oracy- constructive discussion, debate
- Explore language and gain meaning from the text
- Being able to analyse language and use subject terminology to explore the writer's craft
- Analysing structural choices
- Developing an awareness of how text is written to be performed in front of an audience
- Writing descriptively
- Using the language techniques, they can now identify for effect in their own work.
- Being able to analyse language and use subject terminology to explore the writer's craft
- Analysing structural choices
- Building on the comparison skills

**Disciplinary Vocabulary**

**We would like students to have acquired an understanding of the following vocabulary:**

Cosmogony, Abnormal, Adventure, Adjective, Alchemy, Allegorical, Allusion, Anti-Social, Apparition, Apprentice, Archetypical, Atmosphere, Bewitch, Bizarre, Capitalist, Captivate, Changeling, Characters, Charisma, Charming, Chimerical, Clairvoyant, Classist, Conflict, Conjure, Conspirator, Convention, Corruption, Crime, Deformity, Destitution, Detection, Detective, Dichotomy, Difference, Disappearance, Disaster, Discrimination, Dramatic, Enchanting, Equality, Evil, Exploitation, Fable, Fabricate, Fairy Tale, Familiar, Fanciful, Fantastic, Fantasy, Fascination, Fiction, Folklore, Genre, Heroism, Homeless, Humanity, Inquiry, Interrogation, Investigation, Justice, Linear, Marginalised, Narrative, Noun, Oppression, Orphan, Patriarchal, Power, Poverty, Prejudiced, Privilege, Racism, Segregation, Socialism, Surreal, Tolerance, Verb, Victim, Villain, Violence, Vehemence.

**Prior Learning and Recall**

- Study of a novel pre-KS3 at KS2
- Ability to select relevant details from texts
- Ability to form topic sentences
- Ability to explain ideas, drawing upon texts read
- Study of archaic language present in 19<sup>th</sup> Century Literature
- Familiar with the study of themes
- Familiar with contextual ideas and linking relevant context to the study of Literature

**Homework**

Homework is set every week. If the pupil has two teachers, then only one member of staff will provide homework. Pupils will be given vocabulary lists to learn each week and a spelling test will take place. Alongside this, pupils are provided with exciting project-based learning tasks and will be asked to select work from a selection of challenging choices. This work compliments the schemes of work running and students will have an opportunity to present their projects in the classroom.

Homework is accessed via the following website: <https://www.satchelone.com>

**How Parents can Help**

- Check for homework on SatchelOne
- Check that his written homework is completed
- Help him when learning spellings through revision and testing
- Encourage him to use a dictionary
- Check that your son has a pen and his books for lessons
- Encourage independent reading of both fiction and non-fiction texts – set aside time for your son to read aloud to you
- Oversee the completion of assessment preparation booklets

- Refer to newsletters to keep up to date with events in English
- Follow **West Derby School on Twitter** at [@westderbyschool](https://twitter.com/westderbyschool) to keep up with events in English
- Follow the **West Derby English Team on Instagram** @Englishdeptwds
- **Encourage further learning and intellectual curiosity by using the following websites:**  
**BBC Bitesize KS3 English:** <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

# Year 8 English (KS3)

<b>Examination/Specification Board</b>	
<b>Key Stage 3 National Curriculum</b>	<b>5 Units studied</b>
<b>Curriculum Overview</b>	
<b>Unit 1</b>	
<p><b>Character Voices:</b> Pupils will read a wide range of fiction extracts, short stories, poetry, and drama extracts within this thematic topic. Pupils will learn new vocabulary and read for challenge, interest, and enjoyment. These texts will relate to the theme of Relationships. Pupils will look at changing relationships, the complexities of human emotion and how relationships break down and are created. These texts will then be used as inspiration to encourage pupils to produce their own written pieces, focusing on plot, setting and characterisation, as well as accuracy, fluency, vocabulary, and skill. Pupils will be assessed on reading skills and writing skills following the teaching of this topic.</p>	
<b>Unit 2</b>	
<p><b>Shakespeare ‘Romeo &amp; Juliet’:</b> Pupils will study the plot, characters and themes of conflict and love in William Shakespeare’s Romeo and Juliet. They will build upon the knowledge and skills developed in the previous unit of study. They will learn new vocabulary, relating it explicitly to known vocabulary. Pupils will perform parts of the play; they will modernise aspects of the plot and they will analyse the writer’s methods as a means to draw upon meaning. In groups they will create a project on a chosen character, looking at the character development across the play. They will com</p>	
<b>Unit 3</b>	
<p><b>Society &amp; Diversity:</b> Pupils will read a wide range of non-fiction texts from a range of different time periods. Through this, pupils will continue to learn new vocabulary and read for challenge, interest, and enjoyment. These texts will be primarily related to the theme of Society &amp; Diversity. These texts will then be used as a basis to encourage pupils to produce their own written pieces, focusing on reviews and lively articles and the formal writing of letters. Pupils will work on a project to create interesting speeches about a societal issue. In art, pupils will create mixed media using the stimulus from this topic.</p>	
<b>Unit 4</b>	
<p><b>Modern Text:</b> Pupils will study a range of contemporary literature. This will help them to develop an appreciation and love of reading and to read challenging material independently. Pupils will study a modern drama, ‘Blood Brothers’. They will learn to understand how setting, plot and characterization is achieved by the writer and the effects of these. This will develop the skills that have been underpinned in Y7 when studying modern literature.</p>	
<b>Unit 5</b>	
<p><b>Alternative Worlds:</b> Pupils will read a wide range of fiction extracts, short stories, poetry, and drama extracts, including Shakespeare. Through this, pupils will learn new vocabulary and read for challenge, interest, and enjoyment. These texts will relate to the theme of Dystopia. These texts will then be used as inspiration to encourage pupils to produce their own written pieces, focusing on plot, setting and characterisation, as well as accuracy, fluency, vocabulary, and skill.</p>	
<b>Examinations/Key Assessments</b>	
<p><b>Department Standardised Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading &amp; Writing Baseline Assessment</li> <li>• Assessment 1: Reading &amp; Writing</li> <li>• Assessment 2: Shakespeare ‘Romeo &amp; Juliet’</li> <li>• Assessment 3: Reading &amp; Writing</li> </ul>	<p><b>Throughout the academic year:</b></p> <ul style="list-style-type: none"> <li>• ‘Let’s Think in English’</li> <li>• Reading for pleasure</li> <li>• Writing for pleasure</li> <li>• Spelling, punctuation, and grammar skills</li> <li>• Vocabulary acquisition</li> <li>• Spiritual, moral, social and cultural development</li> <li>• Schema development</li> <li>• Cultural Capital development</li> </ul>
<b>New Knowledge (What we would like students to know and understand by the end of year 8)</b>	
<p><b>We would like students to have developed an understanding of the following through the study of the 6 units:</b></p> <ul style="list-style-type: none"> <li>• Reading and understanding an entire Shakespeare play</li> <li>• Exploring the main characters of Romeo &amp; Juliet</li> </ul>	

- Learning about Elizabethan theatre and Shakespearian life
- Developing an understanding of contemporary issues and how people assert their opinions on such matters.
- An awareness of contemporary voices from a range of backgrounds.
- Life in Britain from 19<sup>th</sup> Century to 21<sup>st</sup> Century through their study of seminal literature and modern literature.
- Students will explore historical contexts – Victorian Britain, 1940s Britain and Britain during economic and social crisis in 20<sup>th</sup> Century and beyond
- Focus on key aspects of life such as immigration, poverty, violence, other cultures and world history
- Reading and understanding entire novels, poetry and plays
- Understanding the construction of characters and plot
- Understanding of authorial intent and author viewpoints
- Understanding of deprivation in urban communities in the UK and how this can affect values, aspirations and construction of gender identity.
- Understanding of the complexities of migration

#### New Skills

**We would like students to have developed an understanding of the following through the study of the 6 units:**

- Reading for meaning; composing a topic sentence; using evidence; analysing and experimenting with how language is used to establish character
- How to embed historical evidence within writing
- Exploring Shakespearian language and gaining meaning from texts
- Exploring meaning in a range of complex texts, e.g. Historical documents, texts from outside the time-frames they have studied before
- Reading for meaning; narrative and descriptive structuring; writing to build suspense through lexis and grammar manipulation; paragraphing; speech punctuation
- Developing a sophisticated and informed argument considering a range of new knowledge acquired
- Writing engaging pieces of non-fiction writing that address key issues studied
- Build useful vocabulary to be able to engage with a range of texts from different eras; Victorian /Modern
- Be confident in expression of own thoughts & opinions
- Develop skills of oracy- constructive discussion, debate
- Explore language and gain meaning from the text.
- Being able to analyse language and use subject terminology to explore the writer's craft
- Analysing structural choices
- Developing an awareness of how text is written to be performed in front of an audience
- Writing descriptively
- Using the language techniques, they can now identify for effect in their own work
- Being able to analyse language and use subject terminology to explore the writer's craft
- Analysing structural choices
- Building on the comparison skills

#### Disciplinary Vocabulary

**We would like students to have acquired an understanding of the following vocabulary:**

Dystopia, Utopia, Injustice, Disparity, Authoritarian, Equality, Inequality, Social Unrest, Benevolent, Malevolent, Democracy, Draconian, Totalitarian, Tyrannical, Regime, Submissive, Dictatorship, Socialism, Capitalism, Repression, Surveillance, Ideology, Institutionalised, propaganda, Censorship, Identity, Omnipresent, Omnipotent, Repressive, Perspective, Patriarchy, Predicament, Amorous, Fate, Abhor, Adversary, Arbitrate, Lament, Guileless, Incendiary, Canker, Cosmos, Prodigious, Apothecary, Chastity, Celestial, Banishment, Feud, Disparage, Fortune, Capricious, Malcontent, Antagonist, Solemnity, Rogue, Objectify, Virtuous, Portent, Refugee, Immigrant, Displacement, Civil Unrest.

#### Prior Learning and Recall

- Study of a novel and Shakespeare play pre-KS3 at KS2
- Ability to select relevant details from texts
- Ability to form topic sentences
- Ability to explain ideas, drawing upon texts read
- Study of archaic language present in 19<sup>th</sup> Century Literature
- Study of Shakespearian language
- Familiar with the study of themes
- Familiar with contextual ideas and linking relevant context to the study of Literature

#### Homework



Homework is set every week by all staff and by the Head of English. If the pupil has two teachers, then only one member of staff will provide homework. Pupils will be given vocabulary lists to learn each week and a spelling test will take place. Alongside this, pupils are provided with exciting project-based learning tasks and will be asked to select work from a selection of challenging choices. This work compliments the schemes of work running and students will have an opportunity to present their projects in the classroom.

Homework is accessed via the following website: <https://www.satchelone.com>

#### How Parents can Help

- Check for homework on SatchelOne
- Check that his written homework is completed
- Help him when learning spellings through revision and testing
- Encourage him to use a dictionary
- Check that your son has a pen and his books for lessons
- Encourage independent reading of both fiction and non-fiction texts – set aside time for your son to read aloud to you
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- Follow the **West Derby English Team on Instagram** [@Englishdeptwds](https://www.instagram.com/englishdeptwds)
- **Encourage further learning and intellectual curiosity by using the following websites:**
  - **BBC Bitesize KS3 English:** <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

# Year 9 English (KS3)

<b>Examination/Specification Board</b>	
<b>Key Stage 3 National Curriculum</b>	<b>4 Units studied</b>
<b>Curriculum Overview</b>	
<p><b>Unit 1</b>  <b>The Gothic:</b> Pupils will read a wide range of fiction extracts, short stories, poetry, and drama extracts &amp; Shakespeare. Through this, pupils will learn new vocabulary and read for challenge, interest, and enjoyment. These texts will relate to the theme of Supernatural. These texts will then be used as inspiration to encourage pupils to produce their own written pieces, focusing on plot, setting and characterisation, as well as accuracy, fluency, vocabulary, and skill.</p>	
<p><b>Unit 2</b>  <b>19<sup>th</sup> Century Text ‘Great Expectations’:</b> Throughout the Key Stages, pupils will study a range of authors from the 19<sup>th</sup> Century. They will learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Pupils will understand the plot and characterization of key characters of the novel and the effects of the writer’s choices. Pupils will study Charles Dickens’ ‘Great Expectations’. This will directly build upon their study of Oliver Twist in Y7 and prepare them for their study of A Christmas Carol in Y10 &amp; Y11.</p>	
<p><b>Unit 3</b>  <b>Shakespeare ‘Julius Caesar’:</b> Pupils will study key scenes from the play ‘Julius Caesar’ and explore setting, character or themes presented by Shakespeare. They will build upon their understanding of Shakespearian language and the key ideas presented about the human condition.</p>	
<p><b>Unit 4</b>  <b>Modern Text ‘Animal Farm’:</b> Pupils will study a modern drama, ‘Animal Farm’. They will explore setting, plot and characterisation and the effects of these. Pupils will also study the social and historical context in which the novel was written. Throughout this topic, new vocabulary, skills and reading strategies will be developed. Progress checks will assess knowledge gain of the plot, characters, and themes.</p>	
<b>Examinations/Key Assessments</b>	
<p><b>Department Standardised Assessments:</b></p> <ul style="list-style-type: none"> <li>• Assessment 1: Reading &amp; Writing</li> <li>• Assessment 2: 19<sup>th</sup> Century ‘Great Expectations</li> <li>• Assessment 3: Reading &amp; Writing</li> </ul>	<p><b>Throughout the academic year:</b></p> <ul style="list-style-type: none"> <li>• ‘Let’s Think in English’</li> <li>• Reading for pleasure</li> <li>• Writing for pleasure</li> <li>• Spelling, punctuation, and grammar skills</li> <li>• Embedded English Language Reading and Writing Skills</li> <li>• Spiritual, moral, social and cultural development</li> <li>• Schema development</li> <li>• Cultural Capital development</li> </ul>
<b>New Knowledge (What we would like students to know and understand by the end of year 9)</b>	
<p><b>We would like students to have developed an understanding of the following through the study of the 6 units:</b></p> <ul style="list-style-type: none"> <li>• Understanding of the political context of Animal Farm including developing understanding of communism, social and political hierarchies, the idea of revolution and an understating of propaganda</li> <li>• Developing an understanding of contemporary issues and how people assert their opinions on such matters. An awareness of contemporary voices from a range of backgrounds</li> <li>• Understand how motifs and symbols serve to represent larger ideas</li> <li>• Reading and understanding an entire Shakespeare play</li> <li>• Historical knowledge of the Romans</li> <li>• Exploring the characters and themes in the play</li> <li>• Learning about Jacobean theatre and Shakespearean life</li> <li>• Exploring dramatic conventions and stagecraft</li> <li>• Learning about contextual influences on the play</li> <li>• Understanding the conventions of a Shakespearean tragedy</li> <li>• Considering ideas from writers from different time periods and different cultures</li> </ul>	
<b>New Skills</b>	

**We would like students to have developed an understanding of the following through the study of the 6 units:**

- Reading for meaning; composing a topic sentence; using evidence; analysing and experimenting with how language is used to establish character voice
- How to embed historical evidence within writing
- Exploring meaning in a range of complex texts, e.g. Historical documents, texts from outside the time-frames they have studied before
- Reading for meaning; narrative and descriptive structuring; writing to build suspense through lexis and grammar manipulation; paragraphing; speech punctuation
- Developing a sophisticated and informed argument considering a range of new knowledge acquired
- Writing engaging pieces of non-fiction writing that address key issues studied
- Build useful vocabulary to be able to engage with a range of texts from different eras; Victorian /Modern
- Be confident in expression of own thoughts & opinions
- Develop skills of oracy- constructive discussion, debate
- Explore language and gain meaning from the text
- Being able to analyse language and use subject terminology to explore the writer's craft
- Analysing structural choices
- Developing an awareness of how text is written to be performed in front of an audience
- Writing descriptively
- Using the language techniques, they can now identify for effect in their own work.
- Being able to analyse language and use subject terminology to explore the writer's craft
- Analysing structural choices
- Building on the comparison skills
- Developing key skills such as language analysis, inference and deduction

**Disciplinary Vocabulary**

**We would like students to have acquired an understanding of the following vocabulary:**

Atmosphere, Aghast, Defenceless, Claustrophobic, Antique, Macabre, Trepidation, Evade, Melancholy, Ominous, Pallid, Conspirator, Senate, Deceit, Gluttony, Ration, Labour, Superannuated, Ignominious, Disinter, Abolish, Destroy, Capitulate, Heroism, Hierarchy, Legacy, Distrust, Stoicism, Benefactor, Reproach, Adversity, Indignation, Brutality, Contempt, Genteel, Disconsolately, Encumbered, Dejected, Wretched, Feign, Insolent, Implore, Avarice, Innate,

**Prior Learning and Recall**

- Shakespeare monologue study in Romeo and Juliet
- Exploring 19<sup>th</sup> Century context in Oliver Twist
- Ideas about modern society in Y8 to build into the study of Crime and Punishment
- Study of a novel pre-KS3 at KS2 and from studies of texts in Y7 and Y8
- Ability to select relevant details from texts
- Ability to form topic sentences
- Ability to explain ideas, drawing upon texts read
- Study of archaic language present in 19<sup>th</sup> Century Literature
- Study of dramatic devices used by Shakespeare
- Familiar with the study of themes
- Familiar with contextual ideas and linking relevant context to the study of Literature

**Homework**

Homework is set every week by all staff and by the Head of English. If the pupil has two teachers, then only one member of staff will provide homework. Pupils will be given vocabulary lists to learn each week and a spelling test will take place. Alongside this, pupils are provided with exciting project-based learning tasks and will be asked to select work from a selection of challenging choices. This work compliments the schemes of work running and students will have an opportunity to present their projects in the classroom.

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- Encourage independent reading of both fiction and non-fiction texts – set aside time for your son to read aloud to you

- Oversee the completion of assessment preparation booklets
- Refer to newsletters to keep up to date with events in English
- Follow **West Derby School on Twitter** at [@westderbyschool](https://twitter.com/westderbyschool) to keep up with events in English
- Follow the **West Derby English Team on Instagram** @Englishdeptwds
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  - **BBC Bitesize KS3 English:** <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

# Year 10 English (KS4)

<b>Examination/Specification Board</b>	
Eduqas English Language & AQA English Literature & Key Stage 4 Curriculum	<b>7 Units studied</b>
<b>Curriculum Overview</b>	

Pupils are taught 3 lessons AQA Literature and 2 lessons Eduqas Language per week.

In Y10, the topics covered are sequenced to purposefully build upon existing knowledge and skills. Pupils study as follows:

		<b>West Derby School English KS4 Long Term Plan</b>	
		Half term 1	Half Term 2
<b>Year 10</b>			
<b>Autumn</b>		Reading for Pleasure & Writing for Pleasure	Reading for Pleasure & Writing for Pleasure
		19th Century Novel A Christmas Carol	Shakespeare: Macbeth
		English Language Component 1: Diffability	
<b>Spring</b>		Reading for Pleasure & Writing for Pleasure	Reading for Pleasure & Writing for Pleasure
		Modern Text: Inspector Calls	Power & Conflict Poetry
		English Language Component 2: Identity	
<b>Summer</b>		Reading for Pleasure & Writing for Pleasure	Reading for Pleasure & Writing for Pleasure
		Spoken Language Endorsement	Revision of English Literature Paper 1 & 2
		English Language Component 1 & 2 Eduqas Hodder Skills Booklet	

Students will study:

English Literature:

**Questions on Paper 1**

- **Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- **Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Questions on Paper 2**

- **Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.
- **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

English Language:

**Questions on Component 1**

- **Section A (20%)** – Reading task - understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions
- **Section B (20%)** – Writing task - one creative writing task selected from a choice of four titles

**Questions on Component 2**

- **Section A (30%)** – Reading task - Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions
- **Section B (30%)** – Writing task - two compulsory transactional/persuasive writing tasks

**Component 3:**

- Spoken Language Endorsement – Pupils create a speech on a topic of complexity to perform for their additional accreditation.

<b>Examinations/Key Assessments</b>	
<b>Department Standardised Assessments for Language and Literature:</b> <ul style="list-style-type: none"> <li>• Assessment 1: AQA Literature Paper 1: A Christmas Carol</li> <li>• Assessment 2: AQA Literature Paper 1: Macbeth</li> <li>• Assessment 3: Eduqas Language Component 1</li> </ul> <b>Eduqas Spoken Language Endorsement Performance</b>	<b>Throughout the academic year:</b> <ul style="list-style-type: none"> <li>• Language Skills</li> <li>• Literature Skills</li> <li>• Reading for pleasure</li> <li>• Writing for pleasure</li> <li>• Spelling, punctuation, and grammar skills</li> <li>• Embedded English Language Reading and Writing Skills</li> <li>• Spiritual, moral, social and cultural development</li> <li>• Schema development</li> <li>• Cultural Capital development</li> </ul>
<b>New Knowledge (What we would like students to know and understand by the end of year 10)</b>	
<b>We would like students to have developed an understanding of the following through the study of the 6 units:</b> <ul style="list-style-type: none"> <li>• Developing an understanding of society and traditions in Shakespeare’s time</li> <li>• Explore Shakespeare’s language choices and how this impacts on the audience</li> <li>• Contextual information behind each poem</li> <li>• Content of each poem</li> <li>• Exam requirements</li> <li>• Structured approaches to exam questions</li> <li>• Question mark schemes (bands).</li> <li>• Developing an understanding of Victorian society and traditions.</li> <li>• Explore Dickens’ language choices and how this impacts on a reader</li> <li>• Make links between their contextual knowledge and the text’s characters and themes</li> <li>• Learn how to embed this knowledge within their writing</li> <li>• Context to Blood Brothers</li> </ul>	
<b>New Skills</b>	
<b>We would like students to have developed an understanding of the following through the study of the 6 units:</b> <ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Embedding contextual knowledge</li> <li>• Developing an argument/viewpoint to a literary text</li> <li>• Analysing use of language and critically engaging with a text</li> <li>• Incorporating relevant quotes to support ideas</li> <li>• Structural development of the ‘what, how, why’ approach</li> <li>• Key approach to unseen poetry</li> <li>• Word/sentence level lang analysis</li> <li>• Developing an academic response to a literary text</li> <li>• Developing writing skills and the ability to adapt writing to suit audience and purpose</li> <li>• Using a variety of sentence types and punctuation</li> <li>• Reading for meaning; composing topic sentences; developing an argument/viewpoint</li> </ul>	
<b>Disciplinary Vocabulary</b>	
<b>We would like students to have acquired an understanding of the following vocabulary:</b> <b>A Christmas Carol:</b> Allegorical, Microcosm, Ideology, Misanthropic, Avaricious, Destitution, Parsimonious, Antisocial, Preservation, Metamorphosis, Reflection, Ambiguity, Antithesis, Contrast, Dickensian, Gothic, Grotesque, Morality, Tale, Malthusian, Non-Chronological, Omniscient, Parable, Pathetic fallacy, Personification, Poverty, Philanthropist, Protagonist. <b>Blood Brothers:</b> Juxtaposing, Dramatic irony, Prejudice, Foreboding, Foreshadowing, Stigmatised, Social Inequalities, Injustice, Prologue, Monologue, Cautionary, Dichotomy, Superstition, Nurture, <b>Power &amp; Conflict Poetry:</b> Alliteration, Allusion, Ambiguous, Anaphora, Assonance, Caesura, Connotations, End stopped line, Enjambment, Hyperbole, Iambic pentameter, Metaphor, Monologue, Motif, Narrative, Onomatopoeia, Oxymoron, Personification, Poetic Persona, Refrain, Repetition, Rhyme Scheme, Rhyming couplets, Rhythm, Sibilance, Simile, Stanza, Symbolism, Tone, Form, Structure, Free Verse, Blank Verse, Sonnet <b>Macbeth:</b> Allusion, Chiasmus, Despotism, Diabolical, Embodies, Equivocal, Foreshadowing, Hallucination, Hamartia, Hubris, Machiavellian, Tyrannical, treason, Treachery, Valiant, Duplicious, Evil, Protagonist, Soliloquy, Regicide, Ambition.  <b>Language:</b> <a href="#">WJEC Eduqas GCSE English Language Teachers' Guide - For teaching From 2015</a>	

### Prior Learning and Recall

- **Introduction in KS3 to Victorian Literature.**
- **Introduction in KS3 to Shakespeare**
- **Study of Modern Texts in KS3**
- **Students are familiar with language questions used throughout KS3+4.**
- **Thematic topics at KS3 develop schema for key themes in Power & Conflict Poetry**
- **Language skills developed throughout KS3 in both reading and writing**

### Homework

Homework is set every week by the class teacher. If the pupil has two teachers, then only one member of staff will provide homework. Pupils will be given vocabulary lists to learn each week and a spelling test will take place. Alongside this, pupils are provided with revision resources and materials.

Homework is accessed via the following website: <https://www.satchelone.com>

### How Parents can Help

- Check for homework on SatchelOne
- Check that his written homework is completed
- Help him when learning spellings through revision and testing
- Encourage him to use a dictionary
- Check that your son has a pen and his books for lessons
- Encourage independent reading of both fiction and non-fiction texts – set aside time for your son to read aloud to you
- Oversee the completion of assessment preparation booklets
- Follow **West Derby School on Twitter** at [@westderbyschool](https://twitter.com/westderbyschool) to keep up with events in English
- Follow the **West Derby English Team on Instagram** [@Englishdeptwds](https://www.instagram.com/englishdeptwds)
- **Encourage further learning and intellectual curiosity by using the following websites:**
  - **BBC Bitesize KS4 English:** [GCSE English Literature - AQA - BBC Bitesize](#) & [GCSE English Language - Eduqas - BBC Bitesize](#)
  - **SparkNotes 'No Fear Shakespeare'** [Macbeth: No Fear Translation | SparkNotes](#)
  - **Mr Bruff -** [Mr Bruff - YouTube](#) & [Worksheets - MrBruff.com](#)
  - **Stacey Raey -** [Online English Tutoring & Masterclasses by Stacey Raey](#) & [Stacey Raey - YouTube](#)
  - **Seneca:** [www.senecalearning.com](http://www.senecalearning.com)

# Year 11 English (KS4)

<b>Examination/Specification Board</b>	
Eduqas English Language & AQA English Literature & Key Stage 4 Curriculum	<b>5 Units studied</b>
<b>Curriculum Overview</b>	

Pupils are taught 3 lessons AQA Literature and 2 lessons Eduqas Language per week.

In Y11, the topics covered are sequenced to purposefully build upon existing knowledge and skills. The pupils hone exam skill whilst consolidating prior knowledge from study in Y10. Pupils study as follows:

		<b>West Derby School English KS4 Long Term Plan</b>	
		Half term 1	Half Term 2
<b>Year 11</b>			
<b>Autumn</b>	<b>Exam Skills</b>		
	<b>Power &amp; Conflict Poetry</b>	<b>Modern Text: An Inspector Calls</b>	
	English Language Component 1 & 2 Exam Practice		
<b>Spring</b>	<b>Exam Skills</b>		
	<b>19th Century: A Christmas Carol</b>	<b>Shakespeare: Macbeth</b>	<b>Unseen Poetry</b>
	English Language Component 1 & 2 Exam Practice		
<b>Summer</b>	<b>Exam Skills</b>		
		<b>Revision of English Literature Paper 1 &amp; 2</b>	<b>Exam leave</b>
	English Language Component 1 & 2 Exam Practice		

Students will study:

English Literature:

**Questions on Paper 1**

- **Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- **Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Questions on Paper 2**

- **Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.
- **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

English Language:

**Questions on Component 1**

- **Section A (20%)** – Reading task - understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions
- **Section B (20%)** – Writing task - one creative writing task selected from a choice of four titles

**Questions on Component 2**

- **Section A (30%)** – Reading task - Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions
- **Section B (30%)** – Writing task - two compulsory transactional/persuasive writing tasks

<b>Examinations/Key Assessments</b>	
<b>Department Standardised Assessments for Language and Literature:</b>	<b>Throughout the academic year:</b>
<ul style="list-style-type: none"> <li>• Autumn Assessment: Eduqas Language Component 2 &amp; AQA Literature Paper 2: Blood Brothers</li> <li>• Spring Assessment: AQA Literature Paper 2: Power &amp; Conflict Poetry &amp; Unseen Spring Assessment</li> <li>• External Exams in Summer Term</li> </ul>	<ul style="list-style-type: none"> <li>• Language Skills</li> <li>• Literature Skills</li> <li>• Reading for pleasure</li> </ul>



- Writing for pleasure
- Spelling, punctuation, and grammar skills
- Embedded English Language Reading and Writing Skills
- Spiritual, moral, social and cultural development
- Schema development
- Cultural Capital development

#### New Knowledge (What we would like students to know and understand by the end of year 11)

**We would like students to have developed an understanding of the following through the study of the 6 units:**

- Developing an understanding of society and traditions in Shakespeare’s time
- Explore Shakespeare’s language choices and how this impacts on the audience
- Contextual information behind each poem
- Content of each poem
- Exam requirements
- Structured approaches to exam questions
- Question mark schemes (bands).
- Developing an understanding of Victorian society and traditions.
- Explore Dickens’ language choices and how this impacts on a reader
- Make links between their contextual knowledge and the text’s characters and themes
- Learn how to embed this knowledge within their writing
- Context to Blood Brothers

#### New Skills

**We would like students to have developed an understanding of the following through the study of the 6 units:**

- Reading for meaning
- Embedding contextual knowledge
- Developing an argument/viewpoint to a literary text
- Analysing use of language and critically engaging with a text
- Incorporating relevant quotes to support ideas
- Structural development of the ‘what, how, why’ approach
- Key approach to unseen poetry
- Word/sentence level lang analysis
- Developing an academic response to a literary text
- Developing writing skills and the ability to adapt writing to suit audience and purpose
- Using a variety of sentence types and punctuation
- Reading for meaning; composing topic sentences; developing an argument/viewpoint

#### Disciplinary Vocabulary

**We would like students to have acquired an understanding of the following vocabulary:**

**A Christmas Carol:** Allegorical, Microcosm, Ideology, Misanthropic, Avaricious, Destitution, Parsimonious, Antisocial, Preservation, Metamorphosis, Reflection, Ambiguity, Antithesis, Contrast, Dickensian, Gothic, Grotesque, Morality, Tale, Malthusian, Non-Chronological, Omniscient, Parable, Pathetic fallacy, Personification, Poverty, Philanthropist, Protagonist.

**Blood Brothers:** Juxtaposing, Dramatic irony, Prejudice, Foreboding, Foreshadowing, Stigmatised, Social Inequalities, Injustice, Prologue, Monologue, Cautionary, Dichotomy, Superstition, Nurture,

**Power & Conflict Poetry:** Alliteration, Allusion, Ambiguous, Anaphora, Assonance, Caesura, Connotations, End stopped line, Enjambment, Hyperbole, Iambic pentameter, Metaphor, Monologue, Motif, Narrative, Onomatopoeia, Oxymoron, Personification, Poetic Persona, Refrain, Repetition, Rhyme Scheme, Rhyming couplets, Rhythm, Sibilance, Simile, Stanza, Symbolism, Tone, Form, Structure, Free Verse, Blank Verse, Sonnet

**Macbeth:** Allusion, Chiasmus, Despotism, Diabolical, Embodies, Equivocal, Foreshadowing, Hallucination, Hamartia, Hubris, Machiavellian, Tyrannical, treason, Treachery, Valiant, Duplicious, Evil, Protagonist, Soliloquy, Regicide, Ambition.

Language: [WJEC Eduqas GCSE English Language Teachers' Guide - For teaching From 2015](#)

#### Prior Learning and Recall

- **Introduction in KS3 to Victorian Literature.**
- **Introduction in KS3 to Shakespeare**
- **Study of Modern Texts in KS3**
- **Students are familiar with language questions used throughout KS3+4.**
- **Thematic topics at KS3 develop schema for key themes in Power & Conflict Poetry**

- **Language skills developed throughout KS3 in both reading and writing by following Eduqas KS3**

#### Homework

Homework is set every week by the class teacher. If the pupil has two teachers, then only one member of staff will provide homework. Pupils will be given vocabulary lists to learn each week and a spelling test will take place. Alongside this, pupils are provided with revision resources and materials.

Homework is accessed via the following website: <https://www.satchelone.com>

#### How Parents can Help

- Check for homework on SatchelOne
- Check that his written homework is completed
- Help him when learning spellings through revision and testing
- Encourage him to use a dictionary
- Check that your son has a pen and his books for lessons
- Encourage independent reading of both fiction and non-fiction texts – set aside time for your son to read aloud to you
- Oversee the completion of assessment preparation booklets
- Follow **West Derby School on Twitter** at [@westderbyschool](https://twitter.com/westderbyschool) to keep up with events in English
- Follow the **West Derby English Team on Instagram** [@Englishdeptwds](https://www.instagram.com/englishdeptwds)
- **Encourage further learning and intellectual curiosity by using the following websites:**
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  - **Seneca:** [www.senecalearning.com](http://www.senecalearning.com)
  - **SparkNotes 'No Fear Shakespeare'** [Macbeth: No Fear Translation | SparkNotes](#)
  - **Mr Bruff -** [Mr Bruff - YouTube](#) & [Worksheets - MrBruff.com](#)
  - **Stacey Raey -** [Online English Tutoring & Masterclasses by Stacey Raey](#) & [Stacey Raey - YouTube](#)

# Year 12/13 English Language & Literature (KS5)

Examination/Specification Board

AQA A Level English Language & Literature

## Curriculum Overview

		West Derby School English KS5 Long Term Plan	
		Half term 1	Half Term 2
<b>Year 12</b>			
<b>Autumn</b>		Linguistic Devices & Literary Devices	Linguistic Devices & Literary Devices
		Frankenstein	
		Robert Browning Poetry	
<b>Spring</b>		Linguistic Devices & Literary Devices	Linguistic Devices & Literary Devices
		Frankenstein	Paris Anthology
		Robert Browning Poetry	
<b>Summer</b>		Exam Skills	Exam Skills
		Paris Anthology	NEA Coursework
			Othello
		Half term 1	Half Term 2
<b>Year 13</b>			
<b>Autumn</b>		Linguistic Devices & Literary Devices	Linguistic Devices & Literary Devices
		Into the Wild	
		Othello	
<b>Spring</b>		NEA Coursework	NEA Coursework
		Into the wild	Paris Anthology
		Othello	
<b>Summer</b>		Exam Skills	Exam Skills
		Frankenstein	Revision of Paper 1 & 2
		Robert Browning Poetry	

This stimulating course enables students to engage with a variety of spoken and written texts. It gives them the opportunity to combine linguistic and literary study with creative writing. Students will develop their understanding of English Language and Literature as a combined discipline. They will discover how different writers represent the same place, approach the same genre and consider how they can take a piece of non-fiction and recreate it in another form or genre. The course enables students to analyse the three major literary forms: prose, poetry and drama, as well as a range of literary non-fiction texts. 20% of the qualification is awarded in coursework. Students will select and study a literary and non-fiction text and compare them in several agreed approaches.

In the first year, students will study Frankenstein by Mary Shelley, an anthology of non-fiction texts on Paris and a wide selection of poetry by Robert Browning.

In the second year, students will study Othello by William Shakespeare, Into the Wild by John Krakauer, and they will select and study a literary and non-fiction text and compare them in several agreed approaches.

## New Knowledge (What we would like students to know and understand by the end of year 13)

Students will understand the key concepts for A Level English Literature and Language:

- Communication: How do writers 'speak' to readers through texts? To what extent is a text a vehicle for communicating a writer's message?
- Creativity: Why do writers write? Why do artists create? How do writers make creative choices to construct meaning?
- Perspective: How do texts offer readers new perspectives on life? How can a character give us a window into a world?
- Representation: Can fiction represent reality? How are characters 'fair' representations of people?
- Identity: To what extent is a text an expression of a writer's identity? Do readers like characters who are thinly veiled versions of themselves?
- Transformation: How can the reading of a text be transformative for the reader? How can words change the world?
- Culture: To what extent is a text a product of culture or tradition? How do texts and literary works express the values and beliefs of a society?

## New Skills

For each area of the qualification skills will be developed based on the following:

**Remembered places: Paris Anthology**

- Remembering places
- Re-creative writing
- Places, people and events
- Metaphor
- Genre

### Imagined worlds: Frankenstein

- The fantasy genre
- Setting up fictional worlds
- Characterisation
- Point of view
- Interpretations of fantasy

### Poetic voices: Robert Browning

- Poetic voices and voice and identity
- Constructing perspective
- Constructing location
- Constructing time
- Sense of self and sense of others
- Memories (17.6.6) 22

### Writing about society: Into the Wild

- Literature and themes of society
- What is re-creative writing?
- Reviewing characters and narrators
- Re-creative writing and discourse
- Commentary

### Dramatic encounters: Othello

- Representing speech and turn-taking
- Exploring dramatic conventions
- Power: positioning and im/politeness

## Disciplinary Vocabulary

[AS and A-level English Language and Literature Glossary Key terms and guide to methods of language analysis \(aqa.org.uk\)](http://www.aqa.org.uk)

## Prior Learning and Recall

- Student will build upon linguistic and literary terms studied at KS4
- Students will study texts from Shakespeare, 19<sup>th</sup> Century authors and poetry linked to key playwrights, dramatists and novelists studied at KS4
- Students will use their inference, deduction skills and evaluative skills from studying Language and Literature at KS4
- Students will develop upon the creative writing techniques taught at KS4

## Examinations/Key Assessments

There are two examinations and a piece of coursework (that accounts for 20% grade) at the end of the A Level.  
Across the two years assessments of each topic will take place.

## Homework

Homework will be set weekly to prepare for examinations and to consolidate skills. Homework will be a variety of guided tasks, independent tasks or group work. Pupils will be expected to revise regularly as an additional homework. Homework is accessed via the following website: <https://www.satchelone.com>

## How Parents can Help

Please encourage your son/daughter to complete all homework assignments. Revision guides are available for purchase from the English department.

Key websites for further study advice or revision materials include:

[AQA | English | AS and A-level | English Language and Literature](#)

[AQA English Language & Literature: Revision and Exam Practice York Notes GCSE Revision Study Guide](#)

- [Seneca: www.senecalearning.com](http://www.senecalearning.com)

## British Values

From key stage 3 to key stage 5, British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs run throughout the curriculum, embedding within schemes of work, particularly the thematic topics at key stage 3.

Fairness, tolerance and equality are explored within units such as the Humanity scheme of work studied in Year 7 and the Society and Diversity scheme of work in Year 8. Through these thematic topics, students discuss the social and moral implications of racial and gender prejudice found within a range of literary and non-literary texts.

Students are also exposed to texts from literary heritage. They study four full Shakespeare plays across keys 3 to Key Stage 5 and novels by seminal authors such as Dickens, Orwell and Shelley. This allows students to appreciate British writers who have contributed to the great works of our heritage. Power and Conflict poetry and other war literature studied through key stages 3 to 5 enable students to reflect upon important sacrifices made in British history.

Embedding students understanding around the importance of living in a democracy, the rule of law and individual liberty is developed within the Crime and Punishment scheme of work in Year 9 as well as the Dystopia scheme of work in Year 8. Pupils are encouraged to develop an understanding of how citizens can influence decision-making through the democratic process as well as an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

At key stage 4, pupils are encouraged to research topics of complexity for their Spoken Language Endorsement, allowing the students to research and speak about worldly topics in front of each other. This process not only encourages students to respect other people but encourages students to understand the importance of individualism and working towards personal goals. Through the study of non-fiction texts across key stage 4, British Values are incorporated further, particularly when looking studying texts about disability, identity, and jealousy.

The department undertakes several extra-curricular activities which enhance student confidence and their sense of belonging as members of our school society; key factors which underpin our British Values.

# SMSC

Our curriculum enables students to develop their self-knowledge, self-esteem and self-confidence through schemes of work and through embedded opportunities: Let’s Think in English, Magenta Principles and writing for pleasure and reading for pleasure at key stage 3 as well as theatre trips and visits and activity weekends and celebratory days.

Threaded throughout the curriculum are opportunities for students to focus on spiritual, moral, social and cultural understanding.

<b>Spiritual Development in English</b> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	<b>Moral Development in English</b> Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	<b>Social Development in English</b> Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.	<b>Cultural Development in English</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
<ul style="list-style-type: none"> <li>▪ Yr7 write creatively using imagination in Storyworld SOW</li> <li>▪ Yr7 read and write poetry about themselves and others in the SOW People &amp; Places</li> <li>▪ Yr7 People &amp; Places explore consequences of actions, express feelings about characters and reflect upon strong beliefs</li> <li>▪ Yr8 Character Voices consider the complexities of relationships and reflect upon their own feelings towards others</li> <li>▪ Yr9 The Gothic creative writing opportunities</li> <li>▪ Yr10-Yr11 Viewpoint writing articles, speeches, letters, reviews. Reports, leaflets</li> <li>▪ Y7-Yr11 Young Writers competitions</li> <li>▪ Yr11 Live Streaming of Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yr7 consider ethical issues and moral dilemmas in 19<sup>th</sup> Century Novel, Oliver Twist</li> <li>▪ Yr8 Romeo &amp; Juliet exploring choices and moral values</li> <li>▪ Yr8 Alternative Worlds exploring and understanding consequences of actions and recognising right and wrong</li> <li>▪ Yr9-Yr11 Christmas Carol - Good morals for generosity and charity</li> <li>▪ Yr10-Yr11 Macbeth explore the issues surrounding overreaching ambition, power corruption</li> <li>▪ Yr9 Julius Caesar explore issues of deception and betrayal</li> <li>▪ Yr12-Yr13 Frankenstein consequences of man’s actions</li> <li>▪ Yr12 -Yr13 Othello - exploring prejudice and morality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yr7 ‘Our Day Out’ consider the importance of social acceptance and appreciate diverse viewpoints</li> <li>▪ Yr8 Society &amp; Diversity consider the rule of law and respect and tolerance for other</li> <li>▪ Yr8 Society &amp; Diversity consider ‘British Values’</li> <li>▪ Yr8 Blood Brothers/ Y10/11 An Inspector Calls/A Christmas Carol/Power &amp; Conflict Poetry exploring writer’s viewpoints and context</li> <li>▪ Yr9 Great Expectations exploring local crime, community service, historical &amp; modern issues in society</li> <li>▪ Yr7-Yr11 Creative writing club/Reading Club/Film Club</li> <li>▪ Yr10 Spoken Language Endorsement</li> <li>▪ Yr7-Yr13 Theatre trips/Visits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yr7 People &amp; Places exploring diversity through poetic voices</li> <li>▪ Yr8 Society &amp; Diversity – consider the differences between cultures and within societies</li> <li>▪ Yr8 Alternative Worlds;</li> <li>▪ Yr10 -Yr11 Poetry Power &amp; Conflict - race and gender; prejudice and discrimination</li> <li>▪ Yr10-Yr11 Fiction &amp; Non-fiction texts relating to diffability</li> <li>▪ World Book Day</li> <li>▪ National Poetry Day</li> </ul>

		▪ Y7-Yr13 Author visits	
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