



# Buckler's Mead Academy

**Curriculum Booklet: English**

**Subject Lead: Mrs Dunsby/ Mrs Vella**



*The best moments in reading are when you come across something – a thought, a feeling, a way of looking at things – which you had thought special and particular to you. Now here it is, set down by someone else, a person you have never met, someone even who is long dead. And it is as if a hand has come out and taken yours and said - “you are not alone.” -*

**Alan Bennett**

## English Curriculum Intent

In English, we empower students by teaching them the best of what has been written, spoken and thought across time. We teach a highly aspirational, academic curriculum that engages students through success and scholarship. Over five years, students will understand and scrutinise our literary heritage in order to successfully craft their written and spoken communication to become autonomous adults with the aspiration, knowledge and confidence to understand and impact the world around them.

We provide opportunities for students to meet renowned authors, speakers, attend the theatre and participate in school wide events and competitions to raise their aspiration and enjoyment in English. Recent visits and trips include: Author Anthony McGowan, Marcus Fysh MP, a Workshop with the Guardian Newspaper, Theatre Visit to Noughts & Crosses, Theatre Visit to The Lion, the Witch and The Wardrobe. Each year we hold a Public Reading Competition which every student in the school enters in Round 1. Each year we hold a Public Reading Competition which every student in the school enters in Round 1. This culminates in a fantastic ‘Grand Finals’ Evening where the top students battle it out for the year group titles and overall title. Many students also volunteer to ‘perform’ during the interludes of this great evening. External judges are invited to this prestigious event.

As a result of studying our curriculum students will become fluent readers with expert understanding of and ability to craft the English language. They will be ready and prepared to study both English language and literature in further education.

In everyday life students will also be able to engage meaningfully with the written and spoken media, understanding their placement as a member of the audience and how meaning is being created and delivered to them. Students will be able to speak comfortably in formal and informal registers, selecting appropriate vocabulary and syntax to allow them to communicate successfully across a range of different situations. Students will have the confidence, sense of autonomy and mastery of the English language to advocate for themselves.

Students also will be used to reading and engaging with a variety of novels and stories, which will instil reading as a life skill they can continue to enjoy and develop.



## English Curriculum Implementation

We have crafted our English curriculum to be one of consistent academic rigour and powerful knowledge. In class we use expertly planned workbooks to ensure an entirely consistent experience across the department. Each CONNECT task begins with knowledge retrieval and teaching key vocabulary. This new learning will lead to students completing two DEMONSTRATE tasks per term in an assessment book. These assessment books create a clear and transparent journey of progress for students, allowing them to witness the development of their scholarship. All assessed work is fed back on to students who then take responsibility for improving their task in DIRT lessons. Knowledge tests are repeated throughout the terms and the year to ensure students are memorising key concepts and knowledge that will provide the foundation of their ongoing studies.

Oracy is a key focus of the English curriculum. Each English class will consistently use mini white boards and 'turn and talk' to allow students to speak like an expert and to ensure talk for writing. Across KS3 all students will take part in a 'Spoken Word Festival' as well as a public reading competition. At KS4 students take part in a Public Reading Competition as well as opportunities such as the ESU public speaking competition and the ESU Shakespeare performance competition, something we are hosting this year.

Mixed ability teaching is a cornerstone of the department. It ensures all students aspire to be the best they can be and are not limited by the mitigating factors of their previous educational and social experience. We ensure aspiration remains high for all, a focus that is vital in our school community. We firmly believe that students should not be limited by their own or others' perspectives.

### Key Stage 3

Our Key Stage 3 curriculum aims to empower our students, who can often, because of circumstance, feel powerless. We want them to understand their own agency. The focus on power as a thread running through KS3 units, as an overarching theme, helps them understand how to guide and shape their futures which is crucial in order to make positive change in our context.

### Key Stage 4

Students study AQA English Language and Literature. Students are grouped at KS4 so that the pace of learning and choice of texts are at the right level of challenge to sustain our students' level of interest and engagement. We do not simply teach to test in KS4. We have a rich and rewarding curriculum that builds on KS3 and prepares students for further study at KS5, where many choose to continue with their English studies.

Within our curriculum, we have taken the opportunity to interleave some units so that students are able to see thematic links across fiction, non-fiction and poetry as well as using a variety of writers to influence their own creative and transactional writing. Our Key Stage 4 curriculum aligns with other schools in the MNSP at timely intervals, which allows for robust moderation across schools. Our teachers are also able to work with many others in the Trust to ensure we provide the highest quality of teaching.



**Allocated Curriculum Time:**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Lessons per fortnight</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>



## Year 7 Programme of Study: The Power of Stories

Term	Curriculum Foci	Formal Assessment
1	<b>A Monster Calls: Fiction</b> Any meaningful engagement in literature comes from an ability to understand the emotions and feelings of characters and readers; this requires the knowledge of emotional vocabulary. <ul style="list-style-type: none"><li>● 'Exploring powerful emotion and tragedy'</li><li>● Synonyms for emotion</li><li>● Diary Writing</li><li>● Creating Playscripts</li></ul>	<b>Assessment 1:</b>  Students create a diary entry focusing on emotion and perspective.
2	<b>Myths &amp; Legends: Fiction</b> This unit offers cultural capital and another body of knowledge that underpins literature. <ul style="list-style-type: none"><li>● 'The power of great stories'</li><li>● -Key Myths and Legends</li><li>● -Creation of characters</li></ul>	<b>Assessment 2:</b>  Students analyse the presentation of heroes in a famous myth
3	<b>Heroes and Villains: Non Fiction</b> Students consider how emotions make real people act and feed into motivation and characterisation. <ul style="list-style-type: none"><li>● 'The Power of Motivation &amp; Characterisation'</li><li>● Grace O'Malley</li><li>● Touching the Void</li><li>● Malala Yousafzei</li><li>● Greta Thunberg</li></ul>	<b>Assessment 3:</b>  Students write persuasive speech encouraging improvement in their local area
4	<b>The Jungle Book: Fiction</b> We look at fictional 'heroes and villains' in action in The Jungle Book, introducing 19th century vocabulary and syntax as well as beginning to consider narrative structure. Students consider authorial craft through looking at descriptions of setting and pathetic fallacy within The Jungle Book, looking at how these can reflect character emotion. <ul style="list-style-type: none"><li>● 'The characterisation of Heroes &amp; Villains'</li><li>● Character creation</li><li>● Setting</li></ul>	<b>Assessment 4:</b>  Students use a flashback in creative writing
5	<b>Spoken Word: Oracy</b> <ul style="list-style-type: none"><li>● 'Power through Oracy'</li><li>● Preparation &amp; Organisation of Oracy</li><li>● Speeches</li><li>● Discussion</li></ul>	<b>Assessment 5</b>  Students deliver a persuasive speech to their class
6	<b>Shakespeare's Fantastic Lands</b> We look at two Shakespeare plays (extracts of) to introduce Shakespearean language and context.. <ul style="list-style-type: none"><li>● 'An introduction to The Power of Shakespeare'</li><li>● The Tempest</li><li>● A Midsummer Night's Dream</li></ul>	<b>Assessment 6</b>  Students analyse an extract of Shakespeare



## Year 8 Programme of Study: Are We All Equal?

Term	Curriculum Foci	Formal Assessment
1	<p><b>The Merchant of Venice</b> This leads on from the Shakespearean extracts students have studied in year 7 and introduces key knowledge such as prejudice and antisemitism. Students begin to explore the effects of language on characterisation.</p> <ul style="list-style-type: none"> <li>● 'Prejudice in Shakespeare'</li> <li>● Prejudice</li> <li>● Anti Semitism</li> <li>● Characterisation/portrayal</li> </ul>	<p><b>Assessment 1</b></p> <p>Students analyse the presentation of a key character</p>
2	<p><b>Power and Influence</b> Students see the transformation of the Elizabethan hierarchy into contemporary democracy; combined with Oliver Twist, students utilise their knowledge of prejudice and anti-semitism.</p> <ul style="list-style-type: none"> <li>● 'How we challenge inequality and make change'</li> <li>● Political Structures</li> <li>● Hierarchy</li> <li>● Democracy</li> <li>● Industrial Revolution/Victorian England</li> </ul>	<p><b>Assessment 2</b></p> <p>Students write a persuasive letter to their MP</p>
3	<p><b>Words of War</b> Students are able to understand how the world began to shift on both a national and global scale a result of the world wars.</p> <ul style="list-style-type: none"> <li>● 'Understanding the injustice of war'</li> <li>● WW1</li> <li>● WW2</li> <li>● Modern Conflict</li> </ul>	<p><b>Assessment 3</b></p> <p>Students write a description of the trenches</p>
4	<p><b>Literary Allusions</b> Students identify where ideas, connections, connotations are first noted.</p> <ul style="list-style-type: none"> <li>● 'Making Connections'</li> <li>● Connotations</li> <li>● Symbolism/Metaphor</li> </ul>	<p><b>Assessment 4</b></p> <p>Students write descriptively or narratively based on an allusion</p>
5	<p><b>Shakespeare's Rhetoric</b> Students look at Shakespeare's rhetoric, building on their emotional vocabulary, crafting, authorial intent and understanding of Shakespeare's language.</p> <ul style="list-style-type: none"> <li>● 'Wise Words'</li> <li>● Focus on Shakespearean Language</li> <li>● Identifying powerful oracy</li> </ul>	<p><b>Assessment 5</b></p> <p>Students plan and write a speech</p>
6	<p><b>Spoken Word</b></p> <ul style="list-style-type: none"> <li>● 'Challenging Prejudice'</li> <li>● Preparation &amp; Organisation of Oracy</li> <li>● Speeches</li> <li>● Discussion</li> </ul>	<p><b>Assessment 6</b></p> <p>Students deliver a persuasive speech to the class</p>



## Year 9 Programme of Study: Can we change society?

Term	Curriculum Foci	Formal Assessment
1	<p><b>Literary Allusions 2</b> Across this study of a series of allusions we encourage students to make parallels with many different cultures and stories. They are then able to draw on these as they meet new literature; these are important particularly where students may either have a lack of cultural capital or experiencing a culture for the first time.</p> <ul style="list-style-type: none"> <li>• 'Making Connections'</li> <li>• Connotations</li> <li>• Symbolism</li> <li>• Making links/connections</li> </ul>	<p><b>Assessment 1</b></p> <p>Students write descriptively or narratively based on an allusion</p>
2	<p><b>Noughts and Crosses</b> This unit builds on Y7 and 8 work on emotion and characterisation through shifting perspectives, helping them to understand how to empathise with characters and thus understand the world they live in and prejudice they may face or be part of.</p> <ul style="list-style-type: none"> <li>• 'The injustice of tragedy'</li> <li>• Understanding of perspectives</li> <li>• Dystopia/utopia</li> </ul>	<p><b>Assessment 2</b></p> <p>Students write a response to the whole text on character development</p>
3	<p><b>Romeo and Juliet</b> Students consider the transformation of characters across texts and compare them, as well as developing their understanding of the tragic genre.</p> <ul style="list-style-type: none"> <li>• 'Tragic Love'</li> <li>• Elements of Tragedy</li> <li>• Comparison to modern text (Noughts &amp; Crosses)</li> </ul>	<p><b>Assessment 3</b></p> <p>Students write a comparison essay, comparing the presentation of characters in Noughts &amp; Crosses and Romeo and Juliet.</p>
4	<p><b>The Great Romantics</b> Romantic Poetry begins with Gibran and then moves through to the more 'classic' Romantics, building on their understanding of the Industrial Revolution and the Romantic movement.</p> <ul style="list-style-type: none"> <li>• 'Understanding what changed'</li> <li>• Poetry analysis</li> <li>• Understanding the thinking of the Romantics: Nature, childhood, youth, art, imagination</li> </ul>	<p><b>Assessment 4</b></p> <p>Students write a response on the presentation of nature in a Romantic poem</p>
5	<p><b>The Art of Rhetoric</b> This unit ensures that students understand the power of great oracy and how they are able to make change in their world.</p> <ul style="list-style-type: none"> <li>• 'Making Great Speeches'</li> <li>• Ethos/pathos/logos</li> <li>• Crafting rhetoric</li> </ul>	<p><b>Assessment 5</b></p> <p>Students write a speech and deliver this in class</p>
6	<p><b>Spoken Word</b></p> <ul style="list-style-type: none"> <li>• 'Agency through Oration'</li> <li>• Preparation &amp; Organisation of Oracy</li> <li>• Speeches</li> <li>• Discussion</li> </ul>	<p><b>Assessment 6</b></p> <p>Students deliver a discussion on the style of the Romantics</p>



**Year 10 GCSE English Language and Literature Programme of Study**  
**Exam Board: AQA**  
**Exam Specification: Language: 8701 and Literature: 8702**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<p><b>Poetry Cluster and Explorations in Creative Writing</b></p> <ul style="list-style-type: none"> <li>● Recognise the context of the texts and how that aids meaning.</li> <li>● Note the devices used by the writer and the effect these have on the reader and analyse the language within the text.</li> <li>● Use quotations and textual references to showcase understanding.</li> <li>● Students study creative writing - how to engage and sustain a reader's interest</li> </ul>	<p><b>Assessment 1:</b>  <b>Reading</b> – poetry Comparison</p> <p><b>Writing</b> - creative writing narrative or descriptive : piece based on an image</p>
<b>2</b>	<p><b>A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>● 19th Century Text</li> <li>● Characters: Scrooge, Fred, Fezziwig, Ghosts, Cratchits</li> <li>● Themes: Redemption, Poverty, Family, Social Injustice, Christmas, Transformation</li> <li>● Students learn how to write an essay based on an extract.</li> <li>● They widen the response to the text as a whole.</li> </ul>	<p><b>Assessment 2:</b>  Reading - extract question based on the reading of their 19 th century text.</p>
<b>3</b>	<p><b>Explorations in Creative Writing &amp; Reading</b></p> <ul style="list-style-type: none"> <li>● Students gain full understanding of how to:</li> <li>● Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>● Evaluate texts critically using appropriate textual references.</li> </ul>	<p><b>Assessment 3:</b>  Reading - English Language Paper 1 Section A Qu 3 and 4</p>
<b>4</b>	<p><b>Macbeth</b></p> <p>Students read and study Shakespeare's <i>Macbeth</i>. They:</p> <ul style="list-style-type: none"> <li>● Learn about and recognise the importance of the context of the 1600s.</li> <li>● Explore Shakespeare's language.</li> <li>● Note how meaning is shaped through Shakespeare's use of characterisation; setting and structure.</li> <li>● Use quotations and textual references to showcase understanding and learn how to plan quickly and effectively.</li> </ul>	<p><b>Assessment 4:</b>  An essay on Macbeth, exploring the links between a passage and the wider play.</p>
<b>5</b>	<p><b>Poetry Anthology: Power &amp; Conflict</b></p> <ul style="list-style-type: none"> <li>● Themes of: Power, Tyranny, Nature, Military, Memory, Relationships, Identity</li> <li>● Recognise the context of the texts and how that aids meaning.</li> <li>● Note the devices used by the writer and the effect these have on the reader and analyse the language within the text.</li> <li>● Use quotations and textual references to showcase understanding.</li> <li>● Using knowledge of poetry to approach unseen poetic texts</li> </ul>	<p><b>Assessment 5:</b>  Reading - Analysis of poetry</p>
<b>6</b>	<p><b>Explorations in Creative Writing &amp; Reading</b></p> <ul style="list-style-type: none"> <li>● Students gain full understanding of how to:</li> <li>● Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>● Evaluate texts critically using appropriate textual references.</li> </ul>	<p><b>GCSE Mock Exam Language Paper 1</b></p> <p><b>Time: 1 hr 45mins</b></p>



**Year 11 GCSE English Language and Literature Programme of Study**

**Exam Board: AQA**

**Exam Specification: Language: 8701 and Literature: 8702**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<p><b>Writers' Viewpoints and Perspectives (Reading)</b> Students gain full understanding of how to:</p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</li> <li>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>Evaluate texts critically and support this with appropriate textual references.</li> <li>Explore non-fiction texts and note how comparisons can be made.</li> </ul>	<p><b>Assessment 1</b></p> <p>In class assessments on reading and writing</p>
<b>2</b>	<p><b>Writers' Viewpoints and Perspectives (Writing)</b> Students gain full understanding of how to:</p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>Learn how to write for purpose, crafting writing for audience and purpose.</li> <li>Showcase the skills in their own extended written pieces</li> </ul>	<p><b>Assessment 2</b></p> <p><b>GCSE Mock Exam Language Paper 2</b> <b>Time: 1 hr 45 mins</b></p> <p><b>Literature Paper 2 (excerpt) Power &amp; Conflict and Unseen</b> <b>Time: 1 hr 30 mins</b></p>
<b>3</b>	<p><b>An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>Understanding the plot and characterisation in An Inspector Calls</li> <li>Exploring the thematic concerns and social context of An Inspector Calls</li> <li>Analysing language and dramatic techniques in An Inspector Calls</li> </ul>	<p><b>Assessment 3</b></p> <p>In class assessment on <i>An Inspector Calls</i></p>
<b>4</b>	<p><b>Revision</b> Recall and Revision and Exams</p> <ul style="list-style-type: none"> <li>Students continue to embark on recall and revision sessions in preparation for Literature and Language success</li> <li>Focus on An Inspector Calls and Language Paper One</li> <li>Recall and Revision and Exams</li> <li>Students continue to embark on recall and revision sessions in preparation for Literature and Language success: Including purple pen responses to mock exams, poetry, A Christmas Carol, Macbeth and language paper two</li> </ul>	<p><b>Assessment 4</b> <b>GCSE Mock Exams:</b></p> <p><b>Language Paper 1</b> <b>Time: 1 hr 45</b></p> <p><b>Literature Paper 1</b> <b>Time: 1 hr 45 mins</b></p>
<b>5</b>	<p><b>Revision and Exams</b> Recall and Revision and Exams (Cont.)</p> <ul style="list-style-type: none"> <li>Students embark on recall and revision sessions in preparation for Literature and Language success.</li> <li>Teachers will begin to assess the needs of individual classes and students in order to focus on the most important areas of need.</li> </ul>	<p><b>Assessment 5</b></p> <p><b>GCSE Exams</b></p>
<b>6</b>	<b>Exams</b>	<b>GCSE Exams</b>



## Revision and Support:

**There are many ways in which you can support your child in the study of English such as:**

- Reading the daily papers and or relevant web articles e.g. on BBC
- Discussing new words and reading fiction books daily
- Becoming a member of the local library and visiting regularly
- Watching the films or theatre productions of key GCSE texts such as Macbeth and An Inspector Calls or A Christmas Carol
- Visiting literary events such as the Yeovil Literary Festival
- Supporting your child to enter reading and writing competitions
- Please see individual Google classrooms for your class support
- GCSE revision podcasts:  
<https://senecalearning.com/en-GB/blog/english-lit-gcse-podcasts-by-seneca/>
- AQA GCSE English:  
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
- BBC Bitesize revision:  
<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>



## Final GCSE Assessment Structure:

### English Language:

Component	Weighting	Content	Date of Final Examination
<b>Paper 1</b> 1 hour 45	50%	<b>Exam</b> <ul style="list-style-type: none"> <li>• Fiction: One unseen text</li> <li>• An exploration in creative reading and writing</li> <li>• Reading and Writing</li> </ul>	May/June of Year 11
<b>Paper 2</b> 1 hour 45	50%	<b>Exam</b> <ul style="list-style-type: none"> <li>• Non-Fiction: Two unseen texts with a focus on comparison</li> <li>• Writers' viewpoints and perspectives</li> <li>• Reading and Writing</li> </ul>	May/June of Year 11

Please see exam board websites for up to date information: [please click here](#)

### English Literature :

Component	Weighting	Content	Date of Final Examination
<b>Paper 1</b> 1 hour 45	40%	<b>Exam</b> <ul style="list-style-type: none"> <li>• Shakespeare - Macbeth</li> <li>• 19<sup>th</sup>Century Text - A Christmas Carol (Charles Dickens)</li> </ul>	May/June of Year 11
<b>Paper 2</b> 2 hours 15	60%	<b>Exam</b> <ul style="list-style-type: none"> <li>• Modern Prose - An Inspector Calls</li> <li>• Unseen Poetry</li> <li>• Poetry Anthology - Power and Conflict</li> </ul>	May/June of Year 11

Please see exam board websites for up to date information: [please click here](#)