

English Curriculum Overview

Intent

The English Curriculum we deliver at Balance AP is designed to foster a love of reading, whilst developing our students' knowledge of writing and spoken English. The curriculum is underpinned by the DfE's guidance on what should be taught in their English Language Programme of Study. This consists of a particular focus on:

- *Reading*
 - Critical reading and comprehension
 - Summary and synthesis
 - Evaluation of a writer's choice of language
 - Comparing texts
- *Writing*
 - Producing clear and coherent pieces of extended writing
 - Writing for impact
- *Grammar and Vocabulary*
 - Key focus on written accuracy
- *Spoken English*
 - Present information in a clear and coherent manner
 - Respond to questions
 - Consistent use of Standard English

Our lessons incorporate these 4 key areas, to allow students to deepen their understanding of English Language and Literature, and gain confidence in applying their comprehension skills to a variety of questions and problems. The assessment objectives that are set by OFQUAL are intrinsic within our schemes of work; we are consistently reviewing these key skills for students to continue their development in English Language.

Our curriculum is designed to cover a breadth of skills whilst fostering an understanding of the English Language, in a varied manner. Students will:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- know the purpose, audience and context of the writing and drawing on this knowledge to support comprehension
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	7 weeks	7 weeks	5 weeks	6 weeks	7 weeks	7 weeks
KS3	<p>Creative Writing: Short Stories</p> <p>Enquiry Question: How do we write effective short stories?</p> <p>Key Concepts: Exploration of the short story form. Comparison between short stories and novels. Crafting an effective narrative.</p> <p>Key Knowledge and Skills:</p> <ul style="list-style-type: none"> - Continue to edit, proofread and redraft examples of writing by recognising their own gaps and misconceptions. -Further develop sustained crafting of language and structure -Use increasingly sophisticated grammatical and sentence structure to 	<p>Seminal World Literature: Animal Farm</p> <p>Enquiry Question: How does Orwell use the allegorical form to make a political statement?</p> <p>Key Concepts: Exploration of the allegory form. Orwell explores ideas about power, corruption and tyranny in the novella.</p> <p>Key Knowledge and Skills:</p> <p>Explore the context of the Russian Revolution in order to analyse Animal Farm as an allegorical novella.</p> <ul style="list-style-type: none"> - Develop an understanding of critical perspectives: Communist, Socialist and Marxist. -Decode explicit and implicit inferences from the text. -Begin to analyse a range of fiction extracts drawing on, consolidating and enhancing their knowledge of the writer's methods. 	<p>Poetry: Love and Relationships, Conflict</p> <p>Enquiry Question/s: How do poets use the poetic form to explore the world around them? How do poets across the centuries use poetry to explore big ideas about conflict and war?</p> <p>Key Concepts: Exploration of the poetic form to explore ideas about relationships, magic and fantasy across the centuries. Exploration of the poetic form to explore ideas about conflict and war across time and place. Gain a better understanding of how poetry can give a voice to the marginalised in society.</p> <p>Key Knowledge and Skills:</p> <p>Understand key ideas, themes and concepts</p>	<p>A Christmas Carol</p> <p>Enquiry Question: How does Dickens present big ideas about humanity and the world around us in A Christmas Carol?</p> <p>Key Concepts: Introduction to Victorian Literature/morality texts. Dickens explores ideas about morality and redemption in the novella. Learn more about the Gothic Introduction to critical theory</p> <p>Key Knowledge and Skills:</p> <p>Develop an understanding of life in the 19th century and Victorian Literature</p> <ul style="list-style-type: none"> -Identify elements of the Gothic independently -Learn about Charles Dickens -Introduction to critical theory through discussion: Marxist and New Historicist theories 	<p>Non Fiction Writing: Have your Say, Reason and Rhetoric</p> <p>Enquiry Question/s: How do we convey our own ideas effectively? How do we build sophistication in our non-fiction writing?</p> <p>Key Concepts: Expressing opinions about the world around us clearly and effectively. Skilfully adapting non-fiction writing for purpose, audience and form. Expressing opinions about the world around us in a thoughtful and conceptualised manner.</p> <p>Key Knowledge and Skills:</p> <ul style="list-style-type: none"> -Introduce rhetorical and stylistic features. - Recognise and apply features of a letter, speech and article. -Begin to use some rhetorical devices 	<p>Romeo and Juliet</p> <p>Enquiry Question: How does Shakespeare present big ideas about humanity and the world around us in Romeo and Juliet?</p> <p>Key Concepts: Exploration of the tragedy genre.</p> <p>The use of the tragedy play genre to explore ideas about power, family, violence, fate, death, and love.</p> <p>Key Knowledge and Skills:</p> <ul style="list-style-type: none"> -Explore the relevant contextual factors surrounding the Elizabethan era. -Understand and make thoughtful comments on: Patriarchal society, Gender norms and Stereotypes, Hamartia, Familial relationships.

<p>create a complete short story. -Use a wider variety of vocabulary and sentence structures for clarity, purpose and effect. -Understand how to use a wide range of structural devices effectively. -Experiment with different narrative perspectives and characters -Use dialogue effectively to enhance characterisation -Use motifs and extended metaphors effectively to create effective narratives.</p> <p>Endpoint:</p> <p>Students will understand how to create atmosphere in writing.</p> <p>Students will understand how to adapt writing to different genres and create different effects.</p>	<p>-Begin to read the text critically by knowing how language, including figurative language, vocabulary choice, grammar and text structure presents meaning. -Use the What/How/Why structure to allow for analytical exploration. Deepen an understanding of setting, plot and characterisation. Know how to use selected evidence effectively to support choices. -Develop knowledge of new methods such as: anthropomorphism, symbolism, allegory, microcosm, fable, satire, irony, narrative voice -Build summary skills. -Build Tier 2 vocabulary linked to text</p> <p>Endpoint:</p> <p>To understand how the allegory form is used effectively to convey meaning. To know how to structure analytical writing effectively.</p>	<p>explored in the poetry anthology -Identify a range of poetic conventions. -Form explicit and implicit inferences and opinions about the texts studied. -Know how to comment on the use of some poetic techniques, including structure -Explore the use of new myths, legends and allusions linked to the poems. -Comparison of poetry through discussion only. -Read and understand different forms of poetry Further develop effective use of figurative language -Embed Show Not Tell -Build Tier 2 vocabulary linked to texts -Understand how to use the spoken word -Gain a deeper understanding of how to comment on the poets' big ideas and messages within the poems. -Further develop understanding of a wider range of poetic conventions</p>	<p>-Develop an understanding of key ideas, themes and concepts explored within the text -Develop an understanding of new myths, legends and allusions linked to the text -Deepen knowledge of writers' methods -Develop explicit and implicit inferences -Explain the effect of language and connotations of particular words. - Select and retrieve important evidence from texts -Build Tier 2 vocabulary linked to text</p> <p>Endpoint:</p> <p>To understand and explain key themes and ideas in Victorian Literature.</p> <p>Keywords:</p> <ul style="list-style-type: none"> • Gothic conventions • Victorian era • Industrial revolution • Morality • Redemption • Novella 	<p>effectively when writing non-fiction responses -To know how to plan responses independently -To learn how to structure an effective non-fiction response. -Become competent at drafting editing and revising a piece of writing to enhance effectiveness. -Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. -Learn new Tier 2 & 3 vocabulary to enhance the effectiveness of non-fiction responses. -Learn how to debate effectively</p> <p>Analyse a wide variety of non-fiction extracts -Confidently use a wide range of rhetorical and stylistic features. -Use an extensive and ambitious range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>-Understand how to write about critical perspectives, including feminist perspective -Explore and analyse new conventions of a play, focusing on the use of dramatic irony and the function and effect of a prologue. -Develop speaking and listening skills and partake in various debates relating to the play's themes. -Consolidate and strengthen an ability to select and retrieve key quotations from the text, exploring their relevance and effect through critical writing. -Revisit learning of previous dramatic conventions such as soliloquy, stage directions, asides, and iambic pentameter -Explore a range of implicit inferences -Analyse key words, phrases and references from the texts. -Develop understanding of a wider range of structural features.</p>
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	<p>Keywords:</p> <ul style="list-style-type: none"> • Narrative arc • Exposition • Rising action • Climax • Falling action • Dénouement • Protagonist • Antagonist • Deuteragonist • In medias res 	<p>Students to confidently use PEEL paragraphs to evaluate a text.</p> <p>Keywords:</p> <ul style="list-style-type: none"> • Allegory • Satire • Tyranny • Corruption • Fable • Microcosm • Symbolism • Anthropomorphism • Irony • Narrative voice • What/How/Why 	<p>-Develop an exploratory approach to poetry.</p> <p>-Embed the comparative essay structure used when tackling two poems.</p> <p>-Build a conceptualised response to the poetry.</p> <p>Apply knowledge of summary skills across more than one poem.</p> <p>-Understand how to write in a range of poetic styles/forms.</p> <p>-Build Tier 2 vocabulary linked to texts</p> <p>Endpoint:</p> <p>To understand how poets use the poetic form to explore the world around them.</p> <p>To be able to write a comparative response exploring 'big ideas' presented in two poems.</p> <p>To understand how to craft a conceptualised essay response.</p>	<ul style="list-style-type: none"> • Exploration • Analysis 	<p>Confidently adapt the macro to macro structure to suit the needs of each response.</p> <p>-Fully embed Aristotle's three appeals in writing</p> <p>-Independently draft, edit and revise a piece of writing to enhance effectiveness under timed conditions</p> <p>-Learn new Tier 2 & 3 vocabulary to further enhance the effectiveness of non-fiction responses.</p> <p>-Explore spoken language opportunities</p> <p>Endpoint:</p> <p>To know how to craft non-fiction responses for purpose, audience and form.</p> <p>To be able to write a range of well sequenced, conceptualised non-fiction responses.</p> <p>To feel confident in adapting the 'micro to macro' structure to suit the purpose of their writing.</p>	<p>-Further develop figurative language through descriptive and narrative writing.</p> <p>Endpoint:</p> <p>To understand how Shakespeare uses the tragedy form to explore big ideas about humanity and the world around us.</p> <p>Keywords:</p> <ul style="list-style-type: none"> • Elizabethan • Tragedy • Aside • Soliloquy • Iambic pentameter • Prologue • Patriarchy • Gender • Hamartia • Dramatic irony • Feminist perspective
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<p>KS4</p>	<p>How do writers create impact in Non-Fiction text?</p> <p>Critical analysis: exploring the impact of a writer's language and structure choices in presenting a viewpoint to a reader; evaluation of writer bias and how it is created or conveyed; comparison of viewpoints and perspectives across time periods and cultural backgrounds; noticing and exploring big ideas (universal concepts) within unseen non-fiction; consideration of non-fiction form and its impact on readers across time; analysis of rhetoric structures.</p> <p>Key Knowledge and Skills:</p> <p>Transactional writing through crafting broadsheet, tabloid, and online articles; speech writing; formal and informal letters:</p>	<p>How do writers create impact in Fiction texts?</p> <p>Critical analysis: exploring the impacts of a writer's language and structure choices in shaping a reader's impression of character, setting, or events; evaluative analysis of other's viewpoints about a text; noticing and exploring big ideas (universal concepts) within unseen fiction; exploration of fiction from a diverse range of time periods, cultural backgrounds, and societal perspectives</p> <p>Key Knowledge and Skills:</p> <p>Creative writing through crafting both descriptive and narrative pieces: exploring how to use language effectively to manipulate a reader's emotions; how structural features can shape the impact of their writing; how to tailor their writing to a variety of audiences; how to use sentence forms and grammatical structures effectively.</p>	<p>How do poets convey their messages on Power and Conflict?</p> <p>Writer's Purpose: exploration of how societal views and values have developed, or shifted, from 1789 to the present day. Through Power and Conflict they will be exploring perceptions of warfare, emigration, cultural diversity, monarchical power, historical bias, nature of humanity, and the conflict between humanity and the natural world.</p> <p>Key Knowledge and Skills:</p> <p>Critical analysis of universal concepts: personal and social responsibility; abuse of wealth and power; reality and effects of conflicts; gender stereotypes and the treatment of women; concepts of loss, absence, anger, guilt, fear, and pride; concept of identity and how it is created;</p>	<p>How do individuals use spoken language to articulate sophisticated ideas to an audience?</p> <p>Key Knowledge and Skills:</p> <p>Within the Spoken Language Non-Exam Assessment, students will create an effective argumentative, or persuasive speech aimed at an audience of their peers, on a subject of their choice. This will further develop their ability to craft their writing for a specific audience, and to consider the importance of pitch, pace, tone, and volume in transforming a written medium into a performed piece. Students will also practise listening and responding to questions to develop and further their ideas on their topic, alongside practising questioning other students on their chosen topics to develop academic dialogue.</p>	<p>Repeat HT1.</p> <p>Students with particular texts to read for their English Literature content will be given bespoke work appropriate to their exams.</p>	<p>Repeat HT2.</p> <p>Students with particular texts to read for their English Literature content will be given bespoke work appropriate to their exams.</p>
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	<p>exploring how to use language to manipulate readers' emotions and beliefs; use of rhetoric structures to argue, persuade, advise, and inform; tailoring writing to specified audiences.</p> <p>Endpoint: To be able to understand, analyse, compare and create non-fiction texts.</p>	<p>Endpoint: To be able to understand, analyse and create fiction texts.</p>	<p>individual experiences and memories.</p> <p>Keywords:</p> <ul style="list-style-type: none"> • Romanticism • Arrogance • Corruption • Trauma • Identity • Heritage • Tyrannical • Ambiguous <p>Endpoint: To understand and compare how poets present important themes and ideas through their work.</p>	<p>Keywords:</p> <ul style="list-style-type: none"> • Clarity • Confidence • Articulate • Information • Interest • Passion • Response <p>Endpoint: To consolidate understanding of English Language papers. To plan, prepare and deliver successful speaking and listening presentations and develop confidence in speaking to an audience.</p>		
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