

Curriculum Progression Pathway for English

Subject Intent:

We believe that through the teaching of English our students will become more assured and feel empowered enough to question and engage with a range of viewpoints. Students will become more empathic, forbearing and tolerant through the exposure of a range of literary texts that allow students to think beyond their current location and time. Students will build their understanding of the English language and will be able to use more expressive vocabulary in order to articulate themselves in an confident, and appropriate manner.

We want them to have confidence and be able to engage with a range of texts from a range of historical eras. We wish them to build on their knowledge, skills and understanding that they have developed at primary school and therefore, novels, plays, and poems are selected deliberately to represent both diverse cultures from texts from around the world and the English Literary Heritage. We want all students to have a passion for literature, be able to communicate with each other and be able to better understand the written and spoken world around them. Learning these skills will support students academically, professionally and socially in life after George Pindar School.

Why is the study of English important?

English plays an essential role in communication and therefore our lives. Having an understanding of English will help you to communicate effectively and is essential for further studies and work no matter where you are. English helps to expand your understanding of the world and society. It helps to broaden your mind, develop emotional skills, empathy, and will help to provide you with better job opportunities. It helps you to see the world allowing you to be aware and to think far beyond where you are now. It lets you experience events from the past and visualise alternative worlds.

Language is power and we embrace this and let it be at the heart of everything we do. Language fortifies all learning. We aim for all our students to become critical thinkers, problem solvers, be able to craft their writing, appreciate literature, and have the confidence to articulate their ideas so that these skills can then serve them in their academic, professional, and personal lives beyond George Pindar School.

The study of English also supports studies in other subjects. This will allow you to achieve the very best for yourself. English is the language of the internet and travel which means you can access the world around you with confidence. English makes you a critical thinker, exposes you to different cultures, helps you to become a close reader and gives you security in writing for different purposes and audiences. Whilst studying this subject you are exposed to a

variety of text which supports your understanding of the spoken and written language. You will be able to articulate yourselves appropriately and in an assured manner.

What skills will the study of English teach you?

- Reading
- Writing
- Listening
- Speaking
- Grammar

What will you know and understand from your study of English?

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all students:

- read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. (KS3/4 EPOS)

[KS3 English National Curriculum](#)

[KS4 English National Curriculum](#)

How does your study of English support your learning in other subjects?

Studying English means you have knowledge that can be applied to every subject you take. You will not only improve your ability and understanding of the

English language but also your ability to perform well in other classes as you build your English skills during studies such as, but not limited to, History, Geography, Maths, and Science. English develops your communicational skills and your understanding of the spoken and written world. You will become confident in being able to articulate yourself appropriately and feel empowered to question and engage with a range of texts and subjects.

How can you deepen your understanding of English?

You can increase your understanding of English by reading a broad range of books and texts. Read newspapers, magazines, novels from different historical eras, poems, biographies, the list is endless.
Revise set texts and learn key quotations.
Listen to Podcasts and write down unfamiliar vocabulary words - learn them.
Revise literary and linguistic devices, practice using them in your own writing.

How can English support your future?

Learning English opens the world to you, language is power.

Leaving school with a firm grasp of the English language by being able to read fluently and with a good understanding, write clearly, coherently and accurately and being able to explain yourself clearly and elaborately will lead you to better opportunities when you leave George Pindar School. English is recognised as the language of the internet and travel meaning you can take your studies wherever you want to go academically, professionally and socially.

Exam board used in Y10 & Y11

AQA

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Oliver Twist - Classic Starts with original text extracts. Supported with non-fiction texts	Sherlock Holmes - Classic starts with original text extracts. Supported with non-fiction texts	Of Mice and Men. Supported with non-fiction texts	A Christmas Carol. Supported with non-fiction texts	Power and Conflict Poetry - remaining study for Y11 cohort of 22-23

	<ul style="list-style-type: none"> • Knowledge of Charles Dickens • Victorian context • The rich and poor divide • Conditions in the workhouses • Allegory • Crime in the era • Bill Sikes character study • The Poor Law 1834 • Protagonist / antagonist <p>Reading</p> <ul style="list-style-type: none"> • Weekly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Weekly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose. • Planning • Drafting • Editing • Proof-reading 	<ul style="list-style-type: none"> • Knowledge of Arthur Conan Doyle • Victorian context building on Y7 Oliver Twist study • Crime in the era • Sherlock Holmes character study • Character development • Links across the three stories of study • Protagonist / Antagonist <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading <p>Poetry - begins in week 12</p>	<ul style="list-style-type: none"> • Knowledge of John Steinbeck • The Wall Street Crash • The Great Depression • 1930s American • The condemnation of Curley's wife - gender bias • Discrimination - racism and Crooks • Social injustice • Cyclical Structure <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading <p>Dystopian Fiction (extracts) - begins in week 13</p>	<ul style="list-style-type: none"> • Deepening knowledge of Charles Dickens • Developing and using knowledge of the Victorian era • Rich and Poor divide • Workhouses and environment • Health Care • Crime in the era • Utilitarianism and Malthusianism • The Poor Law 1834 • Allegory • Reality • The Gothic • The condition of the 1840s novel • Protagonist / Antagonist /Foil character • The Supernatural <p>Reading</p> <ul style="list-style-type: none"> • Independent reading at home • A wide range of extracts are used in lessons to continue to expose students to range of forms and purposes <p>Writing</p> <ul style="list-style-type: none"> • Weekly Mastery 	<p>The Prelude The Emigree Ozymandias My Last Duchess Tissue Checking out me History London</p> <ul style="list-style-type: none"> • War, Power and Conflict • Nature and Power • Internal and External conflicts • Effects of war - Crimean, WW1, WW2, Civil wars • Power - through comparing poems • Structure and Form • Writer's message and intent • Extended Metaphors • Comparing poems • Literal and metaphorical language • Stories and reality • Loss and forms of identity • Comparison of poems • Analysis of language, methods and structure of effect <p>Reading</p> <ul style="list-style-type: none"> • Independent reading
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				<p>Writing lessons to improve grammar, vocabulary and crafting for a purpose</p> <ul style="list-style-type: none"> • Planning • Drafting • Editing • Proof-reading <p>Macbeth - begins in week 12</p>	<p>at home</p> <ul style="list-style-type: none"> • A wide range of extracts are used in lessons to continue to expose students to range of forms and purposes <p>Writing</p> <ul style="list-style-type: none"> • Biweekly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading
Autumn 2					<p>PPE revision</p> <ul style="list-style-type: none"> • Revisiting previously taught Literature texts studied • Recapping assessment objectives and essay writing skills • Walking Talking Mocks • PPEs • PPE Feedforward
Spring 1	A Midsummer Night's Dream. Supported with non-fiction texts	Poetry - Wherever I Hang, The Night Mail, Sing Low, Sweet Chariot, Extract from	Dystopian Fiction - extracts from 1984, Hunger Games, Divergent, Unwind	Macbeth. Supported with non-fiction texts	Bespoke classroom revision based on the previous PPEs results.

	<ul style="list-style-type: none"> • Knowledge of William Shakespeare • Elizabethan context • Genre roles and patriarchal society • Magic • Five parts of a tragedy • Protagonist / Antagonist <p>Reading</p> <ul style="list-style-type: none"> • Weekly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Weekly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading 	<p>Canterbury Tales, Extract from Paradise Lost</p> <ul style="list-style-type: none"> • Building understanding of poetry from the Y8 study • Extended metaphors • Epic Poetry • Comparisons • Morals and intent • Stories and reality • Literal and Metaphorical language <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading <p>The Tempest - begins in week 18</p>	<ul style="list-style-type: none"> • Crafting writing • Analysis of language and methods • Comparing extracts • Characterisation • Structure • Understanding of Dystopian worlds <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading <p>Romeo and Juliet - begins week 19</p>	<ul style="list-style-type: none"> • Deepening knowledge of William Shakespeare • The punishment and limitations of the female within the play - Lady Macbeth • Jacobean context surrounding 'Macbeth' specifically * • five parts of a tragedy: prologue, conflict, raising action, falling action, denouement • Hubris • Hamartia • The Supernatural • Fate • The Tragic Hero • Good over Evil • The Great Chain of Being • Divine right of Kings <p>Reading</p> <ul style="list-style-type: none"> • Independent reading at home • A wide range of extracts are used in lessons to continue to expose students to range of forms and purposes 	<ul style="list-style-type: none"> - Macbeth - An Inspector Calls - OR Lord of the Flies - A Christmas Carol - Power and Conflict Poetry - Language Paper 1 - Language Paper 2 <ul style="list-style-type: none"> • Gaps in students' knowledge identified and revisited • Focus on essay writing skills • Revising key quotations and key knowledge of set texts • Language Paper exam skills revisited • Biweekly Mastery Writing lessons focusing on form and purpose • Walking Talking Mocks
<p>Spring 2</p>		<p>The Tempest. Supported</p>	<p>Romeo and Juliet.</p>		<p>Bespoke classroom revision</p>

		<p>with non-fiction texts</p> <ul style="list-style-type: none"> • Knowledge of William Shakespeare building on Y7 study • Jacobean context • Role of female - Miranda • Power of nature and magic • False allegiance • Power and jealousy • Magic/supernatural/ the other • Tyrannical leadership • post-colonial and colonialism through Caliban • Conflict • Race • Good v Evil • Protagonist / Antagonist <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a 	<p>Supported with non-fiction texts</p> <ul style="list-style-type: none"> • Building on their knowledge of William Shakespeare from Y7 and Y8 studies • Furthering knowledge of the Elizabethan context • Gender roles • Patriarchal society • Conflict • Tragic Hero • Hamartia • Five parts of a tragedy <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading 	<p>Writing</p> <ul style="list-style-type: none"> • Weekly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading 	<p>based on the previous PPEs results. Preparation for final set of PPEs</p> <ul style="list-style-type: none"> - Macbeth - An Inspector Calls - OR Lord of the Flies - A Christmas Carol - Power and Conflict Poetry - Language Paper 1 - Language Paper 2 • Gaps in students' knowledge identified and revisited • Focus on essay writing skills • Revising key quotations and key knowledge of set texts • Language Paper exam skills revisited • Biweekly Mastery Writing lessons focusing on form and purpose • Walking Talking Mocks • PPEs • PPE Feedforward
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Summer 1	<p>Greek Myths and Ancient Tales</p> <ul style="list-style-type: none"> • Fables and fairy tales • Myths and reality • Morals • Consequences or greed and hamartia <p>Reading</p> <ul style="list-style-type: none"> • Weekly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Weekly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading 	<p>Animal Farm. Supported with non-fiction texts</p> <ul style="list-style-type: none"> • Knowledge of George Orwell • Allegory • Power / Corruption / Greed / Status • Communist • Russian Revolution • Tyrants • Hubris • Society rules and order • Protagonist / Antagonist • Allegiance (false) <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning 	<p>Crime Fiction - Tell Tell Heart, The Raven, Lamb to the Slaughter</p> <ul style="list-style-type: none"> • Crime genre • Tension and suspense • Structuring and analysing authors' intent • Comparison of texts / methods / language for specific effects <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading 	<p>Power and Conflict Poetry - full study for Y10 cohort of 22-23 (PPEs in Summer 2)</p> <p>Remains War Photographer Poppies Charge of the Light Brigade Bayonet Charge Exposure Kamikaze Storm on the Island The Prelude The Emigree Ozymandias My Last Duchess Tissue Checking out me History London</p> <ul style="list-style-type: none"> • War, Power and Conflict • Nature and Power • Internal and External conflicts • Effects of war - Crimean, WW1, WW2, Civil wars • Power • Structure and Form • Writer's message 	EXAMS

		<ul style="list-style-type: none"> • Drafting • Editing • Proof-reading 		<ul style="list-style-type: none"> • and intent • Extended Metaphors • Comparing texts • Literal and metaphorical language • Stories and reality • Loss and forms of identity • Comparison of poems • Analysis of language, methods and structure of effect • PPE revision • PPEs • PPE Feedforward 	
Summer 2	<p>Poetry - Fog, November Night, Pigeons, Sally, The Tyger, Poetry Slam</p> <ul style="list-style-type: none"> • Metaphors • Structure • Literal language • Metaphorical language • Stories and reality • Spoken Word Poetry • Presentation of Spoken Word Poetry <p>Reading</p> <ul style="list-style-type: none"> • Weekly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Weekly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing • Proof-reading 	<p>Blood Brothers - taught in Drama in the Spring Term. Supported with non-fiction texts</p> <ul style="list-style-type: none"> • Knowledge of Willy Russell • Society and class system • Fate and superstition • Childhood and growing up • Nature v nurture • Character focus of Mikey <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting • Editing 	<p>Nature and Victorian thematic unit - extracts from fiction and non-fiction resources</p> <ul style="list-style-type: none"> • Developing Victorian contextual knowledge building on Y7 and Y8 studies • Developing an understanding of the power of nature • Analysis of the use of methods / language / structure • Comparison of texts <p>Reading</p> <ul style="list-style-type: none"> • Fortnightly reading lessons to promote reading confidence and independent <p>Writing</p> <ul style="list-style-type: none"> • Fortnightly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose • Planning • Drafting 	<p>EXAMS</p> <ul style="list-style-type: none"> • Independent reading at home • A wide range of extracts are used in lessons to continue to expose students to range of forms and purposes <p>Writing</p> <ul style="list-style-type: none"> • Weekly Mastery Writing lessons to improve grammar, vocabulary and crafting for a purpose 	

		<ul style="list-style-type: none">• Proof-reading	<ul style="list-style-type: none">• Editing• Proof-reading	<ul style="list-style-type: none">• Planning• Drafting• Editing• Proof-reading	
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