

English Curriculum Intent

In line with whole school priorities, the English Curriculum aims to instil a love of life-long learning within our students, as well as teaching them how to be good citizens. Our golden thread of 'The Human Condition' allows learners to evaluate what it means to be human and encourages both sympathy and empathy skills; the English Classroom provides a safe and productive space for our students to engage with complex moral and philosophical ideas about the human experience.

The English Curriculum takes a Mastery approach, in which pupils fully absorb the texts that we study alongside challenging material that thoroughly prepares them for the next stage of their academic journey. As students progress through the Key Stages, the curriculum provides them with skill and confidence in reading, writing and oracy, alongside promoting intellectual curiosity, reading for pleasure and creativity. What's more, the curriculum also finely balances literature from the canon alongside contemporary texts which instil a sense of the diverse world around us.

As stated, the curriculum is structured and sequenced around the golden thread of 'The Human Condition': with each Mastery unit asking a 'Big Question' and lesson-by-lesson learning questions that are evaluated in the form of plenaries. This conceptual approach aims to foster intellectual curiosity within our students and allows us all to examine what literature we read reveals about being human as well as how our own writing can voice our human experiences. At the beginning and end of each unit, students evaluate their response to the 'Big Question', alongside ambitious vocabulary that they are equipped with to answer the question concisely.

The steps of reciprocal reading are embedded implicitly throughout our curriculum: prediction; clarification; questioning; and summarising. Through the 'Read like a Writer, Write like a Reader' pedagogical approach to teaching writing, students take inspiration from the writers they encounter through reading in order to discover their own voice within their writing. This approach is taught implicitly in Years 7-9 and explicitly in Years 10-13.

All lessons are scaffolded to ensure that they are supportive yet also challenging for our mixed-ability context, ranging from dyslexia-friendly lesson slides to challenge and extension tasks for all learning episodes. Adaptive teaching strategies are then used by class teachers to ensure that the climate and context of the lesson is appropriate and motivating for all learners. Knowing our students and building positive working relationships is at the heart of our teaching, facilitated through embedded practices such as Class Context Sheets and a strong working relationship with the SEND department. From Year 9 onwards, students who struggle to access the curriculum in a mixed ability setting are placed in a 'nurture' group. These students follow the same Schemes of Learning as the rest of their cohort but the pace and structure of lessons are adapted to their needs. The Functional Skills programme is also taught alongside the GCSE content to ensure that every student has the opportunity to complete KS4 with a sense of achievement.

Within Key Stage Three, Home Learning aims to consolidate and develop students' knowledge and application of spelling, punctuation and grammar. As Students transition into Key Stage Four study, we begin to model effective revision habits through the Home Learning tasks set before a detailed revision schedule is shared for students to follow in Year 11. Within Key Stage Five, the flipped learning model is applied to instil independence within our learners and hone the effective study and revision skills that Key Stage Three and Four study has equipped them with; we ultimately aim to begin to prepare them for further education, in which the ability to be independently disciplined is essential.

Each term, teachers share Supercurriculum tasks that students can complete to engage with the relevant topic in a creative and personal way. Merits and awards are available to students that complete said tasks. What's more, students are given various opportunities to complete Enrichment Projects which are closely linked to a topic of study from the English curriculum. This produces individualised, creative responses to our Mastery Curriculum, with examples such as documentaries, soundtracks and paintings.

KS3: Years 7-9	National Curriculum content is taught until the end of Year 9. The Mastery Curriculum is introduced and uses incremental learning in order to allow students to study set texts at a deeper level. It aims to master subject knowledge and skills before progressing onto a new text. Equally, the slower pace of the Mastery Curriculum allows for more challenging content to be taught and embedded. In Key Stage Three, students will master the foundation skills they need for successful essay, descriptive and persuasive writing in Key Stages Four and Five. Assessment incorporates Reading, Writing and Oracy skills. Enrichment Projects complement the Mastery topic and encourage all students to engage with the English Supercurriculum. Bedrock Vocabulary is set for home learning in order to develop reading and vocabulary skills.
KS4: Years 10 and 11 AQA GCSE Specification	The Mastery Curriculum continues, allowing a term for each set text on the English Literature GCSE syllabus, alongside the interweaving of English Language GCSE skills. What's more, interleaving is used to revise the previous term's literature text through the use of regular 'Text Tests' to ensure that pupils retain important textual knowledge and subject terminology. As in Key Stage Three, essay and creative writing skills are taught incrementally to allow students to develop the skills they will need for success in their GCSE examinations, as well as the progression on to the A Level Literature course. Equally, Enrichment projects allow pupils to engage with the English Supercurriculum by exploring aspects of the GCSE syllabus in an independent and creative manner. Home learning incorporates both consolidation work for the text studied at the time as well as revision tasks.
KS5: Year 12 and 13 OCR A Level Specification	Our course is designed to allow students to explore a wide range of literature, from 14th Century epic poetry, to contemporary novels. The course also includes a synoptic unit on American Literature, giving students an opportunity to become specialists in this area of literature. Students continue with the Mastery approach at Key Stage Five. Two teachers deliver the course, one specialising in Paper One (Pre-1900 Literature); the other specialising in Paper Two (American Literature). Spending three terms on each exam text, students develop an expert knowledge of these texts while building up effective A Level essay writing skills. This enables students to engage with literary criticism; to develop close analysis skills; to consider the importance of context; and make pertinent links between texts. Students continue to work on Enrichment Projects that require students to go beyond the A Level syllabus, while complementing their study of the set texts.

An Example of 'The Big Question' in practice:

Macbeth: The Big Question

The Human Condition:
To what extent does fear drive us?

Key Words

Ambition Manipulation Reputation Tragedy Hubris

Tyrannical Dominance Downfall

Use **at least one word** from the list that you **already know** and use the **class dictionaries** to help you use a **less familiar word**.

Vyners English Curriculum
Big Questions from Year 7 to Year 13
Golden Thread: The Human Condition

What happens when humans gain power?
To what extent should we conform to society's expectations?
Can a person change and redeem themselves?

What affects and shapes our identity?
To what extent do our flaws define us?
Does hubris inevitably lead to downfall?

How does the individual affect a community?
Does the individual have to be repressed to function as part of the collective?

How does conflict shape the individual and society?
To what extent should the individual rebel against conformity?

What does literature's moral, promise and challenge about hubris influence?
What are the consequences of individualism?
How do humans cope with loss?

Is the collective more successful than the individual?
Can we trust the teller?

Is redemption possible?
Will humans always aspire to better themselves?
Is ignorance bliss and is knowledge always dangerous?

How does a person's environment affect their behaviour?
Is revenge possible? If so, is it just?
What happens when we prioritise materialism over spirituality?

Macbeth: The Big Question

Key Words

Ambition Manipulation Reputation Tragedy
Hubris Tyrannical Dominance Downfall

Use **at least one word** from the list that you **already know** and use the **class dictionaries** to help you use a **less familiar word**.

Before we delve into this topic, what are your preliminary ideas in response to the big question?

Now that you are an expert on 'Macbeth', how have your ideas in response to the big question developed?

The Human Condition:
To what extent does fear drive us?

Vyners English Curriculum



Big Questions from Year 7 to Year 13

Golden Thread: The Human Condition

What does it mean to be human? *How do writers explore and express these ideas?*

What happens when humans gain power? To what extent should we conform to society's expectations?

What affects and shapes our identity?

Year 7

Can a person change and redeem themselves?

Year 8

To what extent do our flaws define us?

How does the individual affect a community?

To what extent does fear drive us?

Year 9

Does hubris inevitably lead to downfall?

Does the individual have to be repressed to function as part of the collective?

How does conflict shape the individual and society?

Year 10

To what extent should the individual rebel against conformity?

What does literature reveal, promote and challenge about human behaviour?

Year 11

What are the consequences of individualism?

How do humans cope with loss?

Is the collective more successful than the individual?

Year 12

Can we trust the teller?

Is redemption possible?

Will humans always aspire to better themselves?

Is ignorance bliss and is knowledge always dangerous?

Year 13

How does a person's environment affect their behaviour?

Is revenge possible? If so, is it just?

What happens when we prioritise materialism over spirituality?

English Curriculum Implementation: New Mastery Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Nurture Curriculum “The Daydreamer” by Ian McEwan (Two Weeks)	Conflict and Revolution - ‘Animal Farm’ by George Orwell	Shakespeare’s Comedy - ‘Much Ado About Nothing’		Identity and the World Around Us: Poetry	Identity and the World Around Us: Autobiography
Key Skills	Analytical writing: Topic Sentences (numerous styles), selecting and embedding evidence, inference, word class analysis, connotations		Analytical writing: Connotations; word-level language analysis, word play, word effects, analytical sentence stems, analysis of metaphor.		Analytical writing: language and structural analysis Creative writing: poetry writing, drafting, recitation.	Descriptive and narrative writing: creating tension.
Key Knowledge	Structure of a paragraph, constructing arguments, what is context, emotive language, pronouns, rhetorical questions, verbs, foil, allegory, appositives		Metaphor (Tenor, Vehicle, Ground), Elizabethan context, Conventions of Shakespearean comedy, insult culture, pun, the Shakespearean fool, juxtaposition, themes, malapropisms.		Symbolism, anaphora, concrete and abstract nouns, stanza, anthology, imagery, narrative poetry, lyric poetry, prose, form, contrast, enjambment, end stopped lines, structure, meter, iambic pentameter, alliteration - frictive, sibilance, plosive, consonance and assonance, perfect rhyme, half rhyme, freeverse.	Conventions of autobiography, tension, suspense, show don’t tell,
Big Question	What happens when humans gain power?		How does language shape our relationships?		What affects and shapes our identity?	
Key Concept Words	Revolution, rebellion, repression, dissent, exploitation, context, hierarchy, corruption, dictatorship		femininity, masculinity, patriarchy, virtue, persistence, honour, wit, contempt, unconventional, irreverent, deception, malevolent, objectification, solemn, resolution		suffering, justice, nostalgia, juxtaposition, contemporary, identity, culture,	
Read like a Writer Focus	Creating and shaping voice					
Home Learning	Bedrock Vocab and Grammar Key Concept Words Reading and Frayer Tasks		Bedrock Vocab and Grammar Key Concept Words Reading and Frayer Tasks		Bedrock Vocab and Grammar Key Concept Words Reading and Frayer Tasks	

Enrich - ment	Supercurriculum Tasks		Supercurriculum Tasks	Enrichment Project - Creating a Poetry Anthology
PSHE/ Life Skills Links	All English lessons develop students' empathy, communication and literacy skills. This term also explores the effects of power and conflict upon humans through the allegory of 'Animal Farm'.		All English lessons develop students' empathy, communication and literacy skills. This term also explores gender stereotypes and the history of the patriarchy through the lens of 'Much Ado About Nothing'.	All English lessons develop students' empathy, communication and literacy skills. This term also explores diversity in the world around us as well as the importance of a person's identity through poetry and autobiography.
Summer Home Learning Tasks: Book Bingo Reading Challenge Bedrock: minimum of 30 mins a week				
Year 8	The Gothic - A range of extracts	'A Christmas Carol' by Charles Dickens	The Story of Tragedy - "Oedipus", "Sampson's Tale", "The Spanish Tragedy", and "Othello"	Myths and Legends, focusing on Homer's 'Odyssey' and Seamus Heaney's trans. 'Beowulf'
Key Skills	Descriptive writing: setting and character	Analytical writing: comparative, characterisation, character development, thematic	Analytical writing: evaluative, analysis of form. Summarising.	Descriptive writing: using sentences for effect- grammar and punctuation.
Key Knowledge	Gothic context, conventions of the Gothic, atmosphere, mood, tone, symbolism, semantic field, pathetic fallacy, extended metaphor	Victorian context, authorial motivations, preface, social commentary, allusion,	Aristotelian elements/conventions of tragedy- peripeteia, hamartia, anagnorisis, prologue, downfall, catharsis, fortune, chorus, nobility, dramatic irony, Ancient Greek context, exodus revenge tragedy, renaissance tragedy and context, personification,	Epic poem, archetype, epithet, oral storytelling, epic poem, myth, legend, comma sandwich, semi-colon, colon, relative clauses- defining and non-defining, fronted adverbial, writer's aside, resolution, kerning, alliteration, caesura, scripts.
Big Question	Can a person change and redeem themselves?		What can we learn from human suffering?	Does hubris inevitably lead to downfall?
Key Concept Words	Gothic, superstition, uncanny, ambiguity, morality, supernatural, contrition, conscience, materialism, redemption, social responsibility, empathy		Tragedy, virtuous, pitiful, hubris, fate, vengeance, compassion, flaw, antipathy, repentant, turmoil, demeanour, justice, jealousy, xenophobia, duplicitous, machiavellian, humanism, grief, subterfuge, reverence, moral ambiguity	divine, deception, adversity, relentless, inevitability, epiphany, audacious, cunning, barbaric, calculating, retribution, humility, xenia, shrewdness, malignant, prowess, implacable, merciless, indomitable, feminism, valorous.

Read like a Writer Focus	Creating and shaping description		
Home Learning	Bedrock Vocab and Grammar Key Concept Words Reading Tasks	Bedrock Vocab and Grammar Key Concept Words Reading Tasks	Bedrock Vocab and Grammar Key Concept Words Reading Tasks
Enrichment	Supercurriculum Tasks	Enrichment Project	Supercurriculum Tasks
PSHE/ Life Skills Links	All English lessons develop students' empathy, communication and literacy skills. This term also considers how authors use their text as a form of social commentary and exploring society's response to social inequality through the lens of 'A Christmas Carol'.	All English lessons develop students' empathy, communication and literacy skills. This term also explores the impact and consequences of violent behaviour in 'Othello' as well as tracing how ideas around heroism, human flaws, tragedy, fate and faith play a role in our lives.	All English lessons develop students' empathy, communication and literacy skills. This term also explores the universal moral lessons that can be taught through storytelling and the aspects of the human condition that have endured over thousands of years.
Summer Home Learning Tasks: Book Bingo Reading Challenge Bedrock: minimum of 30 mins a week			
Year 9	The Art of Persuasion	Imagination and the Short Story	Marginalised Voices 'An Inspector Calls'
Key Skills	Persuasive writing: creating arguments, using logic, evaluating evidence, choosing appropriate evidence, using persuasive rhetorical devices, using humour and sarcasm, writing for different audiences.	Narrative writing: short fiction- setting, character, conflict, structure- analysis of structure, editing and drafting.	Analytical writing: structure and language. Essay writing: Thesis statement, essay structure, conclusions.
Key Knowledge	Origins of rhetoric, five canons of rhetoric, classical structure of the an argument, premise, syllogism, fallacy, anecdote, expert opinions, counter-arguments, discourse markers, anaphora and epistrophe, tricolon, chiasmus, polysyndeton and asyndeton, amplification, aporia, ethos, pathos and logos, parataxis and hypotaxis, euphemism and dysphemism.	Elements of a story structure– hooks, exposition, inciting incident, rising action, climax, falling action, denouement, resolution-plot, narrative, focus, shift in focus, in media res, flashback, motif, setting, characterisation, protagonist and antagonist, conflict, narrative point of view and perspective, plot twist, dialogue, cliff hanger.	Edwardian context, stagecraft, big ideas, AO1, AO2 and AO3, authorial post-war context, stage directions, characterisation and development, mouthpiece, microcosm, key themes - gender, generational divide, responsibility, power, class.

Big Question	What can we do if we feel something is wrong?	How does the imagination shape our lives?	How does the individual affect a community?
Key Concept Words	controversy, argument, dilemma, dogmatic, manipulation, antithesis	Omniscience, contradiction, coherence, subvert, ambiguity, superficial	Capitalism, socialism, individualistic, naive, infantilisation, pompous, dehumanisation, privilege, entitlement, patriarchy,
Read like a Writer Focus	Creating and shaping for a particular purpose and audience		
Home Learning	Bedrock Vocab and Grammar Key Concept Words Reading Tasks	Bedrock Vocab and Grammar Key Concept Words Reading Tasks	Bedrock Vocab and Grammar Key Concept Words Reading Tasks AIC Booklet tasks Summer Holiday Task: GC Consolidation tasks on 'AIC'
Enrichment	Supercurriculum Tasks Christmas Carol Box Clever	Supercurriculum Tasks	Enrichment Project (TBC)
PSHE/ Life Skills Links	All English lessons develop students' empathy, communication and literacy skills. Students will learn the importance of being polite and respectful in online communications, even when there is perceived anonymity. They will also learn how to be persuasive and master language to achieve goals from everyday complaints to societal change. They will study persuasive writing of other people and finally use these skills in an oral debate assessment where they will be rational and speak politely.	All English lessons develop students' empathy, communication and literacy skills. Students will learn to consider different perspectives and points of view through imaginative retellings that develop emotional literacy. Story writing will help students to consider social dynamics- exploring and resolving social and personal conflicts in stories. Students will learn to respond to each other's work in personal ways and to engage with each other in meaningful positive conversations and dialogue.	All English lessons develop students' empathy, communication and literacy skills. This term also considers how authors use their text as a form of social commentary and exploring society's response to social inequality. We also explore how the way in which we treat a person has consequences. The importance of consent is explored; we also deliver a lesson on mental health/suicide at the start of the SoL to support students in approaching Eva Smith's story.
Summer Home Learning Tasks: Complete the AIC Booklet tasks Write their Spoken Language Speech Bedrock: minimum of 30 mins a week			
Year 10	'Macbeth' by William Shakespeare (English Literature) Spoken Language Rehearsal	Power and Conflict Poetry Anthology (English Literature) English Language Link: Fiction Writing	The Individual vs Society (English Language Papers 1 and 2) Summer Assessments and Spoken Language Endorsement Preparation
Key Skills	★ Analysis of Shakespeare's dramatic techniques	★ 'Unseen' poetry skills - making sense of an unfamiliar poem	★ Q1-5 exam skills for Paper 1 ★ Soft introduction to Q1-4 Paper 2 skills

	★ Writing an introduction and conclusion to a Literature essay	★ Analysing poetic structure and language ★ Finding 'like for like' connections between poems	★ Developing a personal viewpoint: linking philosophical concepts to our contemporary world ★ Focus on Q5 Paper 2 Skills
Key Knowledge	'Macbeth'	P&C anthology	Source Booklets: with fiction extracts from 'A Brave New World', 'The Handmaid's Tale', '1984' (Paper 1); source booklet - a range of 19th and 21st century non-fiction
Big Question	To what extent does fear drive us?	How does conflict shape the individual and society?	To what extent should the individual rebel against conformity?
Home Learning	Key Extracts Booklet; Consolidation tasks on 'Macbeth' to prepare for Text Tests	Key Words Booklet; Consolidation tasks on P&C to prepare for Text Tests	'AIC' Revision Tasks
Enrichment	Jack Petchey Speakout Challenge (second half of October), Supercurriculum Tasks	Supercurriculum Tasks Box Clever 'Macbeth'	n/a
PSHE/ Life Skills Links	All English lessons develop students' empathy, communication and literacy skills. Students' exploration of 'Macbeth' allows them to consider the consequences of making bad choices and allowing yourself to be influenced by others.	All English lessons develop students' empathy, communication and literacy skills. The Power and Conflict anthology increases students' awareness of a range of important social issues, ranging from the effects of PTSD to the experience of asylum seekers.	All English lessons develop students' empathy, communication and literacy skills. The study of Society and the Individual allows us to explore a range of social issues from surveillance to ai; addiction to loneliness. Students are also introduced to some basic ways of understanding the world around them, eg the Hedonism Treadmill; Marxism; Feminism; The Harm Principle. The NEA Spoken Language exam allows students the opportunity to voice and share their opinions on a topic that is important to them.
Summer Home Learning Tasks: Year 10 into 11 Language Paper 1 Q1-4 Uguwu Paper, using Looms - all Year 10 students have been added to the GCSE Language GC to enable them to access the Looms. Language Paper 2 Q5 - task set up in SoL (L17) Literature -Macbeth revision task: Watch RSC Macbeth 2018 and complete accompanying tasks. P&C: Highlight their favourite/most significant quotation in each poem. Targeted students: Consolidation Catch-up work on AIC followed by September resit			
Year 11	Language - First week back During the first week back, please make sure to go through the Summer Home Learning using the updated Exampro to support our existing slides. The link to the folder can be found here.	Jan: Paper 1 Q5 Practice (if you haven't finished exam marking) Trial Exam Feedback Feb: Macbeth Revision Language P1	Final Revision for each GCSE Topic - determined by individual teachers GCSE Examinations

	Literature: 'A Christmas Carol' by Charles Dickens Language: Sept - Paper 1 Oct/Nov - Paper 2	March and April: Unseen and P&C Poetry Language - Past Paper Packs, with the teacher focusing on individual class needs.	
Big Question	Can a person change and redeem themselves?	Through revision and exam practice tasks, students will consider: What does literature reveal, promote and challenge about human behaviour?	
Home Learning	Literature: 1.ACC Booklet 2. Macbeth Revision Tasks Language (using Oxford Revise textbook): Sept - Paper 1. October/Nov - Paper 2	Exam Training Plan approach: Literature: text revision following the monthly teaching schedule Language: Past Paper Packs for Paper 1 and Paper 2.	Weekly scheduled consolidation tasks to prepare for summer exams: set by individual teacher, using revision folder resources..
PSHE/ Life Skills Links	All English lessons develop students' empathy, communication and literacy skills. Through their study of 'Jekyll and Hyde', students explore human psychology and the consequences of repressed thoughts and feelings. Those studying 'A Christmas Carol' have the opportunity to revisit the concept of Dickens' social commentary from a more mature perspective.		
Year 12	'Hamlet' by William Shakespeare (Paper One); Defining American Literature 1880-1940 for Term One; followed by 'The Great Gatsby' by F Scott Fitzgerald (Paper Two).	'Collected Poems' TS Eliot (NEA); 'The Great Gatsby' by F Scott Fitzgerald (Paper Two).	'The Merchant's Tale' by Geoffrey Chaucer (Paper One); 'Translations' by Brian Friel (NEA)
Big Questions	How do humans cope with loss? What are the consequences of individualism? Can we trust the teller? Will humans always aspire to better themselves? Is ignorance bliss and is knowledge always dangerous?		
Read like a Writer	Developing a critical, academic voice within essay writing		
Enrichment	Classics Enrichment Project	The Victorian Novel Enrichment Project	Summer Challenge Project for those not completing intervention work: Medieval and Renaissance Literature A Level Exams
PSHE/ Life	All English lessons develop students' empathy, communication and literacy skills. Through the study of 'Hamlet' students explore mental health, bereavement and the complexities of family life. 'The Great Gatsby' enables students to consider self-image, reputation and aspiration.		All English lessons develop students' empathy, communication and literacy skills. By studying TS Eliot, students can reflect on the 'progress' and challenges of modern life. On the other hand, through their study of Chaucer, students can

Skills Links			gain an insight into faith, sin and virtue; and social hierarchies. Students also consider exploitation and sexual consent. 'Translations' allows students to consider the tensions around language and identity, colonialism and effective protest.	
Summer Home Learning Task: Either: Consolidation Catch-up work on relevant text(s) followed by September resit OR Renaissance Enrichment				
Year 13	'The Merchant's Tale' by Geoffrey Chaucer (Paper One); 'Translations' by Brian Friel and post-Millennium novel (NEA); followed by 'The Grapes of Wrath' by John Steinbeck (Paper Two)	'The Duchess of Malfi' by John Webster (Paper One); Grapes of Wrath' by John Steinbeck (Paper Two)	'The Duchess of Malfi' by John Webster (Paper One); Defining American Literature 1880-1940 Revisited (Paper Two)	A Level Examinations
Big Questions	Is the collective more successful than the individual? Is redemption possible? How does a person's environment affect their behaviour? Is revenge possible? If so, is it just?			
Read like a Writer	Refining a fluent, critical and academic voice within essay writing			
Enrichment	Support and intervention is prioritised as students prepare for their UCAS applications and A Level examinations			
PSHE/ Life Skills Links	All English lessons develop students' empathy, communication and literacy skills. 'Grapes of Wrath' offers students the opportunity to consider economic migration, the plight of refugees, family dynamics, prejudice and social justice. Through studying 'The Duchess of Malfi' students explore gender politics, abusive/controlling relationships alongside loving family relationships.			