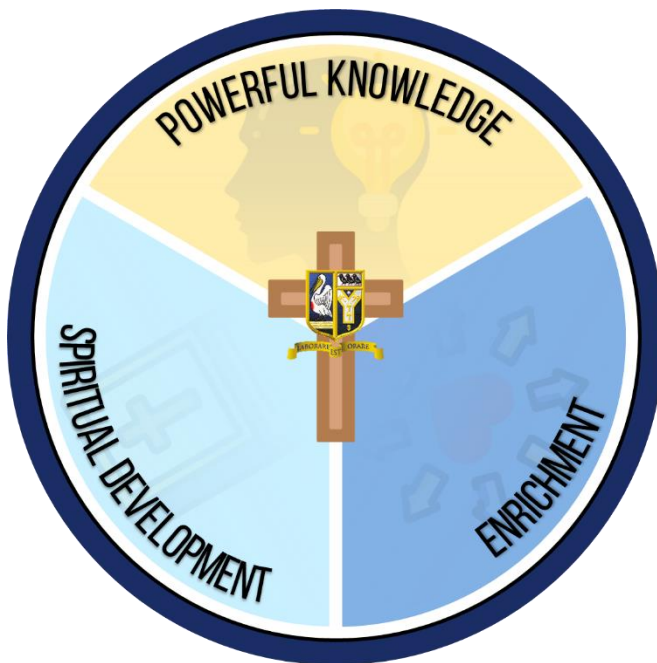


THE BECKET SCHOOL



ENGLISH

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."*

~JOHN 10:10

WHEN WE PRAY WE SPEAK TO GOD; BUT WHEN WE READ, GOD SPEAKS TO US.

- ST JEROME

ENGLISH IS THE SUBJECT THAT UNDERPINS ALL LEARNING; IT DEVELOPS STUDENTS' FUNDAMENTAL ABILITY TO COMMUNICATE AND ALLOWS FOR PERSONAL REFLECTION AND GROWTH WHILST MAKING SENSE OF THE WORLD AROUND US.

ALONGSIDE THESE COMMUNICATION SKILLS, ENGLISH HAS EXPLICIT LINKS TO OTHER SUBJECTS, NOTABLY THE HUMANITIES AND LANGUAGES, PLACING THE STUDY OF LITERATURE IN SOCIAL, HISTORICAL AND GEOGRAPHICAL CONTEXTS.

INTENDED OUTCOMES

Our curriculum content is taught chronologically, giving students a perspective on how language and literature has changed – the intended outcomes follow a similar timeline, developing over the five or seven years that students take English:

By the end of KS3 students will be able to:

- Identify key language techniques; similes, metaphors, adjectives and adverbs for descriptive writing, rhetorical questions, emotive language and repetition devices for rhetorical writing.
- Comment on the purpose and effect of these techniques, explaining how they are effective and why writers have used them
- Link texts to their historical and social contexts, explaining what might have motivated a writer's choices and how different audiences would have received them
- Write to suit a variety of forms and purposes; fiction and non-fiction, monologues, speeches, poetry and prose.

By the end of KS4 students will be able to:

- Confidently analyse language and structural techniques; pathetic fallacy, dramatic irony, personification, oxymoron and juxtaposition.
- Identify meaningful themes and link them to significant historical and social contexts, exploring influential factors and different audience responses.
- Write descriptive stories and rhetorical arguments for a variety of forms and purposes including; first and third person narratives, rhetorical speeches, persuasive and explanatory articles

By the end of KS5 students will be able to:

- Confidently analyse language and structure in an integrated way, exploring narrative perspectives, framed narratives, a variety of poetic forms and patterns of language use.
- Place texts within literary and historical genres and explore their historical and cultural significance, identifying genre conventions and literary styles to further discuss critical responses.

CURRICULUM INTENT

POWERFUL KNOWLEDGE

Students will:

- Start their learning journey with the Epics, featuring The Illiad, The Odyssey and Beowulf. They will have an understanding of narrative structures and descriptive devices, before moving on to three of the English Language's most historically significant writers: Chaucer, Shakespeare and Dickens.
- Over subsequent years they continue to build on the skills they have developed, working with more challenging modern texts, ranging from the allegorical (Animal Farm & The Crucible), to the rhetorical (Julius Caesar) and dystopian (Fahrenheit 451), to support their understanding and application of more nuanced and sophisticated literary techniques. They continue to develop their accuracy in analysis and in their own spellings, punctuation and discourses.
- KS5 English Literature students continue their studies of prose, poetry and plays with Shakespeare a consistent presence. There is an appreciation of American Literature, (The Great Gatsby, A Streetcar Named Desire, A Handmaid's Tale), and its significance in the 20th century, with themes around love, gender and conflict explored across all texts.
- KS5 English Language students will be immersed in the nuances of spoken English, understanding the impact of gender, social class and geography on the way people speak. They will learn about the history of English, and how modern technology and globalisation are shaping its future.

SPIRITUAL DEVELOPMENT

Students will:

- Study texts across all Key Stages that explore issues surrounding faith and morality.
- They will have the confidence to reflect on their own faith, and the teachings of the Catholic Church, whilst discussing fiction texts, (Oliver Twist, Animal Farm, The Crucible, An Inspector Calls), and non-fiction texts on culturally relevant topics such as poverty, environmentalism and racism.

Students will:

- Be encouraged to read widely; to support their analytical skills and to support their own creative writing. A wide-ranging reading list is provided and is supported by our school library and the Accelerated Reader program. These texts will be directly linked to the current topic of study.
- Opportunities to see performances of texts studied, as well as other plays, are provided and literary guest speakers are invited to school to share their experiences and creative processes; helping to promote careers in the creative industries.
- Students will extend their knowledge beyond the curriculum via studying topics which are part of Becket Reads and/or Becket Super Curriculum.

CURRICULUM IN THE CLASSROOM

B	EHAVIOUR IS EXCELLENT	
E	XPERT TEACHERS	
C	OGNITIVELY ACTIVE	
K	NOWLEDGE-RICH	
E	MBEDDED PRACTICE	
T	ESTING-FOR-LEARNING	

HOW WILL I LEARN ENGLISH?

- Our curriculum is delivered through using knowledge books, created by expert teachers.
- Central to our teaching is demonstrating how to annotate and analyse different texts
- We use regular low level testing to check on the retention of key terminology, quotations and concepts.
- Teachers will model worked examples using visualisers to explicitly talk through, thought process. Structure and analytical writing.
- By exposing students to a wide variety of literary forms, styles and cultures we give them the best possible examples of creative and transactional writing; from the elaborately descriptive prose of Dickens to the powerful rhetoric of Martin Luther King.

LEARNING SEQUENCE

YEAR 7

TOPIC	Ancient Literature	Medieval Literature	Shakespeare	Oliver Twist
EXPLANATION	<p>We start by reading extracts from The Iliad & The Odyssey, exploring the use of similes and metaphors.</p> <p>Students consider the presentation of heroes and villains.</p>	<p>We then move on to read extracts from Edda, Beowulf and The Canterbury Tales, developing students' understanding of characterisation.</p> <p>They then build on their understanding of heroes and villains, creating their own literary caricatures.</p>	<p>Students read a selection of Shakespearean extracts, tracing the changing character of Henry across the Henriad.</p> <p>This concludes their work on the conventions of heroic characters.</p>	<p>The final text of Year 7 is Charles Dickens' Oliver Twist. We look at characterisation in more detail alongside a study of structural devices, and setting.</p>

YEAR 8

TOPIC	Julius Caesar	Science Fiction	Animal Farm	Speeches
EXPLANATION	<p>Year 8 begins with a first full study of a Shakespeare play: Julius Caesar.</p> <p>Students understanding of narratives and characterisation will be developed, whilst also introducing concepts based around rhetoric and speechwriting.</p> <p>Once again students will be encouraged to place the text within its historical and social context; late 16th century England being politically tumultuous.</p>	<p>Following on from studying a 19th century novel in Year 7, (Oliver Twist), we resume the chronology of English by looking at our first genre study, late 19th century/early 20th century Science Fiction.</p> <p>This allows students to see how different writers approach specific topics and themes, as well as the key tenets of prose writing.</p>	<p>Moving into the 20th century we read our first modern novel, Animal Farm.</p> <p>Students look at the use of allegory and the significance of structure to a story. We also consider the use of rhetoric in various sections of the text and its importance in crystallising Orwell's views.</p>	<p>Students return to concepts first introduced at the start of the year with Julius Caesar; the study of rhetoric.</p> <p>They will follow the chronological timeline and look at modern speeches before writing and delivering their own. The focus will be on the use of rhetoric and developing their public speaking skills.</p>

YEAR 9

TOPIC	Fahrenheit 451	Much Ado About Nothing	The Crucible	21 st Century Poetry	Fantasy & Fairytales
EXPLANATION	<p>Combining themes that were present throughout texts studied in Year 8, (lust for power, science-fiction, oppression), Fahrenheit 451 allows pupils to study a truly modern novel. Bradbury uses a variety of narrative and structural techniques to maintain a thrilling pace to tell a simple story.</p>	<p>The second Shakespeare play that students study in full, Much Ado About Nothing introduces the concepts of courtly love, patriarchal structures, and romance to our study of English Literature.</p> <p>It builds on our understanding of Shakespearian context, which will be crucial when studying GCSE English Literature, and provides further opportunity for language analysis.</p>	<p>The second allegorical text we study, The Crucible gives students the chance to note the growing influence of American writers in Post-WW2 Literature.</p> <p>The morality play gives students ample opportunity to continue their understanding around characterisation, setting and contexts, with strong cross-curricular links to RE and History.</p>	<p>The most diverse unit in the course, 21st Century Poetry explores a huge range of different perspectives, often centred around the key theme of identity.</p> <p>Students consider a wide range of literary devices which are often unique to poetry, in preparation for their Anthology and Unseen Poetry studies in Year 11.</p>	<p>Our second genre depth study lets students reflect on their first three years of English; the evolution of stories about heroes and villains, monsters and men.</p> <p>It gives students freedom to write creatively, utilising lots of the techniques they have seen in their reading to adhere to, or break, genre conventions.</p>

YEAR 10

TOPIC	Language: Fiction	Language: Non-fiction	Literature: 19 th Century Novel	Literature: Shakespeare	Literature: An Inspector Calls
EXPLANATION	<p>Students begin their GCSE studies by looking at dystopian fiction and the assessment structure for their exams. They analyse language and structure in depth, evaluate other opinions on the texts and write creatively in either narrative or descriptive forms.</p>	<p>We continue to study the use of language, albeit in non-fiction form, and introduce the concept of comparison. Texts are often from the late 19th/early 20th century and give students the opportunity to see how different writers approach the same topic through different perspectives. They continue to write in forms designed to give an opinion, and use this rhetoric style as a basis for speaking and listening presentations, similar to those given in Year 8.</p>	<p>Having first looked at a 19th century novel in Year 7, students will study one of three British works: Frankenstein, Jekyll & Hyde or A Christmas Carol. The work at KS3 is continued, with a focus on understanding characterisation and themes. The assessment structure is extract based, meaning students will need to be able to link ideas to elsewhere in the text as well as provide detailed analysis of language, structure and socio-historical context.</p>	<p>Continuing the work completed earlier in the school, students study one of two Shakespeare plays: The Merchant of Venice or Macbeth. The contextual knowledge and understanding of Shakespeare, developed previously should now prove invaluable. The assessment structure is extract based, meaning students will need to be able to link ideas to elsewhere in the text as well as provide detailed analysis of language, structure and socio-historical context.</p>	<p>For a study of a modern text we look at JB Priestley's An Inspector Calls. Similar to the previous year's text The Crucible, An Inspector Calls is a morality play that centres around a singular, often heated, setting. Students are asked to consider serious moral questions, whilst simultaneously exploring how a writer uses language and structure to share ideas that are often the cause of politically charged debate.</p>

YEAR 11

TOPIC	Language: Fiction	Language: Non-fiction	Literature: Anthology & Unseen Poetry
EXPLANATION	<p>Students continue their GCSE studies by looking at a range of fiction extracts and develop their assessment strategies for their exams.</p> <p>They analyse language and structure in depth, evaluate other opinions on the texts and write creatively in either narrative or descriptive forms.</p>	<p>We continue to study the use of language, albeit in non-fiction form, and how to articulate comparisons of perspective and ideas.</p> <p>Extracts remain from the late 19th/early 20th century and give students the opportunity to see how different writers approach the same topic through different perspectives.</p> <p>They continue to write in forms designed to give an opinion, suitable for a variety of forms and audiences.</p>	<p>A study of poetry centred around the twin themes of Power and Conflict, students look at 15 British poems taken from the 18th century to the present day.</p> <p>Students work on their analytical writing skills, with a focus on comparison of language, structure, form and context.</p> <p>Students also study Unseen Poetry, using their analytical skills to explore language and structure from late 20th century poetry.</p>

YEAR 12 LANGUAGE

TOPIC	Introduction to Linguistics	Text Analysis and Representations	Language Varieties
EXPLANATION	<p>Students will learn about the key constituents of language, from grammar, phonology and graphology to semantics, lexis and discourse. This involves consolidation of key terminology and definitions and the introduction of a range of new advanced linguistic concepts to ensure a solid foundation for the study of the English language.</p>	<p>The study of how language choices shape meanings in different contexts and modes, as well as how individuals and groups are represented in interesting and varied ways through language use.</p> <p>Assessment takes the form of text analysis of two thematically-linked texts as well as a comparative study.</p>	<p>A range of language varieties are studied to enable students to write academic essays as well as journalistic opinion pieces on a linguistic 'hot topic'. This involves a fascinating closer look at how language is used to represent gender as well as how and why men and women use language in varied ways; how attitudes to accents and dialects vary and why; and how and why occupation affects language usage.</p>

YEAR 13 LANGUAGE

TOPIC	Language Change	Child Language Development	Non-Exam Assessment
EXPLANATION	<p>The study of how language has changed and developed over time, considering different academic standpoints on the evolution of language. This includes the origins of English as a language, its development on the British Isles, the advent of Global Englishes and the impact of technology on the future of English as a language.</p>	<p>Students learn about the stages of cognitive and social development in children and apply this in a linguistic context, considering the ways in which children learn spoken and written language. They will consider the role of imaginative play, imitation, the role of the caregiver, the value of stories and symbols, and much more.</p>	<p>This unit gives students the opportunity to produce a piece of creative, original writing as well as to carry out a thorough linguistic investigation into an area of interest. The creative piece could be anything from a monologue to a short story or a piece of literary non-fiction. Possible topics for the investigation range from representations of women in print media to how young people alter their language in different social contexts.</p>

YEAR 12 LITERATURE

TOPIC	William Shakespeare's 'The Taming of the Shrew'	F. Scott Fitzgerald's 'The Great Gatsby' and 'Love Through the Ages' AQA Pre-1900 Poetry Anthology	Unseen Poetry	Tennessee Williams' 'A Streetcar Named Desire'
EXPLANATION	<p>Students will build their knowledge and experience of Shakespeare's works through a close reading of 'The Taming of the Shrew'. Assessment takes the form of extract analysis that is then broadened out to show understanding of the play as a whole. Focus areas include language and literary devices, contextual factors and critical responses.</p>	<p>This component of the course involves a comparative study of love poetry through the ages (pre-1900) alongside F. Scott Fitzgerald's 'The Great Gatsby'. Students learn all about love poetry conventions and literary movements from the Metaphysical to the Romantic and consider how different contexts shape the literature of love.</p>	<p>Analysis of unseen poetry requires knowledge of poetic conventions and movements but also the ability to think flexibly and creatively when faced with previously unseen texts. Students will explore two poems on a connected theme, considering language and literary devices, genre and form conventions and similarities and differences between the poems.</p>	<p>Tennessee Williams' famous play 'A Streetcar Named Desire' will be the students' set modern text. They will explore the ideas and themes presented, considering characterisation, staging, theatrical context and much more. Students will develop their core essay skills here, focusing on establishing a conceptualised, convincing line of argument and building their ability to analyse textual details in perceptive and innovative ways.</p>

YEAR 13 LITERATURE

TOPIC	Unseen Prose	Margaret Atwood's 'A Handmaid's Tale' and Carol Ann Duffy's 'Feminine Gospels'	Non-Exam Assessment
EXPLANATION	<p>An understanding of the development of the novel and its evolution over the twentieth century will help students to grapple with unseen prose from 1945-present. There is an opportunity here to deepen their knowledge of the prose form and enhance their analytical skills, showing spontaneity and originality in their responses.</p>	<p>Margaret Atwood's 'A Handmaid's Tale' and Carol Ann Duffy's 'Feminine Gospels'</p> <p>This component of the course encourages students to consider a theme of modern literature as presented in two different forms (in this case, novel and poetry). We read the novel and the poetry through the lens of feminist literature, considering influential contextual factors, authorial viewpoint and perspective and the multi-faceted nature of femininity in modern society.</p>	<p>The NEA component of the course involves students reading 'A Country Wife' and comparing this to a novel of their choice from a set list. This is an opportunity for students to showcase their comparative and analytical skills in a longer form essay, on a topic that interests them. The NEA component fosters independence and initiative and allows a little more time than exam assessment for honing their essay style.</p>