

ENGLISH 2024-25

“In the beginning was the word,” John 1:1

Intent statement

When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.’ – James Earl Jones

English has a pre-eminent place in both education and society. A high-quality education in English teaches students to speak and write fluently, so that they can effectively communicate their ideas and emotions to others. Through reading and listening, others can communicate with them, leading to further understanding across diverse cultural, national, age and gender boundaries, thus empowering students’ empathy for others.

Reading in particular, enables students to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially, plays a key role in such development. Reading also enables students to flourish, acquiring knowledge and understanding, building on what they know as well as enriching their understanding of what they may not yet have experienced. All the skills of language are essential to participating fully as a valuable member of society.

At St Cuthbert’s Catholic High School, it is our intention to develop confident learners and developed young adults, who can communicate effectively in both the written and spoken form, whilst also ensuring that they have the patience and empathy to listen and respect the opinions of others.

English isn’t simply a curriculum area it is a passport for life, which enables students to communicate effectively, developing skills that will help them to navigate through life, reflecting the improving local economy and labour market, and preparing them for life in the world or work.

Teaching and Learning Pedagogy

In all year groups, each unit of work has a core text that is read in its entirety. These core texts, which form the basis of the Scheme of Learning, are from a range of genres, such as novels from the 19th, 20th and 21st centuries. In each unit, other texts are studied alongside the core text, such as poems, extracts from novels, poetry from different periods and cultures, plays and a range of non-fiction texts, including speeches, articles and letters. All texts in each unit appear chronologically enabling the development of language and story to be explored.

Texts are read in their entirety in order to foster a love of reading and to ensure the plot, characters, relationships and themes are fully understood, before deeper analysis begins. After the initial read, each unit of work progresses to the development of reading skills, through the analysis of a writer’s craft, before transitioning to the development of writing.

Six Pillars of Mastery

Each scheme of learning has six pillars of mastery at their core. These pillars lay the foundation for the knowledge and skills, which will be taught and developed. This interleaving of skills throughout each scheme

of learning and each year group, ensures that skills are consistently revisited and built upon, leading to improved knowledge and a stronger mastery of the skills required.

- *Figurative Language*: the ways in which we use language to create meaning
- *Story*: the ways narratives are constructed
- *Argument*: the knowledge needed to debate and persuade
- *Structure*: the ways texts are organised
- *Grammar*: the ability to make judgements about what has and can be communicated
- *Context*: the literary, historical, social and theoretical knowledge needed to understand the ways texts have been produced and received

Teaching and Learning sequence

Shared read of source text



Analysis of features and the affect they have (language and structural features)



Shared writing (modelling)



Guided writing (scaffolding)



Independent writing

Analysis of texts

The analysis of texts is an integral part of any English curriculum and as such, it is a prominent feature of the curriculum offered in each year group. As students progress through KS3 and into KS4, the difficulty of the texts they read increases, as does the level of analysis expected.

Grammar and vocabulary

Throughout Key Stage 3 and 4 lessons, pupils are taught to consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying their grammatical knowledge (as identified in English Appendix 2 to the key stage 1 and 2 programmes of study) to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech

Curriculum research

The decision was made to move to three units per year group. There is a move nationally towards doing fewer units in greater depth, evidenced through curriculum maps on various school websites.

The National Curriculum states that students should read “a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors”, with the range including: English literature, both pre-1914 and contemporary, including prose, poetry and drama; two Shakespeare and seminal world literature, with students choosing and reading books independently for challenge, interest and enjoyment. “

[National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

All units reference the current concepts being covered in the existing curriculum but these will be made more explicit in the curriculum overview document, using the following terminology: Context, Story, Figurative Language, Argument, Structure and Grammar.

For the past eighteen months, research has been carried out regarding David Didau’s concept led curriculum. Whilst the current schemes of learning cover these six areas, identified by the objectives on the curriculum map, they will now be made more explicit on the curriculum end point documents.

Six Pillars of Mastery	
Context	The more students know of the broad sweep of literature , the better they can interpret any individual text. If they have some idea of what a writer has read, what concerns they are responding to, how the assumptions they would have taken for granted would have been very different from our own, then their judgement is better informed, more refined.
Story	In order to make sense of our experiences we tell stories. Stories and storytelling have evolved with us as a primary means of describing the world. By examining how storytelling developed from its origins in myth and legend to its modern bewildering array of forms and expressions, students learn to appreciate their place in a conversation that has been unfolding throughout history.
Figurative Language	Our direct experience is of the concrete, tangible world. In order to think about abstract ideas, we draw comparisons between what we have directly experienced and what we cannot. This figurative way of seeing permeates the way we think as much as it does language and literature.
Argument	In order to communicate, discuss and persuade with clarity and force we require formal structures of thought and expression. By analysing the ways arguments are structured and made persuasive , we can start to take part in shaping the world in a more deliberate way.
Structure	Everything around us is composed of rhythms of similarity and difference, discord and harmony, variation and repetition. In perceiving these patterns, we turn chaos into order. This body of knowledge deals with the various ways we use structure to impose meaning on texts.
Grammar	Our instinct for rapidly acquiring grammatical knowledge in order to impose meaning and order on the words we use appears to be innate, but an ability to notice, understand and play with grammatical structures requires learning a new language about language.

[Specifying a concept-led KS3 English curriculum – David Didau \(learningspy.co.uk\)](https://www.learningspy.co.uk)

Powerful knowledge

- Students will develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.
- Student will understand how to structure quality texts when writing formal and academic essays as well as writing imaginatively.
- Students will know the importance of carefully selecting ambitious and varied vocabulary, as well as appropriate linguistic devices, when writing for a variety of audiences and purposes.
- Students will know and understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.
- Students will understand the importance of using Standard English.
- Students will understand the importance of using the correct grammar
- Students will recognise the need to use age-appropriate vocabulary, including linguistic and literary terminology, when discussing their reading, writing and spoken language.
- Students will know the correct grammatical terms in English and that these terms are integrated within teaching, with teachers building on the knowledge and skills that pupils have been taught at key stage 3.

KS3 Curriculum Rationale and Sequencing (

Year 7

The year begins with a unit focusing on the origins of story. Creation myths are explored from a range of cultures with a clear focus on Greek Myths and Legends. Through this unit, Aristotle's Narrative Arc is introduced, which will provide the structure for students own story telling. Students are also introduced to the language of rhetoric with a clear focus on logos, ethos and pathos. The year progresses with a chronological development of storytelling, as the second unit focuses on Legends of the Past. Students read and analyse a range of legends and the impact they had on the development of story. There is once again a focus on rhetoric, through the exploration of key figures from the legends studied. The year progresses to the Victorian Era, with a clear focus on life in Victorian Times, laying the foundation for subsequent years and the work completed during GCSE, when reading Dickens. Students gain a valuable insight into the class system, living and working conditions and the impact of these on childhood.

Year 8

The year begins with Shakespeare's *The Tempest*. Key scenes are studied from the play with a clear focus on power and corruption. After this, the focus changes to *Animal Farm*, where once again the theme of power and corruption is explored through the key characters and their relationships with each other. Following on from this, the theme of freedom is explored through a range of engaging poetry. The unit also focuses on the voices of civil right activists once again allowing us to focus on the language of rhetoric. Finally, the year ends with *Animal Farm*, where once again the theme of power and corruption is explored through the key characters and their relationships with each other.

Year 9

Gothic Literature is the initial focus of Year 9 with a range of Gothic Literature studied. Extracts are read from famous literary canon texts such as: *Frankenstein*, *Dracula* and *Hound of the Baskervilles*, alongside a more detailed study of *Wuthering Heights*. The unit ends with a focused read of *The Woman in Black*.

Following this, there is a detailed study of texts linked to the theme of war. The impact of war is considered through a variety of texts from war poetry to the novel *Heroes*. This unit lays the foundation for the Power and Conflict Poetry Anthology studied at K4S4. Finally, there is a unit linked to Romance and Comedy. The core text for this unit is Shakespeare's *Much Ado About Nothing*, which explores the theme of romance and comedy, and enables important questions regarding the role of men and women in Elizabethan times to be explored, laying the foundations for the study of *Romeo and Juliet* at KS4.

Key Stage 4 Rationale and Sequencing

Examination Rationale

The decision was made to use the same exam board for both Language and Literature with AQA selected after careful consideration of Eduqas and Edexcel. It was felt that AQA English Language was more appropriate due to the format of the paper. The writing section requires students to produce one piece of extended writing, which enabled students to write at length focusing on just one task. The writing question is also closely linked to the source text from the reading section. There is also a clear focus on structure within the reading questions of paper 1. It was felt that analysing and commenting on the structure of texts would lead to a greater understanding of the impact of a well-structured text and would lead to an improvement in the way students structured their own writing.

The choice of poems on the AQA English Literature specification was the main reason for its selection. There were also 15 poems as opposed to the 19 of Eduqas. It was also felt that the exam paper was much easier to navigate. Whilst focusing on the same texts and assessing the same skills as the other exam boards, the layout of the paper was more user friendly.

English Language

Reading: The ability to independently analyse unseen fictional extracts and non-fiction texts, showing a perceptive understanding of an author's craft and making comparison between the methods they use to establish their viewpoint.

Writing: The ability to write a range of fictional texts (narratives and descriptions across a range of themes) and the ability to produce letters, speeches and articles, which express an opinion about a range of topics.

Speaking and Listening: The ability to articulate their own point of view and respond to the opinion of others, through presentations and debates.

Throughout Key Stage 4, language tasks are interwoven in to the scheme of learning to ensure the skills required are explicitly taught at various points across the two years. Therefore, there are many opportunities for students to develop their ability to analyse a range of texts and to improve their writing craft.

English Literature

Shakespeare: *Romeo and Juliet*. The play is revisited at various points throughout Year 10 and 11 with a different focus each time. Firstly, the plot and an understanding of characters are established before a detailed analysis of the themes contained in the play.

19th Century Prose: *A Christmas Carol*. This is initially read in Y10 term 1b but is then revisited on numerous occasions throughout Y10 and Y11, each time focusing on different characters and themes

Modern text: *Blood Brothers*. This is initially read in y10 with a clear focus on context, character and relationships. Each time it is revisited different characters and themes are thoroughly analysed ensuring the

students deepen their knowledge of the play, and the skills they acquire are revisited at three separate points across KS4

Power and Conflict poetry. The poems are broken down into three discrete categories: War, Nature and Oppression. By splitting the poems into three sections it enables staff to revisit the techniques used by poets to establish theme on three separate occasions throughout KS4, ensuring students frequently use these skills

Year 10

Study of central characters and their relationships through key scenes to explore the issues raised by a patriarchal society Nurse and Juliet Loyalty Familial love Friendship	Context-Social, cultural, historical Plot-all staves Role of the ghosts Scrooge and his transformation	Context-Social, cultural, historical Plot Mrs Johnstone Mrs Lyons Edward Mickey Linda Class	Nature Kamikaze Exposure The Prelude Storm on the Island War Bayonet Charge Charge of the Light Brigade War Photographer Poppies Remains
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Year 11

Violence Conflict Love-romantic love Fate	Cratchits Family Poverty/Class Fred Belle Fezziwig	Nature v Nurture Sammy Violence Superstition Narrator Religion	Control/oppression London The Emigree My Last Duchess Ozymandias Checking out Me History Tissue
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Teaching and Learning

Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan William)

A great teacher is one who is willing to do what it takes to be demonstrably more effective next year than this: it is not about how good you are today, but the journey you are on and the commitment to relentless improvement.” (Professor Rob Coe)

All Curriculum Leaders will:

- Oversee and ensure the creation of high quality, well-sequenced, broad and balanced teaching and learning resources that builds knowledge and skills.
- Ensure all curriculum documentation is available to all teachers to plan teaching and learning

- Sequence teaching and learning in a way that allows students to know more and remember more over time
- Use their budget effectively to resource their curriculum area, providing teachers with the necessary resources for teaching and learning
- Drive improvement in teaching and learning, working with teachers to identify any challenges or barriers
- Timetable their subject to allocate time for students to achieve breadth and depth in teaching and learning
- Understand their subject fully and demonstrate excellence in their own teaching and learning
- Monitor progress in teaching and learning across their curriculum area by systematically reviewing a range of evidence, such as curriculum reviews, outcomes/assessment data, lesson observations, work scrutiny and student voice
- Improve on areas for development identified in their monitoring activities
- Create and communicate clear aims and intentions for teaching and learning in their curriculum area
- Create a culture of teacher development and improvement where all teachers are encouraged to share ideas, resources and good practice.
- Ensure all teachers in their curriculum area are engaged in T&L CPL activities such as subject knowledge development, T&L information briefings, instructional coaching programme and Steplab learning resources

All Teachers will:

Understand the content they are teaching

- Have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching
- Be clear and precise about the knowledge and skills they want students to learn in every lesson.
What will students know, understand or be able to do by the end of the learning sequence?
- Make Key Learning explicit to students in every lesson
- Be clear and precise about the subject specific vocabulary that students will need to know and understand to access the learning, and plan to pre-teach where necessary
- Ask themselves questions when planning effective implementation of the curriculum content, such as:

- 1. Where are the students starting from?*
- 2. Where do I want them to get to?*
- 3. How will I know when they are all there?*
- 4. How can I best help them all to get there?*
- 5. What may be the common sticking points in this content?*

Maximise opportunities for all students to learn all of the content

- Know students; their prior attainment, gaps in knowledge and specific needs, and use this as key part of planning.

- Demonstrate quality first teaching as the first wave of intervention for meeting the needs of SEND students
- Consider the different pedagogical approaches used to engage, motivate and challenge all learners in *subject*
- Aim for all students to access learning and succeed with even the most challenging content if scaffolded appropriately

Activate hard thinking for all students through a range of high- quality teaching and learning strategies

What a “typical lesson” will look like in *subject* will vary depending on the individual teacher and students. Teachers will utilise a variety of their own teaching and learning strategies based upon their professional judgement and their knowledge of students and classes. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. “All knowing all” is the explicit goal in all lessons.

Structuring

- Ensure learning activities are appropriately sequenced; signalling Key Learning, Review of Learning, overview and key vocabulary from the outset
- Have high expectations of all students all of the time, regardless of their prior attainment, SEND need, disposition or background.
- Make learning accessible to all by matching tasks to learners needs
- Ensure that learning activities and outcomes focus on what students know and understand rather than what tasks they have completed.
- Aim to remove scaffolds over time and gradually increase independent practice for all students.
- Limit the amount of material students receive at one time, and then check that they have understood it before moving on
- Aim to provide students with time and opportunities to think, respond, make meaning and practice in every lesson.

Explaining

- Plan instruction and exposition with awareness of demands on students’ cognitive load, by presenting new material in small step
- Give clear and simple instructions and explanations
- Model steps and procedures during explanations
- Provide many examples (and non-examples)
- Use worked examples and part worked examples in explanations
- Connect new ideas to prior learning and knowledge in explanations to help students build schema
- Check for listening and check for understanding during explanations

Modelling

- Teach to the top with expert instruction, explanation, exposition and modelling
- Understand students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- May demonstrate the worked activity in front of students, eg using a visualiser or live on the board
- Think aloud to narrate their thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide a range of models
- Guide practice with scaffolding (we do)
- Use examples and scaffolding to support students to demonstrate their learning. eg. sentence starters, key word definitions, procedural steps visible etc.
- Encourage effective class discussion
- Guide Independent, deliberate practice (you do)
- Provide the time they need to practise new material in a number of ways in order to master it.
- Aim to ensure scaffolding is reduced or removed for majority of students over time

Responsive Teaching

- Ensure that learning has stuck by checking for understanding of all students
- Confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.
- Ensure that if learning is not yet secure for most students the lesson should be adapted or retaught differently
- Ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Accountable Questioning

- Plan and ask a large number of questions to a large number of students skilfully, as the main tool to probe, check and extend all students' understanding
- Ensure that the majority of questions are asked through cold calling, with targeted questioning used to support and challenge students.
- Ensure that whole class responses to questioning can be done effectively with mini whiteboards and other similar strategies.
- Use a wide range and combination of questioning such as cold calling, process questions, probing questions, elaborate interrogation, think pair share, show me, affirmative checking, multiple choice, convergent, divergent, hinge and stretch it questions.
- Focus as much on error as on correctness when asking questions
- Focus on 'who still *doesn't* know' instead of 'who knows..'
- Ensure that all questioning is accountable and encourages all students to think
- Ensure no opt out for students by using 'I'll come back to you'

Retrieval Practice

- Ensure there is a review of learning (ROL) activity at the start of each lesson.
- Use retrieval practice regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.
- Ensure retrieval practice is low stakes, completed without access to notes and used in a spaced manner

Effective feedback

Feedback exists in many forms (e.g. Key assessed task marking, teacher live marking of exercise books, whole class marking and feedback, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Teachers will ensure that effective feedback in lessons:

- Is frequent and timely
- Informs their future planning and teaching
- Generates action and should be more work for the recipient than the donor.
- Is specific and focused on the most prominent areas to improve.
- Is accompanied by support in how to be successful with the next steps
- Allows appropriate time to make it better (MIB)

Creating a supportive learning environment so that all students can learn

Teachers know that in order for there to be excellent learning behaviours there needs to be the right classroom conditions, where all students feel safe, supported, appropriately challenged and valued. Teachers will ensure all students are confident in knowing what is expected of them in terms of learning and behaviour. Clear rules, routines and expectations are in place in all *subject* lessons.

All teachers are expected to:

- Have high expectations of all students
- Teach to the top, with necessary scaffolds to support those who need it
- Have clear and consistent routines and procedures so there is a safe, orderly environment, transitions are smooth and learning time is maximised
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language such as “not there yet”, “Who still doesn’t understand?”
- Aim to build positive interactions and relationships with all students through positive behaviour management, mutual respect and professionalism at all times.
- Model the manners, warmth, kindness and calmness that they expect from students
- Welcome all students into your class by greeting them at the door
Use positive framing to remind students of expectations and learning routines
Use meaningful praise and rewards as much as possible

- Provide students with the opportunity to adapt their behaviour before consequences are implemented
- Demonstrate that consequences are temporary, eg new lesson, fresh start approach
- Ensure that learning begins immediately and is sustained for the absolute maximum time in lessons
- Students sit in a seating plan that has been strategically thought out by teachers to maximise learning and support all students most effectively
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.
- Aim to use the least invasive behaviour correction strategies such as: Non-Verbal Intervention (**NVI**) Anonymous Individual Correction (**AIC**) Positive Group Correction (**PGC**) Private Individual Correction (**PIC**) Lightening Quick Public Correction (**LQPC**)

Assessment in English

Assessment Rationale

KS3

In the first instance Key Knowledge is assessed through recall. The knowledge of key characters, plot events and key quotes form an integral part of all knowledge tests. Key assessment tasks also include some skills related tasks, so that students can use the knowledge gained to write more detailed responses to questions about texts.

KS4

In the first instance Key Knowledge is assessed through recall. The knowledge of key characters, plot events and key quotes form an integral part of all knowledge tests. Key assessment tasks also include some skills related tasks, so that students can use the knowledge gained to write more detailed responses to questions about texts.

Past exam papers also form an integral part of the assessment procedure at KS\$, so that students gain much needed exam practice.

Year	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 11	<p>English Language P1: Explorations in Creative Reading and Writing</p> <p>Lit P1: Shakespeare: Romeo and Juliet</p> <p>Checkpoint 1: Knowledge Test</p> <p>Groundwork drill 1: Quotes</p>	<p>English Language P2: Writer's Viewpoints and Perspectives</p> <p>Lit P1: Pre 19th Century novel: ACC</p> <p>Checkpoint 2: Knowledge Test</p> <p>Groundwork drill 2: Quotes</p>	<p>Literature P2: Modern text: BB</p> <p>Lit P2: Poetry anthology</p> <p>Checkpoint 3: Knowledge Test</p> <p>Groundwork drill 3 & 4: Quotes</p>	<p>English Language P1: Explorations in Creative Reading and Writing</p> <p>English Language P2: Writer's Viewpoints and Perspectives</p> <p>Checkpoint 4: Knowledge Test</p> <p>Groundwork drill 5: Quotes</p>	<p>Revision</p> <p>Checkpoint 5 & 6: Knowledge Test</p> <p>Groundwork drill 6: Quotes</p>	<p>Revision</p>

Year	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	<p>Full set of mocks</p> <p>KAT 1, 2, 3 4: 2 English Lang 2 English Lit</p>		<p>Full set of mocks</p> <p>KAT 5, 6, 7, 8: 2 English Lang 2 English Lit</p>			
Year 10	<p>English Language P1: Explorations in Creative Reading and Writing</p> <p>Checkpoint 1: Knowledge Test</p> <p>Groundwork drill 1: Quotes</p> <p>KAT 1: Gothic Narrative</p>	<p>English Literature P1: Pre 19th C Novel: A Christmas Carol</p> <p>Checkpoint 2: Knowledge Test</p> <p>Groundwork drill 2: Quotes</p>	<p>English Language P2: Writer's Viewpoints and Perspectives</p> <p>Checkpoint 3: Knowledge Test</p> <p>Groundwork drill 3: Quotes</p>	<p>English Literature P2: Poetry Anthology (War) and Unseen poetry</p> <p>Checkpoint 4: Knowledge Test</p> <p>Groundwork drill 4: Quotes</p> <p>KAT 2: English Lang P2 English Lit P1 (mid-year exam)</p> <p>Section A: Sports Hall Section B: Classroom</p>	<p>English Literature P1: Shakespeare: Romeo and Juliet</p> <p>Lit P2: Poetry Anthology-Nature</p> <p>Checkpoint 5: Knowledge Test</p> <p>Groundwork drill 5: Quotes</p>	<p>English Literature P2: Modern Text: Blood Brothers</p> <p>Speaking and Listening endorsement</p> <p>Checkpoint 6: Knowledge Test</p> <p>Groundwork drill 6: Quotes</p> <p>KAT 3 and 4 KAT: English Lang P1 English Lit P2 (end of year exam)</p> <p>Sports Hall</p>

Year	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 9	Gothic Literature KAT 1a and 1b <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 1 and 2: Knowledge Test 20 questions		War KAT 2a and 2b <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 3 and 4: Knowledge Test 20 questions		Romance and Comedy KAT: 3a and 3b-End of year exam <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 5 and 6: Knowledge Test 20 questions	
Year 8	Power and Corruption KAT 1a and 1b <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 1 and 2: Knowledge Test 20 questions		Tragedy through the Ages KAT 2a and 2b <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 3 and 4: Knowledge Test 20 questions		Freedom KAT: 3a and 3b-End of year exam <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 5 and 6: Knowledge Test 20 questions	
Year 7	Ancient Origins KAT 1a and 1b <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 1 and 2: Knowledge Test 20 questions		Legends of the Past KAT 2a and 2b <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 3 and 4: Knowledge Test 20 questions		Victorian Life KAT: 3a and 3b-End of year exam <ul style="list-style-type: none"> Vocabulary definition Understanding of plot and character Language and structure analysis Checkpoint 5 and 6: Knowledge Test 20 questions	

Assessment Strategies in English

Formative assessment

- Live feedback
- Questioning
- Review of learning
- Self-assessment
- Peer assessment,
- Low stakes testing

Summative assessment

- Knowledge tests
- Key Assessed Tasks

Cultural Capital

The more students know of the broad sweep of literature, the better they can interpret any individual text. If they have some idea of what a writer has read, what concerns they are responding to, how the assumptions they would have taken for granted would have been very different from our own, then their judgement is better informed, more refined.

Quality literature opens students to a world they may not discover in the confines of their real lives. They are taken to places they have never been, to meet characters they have never have encountered, to discover valuable life lessons that will enable them to evolve in to global citizens.

Catholic Social Teachings

Our English curriculum is designed with Catholic Social Teachings at its heart, underpinning our text choices, units and activities that students complete. The Dignity of the Person is explored through our work on mythology and autobiography, where we look at human experience from across different times, places and cultures; students are encouraged to use creative writing as a way of exploring their own sense of self. Solidarity is valued and promoted, primarily through our development of a reading culture that encourages empathy and understanding; students are asked to write from different perspectives, allowing them to imagine life in someone else's shoes. Peace is explored through first-hand accounts of war, for example, where students are able to empathise with the impact of conflict across the world. How human actions have consequences for the natural world is a common concern of Literature, allowing students to consider our obligations to Care for Creation, shown most vividly in our study of the Romanticism Movement. Dignity of Work and Participation is explored through a wide range of careers that students are introduced to, but, more fundamentally, through how we prepare our students to participate in the wider world, as passionate advocates of equality with confident control of the written and spoken word.