

**St. Sampson High School  
Subject Curriculum Overview**

Department	English		HoD	AOR/EPD
<b>Intent</b>	<i>Our aim is to develop and enhance students' ability to think critically and to communicate effectively. To expose students to a wide range of classic and contemporary literature. In English, we hope to expand students' understanding of culture and empower them to make a meaningful contribution to society. We want our students to understand the power of language and its ability to engage people and influence their ideas and actions.</i>			
<b>Big Ideas</b>	<i>Communication Creativity Perspective Culture Representation Identity Transformation</i>	<b>Key tier 2 and 3 vocabulary</b>	<i>Analyse Emerge Context Clarify Distinguish Explore Illustrate Justify  Abbreviation Acronym Bias Figurative Genre Hyperbole Idiom Imperative Metaphor Personification</i>	
<b>Enrichment or Opportunities for out of class learning</b>	<i>Theatre groups KS4 Literary competitions All years 'Writing through Talk' used with Y7 Supporting AR Coursework support and catch-up</i>			
<b>Links to Rights Respecting School</b>	<ol style="list-style-type: none"> <li>1. <i>Equality, equity and dignity for all</i></li> <li>2. <i>Engaging and empowering pupils in the content and the how and why of their learning and having their views listened to and taken seriously.</i></li> <li>3. <i>Supporting their engagement with the wider world through developing their knowledge of other cultures.</i></li> </ol>			

The key aspects of pupil achievement	Knowledge	<i>What should students know?</i>	<i>What should students understand?</i>	Skills	<i>What should students be able to do?</i>
By age 11 students should	Knowledge	<p>Have developed a love of reading for enjoyment, information and learning. Appreciate that reading is a life skill.</p> <p>Have experienced a range of texts.</p> <p>Be able to make and explain personal choices in reading.</p> <p>Developed reading stamina.</p> <p>Be able to search for information using printed and digital material.</p>	<p><i>Find some facts about what happens in a text</i></p> <p><i>Give relevant ideas and be able to support them. Show awareness of audience, form and purpose.</i></p>	Skills	<p><i>To read independently and accurately, using a full range of strategies.</i></p> <p><i>To be able to retrieve specific information from texts.</i></p> <p><i>To be able to locate relevant information quickly and effectively.</i></p> <p><i>To recognise how bias, fact and opinion may be used to influence readers.</i></p> <p><i>To identify features of writers' language choices with some explanation regarding effect.</i></p> <p><i>To select language for effect using an increasingly varied range of vocabulary.</i></p> <p><i>To apply spelling rules and patterns to unfamiliar words.</i></p> <p><i>To use a variety of sentence lengths.</i></p> <p><i>To link ideas between paragraphs.</i></p> <p><i>To proofread and edit their own work.</i></p>
KS3	Year 7		Year 8	Year 9	

<b>Implement Autumn</b>	Greek Literature	Old English - <i>Beowulf</i>	Renaissance Literature	Romanticism	Modernism	Dystopian
<b>Assessment</b>	R: Evaluation of literature (content and context). W: Narrative writing	R: Evaluation of literature (content and context). W: Descriptive writing	R: Evaluation of literature (content and context). W: Dramatic monologue	R: Evaluation of literature (content and context). W: Descriptive/narrative writing	R: Evaluation of literature (content and context). W: Functional/imaginative (letter)	R: Evaluation of literature (content and context). W: Discursive writing
<b>Implement Spring</b>	Old English - <i>Beowulf</i>	Middle English	Romanticism	Victorian Literature	Dystopian	Postmodernism
<b>Assessment</b>	R: Evaluation of literature (content and context). W: Descriptive writing	R: Evaluation of literature (content and context). W: Functional writing	R: Evaluation of literature (content and context). W: Descriptive/narrative writing	R: Evaluation of literature (content and context). W: Functional writing	R: Evaluation of literature (content and context). W: Discursive writing	R: Evaluation of literature (content and context). W: Dramatic Monologue
<b>Implement Summer</b>	Middle English	Global Literature	Victorian Literature	Global Literature	Postmodernism	Global Literature
<b>Assessment</b>	R: Evaluation of literature (content and context). W: Functional writing	R: Evaluation of literature (content and context). W: Personal writing	R: Evaluation of literature (content and context). W: Functional writing	R: Evaluation of literature (content and context). W: Personal writing	R: Evaluation of literature (content and context). W: Dramatic Monologue	R: Evaluation of literature (content and context). W: Reflective writing
<b>By age 14 students should</b>	<b>Knowledge, Understanding and Skills.</b>	<ul style="list-style-type: none"> <li>● Read a range of texts of increasing complexity with fluency, accuracy and understanding.</li> <li>● To be able to retrieve specific information from texts with increasing precision.</li> <li>● Interpret, infer and deduce meaning from a range of texts.</li> </ul>				

		<ul style="list-style-type: none"> <li>● To recognise authors' perspectives and viewpoints with clear reference to and understanding of the authors' social, historical and cultural influences.</li> <li>● To consistently use the full range of punctuation.</li> <li>● To use purposeful language devices and techniques effectively to engage a range of audiences.</li> <li>● To accurately spell an increasing range of technical and creative vocabulary.</li> <li>● To use a variety of sentence lengths and structures with control in order to shape writing according to audience and purpose.</li> <li>● Use paragraphs appropriately and for effect.</li> <li>● To proofread and edit their own and others' writing independently.</li> <li>● To maintain fluency and stamina in handwriting.</li> </ul>		
<b>KS4</b>	<b>Year 10</b>		<b>Year 11</b>	
<b>Implement Autumn</b>	Theme: Self-Discovery and Reflection'		Theme: Fighting for a Cause	
<b>Assessment</b>	R: study a range of personal narratives from the Anthology and unseen texts. W: Autobiographical, speech writing, story writing Modern Drama Coursework		R: A range of texts focusing on war, poverty and overcoming oppression. Unseen poetry study. W: transactional writing including diary, speech and letter writing. Descriptive writing based on a battle (literal or psychological).	
<b>Implement Spring</b>	Theme: 'Perspectives'		Theme: 'The Battle'	
<b>Assessment</b>	R: Study a range of texts from the Anthology. Looking at different forms and genres.		Final revision and practice exam questions. Submission of coursework. Mock exams.	

	W: Discursive, travel-writing, writing from a certain perspective. Literary Heritage text coursework.			
<b>Implement Summer</b>	Theme: ' Extraordinary Encounters and Experiences'			
<b>Assessment</b>	R: A range of texts focusing on newspaper articles and literary non-fiction. Study of modern novel. Global literature. W: To argue, advise and describe. Mock Exams.			
<b>By age 16 students should</b>	<b>Knowledge</b>	<p>To have studied a range of text types:  Narrative genres  Play scripts  Non-fiction  Poetry</p> <p>To have secure knowledge of:  -How language is used to express, explore and share information, ideas, thought and feelings.  -The power of language and communication to engage people and influence their ideas and actions.  -How language works: its structures and conventions, variations in use and changes over time.</p>		<b>Skills</b>
				<ul style="list-style-type: none"> <li>-To read a range of texts of increasing complexity with fluency, accuracy and understanding.</li> <li>- To be able to retrieve specific information from texts.</li> <li>- To be able to retrieve, collate and summarise information from a range of sources.</li> <li>-To be able to provide synopses and make connections between texts.</li> <li>-To interpret, infer and deduce</li> </ul>

					<p>meaning from a range of texts. To recognise how bias, fact and opinion influence readers. -To recognise authors' perspectives and the relevance of their social, historical and cultural influences. -To explain and evaluate the effectiveness and impact of language devices and techniques.</p> <p>Writing:</p> <ul style="list-style-type: none"><li>- To use consistently the full range of punctuation creatively and for specific effect.</li><li>- To use purposeful language devices and techniques effectively.</li><li>- To accurately spell an increasing range of technical and</li></ul>
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					<p>creative vocabulary.</p> <ul style="list-style-type: none"><li>- To use a variety of sentence lengths and structures with control in order to shape writing.</li><li>- To use paragraphs appropriately.</li><li>- To proofread and edit own work independently.</li><li>- To maintain fluency and stamina in handwriting.</li></ul>
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