



Rayner Stephens
HIGH SCHOOL

Curriculum

Intent

for

English

Our intent is to provide students with a high-quality and ambitious curriculum which ensures all students have the opportunity to read, explore, analyse and discuss a wide range of novels, dramas and important texts. Additionally, we aim is to empower students to be confident and successful writers by using the texts and themes explored in their narrative studies to influence and improve their own writing skills.

Our curriculum has been carefully designed to ensure that learning builds and links to previous knowledge so we can ensure we are constantly building, developing and challenging students' students to ensure they make progress. Each year is like a building block and the knowledge learnt in each year is a stepping stone to the knowledge build in the next. The texts we study have been carefully selected to complement core English knowledge and concepts but are also unashamedly ambitious for the students and allow students to also discuss and explore challenging content to raise cultural capital and understanding of society and the world.

Our aim is to ensure that students leave us with the ability and confidence to read and engage with texts at any point throughout the rest of their lives, whilst also ensuring they can communicate that knowledge effectively with strong discussing and writing skills. To support us with this aim, underpinning the curriculum are our threshold concepts; we view these concepts as integral to the study of English. We identified nine key threshold concepts which we have condensed into six including: characterisation, setting, imagery/symbolism and representation, context, structure, form and style, and grammar; these concepts are woven as a golden thread through each unit and year.

English Learning Journey

Revision techniques

Lang and Lit Revision

Exam Skills



Context



Ambition



Kingship

Conflict and Unseen Poetry

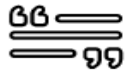
YEAR 11

Macbeth

Jacobean Society

Exploring the world through poetry

Internal and external conflict



Political Spectrum



Responsibility



YEAR 10

An Inspector Calls

A Christmas Carol

Redemption

Perspective, Tone and Style

Creating perspective and tone

Context



Dramatic Irony

Light and Darkness

Forming your own writing identity

Poetic Verse

Long way down

Julius Caesar

Salt to the Sea



Structure

Jason Reynolds

Rhetoric

Setting and Context

The thrill of adventure

Honour and Ambition

Caesar, Brutus and Cassius

Narrative Voices

Historical Fiction



Identity

Literature an agent for social change

Poets who challenge and empower

Planning and rewriting

Presenting

YEAR 9

Social Justice Poetry Journalistic Writing

Blood Brothers

Tone

Authorial Intent

Newspaper Articles

Writing to make a change

The Tell Tale Heart, The Raven, The Sand-man, Jane Eyre



Power and Leadership



Allegory

The role of a gothic narrator

Imagery and Symbolism

Animal Farm

Gothic Writing

What is genre?

Authorial Intent

Context

Shapes of Gothic stories

Conventions of Gothic literature

YEAR 8

Inspiring Voices

Poetry and Shakespeare

I am Malala by Malala Yousafzai

Voice



Poetic Form

Study of the play 'Romeo and Juliet'



Tracking tension and themes

Influence

Speeches

William Shakespeare

Conflict and Love



Character craft

Narrative Journey

The Girl of Ink and Stars by Kiran Millwood Hargreaves

Freytag's pyramid

Symbolism



Greek Myths

Setting and Mood

Class Novel

The Art of Storytelling

YEAR 7

Crafting short stories

A hero's journey

Chaucer and characterization

welcome



Year 7

Intent: From Year 7, our learners will be building on the foundations of the primary curriculum through a systematic exposure to a wide range of high-quality literary texts. We aim not only promote reading for enjoyment to ignite a curiosity in our learners, but also as a way of acquiring knowledge and exploring the world in ways that develop cultural and emotional intellect. During Year 7 students will engage with a range of prose, drama, poetry and non-fiction texts, exploring the craft of writing and production that goes into creating great pieces of literature. Students begin Year 7 focusing on the craft and tradition of stories with an exploration of Greek Myths and stories of creationism before looking at their influence on more familiar texts. Each element of the curriculum is designed to build on previous knowledge and skills, whilst also allowing students to explore the ideas and techniques of many different writers in both challenging texts and varying forms. Students creative and explorative writing skills are developed throughout the year with students using their studies of texts to inspire their own writing. Through this, we aim that students will learn more about the decisions that go into writing for different purposes, audiences and genres.

Term	Unit One	Unit Two	Unit Three	Unit Four	Unit Five	Unit Six		
Unit	<u>The Art of Storytelling</u> – The Writer’s Workshop.	<u>Crafting Writing</u>	<u>Class Novel</u> The Girl of Ink and Stars.	<u>Inspiring Voices</u> I am Malala.	<u>Inspiring Voices</u> Non -Fiction Writing.	<u>Shakespearean Drama</u> Romeo and Juliet.		
Conceptual Knowledge	1. Narratives follow a story arc which direct the direction and key stages of a story 2. The story arc acts like both a formula and a diagram for a writer when creating a story 3. Stories contain key elements (character, setting, conflict) which are introduced at certain times for a certain purpose.		1. Characters are crafted through the way they are described, speak and interact. 2. Characters develop throughout a narrative. 3. Characters are constructs of a writer. 4. Settings establish a mood. 5. Settings reflect character.		1. Setting can be used in non-fiction writing to evoke a sense of place. 2. Author write for certain intents and purposes		1. Plays are written to be performed 2. Stage directions are used to support directions of characterisation and setting 3. Plays have clear and established characters and their relationships are shown through dialogue 4. Plays follow a dramatic story arc to help writers organize their thoughts and ideas when describing the main problem of	

	4. Connotations allow us to interpret meaning from key language choices in a text.				the drama, the rising action, the climax and the falling action.
Unit Knowledge	<p>Mythology: Students will read and learn about a range of Greek Myths before looking at how those myths have influence writers over the years.</p> <p>Characterisation: Students will learn about archetypal characters with an exploration of Chaucer.</p> <p>Heroes and Villains: Students will also explore the concepts of heroes and villains and track a hero's journey throughout a story.</p>	<p><i>Using learning from last unit students will create their own short stories being influenced by those they have read.</i></p> <p>Students will use their knowledge of:</p> <ul style="list-style-type: none"> Mythology Archetypal characters Narrative Structure Narrative Hooks <p>to create their own short stories.</p>	<p><i>Building on the knowledge from U1 students now read and study a class novel.</i></p> <p>Characterisation: Students will explore the role and development of characters</p> <p>Themes of friendship and mystery: Students will explore both the themes of friendship and mystery in the novel. They will track and explore the development and important of the themes.</p> <p>Setting: Students will learn how setting can be used to create a certain mood or atmosphere and how it can reflect the characters or emotions of a story.</p>	<p><i>Building on the knowledge from U1 /3 students now look at modern day heroes using the vehicle 'I am Malala'.</i></p> <p>Voices: Students will learn about the importance of using their voices for change. Students will learn about Malala Yousafzai's story and also explore two other influential young voices.</p> <p>Study of 'I am Malala'.</p> <ol style="list-style-type: none"> 1. Context of Malala Yousafzai and her story. 2. Structure and form of the book. 3. Purpose, Audience and Form. 4. The influence of writing. 	<p><i>Students use their developing language skills to now apply their knowledge from U1 and U3 to look at the play of Romeo and Juliet.</i></p> <p>Shakespeare Context: Students will look at the life and times of Shakespeare.</p> <p>Tragic Conventions: Students will learn about the structure and the conventions of a tragedy, and explore a tragic hero.</p> <p>Play Features: Students will learn about the feature in a play such as monologues, soliloquies, prologues and stage directions.</p> <p>Themes of love and conflict:</p>

	<p>Narrative Structure: Students will learn about the five-part narrative structure and look at how this has influence writers.</p>		<p>The influence of mythology and narrative structure: Students will learn about the influence of mythology by looking at how mythology is embedded in the text.</p> <p>Tension: Students will be introduced the idea of tension and explore how a writer can create and build tension which will prepare them for later study.</p>	<p>5. Authorial Intent. 6. 1st, 2nd/ 3rd person perspective. 7. Biography and Autobiographies.</p> <p>Non -Fiction Writing Skills: Students will learn how to craft speeches to write about topics of equality, justice and how to be a modern -day hero.</p>	<p>Students will explore the presentation of love and conflict in the play.</p> <p>Characterisation: Students will learn about the presentation of characters in a play and explore how a playwright presents the character relationships.</p>
<p>Skills:</p>	<p>1. Students can summarise a range of Greek Myths. 2. Students can identify and explain a range of archetypal characters. 3. Embed textual evidence to show understanding. 4. Identify and interpret symbols from Greek Myths and the Bible.</p>	<p>1. Students can use the 5-part structure to plan their own narrative writing to take a reader on a journey. 2. Students can craft their own narrative hooks with a focus on setting and characterisation.</p>	<p>3. Students can map a character's development with embedded textual references. 4. Students can explore the themes of mystery and friendship. 5. Students can use metaphors in the text to create their own. 6. Students can understand the way a character is presented through the way they are described, speak and interact. 7. Students can understand that characters develop through a narrative.</p>	<p>1. Students can show an awareness and understanding of PAF. 2. Students continue to develop the skills of summary. 3. Students can embedding textual reference. 4. Students can structure a speech to match the PAF. 5. Students can use appropriate vocabulary to create meaning.</p>	<p>1. Students can structure an argument. 2. Students can explain the different between meaning and interpretation of different words. 3. Students can embed textual reference to support ideas. 4. Students can personally respond to a text by sharing ideas and opinions about the different characters and themes.</p>

	<p>5. Explain the journey of a hero from a literature text.</p> <p>6. Use and identify appropriate and accurate grammar from their grammar check list.</p>		<p>8. Student can identify where and how tension is built in the text.</p> <p>9. Students can construct a thesis statement.</p> <p>10. Students can use and include grammar from the grammar map.</p> <p>11. Students can recognise and explain how the protagonist is a hero.</p>	<p>6. Students demonstrate they know how to plan ideas.</p>	
Grammar		<p>Main clauses + sub clauses</p> <p>Subject + object</p> <p>Nouns / noun phrases</p> <p>Adjectives / adjectival phrases</p> <p>Verbs / verb phrases</p> <p>Adverbs / Adverbial phrases</p>	<p>Academic Verbs</p> <p>Subordinating conjunctions</p> <p>Connectives</p>	<p>Connectives</p> <p>Colons and Semi-colon</p>	<p>Different sentence types: Declarative, Exclamative, Interrogative, Imperatives.</p>
Assessment	<p>Knowledge Check</p>	<p>Narrative Writing piece: Create a short story based of a myth.</p>	<p>Knowledge Check</p> <p>Response to the big question:</p>	<p>Knowledge Check Speech writing. Plan and write a speech about being a modern- day hero.</p>	<p>Knowledge Check Response to the big question: How does Shakespeare present conflict?</p>
Enrichment	<p>Young speaker competition.</p> <p>Library Trips</p>				

Year 7 English Autumn Term Knowledge Organiser Unit One

Key Vocabulary:

1	Mythology	a set of stories, traditions, or beliefs associated with a particular group or the history of an event.
2	Symbols	an abstract idea conveyed through an object.
3	Conventions	are the defining characteristics, or must-haves, of a given genre.
4	Morality	the set of standards. It's what societies determine to be "right" and "acceptable."
5	Archetypal	very typical of a certain kind of person or thing.
6	Heroic	having the characteristics of a hero or heroine; admirably brave or determined.
7	Villainous	wicked or criminal behaviour.
8	Quest	A search for something
9	Labyrinth	irregular network of passages or paths; a maze
10	Protagonist	the leading character

Myths:

Persephone and the Underworld

The story of Persephone, the sweet daughter of goddess Demeter who was kidnapped by Hades and later became the Queen of the Underworld.

Pandora's Box

The myth of Pandora's box is considered one of the most descriptive myths of human behaviour in Greek mythology.

Pandora was given a box or a jar, called "pithos" in Greek. Gods told her that the box contained special gifts from them but she was not allowed to open the box ever. Then Hermes took her to Epimetheus, brother of Prometheus, to be his wife. Prometheus had advised Epimetheus not to accept anything from the Gods, but he saw Pandora and was astonished by her beauty, thus he accepted her right away.

Pandora was trying to tame her curiosity, but at the end she could not hold herself anymore; she opened the box and all the illnesses and hardships that gods had hidden in the box started coming out. Pandora was scared, because she saw all the evil spirits coming out and tried to close the box as fast as possible, closing Hope inside.

Theseus and the Minotaur

A dangerous Minotaur lives in a labyrinth - a maze - under the palace. Young men and women were fed to the minotaur as a 'tribute'. Theseus, the son of a king, goes into the labyrinth to kill the minotaur to stop any more tributes being sacrificed.



Year 7 The Girl of Ink and Stars Half Term 2 Knowledge Organiser

Key Vocabulary:			Themes:		Characters:	
1	Tension	A build up to the most exciting or fearful part of the story.	9	Friendship	13	Isabella
				Isabella and Lupe show both extremities of a friendship; the good and the bad.		The protagonist who is Da's daughter.
2	Metaphor	A comparison, saying something is something else.	10	Mystery and Tension	14	Da
				The story begins with Cata's death, which creates immediate mystery. This is then followed by Lupe's disappearance as she attempts to find the murderer. She goes to the Forgotten Territories where the audience learn more about Arinta and Yote.		Isabella's father is a map maker. He is imprisoned in the Dedalo.
3	Mood	Emotions that are presented within a story. Setting can help to develop a mood.	11	Plot Summary:	15	Lupe
				A young girl, Cata, mysteriously dies after Isabella's best friend, Lupe, asked her to get her some dragon fruit from the orchard.		Isabella's best friend who goes missing. Her father organises a hunt for her.
4	Protagonist	The main character in a story.		Isabella and Lupe have a big argument and Isabella accuses Lupe of causing Cata's death. The Governor makes preparations to leave the island with his family, but their ship is burnt down by some angry rebels, including Pablo.	16	Governor
5	Hero	A person who is admired for their bravery.		Lupe runs away. There is an uprising and many people are imprisoned in the Dedalo, including Da. The Governor organises a search party into the Forgotten Territories. As a cartographer's daughter, she has knowledge of the stars, and is eager to navigate the island. But the world beyond the walls is a monster-filled wasteland – and beneath the dry rivers and smoking mountains, a legendary fire demon (Yote) is stirring from its sleep.		Isabella's father, he is the cruel dictator of Joya.
6	Uprising	Rebelling against someone or something.		Isabella and Lupe get lost in the Labyrinth beneath the Forgotten Territories and must avoid the terrifying Tibicenas. Whilst there, Isabella comes face to face with Yote, and using the legendary sword of Arinta, she saves the island by releasing the ocean's water and flooding the demon world. In the process, Lupe becomes stuck in the flood water and slips from Isabella's grasp.	17	Pablo
7	Magical realism	A type of writing that creates a real world, but adds magical elements to it.		The Dedalo floods with water and it seems that many are trapped. But Pablo manages to save them by breaking the trapdoor which had been nailed down by the Governor. Water continues to flow beneath the island, and Joya begins to float. The island is now safe.		Family friend of Isabella and Da. He is the son of Masha and is very protective.
8	Dictator	A powerful person who forcefully controls a country.			18	Masha
9	Theme	Main ideas that are explored throughout a narrative.				She is the mother of Pablo and is very protective of Isabella.