

English

English literature is global, local and vitally important. The English subject underpins progress across the school and in the English department we aim to create an atmosphere where pupils develop their curiosity and enjoy taking an active part in their lessons. Through an interleaved curriculum we explore the world around us, using texts of all forms to develop critical thinking skills, build analytical skills looking closely at how texts create meaning, develop knowledge of context and writer's intent, develop and hone our creative writing skills, find our voice on core issues and take a deep look into the use of rhetoric whilst developing our oracy skills through discussion and debate. We develop an appreciation of literature from around the globe, one that not only builds knowledge and reading and writing skills but one that develops cultural capital and builds life skills.

The teachers in the English department are all subject specialists who have a passion for the subject and a love of teaching. The department uses a rigorous tracking of students which enables us to identify misconceptions and target gaps in knowledge to ensure every learner can access the GCSE content. We have a close liaison with the SEND department to identify and provide support for those who need additional help and having the Literacy lead within the department as well and the Reading lead, we put extra intervention in place for

Staffing:

Miss Wade	Curriculum Leader for English
Mrs McConville	Teacher of English and Second in Department
Mr Callaghan	Teacher of English and Literacy Lead
Mr Smalley	Teacher of English
Miss Walmsley	Teacher of English
Mrs Walsh	Teacher of English
Mrs Webb	Assistant Head Teacher and Teacher of
Mr Murphy	English Teacher of English and Reading Lead

Extra-curricular activities and visits:

We have a varied and interesting programme of author visits and strong links with the Lancashire Book of the Year Award. We encourage students to take part in a Roald Dahl Day, World Book Day and National Poetry Day where they participate in a range of activities. In addition, there is a popular school magazine produced every term where students are able to take on different roles in photography, writing or editing. There are also opportunities to see plays, both in school with visiting companies or trips to the theatre, such as Blood Brothers and An Inspector Calls. We have a debate club where pupils are encouraged to participate in county wide speaking competitions. We also have a creative writing club where we enter competitions and pupils are given the opportunity to become published authors.

Curriculum:

The following topics are studied at KS3.

Pupils have 3 lessons per week in year 7 & 9 and 4 lessons per week in year 8 (one of these is a dedicated literacy lesson).

	Term 1: Autumn		Term 2: Spring		Term 3: Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Identity <i>Who are we in the world?</i>	Myths and Legends <i>Are myths and legends moral teachings or cultural stories?</i>	Adventure <i>Are all adventures thrilling?</i>	Shakespeare: (Twelfth Night/ MSND / The Tempest / Caesar) <i>Is the supernatural just a dramatic device to create intrigue?</i>	Mad Science <i>Have changes in science influenced literature over time?</i>	Class Novel <i>Literature as a form of education</i>
Year 8	War and Conflict <i>How does conflict shape our view of the world?</i>	Crime and Morality <i>Does morality prevent crime?</i>	Shakespeare: (Macbeth) <i>How does Shakespeare present the tragic hero?</i>	Freedom and Justice <i>Can freedom exist without justice?</i>	Class Novel <i>Literature as a form of education</i>	Dystopian Worlds <i>Is dystopian fiction a reflection of contemporary society?</i>
Year 9	Power and Class <i>How has power changed over time?</i>		Women in Literature <i>How have the changing roles of female protagonists subverted societal expectations?</i>	Class Novel <i>Literature as a form of education</i>	Dystopian Worlds <i>Is dystopian fiction a reflection of contemporary society?</i>	Shakespeare: <i>How did Shakespeare challenge power, relationships and gender expectations?</i>

The following units are studied at KS4.

Pupils have 5 lessons per week in year 10 and 4 lessons per week in year 11.

	Term 1: Autumn		Term 2: Spring		Term 3: Summer		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 10	Experiencing Conflict An Inspector Calls: focus on plot and quotations recall, characters of Mr Birling and Sheila Language Component 1: Section A coverage of five questions Language Component 1: Section B creative writing (using poetry as stimulus) Poetry anthology: Dulce, Soldier, Mamez Wood, A Wife in London, Manhunt		People and Place A Christmas Carol: focus on plot and quotations recall, character of Scrooge and theme of poverty Language Component 2: Section A coverage of six questions Language Component 2: Section B transactional writing (using A Christmas Carol as stimulus) Poetry anthology: London, Afternoons, Living Space, As Imperceptibly as Grief, Ozymandias		Relationships Romeo and Juliet: focus on plot and quotations recall, character of Romeo and themes of relationships (Parent vs child, Lovers) Poetry anthology: She Walks in Beauty, Valentine. Sonnet 43, Cozy Apologia		Nature Poetry anthology: Death of a Naturalist, To Autumn, Prelude, Hawk Roosting Unseen Poetry: theme of nature / relationships Speaking & Listening: each class has a camera for a week.
Year 11	19th Century: A Christmas Carol Recall and exam techniques	Language Component 2 19th and 21st century Reading Revisit of skills	21st Century Prose: An Inspector Calls Recall and exam techniques	Language Component 1 20th Century Reading Revisit of skills	Shakespeare: Romeo and Juliet Recall and exam techniques	Summer exams	
	Poetry anthology (1 lesson per week, booklet lesson)		Unseen Poetry (1 lesson per week)		Poetry comparison (1 lesson per week)		