

<b>Subject</b>	<b>English</b>
<b>Curriculum Intent</b>	At Kingswinford Academy, the English Faculty aim to inspire a love of language and literature, through an engaging and challenging curriculum that is accessible for all, irrespective of starting points. The English curriculum provides our students with powerful knowledge and access to cultural capital through a variety of well-considered texts across the canon and beyond. Our dedicated and passionate teachers are committed to providing our students with the tools to be confident speakers, writers and readers, and strive to enrich their experiences of English not only within but beyond the classroom.
<b>Key Stage 3</b>	<p>Our English curriculum takes the form of a 'spiral curriculum', and is underpinned by threshold concepts and core knowledge. These have been mapped out deliberately and carefully from Year 7 to Year 11, to ensure knowledge is regularly revised and returned to, so that students can apply them in new contexts, and thus deepening and refining their understanding.</p> <p>Our Threshold Concepts are as follows:</p> <p><b>(1) Authorial Intent: all texts are constructs, created by their authors.</b>  <b>(2) Context: texts are informed by their historical, social and political contexts, which influences reader interpretation.</b>  <b>(3) Rhetoric: every text is an argument and every writer crafts an argument</b>  <b>4) Narrative: every text is a story and every writer is a composer of deliberate narratives.</b>  <b>(5) Patterns: texts make use of patterns, all of which are conveyed through language, form, structure and symbols to create meanings.</b>  <b>(6) Grammar and Meaning: writing is constructed through grammar to effectively communicate.</b></p> <p>In Year 7, students begin their English journey at the beginning: the origins of literature and storytelling. This is underpinned by the concept of 'narrative'. They learn about the role Greek myths play in our culture, and of the monsters and heroes that inhabited that world. They continue to explore the role of 'the monster' in literature through the study of 'Frankenstein', or 'The Modern Prometheus' delving deep into the big questions about what makes us human. This also helps students engage with genre, as they begin to learn about the conventions of the gothic.</p> <p>In Cycle 2, and building on their prior knowledge of myths and epic, students explore a variety of literal and metaphorical monsters in poetry, including the epic, 'Beowulf', Tennyson's 'The Kraken' and Carol Ann Duffy's 'Medusa'. This is all underpinned by the concept of patterns and in particular, metaphor. They also begin to learn about the origins of speech, framed by the concept of rhetoric and argument, outlined by the likes of Aristotle. Students bolster their confidence in speech writing and performance through their study of seminal speeches throughout history.</p> <p>In Cycle 3, Year 7 builds on students' prior learning and returns to ideas relating to the supernatural, 'otherness' and the monstrous, through their study of Shakespeare's The Tempest. They explore Shakespeare's craft and through the concept of 'narrative', develop their understanding of characterisation, storytelling and also consider the play through the lens of colonialism.</p> <p>In Year 8 Cycle 1, students build their understanding of Shakespeare's world, through</p>

	<p>the study of his comedy, 'Much Ado About Nothing'. Here, students explore ideas about patriarchy and gender roles and develop their understanding of a playwright's craft. Following this and building on their knowledge of poetry and metaphor from Year 7, students explore a variety of sonnets across time. They explore the concept of 'patterns' and explore how certain poets are able to break conventions.</p> <p>In Cycle 2, students build on their knowledge of storytelling and narrative, and focus on the genre of detective fiction, learning about the Sherlock Holmes stories as a window to aid their understanding of context and life in Victorian London. They are given opportunities to craft their own writing, experimenting with structure and Freytag's pyramid as well as exploring a range of diverse short stories with a twist.</p> <p>Year 8 ends with the study of George Orwell's allegory, 'Animal Farm', where they explore ideas about power in society and develop their understanding of dystopian literature. Building on their knowledge of rhetoric in Year 7, they explore the role of speech within the novella.</p> <p>In Year 9, students continue to develop and revisit the threshold concepts and knowledge from Years 7 and 8. They begin the year by exploring American literature and through the study 'Of Mice and Men', explore ideas about oppression and freedom. They respond to a variety of 'protest poetry' and are given opportunities to practise transactional writing that includes speeches, articles and letters, linked with topical issues. Year 9 ends as we return to the gothic, building on the foundations set in Year 7. Students study 'The Woman in Black' and explore the role of women in literature, bridging nicely into their study of the English Literature GCSE texts.</p> <p>Reading for Pleasure is at the core of the curriculum - driven by the English department but supported by all. Our students are encouraged to engage in and enjoy reading through their weekly library lessons in Year 7 and 8 and through our 'Just read' programme in Year 9. We aim to give our students the tools to develop positive reading habits as well as having agency over their choices. The texts we enjoy as part of our library lessons complement our English curriculum and build students' knowledge and enjoyment of English.</p>
<p><b>Key Stage 4</b></p>	<p>We follow the AQA GCSE specifications for English Language and for English Literature. All students take both GCSEs, and are taught by a team of enthusiastic, specialist teachers.</p> <p><b>English Language</b></p> <p>Students engage with a range of fiction and non-fiction texts, spanning from the 19th to the 21st century. We use a thematic approach, which enables students to engage with a range of interesting topics and texts. Students are taught how to shape their writing for a range of different purposes. Specifically, they focus on developing creative writing and narrative skills, as well as writing to express a viewpoint on a different topic. Students are also awarded a qualification in oral communication.</p> <p>AQA English Language:</p> <ul style="list-style-type: none"> <li>● Paper One – Explorations in Creative Reading and Writing</li> <li>● Paper Two – Explorations in pre and post-twentieth-century non-fiction</li> </ul>

- Non-Examined Assessment – Spoken Language

### **English Literature**

Students study a range of texts from differing contexts, forms and genres. Building on the threshold concepts and core knowledge from KS3, our students have developed a strong foundation that enables them to meet the challenging demands of the GCSE curriculum.

We follow the AQA Specification and study the following texts:

Paper 1

‘Macbeth’, by William Shakespeare

‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson

Paper 2:

‘An Inspector Calls’

The Power and Conflict section of the AQA Anthology

Unseen poetry