

English Curriculum Overview: rationale and methodology

Rationale –

English is the subject that allows us to study the breadth and depth of human experience across time and space and therefore is central in supporting our students to develop an understanding of the human condition, leading to empathy, tolerance, and the urge to keep learning.

When students leave TMWS they will:

- have a thorough appreciation of the discipline of English, and in particular English Literature
- have developed and fulfilled their potential as readers and writers
- be able to appreciate and apply the key concepts, themes, and ideas that occur across texts and the methods writers use in order to explore them.

Pedagogical Methodology

- Each topic will begin with an introduction to - and explicit teaching of – key subject knowledge
- All key aspects of knowledge will be taught explicitly in the unit and formatively assessed throughout. These form the bare minimum of what all students should know and be able to do by the end of the topic, regardless of ability. They will be revisited frequently both within and across topics.
- Teachers will explicitly highlight links within and between topics - including themes, methods, and generic conventions - to help students develop a deep understanding of the discipline of English Literature

- English Literature necessarily deals with recurring themes. Teachers will highlight and draw attention to how these themes are dealt with in different texts, making links and drawing comparisons between them. These themes include: *Power, Oppression, Love, Relationships, Family, Identity, Class, Gender, Liberty, Tolerance, Morality, Poverty, Ethnicity, and Social Responsibility*
- Students will be given a knowledge organiser at the start of each KS4 topic.
- Key knowledge will be recapped on a regular basis using low stakes quizzes at the start of most lessons.
- The learning questions listed should be used to frame episodes of learning (using the Learning Cycle) and students will produce an extended written response to a selection of these (approximately one per fortnight).
- Each written response to a LQ will receive formative feedback from teachers and/or peers.
- Criteria based on GCSE mark schemes will be used to inform both the writing and the assessment.
- Teachers should formatively mark student responses using the agreed department feedback codes.
- Students will be given the opportunity to make corrections and improvements in green pen after each marking cycle (DIT time).

TMWS Curriculum Overview						
	1	2	3	4	5	6
11	English Language		Revision	Revision/Exams	Exams	
10	Relationships Poetry + revision MAD, BYWM, WS, SS, CMG 19 th C Novel: ACC + non-fiction contextual texts Descriptive and Narrative writing Non-fiction writing		Macbeth Descriptive and Narrative writing Non-fiction writing		Revision of Literature topics	Revision + mock exams Start of English Language Study Spoken Language Presentations?
9	The Gothic genre	Jekyll and Hyde Non-fiction texts Descriptive and Narrative writing Non-fiction writing	Power and Language. Speeches and rhetoric. Non-fiction writing	Relationships Poetry: WW2P, LP, PL, ITOT NT Descriptive and Narrative writing	An Inspector Calls	Relationships Poetry LFY, TFB, WA, ER, F Descriptive and Narrative writing
8	The Victorian Detective Novel. Sherlock Holmes – The Speckled Band, A Study in Scarlet Topical non-fiction Descriptive and Narrative		Romeo and Juliet Relationships poetry – Catrin, A Child's Sleep Descriptive and Narrative writing Non-fiction writing		Of Mice and Men Topical non-fiction	Poetry – Time and Place Ozymandias x 2 Kubla Khan London Westminster Bridge
7	The Boy in the Striped Pyjamas + conflict poetry + topical non-fiction texts Descriptive and Narrative writing Non-fiction writing		19 th Century Ghost Stories: The Red Room The Signal Man The Withered Arm + topical 19 th Century non-fiction Descriptive and Narrative writing Non-fiction writing		A Midsummer Night's Dream Relationships Poetry - sonnets Descriptive and Narrative writing Non-fiction writing	

Assessment Schedule						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11		GCSE Mocks 2 Lang1+2 and Lit 1+2		GCSE Mocks 3 Lang1+2 and Lit 1+2	GCSEs	
10	Lit 2B Poetry	Lit 1B ACC		Lit 1A - Macbeth		GCSE Mocks 1 Lit1+2
9	Opening chapter of Gothic novel	Lit 1A J+H	Lang 2B Speech writing	Lit 2B Poetry	Lit 2A AIC	Lit 2B Poetry
8	Newspaper article on Whitechapel murders.	Lit essay – character of Holmes	Write a sonnet and present to class + own analysis	Literature extract question	Lang 2B – opinion piece on minority rights	Lit 2B Poetry comparison
7	Lit essay - characterisation	Write a conflict poem and read out present	Write a ghost story in class. Descriptive writing assessment.	Lit essay with extract – theme of fear in The Red Room	Review writing	Lit 1A - Bottom

