

The English Team



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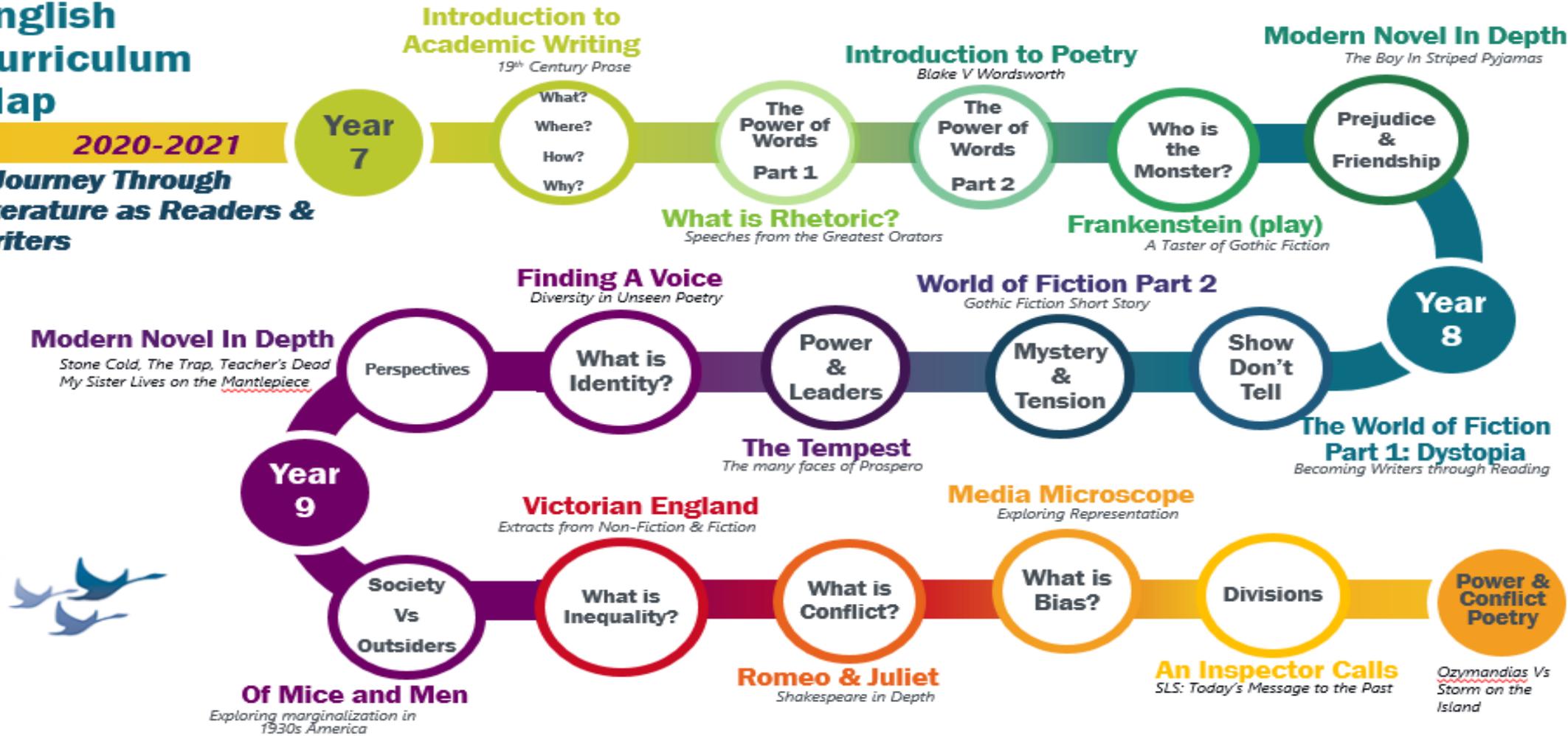
Mrs Barrett
Deputy Headteacher

The English Curriculum

English Curriculum Map

2020-2021

A Journey Through Literature as Readers & Writers



The English Curriculum

- Our curriculum is intended to develop world-class students through the power of knowledge that can too often be hidden from view and in doing so help to make the implicit, explicit.
- We want students to understand that behind every text ever written there is writer intent so that our students develop a critical eye and do not blindly accept things.
- As a result of learning in our curriculum area, students will be creative, articulate, imaginative learners who are confident and secure in their opinions and thoughts. We want our students to be adaptable, flexible communicators in spoken and written word and be unafraid to challenge complex ideas and material.
- We want students to have access to a wide range of texts from the Literary Canon, where they can explore universal themes/ideas that transcend the boundaries of time such as: gender, class divide, power, and inequality.

The English Curriculum

At Key Stage 3, we introduce students to key analytical skills needed in order to explore texts in depth and with perception. A wide range of texts are studied in order to give students access to allow them to see, understand and explore the underpinning ideas/themes and intentions of writers from across literary history and a range of cultures. We have a range of opportunities to develop our students as both critical, creative and rhetorical writers so that they can construct meaningful arguments, supporting their ideas with confidence and conviction both in written and spoken word.

Students are taught in their form groups in Years 7 and 8.

English Learning Journeys

At the start of each unit, students will receive a “Learning Journey” that informs students of the knowledge and skills they will learn over the course of the study. Below are two examples for the first two units studied in Year 7:

LEARNING JOURNEY: Year 7 *Fog*



Key Knowledge...		RAG
I know...	...about symbolism, pathetic fallacy, personification, metaphor and simile.	
I know...	... <u>how</u> question 1, 2 and 5 are structured on paper 1.	
I know...	... <u>the</u> difference between implicit and explicit.	
I know...	... <u>how</u> to proof read my work for SPAG.	



Key Skills...		RAG
I can...	... <u>use</u> the reading skills of skimming, scanning and zooming.	
I can...	... <u>predict</u> , question, clarify and summarise when reading unfamiliar text.	
I can...	... <u>explore</u> a writer's intentions using what/where/how (SQA).	
I can...	... <u>use</u> 'show don't tell' in my writing.	
I can...	... <u>use</u> different sentence types and varied sentence openings in my writing.	



Key Vocabulary

Word	Definition
Implicit	When something is understood but not clearly stated. It is suggested rather than stated.
Explicit	When something is stated clearly and in detail, leaving no room for confusion or doubt.
Symbolism	When an object or colour or idea stands for something else.
Pathetic fallacy	Using the weather to set the mood and atmosphere.
Cliché	A phrase or idea that is overused – we have heard it so many times that it is no longer original.
Personification	Giving human feelings and emotions to an inanimate (non-living) object.
Idioms	Phrases and expressions that we use in everyday life, but which do not have a literal meaning.

Assessment: Questions 1 and 2 on a reading extract.
Descriptive writing task



Links

Year 7: EOY exam.

Year 9, 10 & 11: GCSE English Language Paper 1: Question 1, 2 and 5

LEARNING JOURNEY: Year 7 *The Art of Rhetoric*



Key Knowledge...		C	R
I know...	...what Rhetoric means.		
I know...	...who Aristotle was and what his three <u>principles</u> were.		
I know...	...about why Shakespeare used Rhetoric in his plays.		
I know...	...what the key rhetorical devices are.		
I know...	...what prosodic and non-verbal features are effective in engaging an <u>audience</u> .		



Key Skills...		C	R
I can...	...identify where a writer has used Ethos, Logos and Pathos.		
I can...	...analyse Shakespeare's and other writers' use of rhetorical devices and explain the impact.		
I can...	...use a variety of rhetorical devices to engage and create impact.		
I can...	...use a varied and sophisticated vocabulary to impress the audience.		



Key Vocabulary

Word	Definition
Rhetoric	The art of speaking and writing effectively
Ethos	To establish your authority and believability.
Logos	The use of logic, rationality and critical reasoning to persuade.
Pathos	The use of emotion and affect to persuade.
Prosody	The use of stress, tone of voice and pauses to create impact.

Assessment: Write and perform a persuasive speech about a topic of your choice.



Links

Year 7: EOY exam.

Year 8: *War Horse* – Spoken Language Study Presentation

Year 9: *Romeo and Juliet*: Write a speech from the citizens POV.

Year 9, 10 & 11: GCSE English Language Paper 2: Question 5

Developing A Passion for Reading

In Years 7-9, students have a dedicated reading lesson to not only encourage independent quiet reading but also support their literacy skills.

Students in Years 7-8, participate in the Accelerated Reader programme, and have access to online quizzes to test their comprehension of their chosen independent reading book.

Our school library is an excellent resource to support students with their reading. At The Misbourne we value reading widely and often; students are encouraged to read books across a variety of genres as well as fiction and non-fiction. We have a library we are proud of with a range of interesting books for every learner and all abilities.