

# Marshland Curriculum Overview

## 2023-2024

### English

#### Curriculum Intent

The intent of English at Marshland High School is to teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, we offer pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society beyond the walls of Marshland High School and to aspire for higher education.

The English sequenced conceptual curriculum aims to develop students' sense of English as an academic discipline by exemplifying core abstract concepts through a wide range of challenging texts. These include whole books, short stories, poems and plays across a wide coverage of genres and historical periods. Each concept is foregrounded and exemplified through the texts studied to allow for a comprehensive understanding, whilst also being connected to previous concepts, creating a clear and detailed picture of English as a subject over the course of KS3. These concepts are explored and replicated in students' own creative forms as they practice becoming more fluent in a range of writing styles. As students reach KS4, they apply these concepts to their GCSE studies engaging in texts at a personal level to explore the writer's choices and intentions and the wider themes and ideas being reflected in them.

#### How does our curriculum build upon previous learning?

**KS3**

The English KS2 national curriculum covers basic knowledge and skills within the focuses of communication: reading, writing, spoken language and spelling, punctuation and grammar. By the end of Y6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the Y7 curriculum, across all subjects and not just in English, however there is a continuing requirement for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

Students are prepared for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Our KS3 curriculum aims to build upon these foundations of communication and writer's intentions to develop understanding of the subject of English as a discipline, and the impact different factors have on the creation of literature and non-fiction. They explore through core concepts how to think and write analytically about a text and then how they can emulate and apply these concepts in their own writing styles. Students sequence through the core concepts that underpin English as a subject layering, applying and connecting their learning as they go. Grammar and writing are taught and integrated throughout, as is the explicit teaching of key vocabulary. Students experience a wide range of literature and non-fiction including varied genres, historical periods and authors. By the end of KS3, students should be fluent in reading and writing to be able to manage the rigour of GCSE texts. They should be competent in understanding the various factors that influence a writer and the choices they make. They should be able to write analytically about the choices made by the writer and the wider ideas these choices reflect.

### How does our curriculum build upon previous learning?

**KS4**

In KS4, students apply their conceptual knowledge of the subject of English to their GCSE course, exploring and analysing key literature texts forming personal interpretations and engaging deeply with the author's intentions and influences. They apply their knowledge of writing styles, forms and purposes to practice writing for impact both in readiness for their final exams and for life outside of the classroom.

#### What do students do with this knowledge or these skills?

Students use their knowledge and skills in a variety of activities within lessons:

- Answer comprehension questions - learning to summarise, clarify and respond with a personal opinion
- Make predictions about texts based on prior learning
- Make connections between texts / prior learning
- Explain their own and other people's ideas with references
- Write accurately and creatively, applying and emulating different writing styles
- Answer low stakes quizzes on knowledge
- Evaluate the impact of writer's choices
- Make comparisons with references

#### How do we help students secure this knowledge in long-term memory?

Securing knowledge in long term memory is the vital goal of our course, in fact, it is by our definition, learning. Some examples of how we achieve this are listed below. It is crucial to note that this is not a tick list and not all of these (or perhaps any of them) will be observed in a given lesson. English teachers will use these, as appropriate, to the context of what they are teaching.

- Explicitly connecting current and prior learning to develop secure, connected schemas
- Quizzing for memory retrieval practice, both in lessons and homework
- Repeating processes and gradually removing scaffolding
- Targeted questioning in class that supports pupils in engaging in retrieval practice
- Modelling thinking patterns and processes
- Diagnostic tests
- Question level analysis of tests giving specific, targeted areas of development

### How does our curriculum align to the national curriculum?

Our curriculum matches the ambition of the national curriculum. We also seek to develop and raise the profile of some specific areas: for example, the inclusion of more non-fiction and increased diversity within our chosen texts. Thematic links connect poetry and Shakespeare throughout our conceptualised curriculum, which are used to complement the whole texts we study throughout KS3.

Within KS3 students are guided to read increasingly challenging material independently. They are taught to understand increasingly challenging texts and create personal critical responses to them. Students use exemplar texts to develop their ability to write accurately, fluently, effectively and at length, consolidating and building on their knowledge of grammar and vocabulary. Oracy is built into our curriculum to develop students' ability to speak confidently and effectively.

### How do we check student understanding and monitor progress?

Understanding is checked regularly within lessons through

- regular retrieval quizzing and low stakes testing
- the use of live marking allows staff to identify gaps quickly and for students to respond immediately within their piece of work
- targeted hands-down questioning allows teachers to have a good understanding of their pupils and their ability to express their knowledge of a subject.

Misconceptions can be addressed quickly before they become concreted into the long-term memory.

In addition, summative assessments are used throughout the academic year in the form of ‘cold writes’ which identify key gaps to be addressed within a unit or topic; ‘hot writes’ which demonstrate ability and highlight progress made during that topic; and reading extended answers, allowing students to practice analytical writing skills.

### Curriculum sequencing

Year	Autumn	Spring	Summer
7	<ul style="list-style-type: none"> <li>• <b>Story &amp; Context</b></li> </ul> <p>Develops awareness that texts are constructs and that stories and writers are influenced by their contexts.</p> <p><b>Key Text: <i>Sir Gawain &amp; the Green Knight</i>, translated by Simon Armitage. This text allows us to explore a particular historical context— knightly values in the 14th century— and its impact on the characters and ideas a writer includes. Through this text, we introduce themes of identity and belonging.</b></p>	<ul style="list-style-type: none"> <li>• <b>Characterisation</b></li> </ul> <p>Focuses on understanding that writers make deliberate choices when constructing characters, and that characters are developed in a particular way to express the writer’s intention.</p> <p><b>Key Text: <i>The Graveyard Book</i>, by Neil Gaiman. This text is a fantasy bildungsroman which allows us to explore aspects of growing up through the protagonist. We explore the ways in which Gaiman assigns certain attributes to define both the protagonist and antagonist and then apply this in our own writing.</b></p>	<ul style="list-style-type: none"> <li>• <b>Genre &amp; Theme</b></li> </ul> <p>Focuses on understanding genres and themes; we explore how genre is established and the themes we expect to see within a particular genre.</p> <p><b>Key Text: <i>The Giver</i>, by Lois Lowry. Allows us to explore a particular genre— dystopia. The novel incorporates all of the common ideas and characters which we would expect to see in a dystopia and allows us to explore the connection between the genre and the themes.</b></p>

Curriculum sequencing			
Year	Autumn	Spring	Summer
8	<ul style="list-style-type: none"> <li><b>Perspective</b></li> </ul> <p>We consider how a writer's perspective is influenced by their context, and how the characters and ideas in the text can reflect that perspective.</p> <p><b>Key Text: <i>Journey's End</i>, by RC Sherriff.</b> This play offers a clear perspective on war shaped by experience and trauma. Written by a war veteran, we see how realism is used to create an authentic representation of life in a dugout, and how a critical perspective is implied through the play's events and characterisation.</p>	<ul style="list-style-type: none"> <li><b>Rhetoric</b></li> </ul> <p>This scheme explores the fundamental principles of rhetoric, teaching students that through language and structure, the text can be used to influence the reader or audience's perspective with that of the writer or speaker.</p> <p><b>Key Text: <i>Extracts from Animal Farm</i>, by George Orwell; <i>Shakespeare and contemporary non-fiction</i>.</b> This selection of rhetorical texts exemplifies the significance of rhetoric in relation to context.</p>	<ul style="list-style-type: none"> <li><b>Symbolism</b></li> </ul> <p>We explore metaphorical thought and language so that students learn about how symbols can be used to represent more abstract ideas in literature. These ideas of symbolism are then explored in our own writing.</p> <p><b>Key Text: <i>selected short stories, including The Flowers</i>, by Alice Walker.</b> This text allows us to consider the impact of a range of symbols and their use by the writer to create meaning.</p>
9	<ul style="list-style-type: none"> <li><b>Representation</b></li> </ul> <p>Explores how groups in society are represented across fictional, dramatic texts, and the media; it teaches students to recognise that these representations are influenced by context and perspective.</p> <p><b>Key Text: <i>Othello</i>, by William Shakespeare.</b> Contemporary non-fiction. We use these Shakespeare texts to explore how 'the other' is represented, associating key themes of the plays with these representations. We then explore representation of groups in the media.</p>	<ul style="list-style-type: none"> <li><b>Structure</b></li> </ul> <p>We consider in depth how the sequencing of a text will impact the way in which meaning is created and the reader responds to the text, as well as exploring some formal conventions of poetry, and structure at sentence level.</p> <p><b>Key Text: <i>Heroes</i>, by Robert Cormier.</b> The non-linearity of this text makes for an interesting exploration of structure, as the writer prepares us for key revelations; subverts expectations; and creates a suspenseful experience for the reader.</p>	<ul style="list-style-type: none"> <li><b>Advanced Application of the Concepts</b></li> </ul> <p>The final scheme of KS3 will culminate in revision of all concepts studied, requiring students to further secure and apply their knowledge more independently in their reading, writing and spoken language as they prepare for GCSE study.</p> <p><b>Key Text: <i>A range of diverse short stories and extracts from C19 texts including the full text of Arthur Conan Doyle - The Adventure of the Speckled Band</i>.</b> These texts allow students to explore concepts in a range of contexts as well as exposing them to our rich literary canon, ensuring students become more familiar and confident with the challenges and linguistic styles of texts from this period.</p>

Curriculum sequencing			
Year	Autumn	Spring	Summer
<b>10</b>	<p><b>English Language:</b> Imaginative writing</p> <p><b>English Literature:</b> The 19th Century Novel: A Christmas Carol (includes English Language skills of analysis of language, structure and evaluation); Poetry from the AQA Power and Conflict anthology</p>	<p><b>English Language:</b> Eduqas Component 2 - non-fiction reading and transactional writing</p> <p><b>English Literature:</b> Poetry from the AQA Power and Conflict anthology</p>	<p><b>English Language:</b> Writing skills; spoken language endorsement</p> <p><b>English Literature:</b> Shakespeare: Macbeth (includes English Language skills of analysis of language, structure and evaluation) Poetry from the AQA Power and Conflict anthology and unseen poetry practice</p>
<b>11</b>	<p><b>English Language:</b> Eduqas component 1 - fiction reading and creative writing</p> <p><b>English Literature:</b> Shakespeare: Macbeth (includes English Language skills of analysis of language, structure and evaluation)</p>	<p><b>English Language:</b> Eduqas component 1 &amp; 2 skills (in response to common issues identified in Y10 and October PPEs)</p> <p><b>English Literature:</b> Revision of Modern Text: An Inspector Calls; revision of AQA Power and Conflict anthology; revision of the 19th Century Novel: A Christmas Carol; unseen poetry practice</p>	<p><b>English Language:</b> Revision in response to common issues identified in Spring PPEs and preparation for final exam</p> <p><b>English Literature:</b> Revision in response to common issues identified in Spring PPEs and preparation for final exam</p>
<b>Rationale for this sequencing</b>	<p>Our KS3 curriculum is sequenced so that the concepts that underpin the study of English layer cumulatively; Y7 students start with the core concept that all narratives reflect contextual details of the real world, then build through to explore different perspectives, symbolism and representations within literature and non-fiction. The sequencing is designed to foreground each concept individually, to allow for a developed and thorough understanding whilst connecting to previous learning in order to form a broad picture of how the concepts interact together. Students develop a thorough understanding of English as a discipline and the ability to apply these concepts to the broader world and KS4. Students are consequently able to explore the challenging GCSE texts more independently and to form personal interpretations.</p> <p>Through the study and exploration of these concepts, students develop their writing practice in a spiral curriculum, revisiting written forms and purposes while emulating the texts studied; they learn directly through the texts they experience building the ability to write creatively in a range of styles, forms and purposes in KS4.</p>		

### How does our curriculum prepare students for the transition to post-16 pathways?

The depth of knowledge of English as a discipline, as well as the style and challenging nature of the texts studied leads students directly to A Level English Literature, while the complementary study of literature choices and concepts alongside creative writing and emulation of styles connects to the combined English Language and Literature course.