

Woodlands School

CURRICULUM



#togetherwegrow

Marches Academy Trust 

English

Our vision



We aim for a broad 'English' offer developing language, literature and literacy skills that are underpinned by clear explicit real-world purposes. We want our students to leave us as confident readers, writers and speakers.

We aim to foster a love of learning through excellent teaching, and selecting challenging and engaging texts. Cultural capital opportunities should be used to good effect: theatre trips, literacy festival visits.

We aim to fully prepare all students for their examinations and more importantly life beyond statutory education. We want them to leave us with a love for literature and language that will allow them to live life to the full.

The Big Picture

English is a challenging yet welcoming introduction to the study of secondary English. Looking at various novels, students will engage and respond to a wide range of fiction and non-fiction texts, developing their speaking, reading and writing skills.

Intent:

Students are baseline tested and then follow schemes which develop speaking, reading and writing skills. The schemes bring in more non-fiction and real-world English than KS2 but build on the creativity that is encouraged in lower school. The schemes include texts like those studied later in school to build confidence and resilience. Topics have been selected to engage students whilst also stretching and challenging them. Some texts have been included to increase challenge. Literacy lessons (vocabulary and grammar) form part of the scheme with students using the building better sentences scheme to study grammar topics such as: word classes, punctuation and sentence structure.

Implementation:

There will be six units of learning. Each unit will cover different big questions that are explored throughout every subject area.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set as independent learning. Students' revision skills will be developed through in class and independent assessment preparation.

WOW moments: learning about Yetis, Unicorns and the Loch Ness Monster, delivering speeches to the whole year group (Jurassic Park) enjoying spooky thriller texts (Lamb to the Slaughter), learning about gruesome Victorian characters, enjoying funny poems and exploring climate change, racism and conflict through poetry.

Literacy skills will be addressed through dedicated literacy lessons using the building better sentences scheme, literacy independent learning, key words, words of the week, spelling tests and reading for pleasure.

Key assessments:

Formal assessment at the end of each unit of study.

Autumn Term

**Baseline testing
speech, persuasive letter**

Spring Term

**Poetry reading assessments
Thriller writing assessments**

Summer Term

**Dickens reading assessment
Character analysis**

Impact:

Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

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#RealWorldReady

Develops context during conversation and a basic understanding of how the world has changed over centuries.

Year 7 History Overview

What is my Learning Journey?



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What to expect...

Content – Who the Tudors were, and the religion change over the era.

Assessment – *Fact fill on a Tudor monarch.*

Bigger Picture Question –
How did religion change over the Tudor period?

What to expect

Content –

Assessment –

Bigger Picture Question –

START

U1

What is History?



What to expect

Content – *Why is history important? A dive into the dark ages and how the Norman Conquest changed Britain.*

Assessment – Newspaper article

Bigger Picture Question – How did Britain change after the Norman conquest?

U2

The Tudors



U3

Industrial revolution



What to expect

Content –

Assessment –

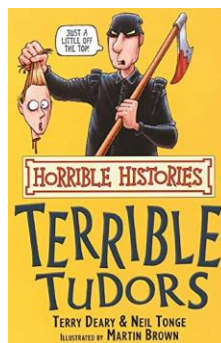
Bigger Picture Question –

U4



Stretch & Challenge

Read at least one hour a week





Middle School? Saplings English Overview

What is my Learning Journey?



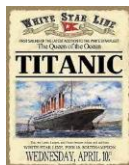
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LITERACY FOR LIFE

#RealWorldReady

What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?



What to expect...

Content— Delving into war poetry and the era of WW1 and WW2

Assessment— Analysis

Bigger Picture Question— Is war justified?

U7

Social Inequality

What to expect

Content— A jump in time to the setting and structure of the dark Gothic world of writing

Assessment— Reading Analysis

Bigger Picture Question— What makes us a good or bad person? Are we what we see on the surface?



START

U5

The Titanic

What to expect

Content— A jump back in time to learn about The Titanic

Assessment— film review and Reading Analysis

Bigger Picture Question— What can we learn about society from studying The Titanic? How have things changed?

U6

War Poetry

What to expect

Content— Advertising, persuasive language, activism

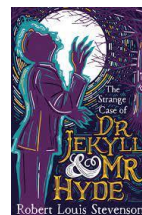
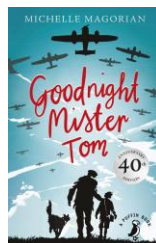
Assessment— Transactional
Bigger Picture Question— What would make a perfect world? What do we need to improve?

U8

Gothic

Stretch & Challenge

Read at least one hour a week





Middle School/Saplings English Overview

What is my Learning Journey?



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LITERACY FOR LIFE



What to expect

Oak Courses:

- Functional Skills Level 1
- Functional Skills Level 2
- GCSE Language
- GCSE Literature

Pearson | Edexcel



What to expect...

Content – Shakespeare's works and life

Assessment – Analysis of extracts

Bigger Picture Question –

Why is Shakespeare still relevant today?



U11

DNA

What to expect

Content – Read, watch, explore and enjoy DNA

Assessment – Reading/Essay

Bigger Picture Question –

How does peer pressure affect us?
What do we still need to learn?

U10

Shakespeare's Legacy

U9

Love Poetry

START

What to expect

Content – A dive into love poetry throughout the ages

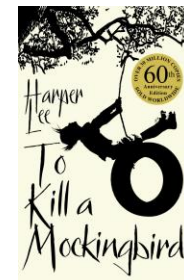
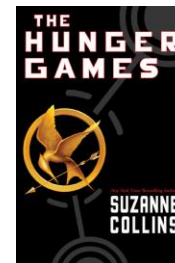
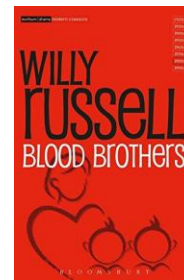
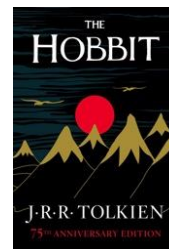
Assessment – Analysis

Bigger Picture Question –

What types of love are there? Is love just about physical attraction?

Stretch & Challenge

Read at least one hour a week



The Big Picture

English literature builds on the learning at Y9 and prepares students for their GCSE examination.

Intent:

This is a two-year course of GCSE English Literature prepares students for their external examination. Year one introduces students to the texts: An Inspector Calls, Dr Jekyll and Mr Hyde, Macbeth and Poetry. Theatre, film and creative writing are used to engage students and bring these texts to life. Year two focuses on examination preparation and recall. Both years set the scene and prepare the foundations for students to study Literature at A Level and beyond.

Implementation:

There will be four LP units of approx. 10 weeks each. Each lesson will include at least one LORIC skill.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed through in class and assessment preparation: quotes grids, flashcards and regular testing will prepare students for their external exams.

WOW moments: theatre trips, developing confidence writing extended essays – feeling pride in how far they have come.

Literacy skills will be addressed through key words, words of the week, spelling tests, reading for pleasure and read every lesson in class.

Key assessments:

Students will take mock exams and complete end of unit exam style questions.

Autumn Term

Exam question: AIC
Exam question: ACC

Spring Term

Exam question: Macbeth
Exam question: Poetry

Summer Term

Unseen poetry assessment
GCSE English Literature Exam

Impact:

Good: Students can access KS4 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS4 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

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English Literature Overview

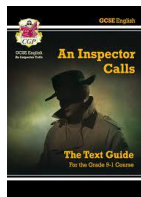
What is my Learning Journey?



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#RealWorldReady

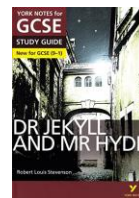
What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?



What to expect...

Content - Revisiting key characters and themes of our set text *An Inspector Calls*; essay writing skills; examination preparation; quotation mastery.

Assessment - weekly formative essays and one summative essay assessment

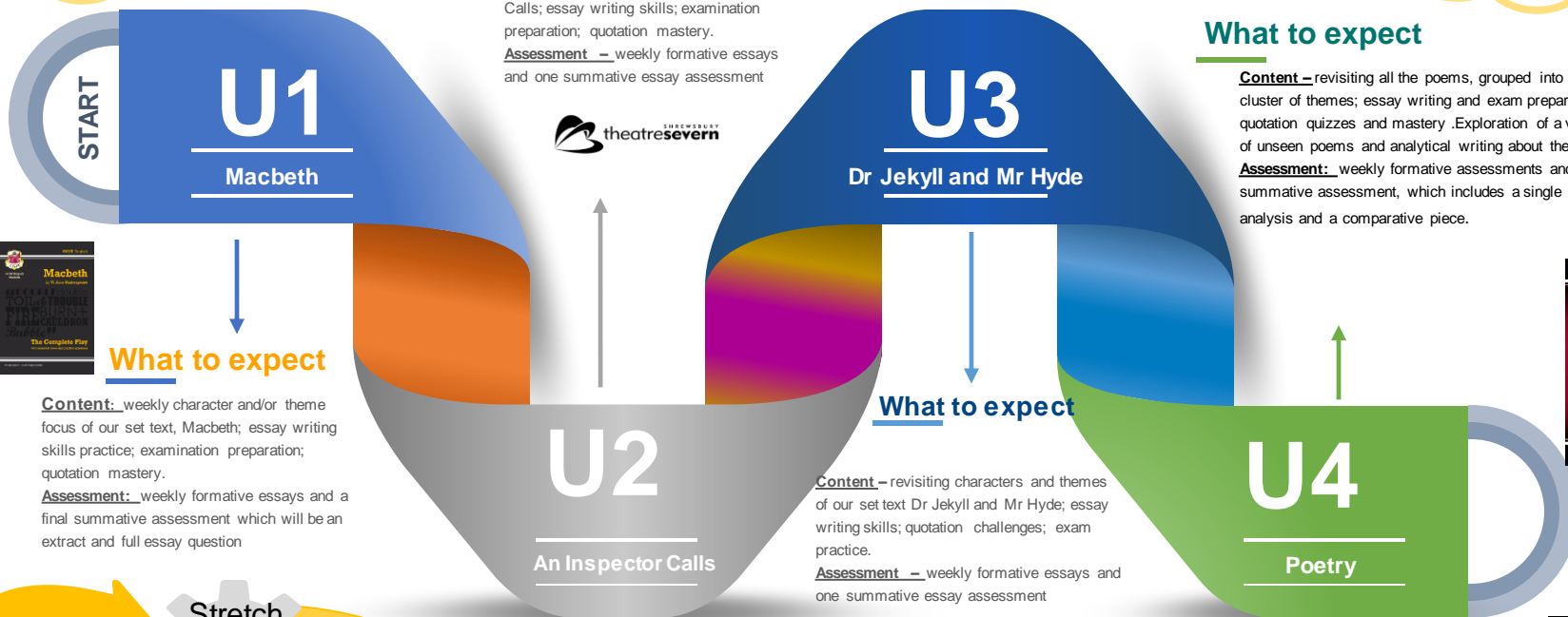


The focus will be on developing unseen poetry analysis

What to expect

Content - revisiting all the poems, grouped into their cluster of themes; essay writing and exam preparation; quotation quizzes and mastery. Exploration of a variety of unseen poems and analytical writing about them.

Assessment - weekly formative assessments and one summative assessment, which includes a single poem analysis and a comparative piece.



What to expect

Content - weekly character and/or theme focus of our set text, *Macbeth*; essay writing skills practice; examination preparation; quotation mastery.

Assessment - weekly formative essays and a final summative assessment which will be an extract and full essay question

What to expect

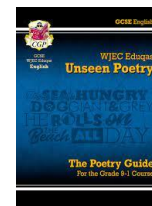
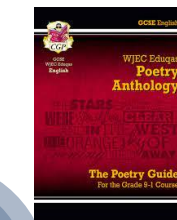
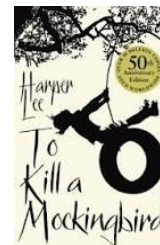
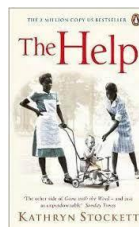
Content - revisiting characters and themes of our set text *Dr Jekyll and Mr Hyde*; essay writing skills; quotation challenges; exam practice.

Assessment - weekly formative essays and one summative essay assessment

Stretch and Challenge

Complete revision using GCSE POD and your notes

1 hour free reading a week



The Big Picture

English Language prepares students for their English Language GCSE and for life beyond KS4 whether that be further academic study or a different pathway.

Intent:

Students develop their English skills through reading, discussing, exploring and creating a range of texts. They will engage with influential literature and factual writing too. They will have the opportunity to write their own texts: narrative and transactional. They will learn how to respond critically and thoughtfully to fiction and non-fiction texts. Students leave Y11 ready for the real world and in a position to continue studying English if they wish.

Implementation:

There will be four LP units of approx. 10 weeks each. Each lesson will include at least one LORIC skill: Narrative Writing, Transactional Writing, Reading Fiction, Reading Non-Fiction.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed through in class and assessment preparation.

WOW moments: reading extracts from 1984, A Handmaid's Tale, The Yellow Wallpaper, To Kill a Mockingbird... Writing letters, speeches and reports on important issues, CV writing/ job applications.

Literacy skills will be addressed through key words, words of the week, spelling tests, reading for pleasure and read every lesson in class.

Key assessments:

Students will take mock exams and complete end of unit exam style questions.

Autumn Term

Narrative writing
Transactional writing

Spring Term

Fiction reading analysis
Non-Fiction reading analysis

Summer Term

GCSE English Language Exam

Impact:

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English Language Overview

What is my Learning Journey?



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Students have the opportunity to work on laptops and use scribes as required.

#RealWorldReady

What is the point of the English Language? How does English Literature reflect our daily lives? What careers utilise English?



What to expect...

Eduqas examination preparation on real-world writing. Explore a variety of different writing genres and learn how to adapt your writing for purpose. Explore a range of persuasive language and devices and analyse the effect it creates for the reader.

Assessment: You will write transactional pieces - at least 1 from each genre and then complete a blind, timed assessment which will be graded formally by your teacher.

U3 Reading Skills 1

What to expect

Learning how to read for inference by studying a variety of texts. Analysing key quotations and evaluating how a writer uses language in order to achieve greater effects. Comparison is a key feature of this component, and you will learn how to compare texts in detail.

Assessment: formative analytical and evaluative questions will be assessed fortnightly. You will then complete a full reading paper in timed conditions which will be graded by your teacher.

What to expect

Learning how to read for inference by studying a variety of texts. Analysing key quotations and evaluating how a writer uses language in order to achieve greater effects.

Assessment: formative analytical and evaluative questions will be assessed fortnightly. You will then complete a full reading paper in timed conditions which will be graded by your teacher.

U2 Transactional Writing

What to expect

Eduqas examination preparation on writing stories. Study of short stories and understanding how a writer uses their craft to create suspense and tension. Experimenting with language devices and practicing using punctuation for effect. Learning exciting, new vocabulary to enhance the writing experience.

Assessment: three narrative pieces marked and graded by my teacher

Stretch and Challenge

Read at least one hour a week

