



THE BROMFORDS SCHOOL
ACHIEVE ENRICH PREPARE

The Bromfords School English Department. Intent of Curriculum



The Bromfords School

English Department.

The intent of English at Bromfords is to develop confidence in the use of language, competence in their understanding of use of language and creativity and enjoyment of both reading and writing.

Achieve:

Students are given the opportunity to investigate a range of fiction and non-fiction texts to understand and confidently articulate how writers want to change the world and challenge how we think and to be able to replicate this within their own writing. Achievement will be celebrated through their enjoyment of a range of texts and opportunities to eloquently express their ideas both verbally and through the written word.

Enrich:

Students will leave school being able to be effective communicators, seeing value in both reading for pleasure and academically. Students are able to understand how their everyday lives are impacted by the written and spoken word and to articulate and express their own thoughts in relation to this. Students' awareness of both British values and wider culture is enhanced through exposure to exciting and challenging materials.

Prepare:

Through a thematic approach, each year of study from Years 7 to 13 a carefully staged series of building blocks are taught, which enable students to build their competence and confidence in key skills- for life, pleasure, work and exams.

Department: English	Curriculum Map What does (subject) at Bromfords look like?					
Entry KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
<p><u>Knowledge:</u></p> <p><u>Skills:</u></p>	<p><u>Knowledge:</u> To know the structure of a story. To know a range of texts across time. To know how writers address examples of societal issues.</p> <p><u>Skills:</u> To write with appropriate use of structure and language. To be able to comment on the author's use of language and structure.</p>	<p><u>Knowledge:</u> To know a range of techniques, both structural and language to engage a reader. To know how genre impacts on the way texts are written</p> <p><u>Skills:</u> To write with effective use of structure and language. To be able to explain the author's use of language and structure identifying the writer's intentions.</p>	<p><u>Knowledge:</u> To know the ways a range of societal issues impact on the individual and the ways writers portray their own ideas on these issues.</p> <p><u>Skills:</u> To write in a compelling way making full use of a range of techniques accurately. To be able to analyse the construction of a piece of writing, identifying links to context and the author's intentions.</p>	<p><u>Knowledge:</u> To develop literal and inferential comprehension with a focus on understanding a word, phrase or sentence in context. To confidently explore aspects of plot, characterisation, events, and settings.</p> <p><u>Skills:</u> Recall key themes and support a point of view by referring to evidence in the text. Gain a clear understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response.</p>	<p><u>Knowledge:</u> To know how to effectively develop analysis and evaluation through the knowledge and understanding of a writer's choice of vocabulary, grammatical and structural features for effect.</p> <p><u>Skills:</u> Secure appropriate use of linguistic and literary terminology to develop evaluation and text Comparison. Explore through comparing and contrasting texts studied, relevant themes, characterisation, context, and form.</p>	<p><u>Knowledge:</u> To know and engage with a rich and diverse range of texts in order to develop knowledge of critical and literary theory. Explore the ways in which texts have been received culturally and over time and foster an understanding of how literature explores the human condition.</p> <p><u>Skills:</u> To be able to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p>

Enrichment, Careers, Real-world Experience.	Exploration of a range of diverse texts focusing on the idea of life being a journey with many obstacles that need to be overcome in order to succeed. Supports the development of resilience, tolerance, and understanding of the complexities of a range of different relationships	Supporting cultural capital and knowledge of current affairs through texts focused on tragedy through the ages, prejudice, race, and gender discrimination.	Focus on the development of literature as a tool for social, moral, and political protest over time. Opportunities for cross-curricular links to develop an appreciation for how society's beliefs and attitudes have been presented through literary works.	Developing how key themes explored throughout KS3 are presented in set GCSE texts with a view of securing personal and critical viewpoints towards key ideas within literature.	Opportunities to use English Language for real-world purposes and develop the use of rhetoric.	Opportunities to explore the presentation of key fundamental issues through a variety of mediums.
	<p>Careers & Real-World: The English curriculum develops the ability to read and write clearly and support key communication skills. Researching and presenting information in a variety of ways help to secure confidence and an attention to detail that supports with many career paths. Careers within English belong to a range of industries including: Law, Education, Advocacy, Health, and Technical professions.</p>					

Year 7 – Intent: Life is a journey with obstacles to overcome

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: In Search of Adventure</p> <p>Learning Intent: To know a range of structural and language techniques and be able to use them effectively in narrative writing.</p>	<p>Scheme of Work: The Tempest</p> <p>Learning Intent: To engage with our literary heritage by exploring texts from the past. To understand the way Shakespeare uses dramatic methods to present a classic adventure story in the form of a play.</p>	<p>Scheme of Work: Relationships</p> <p>Learning Intent: To evaluate the ways in which writers use language to describe their relationships, present their views and manipulate their readers' responses.</p>	<p>Scheme of Work: Anne Frank and the impact of Conflict</p> <p>Learning Intent: To engage with a range of texts and identify the writer's ideas and perspectives on the issue of conflict.</p>	<p>Scheme of Work: Noughts and Crosses</p> <p>Learning Intent: To be able to identify dramatic texts used to convey the issue of racial prejudice thereby promoting understanding of current societal issues?</p>	<p>Scheme of Work: Exploring Difference</p> <p>Learning Intent: To explore a range of texts highlighting ways in which we are all different promoting understanding and tolerance in the way we interact with others.</p>

<i>Measuring Impact through: A piece of narrative writing</i>	<i>Measuring Impact through: An analysis of the way the protagonist is presented.</i>	<i>Measuring Impact through: Presenting an effective poetry recital of a shared poem reflecting understanding of the poet's intent.</i>	<i>Measuring Impact through: A comparison of the ways writers present their ideas about conflict</i>	<i>Measuring Impact through: Close reading of a key extract showing knowledge of the text and interpretation of author's methods.</i>	<i>Measuring Impact through: A piece of transactional writing promoting tolerance and understanding of those that appear different.</i>

Year 8 – Intent: To explore interesting characters and their narratives

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: The Art of the Short Story</p> <p>Learning Intent: To build upon the skills taught in Year 7 to create a more sophisticated and engaging short story by experimenting with different techniques.</p>	<p>Scheme of Work: Dare to Scare</p> <p>Learning Intent: To compare and evaluate differing narrative approaches to explore how horror has the power to move readers both emotionally and psychologically</p>	<p>Scheme of Work: Importance of Culture</p> <p>Learning Intent: To know what is meant by the term culture and explore the way culture is presented in a wide range of texts</p>	<p>Scheme of Work: Of Mice and Men</p> <p>Learning Intent: To engage with the novel and evaluate to what extent it can be classified as an example of tragedy.</p>	<p>Scheme of Work: Comedy v Tragedy</p> <p>Learning Intent: To consolidate understanding of the tragic genre by focusing on the presentation of two of Shakespeare's villains and to determine whether the presentation of villains in tragedy differ from villains in comedy.</p>	<p>Scheme of Work: Crime Fiction</p> <p>Learning Intent: To know the conventions of the crime genre and the way they are written.</p>
<i>Measuring Impact through: The writing of a short story incorporating a range of structural and language techniques</i>	<i>Measuring Impact through: Close reading of a key extract showing knowledge of the text and interpretation of author's methods.</i>	<i>Measuring Impact through: To analyse the way culture is presented in a piece of writing</i>	<i>Measuring Impact through: An evaluation of the novel as a classical tragedy.</i>	<i>Measuring Impact through: A comparison of the villains Iago and Don Jon to see who is more villainous.</i>	<i>Measuring Impact through: Creating an effective character and setting for a piece of crime fiction</i>

Year 9 – Intent: Exploration of Social, political, and moral protest within literature and the media

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Curious Incident of the Dog in the Nighttime</p> <p>Learning Intent: To read the novel exploring the usual narrative voice and structure of the text as well as evaluating developing their ability to evaluate the effectiveness of a piece of text.</p>	<p>Scheme of Work: Jekyll and Hyde</p> <p>Learning Intent: To engage with a 19th century text, considering the impact of context and the presentation of Victorian morality.</p>	<p>Scheme of Work: An Inspector Calls</p> <p>Learning Intent: To explore the ideas and perspectives of J B Priestley and how they are conveyed through the dramatic structure of the play.</p>	<p>Scheme of Work: Social Protest Literature</p> <p>Learning Intent: To understand the link between societal issues and authorial intent in the development of a narrative. We will look at physical protests, speeches, articles, and poems. We will examine how the media creates different representations of groups, and how this can form our beliefs and opinions</p>	<p>Scheme of Work: The Hate U Give</p> <p>Learning Intent: To read a challenging text that will promote understanding of the impact of discrimination on the lives of those who are both the perpetrator and victim. To be able to clearly express an opinion on a current societal issue using a range of structural and language techniques.</p>	
<p><i>Measuring Impact through: Close reading of a key extract showing knowledge of the text and interpretation of author's methods.</i></p>	<p><i>Measuring Impact through: Analysis of a key extract exploring the presentation of the character of Hyde</i></p>	<p><i>Measuring Impact through: To write a speech presenting a warning about a current social issue and arguing that we need to act now to prevent serious consequences.</i></p>	<p><i>Measuring Impact through: To consider how does Blake use language in his poem 'London' to show his anger at those in power?</i></p>	<p><i>Measuring Impact through: A written analysis of the presentation of the character Maverick.</i></p>	

Year 10– Intent: To explore the human condition through GCSE set texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Power and Conflict Poetry Selection</p> <p>Exploring conventions of poetry and developing inferences about the themes of war, power,</p>	<p>Scheme of Work: A Christmas Carol</p> <p>To familiarise pupils with exam criteria and develop understanding of 19th century contexts. To improve confidence when analysing extracts and</p>	<p>Scheme of Work: Lord Of the Flies & English Language Paper 2</p> <p>Students will have a holistic understanding of the genre of the play / prose text, the plot and structure, character purposes, the writer's intentions behind craft,</p>	<p>Scheme of Work: Lord Of the Flies & English Language Paper 2</p> <p>Students will be made aware of the assessment objectives and how to meet the examination criteria within their answers. Developing analytical skills and</p>	<p>Scheme of Work: Macbeth</p> <p>Building on prior learning of Shakespearean English and conventions. Pupils to follow development of characters and themes within the Tragedy</p>	<p>Scheme of Work: Macbeth</p> <p>Understanding expectations of analyzing both an extract and linking themes within the given extract to knowledge of the whole text. Following development of characters</p>

<p>and conflict. Using poems to inspire creativity for writing.</p> <p>Learning Intent: To analyse a poet's use of language and structure to present meaning. To understand how context can affect a reader's understanding and response to a text. BIG QUESTION: What methods does a poet use to present meaning?</p>	<p>writing analytically under time constraints. Pupils will have an increased social awareness about the importance of literature in society making obvious links to contextual divisions of the Victorian era.</p> <p>Learning Intent: To analyse the writer's use of language and structure to establish a key character and themes and link understanding to appropriate contexts.</p>	<p>contexts of the times in which the texts are written and set and the impacts the texts have had on society.</p> <p>Alongside this, students are to cover a scheme of Language Paper 2 lessons based on contextual ideas inspired by the Literature text.</p> <p>Learning Intent: To explore the features of drama / prose. Analyse how writer's use form, linguistic and structural devices to engage readers.</p>	<p>understanding how ethical and moral dilemmas are portrayed within drama and prose.</p> <p>Language Paper 2 lessons continued.</p> <p>Learning Intent: Building on AO2 analysis and developing understanding of characters, themes, and contexts.</p>	<p>linking their explorations to Tragedy genre conventions.</p> <p>Learning Intent: To analyse the writer's use of language and structure to establish a key character and themes.</p>	<p>and making rational, logical inferences about character's villainous traits. Demonstrating awareness of character's inner moral and ethical dilemmas through application of knowledge.</p> <p>Learning Intent: To secure understanding focusing on how key themes develop alongside characters considering Tragedy genre.</p>
<p><i>Measuring Impact through: Essay response focused on BIG QUESTION: What methods does a poet use to present meaning?</i></p>	<p><i>Measuring Impact through: BIG QUESTION: How does Dickens present themes of redemption, social justice, and Christian morality in the text?</i></p>	<p><i>Measuring Impact through: BIG QUESTION: How does Golding present themes of power, social structure, and violence in the text?</i></p>	<p><i>Measuring Impact through: BIG QUESTION: How does Golding present themes of power, social structure, and violence in the text?</i></p>	<p><i>Measuring Impact through: BIG QUESTION: How does Shakespeare present the themes of power, guilt, and violence in the text?</i></p>	<p><i>Measuring Impact through: BIG QUESTION: How does Shakespeare present the themes of power, guilt, and violence in the text?</i></p>

Year 11– Intent: Consolidation of the curriculum and understanding modes of assessment for KS4 and beyond

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: AQA English Language Paper 2: Students will complete a range of ELP2 practice papers guided by teachers to understand the structure for responses and the expectations of the mark scheme.</p>	<p>Scheme of Work: A Christmas Carol Revision To familiarise pupils with exam criteria and develop understanding of 19th century contexts. To improve confidence when analysing extracts and writing analytically under time constraints.</p>	<p>Scheme of Work: Modern Novel Revision Students will have a holistic understanding of the genre of the play / prose text, the plot and structure, character purposes, the writer's intentions behind craft, contexts of the times in which the texts are written and set and the</p>	<p>Scheme of Work: Unseen Poetry Students will complete the analysis of a range of unseen poems to prepare themselves for the upcoming Literature exams.</p> <p>Learning Intent: To analyse a poet's use of language and structure to present</p>	<p>Scheme of Work: AQA English Language Paper 2: Students will complete a range of ELP2 practice papers guided by teachers to understand the structure for responses and the expectations of the mark scheme.</p> <p>Learning Intent</p>	<p>Scheme of Work: A Christmas Carol Revision To familiarise pupils with exam criteria and develop understanding of 19th century contexts. To improve confidence when analysing extracts and writing analytically under time constraints.</p>

<p>Learning Intent To understand and analyse the methods used by writers of non-fiction texts in presenting ideas.</p>	<p>Pupils will have an increased social awareness about the importance of literature in society making obvious links to contextual divisions of the Victorian era.</p> <p>Learning Intent: To analyse the writer's use of language and structure to establish a key character and themes and link understanding to appropriate contexts.</p>	<p>impacts the texts have had on society.</p> <p>Learning Intent: To explore the features of drama / prose. Analyse how writer's use form, linguistic and structural devices to engage readers.</p>	<p>meaning. To understand how context can affect a reader's understanding and response to a text.</p>	<p>To understand and analyse the methods used by writers of non-fiction texts in presenting ideas.</p>	<p>Pupils will have an increased social awareness about the importance of literature in society making obvious links to contextual divisions of the Victorian era.</p> <p>Learning Intent: To analyse the writer's use of language and structure to establish a key character and themes and link understanding to appropriate contexts.</p>
<i>Measuring Impact through: BIG QUESTION: How does a writer use language and structure to present ideas and to express opinions?</i>	<i>Measuring Impact through BIG QUESTION: How does Dickens present themes of redemption, social justice, and Christian morality in the text?:</i>	<i>Measuring Impact through: BIG QUESTION: How does Golding present themes of power, social structure, and violence in the text?</i>	<i>Measuring Impact through: BIG QUESTION: What methods does a poet use to present meaning?</i>	<i>Measuring Impact through: BIG QUESTION: How does a writer use language and structure to present ideas and to express opinions?</i>	<i>Measuring Impact through: BIG QUESTION: How does Dickens present themes of redemption, social justice, and Christian morality in the text?:</i>

Year 12– Intent: ?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: ?</p> <p>Learning Intent: ?</p>	<p>Scheme of Work: ?</p> <p>Learning Intent: ?</p>	<p>Scheme of Work: ?</p> <p>Learning Intent: ?</p>	<p>Scheme of Work: ?</p> <p>Learning Intent: ?</p>	<p>Scheme of Work: ?</p> <p>Learning Intent: ?</p>	<p>Scheme of Work: ?</p> <p>Learning Intent: ?</p>
<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>

Year 13– Intent: ?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: ?	Scheme of Work: ?	Scheme of Work: ?	Scheme of Work: ?	Scheme of Work: ?	Scheme of Work: ?
Learning Intent: ?	Learning Intent: ?	Learning Intent: ?	Learning Intent: ?	Learning Intent: ?	Learning Intent: ?
<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>