



THE BROMFORDS SCHOOL
ACHIEVE ENRICH PREPARE

The Bromfords School

English Department

Intent of Curriculum



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English Department.

The intent of the English curriculum at Bromfords is to provide students with an inspirational, thought-provoking and personalised programme of study which allows for the mastery of both written and spoken literacy whilst also cultivating a genuine love of literature and appreciation of language use in different contexts.

Achieve:

Students are given the opportunity to critically engage with a diverse range of fiction and non-fiction texts to support: the formation of informed, personal opinions; the understanding of key societal and political issues, and the evaluative skills needed for understanding and tolerance, when exploring a range of perspectives and attitudes.

Enrich:

Students will fully explore the human condition throughout the curriculum which will foster an appreciation of individuality and the need to embrace difference. Our curriculum provides sustained investigations on themes such as: life as a journey; overcoming obstacles; prejudice and difference; the importance of culture, and literature as a tool for social protest.

Prepare:

Students will leave school as effective, confident communicators and will feel enlightened as to how their everyday lives are impacted by the written and spoken word.

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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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.	<p>Drama activities and online productions of Shakespeare's plays.</p>	<p>Drama activities and online productions of Shakespeare's plays.</p>	<p>Exploration of current affairs in the media.</p>	<p>Opportunities for stage productions and workshops.</p>	<p>Opportunities for stage productions and workshops.</p>	<p>Opportunities for stage productions and workshops.</p>
	<p>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</p>	<p>Supporting cultural capital and knowledge of current affairs through texts focused on tragedy through the ages, prejudice, race, and gender discrimination.</p>	<p>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.</p>	<p>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.</p>	<p>Opportunities to use English Language for real-world purposes and develop the use of rhetoric.</p>	<p>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.**

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</p>	<p>Scheme of Work: Dare to Scare</p> <p>Learning Intent: To compare and evaluate differing narrative approaches to</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</p>	<p>Scheme of Work: Of Mice and Men</p> <p>Learning Intent: To engage with the novel and evaluate to what extent</p>	<p>Scheme of Work: Comedy v Tragedy</p> <p>Learning Intent: To consolidate understanding of the tragic genre by focusing</p>	<p>Scheme of Work: Crime Fiction</p> <p>Learning Intent: To know the conventions of the crime</p>

create a more sophisticated and engaging short story by experimenting with different techniques.	explore how horror has the power to move readers both emotionally and psychologically	presented in a wide range of texts	it can be classified as an example of tragedy.	on the presentation of two of Shakespeare's villains and to determine whether the presentation of villains in tragedy differ from villains in comedy.	genre and the way they are written.
<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>	

<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: Analysis of a key extract exploring the presentation of the character of Hyde</i>	<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>	<i>Measuring Impact through: To consider how does Blake use language in his poem 'London' to show his anger at those in power?</i>	<i>Measuring Impact through: A written analysis of the presentation of the character Maverick.</i>

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 and English Language Paper 1</p> <p>Exploring conventions of poetry and developing inferences about the themes of war, power, and conflict. Using poems to inspire creativity for writing.</p> <p>Alongside this, students are to cover a scheme of Language Paper 1 homework.</p>	<p>Scheme of Work: A Christmas Carol and English Language Paper 1</p> <p>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. 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>Scheme of Work: Lord Of the Flies & English Language Paper 2</p> <p>Students will have a holistic understanding of the genre of the 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 impacts the texts have had on society.</p> <p>Alongside this, students are to cover a scheme of Language Paper 2 homework based on contextual ideas inspired by the Literature text.</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 understanding how ethical and moral dilemmas are portrayed within drama and prose.</p> <p>Language Paper homework continued.</p> <p>Learning Intent: Building on AO2 analysis and developing</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 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>Scheme of Work: Macbeth</p> <p>Understanding expectations of analysing both an extract and linking themes within the given extract to knowledge of the whole text. Following development of characters and making rational, logical inferences about character's villainous traits. Demonstrating awareness of character's inner moral and ethical dilemmas through</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.	Alongside this, students are to cover a scheme of Language Paper 1 homework. 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.	Learning Intent: To explore the features of drama / prose. Analyse how writer's use form, linguistic and structural devices to engage readers.	understanding of characters, themes, and contexts.		application of knowledge. Learning Intent: To secure understanding focusing on how key themes develop alongside characters considering Tragedy genre.
<i>Measuring Impact through: Essay response focused on BIG QUESTION: What methods does a poet use to present meaning?</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: How does Golding present themes of power, social structure, and violence in the text?</i>	<i>Measuring Impact through: BIG QUESTION: How does Shakespeare present the themes of power, guilt, and violence in the text?</i>	<i>Measuring Impact through: BIG QUESTION: How does Shakespeare present the themes of power, guilt, and violence in the text?</i>

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
Scheme of Work: Macbeth and Power and Conflict Revision/Unseen Poetry Exploring conventions of poetry and developing inferences about the themes of war, power, and conflict.	Scheme of Work: A Christmas Carol Revision To familiarise pupils with exam criteria and develop understanding of 19 th century contexts. To improve confidence when analysing extracts and writing analytically under time constraints.	Scheme of Work: Power and Conflict Poetry Selection To finalise the study of the anthology by exploring conventions of poetry and developing inferences about the themes of war, power, and conflict. Learning Intent:	Scheme of Work: The Modern Novel Revision (Lord of the Flies) Students will have a holistic understanding of the 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	Scheme of Work: Commencement of GCSE Examinations (Revision) Class teachers will use the remaining time with students revising key texts/skills in preparation for the exams. The content of this revision will be decided by the class teacher to best suit the needs of the class.	Scheme of Work: Exams in commencement.

<p>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 meaning. To understand how context can affect a reader's understanding and response to a text.</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>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</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>		
<i>Measuring Impact through: Essay response focused on BIG QUESTION: What methods does a poet use to present meaning?</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: Essay response focused on BIG QUESTION: What methods does a poet use to present meaning?</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: GCSE Exams</i>	<i>Measuring Impact through: GCSE Exams</i>

Year 12– Intent: to explore aspects of a central literary theme as seen over time, using unseen material and set texts.

Autumn	Spring	Summer
<p>Scheme of Work:</p> <p>Shakespeare's Othello How are love and tragedy linked in this play?</p> <p>The Great Gatsby</p>	<p>Scheme of Work:</p> <p>AQA Pre 1900 Poetry</p> <p>Learning Intent:</p>	<p>Scheme of Work:</p> <p>NEA completion:</p>

<p>Context of The American Dream, The Manifest Destiny, Consumerism and capitalism in the 1920s.</p> <p>Learning Intent: To understand the origins of tragedy and its development over time and how the romantic plot of this play is tied in to tragic convention</p> <p>To consider how Fitzgerald is writing a satire of consumerism whilst engaging in Romance and Tragic genres.</p>	<p>Students to develop critical interpretations of poetry and create critical comparisons with Othello and Gatsby.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore aspects of love within these text • Create links to Gender Studies and Feminist readings within this poems • Discuss considerations of sexual politics. <p>Students should be prepared to compare Othello, Gatsby and Poetry.</p>	<p>In Texts across time, students write a comparative critical study of two texts on a theme of their choice. Possible themes include, but are not limited to:</p> <ul style="list-style-type: none"> • the struggle for identity • crime and punishment • minds under stress • nostalgia and the past • the Gothic • satire and dystopia • war and conflict • representations of race and ethnicity • representations of sexuality • representations of women • representations of men • representations of social class and culture. <p>Learning Intent: To understand the requirements for the NEA. To research independently and determine choice for the NEA To write an effective NEA question and begin drafting the essay</p>
<i>Measuring Impact through: Close analysis of the text and essay-style tasks</i>	<i>Measuring Impact through: Close analysis of the text and essay-style tasks</i>	<i>Measuring Impact through: submission of drafts</i>

Year 13– Intent: Modern times - exploring literature from 1945 to the present day

Autumn	Spring	Summer
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<p>Scheme of Work:</p> <p>The Handmaid's Tale</p> <p>A Streetcar Named Desire</p> <p>Learning Intent:</p> <p>To continue in depth analysis of the idea of dystopic fiction. Students should consider the work of Camille Paglia as well as the work of Freud to support the reading of this text. Students should be prepared to discuss this novel alongside discussions of Streetcar Named Desire.</p> <p>How are ideas of Feminism and Gender Studies present in this text? How are the relationships in this text explored by Williams?</p>	<p>Scheme of Work:</p> <p>Feminine Gospels -Carol Anne Duffy</p> <p>Learning Intent:</p> <p>Students should work through Duffy's text in comparison with both Handmaid's Tale and Streetcar Named Desire. Students should be prepared to explore ideas of Gender, Politics and Feminism in all three of these texts. Students should be able to effectively compare Handmaid's Tale & Feminine Gospels, Streetcar & Handmaid's Tale and Streetcar & Feminine Gospels.</p>	<p>Scheme of Work:</p> <p>Love Through the Ages</p> <p>Texts in Shared Contexts</p> <p>Learning Intent:</p> <p>Response to assessments within planning- revision of all aspects of the exam paper.</p>
<p><i>Measuring Impact through: Close analysis of the text and essay-style tasks</i></p>	<p><i>Measuring Impact through: Close analysis of the text and essay-style tasks</i></p>	<p><i>Measuring Impact through: Exam skills</i></p>