

Curriculum Intent Framework



Subject:	English
Subject Curriculum Vision:	The English curriculum at Bishops' aims to not only provide students with reading, writing and spoken language skills for their study of texts in English and the wider school curriculum but also to provide opportunities to develop, instill and nurture these language skills as a means to enhance their own personal, social, cultural and spiritual development. Through a range of literary and non-literary texts, genre studies and literature from across time and cultures, we hope to give every student the chance to ascertain who they are and how they fit into the world they live in by exploring, discussing, analysing and evaluating how language reflects society, times and lives outside of their own experience.

Core Subject Values:

Dignity and Respect	We promote learning environments where students discuss and explore issues in texts in a calm, serious and controlled manner where all feel safe to express their view and opinions during class and group discussions and debates; promoting a collaborative working environment where both group and independent work are valued and fostered. We aim to spark curiosity through a range of topics and issues that enable students to appreciate and empathise with others' viewpoints in the classroom and in the texts we study. We explore how writers present respect and dignity through their language, viewpoints, plots and characters and how we can reflect that in our own creative writing. We discover how dignity and respect can be gained and lost through language use and how issues from a range of contexts and cultures can deepen pupils' understanding of themselves and the world around them.
Wisdom, Knowledge and Skills	We seek to develop pupils' curiosity in literary exploration by evaluating and judging characters, themes, language and writers' intentions, aiming to build knowledge of how language works grammatically and in a range of contexts to suit form, purpose and audience. We build a bank of literary and linguistic terminology to enable students to analyse and question texts effectively and empower them by expanding their vocabulary. We also build knowledge of important genres and historical contexts that influence the production and reception of the texts we read allowing them the opportunities to learn about and reflect upon different viewpoints, perspectives and ethical values. We teach pupils the key skills necessary to read, write, comprehend, analyse, evaluate and compare texts successfully across the curriculum. We see how these skills can be applied in real life contexts through the reading and writing of non-fiction texts. We also build oracy skills that enable students to confidently express themselves and their viewpoints clearly with reason, and reflection.
Hope and Aspiration	We believe that our curriculum provides pupils with life-long communication skills that will benefit them throughout the whole school and in later life. These include reading, writing and oracy skills that will be necessary for them on their future pathways in employment and further study. We seek to find opportunities to show the relevance of their learning to future pathways and links to other subjects. We encourage pupils to set goals which will stretch and challenge them and then to be able to reflect on their achievement and use feedback to improve, amend mistakes and misconceptions and make progress independently. We encourage students to approach the learning of new and varied texts with curiosity and an enquiring mind. We encourage them to explore unfamiliar situations, ideas, perspectives and challenges that are faced by characters and writers in fiction and non-fiction texts and consider how they can learn from this to help them flourish.
Extra-curricular Provision	We aim to offer opportunities to read widely and discuss texts with students from others schools, both locally and nationally, and experts in their fields through the National Teen Book Club and the Cheshire Schools Book Award. Students are given the chance to write creatively, enter competitions and see their work published. We also provide students the opportunity to explore film texts from a range of genres, times and cultures whilst exploring their social impact and how they reflect modern society.

KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Genre Study- Fantasy. Analysing Texts. Inference, using quotes, language analysis, reader response. Range of C20th and C21st children and young adult fictional texts explored.</p>	<p>Genre Study- Fantasy. Writing to Describe. Using figurative techniques, punctuation, sentence variety, paragraphing.</p>	<p>Introduction to Shakespeare. Study of a variety of plays and poems. Language analysis, inference skills, building contextual knowledge.</p>	<p>Poetry From Around the World. Knowledge and analysis of poetic language, form and structural techniques.</p>	<p>SMSC Study: What in the World? Writing non-fiction. Conventions of different forms of writing. Writing to present a viewpoint.</p>	<p>Spoken Language group presentation Space Tourism</p>
Year 8	<p>Genre Study- Dystopia. Analysing Texts. Language analysis, reader response, writer's intentions. Range of C20th and C21st young adult and adult fictional texts explored.</p>	<p>Genre Study- Dystopia. Writing to Describe. Sound, narrative voice, imagery, openings and endings.</p>	<p>Shakespeare - Romeo and Juliet. Application of contextual knowledge to analysis of language and structure. Extract based essay planning and essay writing skills.</p>	<p>Modern Drama-War Horse. Language, dramatic and structural analysis. Essay planning and essay writing skills.</p>	<p>SMSC Study: What a Wonderful World! Writing non-fiction. Adapting language to suit different forms, purposes and audiences</p>	<p>Spoken Language paired presentation Environmental Issues</p>
Year 9	<p>Genre Study- The Gothic Analysing Texts. Language analysis, reader response, writer's intentions, genre conventions. Range of pre C19th texts explored.</p>	<p>Genre study – The Gothic writing to describe. Sensory detail, creating obscurity, lists, repetition, parallelism, avoiding cliches.</p>	<p>Shakespeare- Macbeth. Application of contextual knowledge to analysis of language, structure and genre. Evaluation of themes and ideas. Extract based essay planning and essay writing skills.</p>	<p>Victorian Literature and Narrative Writing. Contextual knowledge of Victorian society, culture and writers. Writing to narrate a short story.</p>	<p>SMSC Study: Conflict in the world. Comparing how viewpoints are presented in non-fiction texts and in poetry.</p>	<p>GCSE Spoken Language Endorsement. Individual presentation Room 101. Writing to present your viewpoint.</p>

KS4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	GCSE English Literature Modern Drama: DNA by Dennis Kelly	GCSE English Literature C19 novel: A Christmas Carol by Charles Dickens	GCSE English Literature C19 novel: A Christmas Carol by Charles Dickens GCSE English Literature Shakespeare: The Merchant of Venice	GCSE English Literature Shakespeare: The Merchant of Venice	GCSE English Literature Unseen Poetry	English Language GCSE Paper 1 - Explorations in Creative reading and Writing The Art of Fiction
Year 11	GCSE English Literature Power and Conflict Poetry	PPE Prep GCSE English Literature Power and Conflict Poetry, Unseen Poetry GCSE English Language Paper 1	GCSE English Language Paper 2 – Writers’ Viewpoints and perspectives The Power of Rhetoric	PPE Prep GCSE English Literature Merchant of Venice A Christmas Carol GCSE English Language Paper 2	Structured Interleaved Revision	Structured Interleaved Revision

KS5 - A Level Language and Literature

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	The Lovely Bones Paris Anthology	The Lovely Bones Paris Anthology	The Lovely Bones Paris Anthology	Poetry: Carol Ann Duffy	Coursework	PPE Preparation Paper 1: Paris, The Lovely Bones, Poetry
Year 13	The Great Gatsby A Streetcar Named Desire	The Great Gatsby A Streetcar Named Desire	The Great Gatsby A Streetcar Named Desire	Paper 1 Revision	Structured revision	Structured revision

KS5 - Film Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Introduction to Film Component 1 and Component 2	Documentary Film Global Film	American Film	Coursework	British Film Coursework	British Film Coursework PPE Preparation
Year 13	British Film Silent Film	Coursework	Hollywood	Structured revision	Structured revision	Structured revision