

English - Department Learning Programme

Curriculum Intent:

The purpose of the English curriculum is to equip students with the skills and knowledge to become confident thinkers, speakers, and writers. We want to ensure that students are prepared for each stage of their academic journey and the world beyond the classroom. Through the study of a range of texts written by diverse voices, students are encouraged to discuss, debate, and explore universal ideas.

The following principles have informed the planning of the English curriculum here at Fir Vale:

- **Entitlement:** All pupils have the right to learn what is in the United Learning English curriculum, and we have a duty to ensure that all pupils are taught the whole of it.
- **Coherence:** Taking the National Curriculum as its starting point, our English curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.
- **Mastery:** We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts.
- **Adaptability:** The core content – the 'what' – of the curriculum is stable, but we will bring it to life in their local context, and teachers will adapt lessons – the 'how' – to meet the needs of their own classes.
- **Representation:** All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.
- **Education with character:** Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, our co-curricular provision, and the ethos and 'hidden curriculum' of the school – is intended to spark curiosity and to nourish both the head and the heart.

	Y7: Conflict	Y8: Social Justice	Y9: Relationships and Identity	Y10 Language	Y10 Literature	Y11 Language	Y11 Literature
HT1	Treasure Island.	Dracula.	The Crucible.	Paper 2- nonfiction reading.	An Inspector Calls.	Paper 2- nonfiction reading.	AQA Poetry anthology: Power and Conflict
HT2	The Wolves of Willoughby Chase.	Richard III.	Short stories.	Paper 2- non-fiction writing.		Paper 2- non-fiction writing.	
HT3	Non-fiction- Anne Frank.	Non-fiction texts.	Non- fiction texts.	Paper 1- fiction reading.	A Christmas Carol.	Paper 1- fiction reading.	An Inspector Calls revision.
HT4	Conflict Poetry.	Dystopian short stories.	Short stories: Sherlock Holmes.	Paper 1- fiction writing.		Paper 1- fiction writing.	A Christmas Carol revision.
HT5	A Mid-Summer Nights Dream.	Poetry: Social justice.	Poetry: Relationships.	Creative writing styles.	Macbeth.	GCSE Revision.	Macbeth revision.
HT6	The Girl of Ink and Stars.	Pygmalion.	King Lear.	Non- fiction writing styles.		EXAMS	

Resources to support your child**KS3 (Years 7 to 9)**

In KS3, every student is set weekly homework on SPARX Reader. They will also get the opportunity to log into SPARX in some of their form periods each week. Weekly homework is estimated to last between 30 to 45 minutes on SPARX but students are encouraged to read activities beyond simply completing their weekly tasks.

KS4 (Years 10 and 11)

In KS4, every student will be set weekly homework on the online Seneca homework platform. This weekly task will be set to enrich the learning taking place in either the Language or Literature lessons being delivered that week. Each piece of Seneca work can be completed on any internet enabled device, and will include audio and video files to aid understanding. Each task lasts approximately 1 hour.