English curriculum

Subject Lead: Mr Jonathan Allen

Intent:

At Kilgarth, we aim to enable all pupils to become confident readers, writers, speakers, and listeners by encouraging them to communicate effectively, while making sense of an ever-changing world. We believe that the tools of effective communication empower young people to express themselves with confidence and imagination, unlocking many doors to further learning and future career opportunities.

Through a carefully planned approach to innovative, inspiring, and inclusive teaching and learning, we encourage our students to be independent, creative, and accurate in their ability to communicate. Our teaching methods incorporate spoken word, public speaking, classroom debates, classic and contemporary literature, current events, and research topics guided by each pupil's personal interests.

We understand that developing a passion for reading plays a vital role in refining and securing strong English language skills. Therefore, we ensure that both classroom and individual texts are chosen to stimulate curiosity and reflect a wide range of cultural, social, and philosophical contexts. Differentiation based on individual interests is key to nurturing a lifelong love of reading.

We believe that confident communication supports emotional wellbeing, helping pupils to recognise their strengths and express their thoughts with clarity and empathy. Through our English curriculum, we empower pupils to become thoughtful, articulate individuals who are ready to embrace life's challenges and contribute positively to the world around them.

Implementation Programme of Study:

Key Stage 3: KS3 English is taught in Years 7 – 9 following the programmes of study of English in the National Curriculum. All year groups in KS3 will partake in a targeted core skills curriculum tailored to emerging gaps in knowledge and skills derived from regular assessments, time dedicated to promote independent reading for pleasure and reading out loud with targeted questioning to measure and challenge comprehension. Pupils study a range of Geography, History and Religious Education topics and complete GCSE-style extended writing tasks to develop the knowledge, skills and confidence needed for a successful transition to Key Stage 4.

	Autumn	Spring	Summer
Year 7	**Core skills-**Pupils will develop a range of core skills in English, History and Geography. Pupils will take part in a variety of core skills sessions specifically targeting their literacy and communication skills as diagnosed from baseline assessments. Such activities will be contextualised across the humanities curriculum, making links with underpinning assessment criteria from the national programme of study in History, Geography and RE.	**Extreme environments (rainforests) –** Pupils will be able to identify location and explain the climate of rainforests. Pupils will understand the different layers of a rainforest, human impact and sustainable management**.** *Pupils will read and write a range of non-fiction texts on the theme of the rainforest. Pupils will understand a range of persuasive devices and the structure required to write a formal letter.*	**Invasion and conquest –**Pupils will identify key events leading up 1066 by creating a timeline. Pupils will explore what life was like in Anglo Saxon England. Pupils will study the Battle of Stamford Bridge and the Battle of Hastings. *Pupils will understand the language and structure of a newspaper report. Pupils will write a newspaper report based on the Battle of Hastings.*

	Pupils will write a character/setting description using figurative language techniques and varied sentence types. **Black History Month -** Pupils will explore a range of texts from different cultures and will explore this year's theme of 'Matriarchs of Movements' which highlights the crucial role that black women have played in shaping history, inspiring change, and building communities. **Romans and Pompeii-**Pupils will understand key events from the Roman period and explain Roman expansion using a map/atlas. Pupils will also understand Roman influence on Britain. Pupils will focus on the geographical location of Pompeii and understand the cause and effect of volcanic eruptions. Pupils will be able to explain the process of a volcanic eruption. Reading will include a range of fiction and non-fiction texts based on the Roman period. *Pupils will understand the skills, structure of a diary, and describe the life of a Roman.* *Pupils will learn how to write an effective story on the escape from Pompeii.*	*Pupils will study a range of figurative language in order to write an effective description of a rainforest.* **Ethics and R.E (Judaism and morality)-** Pupils will develop an understanding of the key beliefs and practices in Judaism. *Pupils will participate in ethical debates and produce a balanced argument on a topic linked to morality.* *Pupils will produce a balanced argument, utilising a range of linguistic devices to empower their point of view.* *Using effective speaking and listening skills, pupils will present a 5-minute presentation on a topic linked to morality.*	**Exploring England**-Pupils will locate human and physical features using atlases. Pupils will understand population distribution and UK tourism. Pupils will look at the British government and understand political parties and their values. Reading will include a range of travel writing and migration stories. *Pupils will write a recount based on a visit to a major city of the UK. Pupils will understand the skills to produce a persuasive leaflet advertising a city of their choice.*
Year 8	**Weather and Climate –** Pupils will understand the difference between weather and climate. Pupils will be able to locate and understand different biomes in the world. Pupils will look at a variety of extreme environments and explain their impact.	**Revolts and Revolution-**Pupils will be introduced to a range of revolts and protests throughout history. Pupils will look at the right to demonstrate and the right to campaign. Pupils will understand and explain the causation, events and	**WW2-**Pupils will understand the causation of WW2,the battle of Britain and the Blitz. *Pupils will produce a descriptive diary entry based on the blitz using a variety of sentence types and figurative language.*

	Reading will include a range of non-fiction texts focussed on biomes and extreme environments. *Pupils will research and create a fact file on an extreme environment of their choice.* *Pupils will write an effective description based on a biome e.g. Tundra* **Black History Month -** Pupils will explore a range of texts from different cultures and will explore this year's theme of 'Matriarchs of Movements' which highlights the crucial role that black women have played in shaping history, inspiring change, and building communities. **WW1-**Pupils will discover what triggered the War and identify what countries were involved. Pupils will explore what life was like on the front line. Reading will include poems, non-fiction and fiction texts based on WW1. *Pupils will learn the structure and the skills to write an effective newspaper report on the beginning of the war.* *Pupils will also learn how to write a letter describing life in the trenches from the persona of a WW1 soldier.*	consequences of the Peasant Revolt. Pupils will look at the Poll Tax Riots of 1990, Human Rights and American civil rights. *Pupils will use PEE to answer a language question linked to a description of a riot. They will also use figurative language to write their own description of a riot.* **Ethics and R.E (Islam and Crime & Punishment) -** Pupils will develop an understanding of the key beliefs and practices in Islam. *Pupils will produce a balanced argument, utilising a range of linguistic devices to empower their point of view.* *Using effective speaking and listening skills, pupils will present a 5-minute presentation on a topic linked to crime and punishment.*	Pupils will explore the impact of key political leaders and learn about the holocaust. *Pupils will also develop the skills to write a letter in the persona of an evacuee.* **Extreme environments (Polar)-** Pupils will identify the differences between the Arctic and Antarctica. Pupils will understand what the Antarctic Treaty is, discuss the environmental impact of climate change and sustainable development. Pupils will read extracts from Ernest Shackleton's journeys, modern day explorers and various Non-Fiction writing linked to polar regions. *Pupils will write an explorer story based on the polar regions using figurative language. Additionally, pupils will learn a range of persuasive devices in order to create a persuasive advert.*
Year 9	**19th Century –**Pupils will understand the historic changes of the Industrial Revolution. Pupils will understand the issues surrounding child labour and public health during the period. Pupils will read a range of 19th century extracts and compare conditions using GCSE techniques. *Pupils will write an effective description of a*	**British Empire –**Pupils will explore the age of discovery, colonialism and the Trans-Atlantic slave trade. Pupils will learn about local history linked to the slave trade. *Pupils will complete a creative writing task on the theme of explorers.* *Pupils will understand the language and structure of a newspaper report. Pupils will write*	**Population and migration-** Pupils will look at population and distribution across the world. Pupils will look at urban growth and the pros and cons of Mega cities. Pupils will identify the reasons for migration across the world.

	workhouse/factory in the persona of a child. **Black History Month -** Pupils will explore a range of texts from different cultures and will explore this year's theme of 'Matriarchs of Movements' which highlights the crucial role that black women have played in shaping history, inspiring change, and building communities. **Natural Disasters –**Pupils will focus on the impact of tectonic plates in the world. Pupils will look at disaster prediction, preparation and respond. Pupils will read a range of non-fiction based texts focussing on natural disasters. *Pupils will write a non-chronological report on a natural disaster of their choice.* *Pupils will also create an instruction text on how to survive an earthquake.*	*a newspaper report based on the Abolition of the slave trade.* **Ethics and R.E (Sikhism and Animal Rights) -** Pupils will develop an understanding of the key beliefs and practices in Sikhism. *Pupils will produce a balanced argument, utilising a range of linguistic devices to empower their point of view.* *Using effective speaking and listening skills, pupils will present a 5-minute presentation on a topic linked to animal rights.*	*Pupils will write a persuasive letter based on the topic of immigration.* **Entry Level Certificate -** Pupils will cover a range of fiction and non-fiction reading, identifying language and structural features. Pupils will also complete a range of fiction and non-fiction writing tasks working towards completing the AQA Entry Level certificate. *Pupils will complete component 1 and 2 of the AQA Gold ELC.* **Preparation for KS4** Pupils will complete a range of English activities linked to the AQA English language exam in preparation for Year 10.

<u>Key Stage 4</u>

At KS4 it is our aim to enter all pupils for examinations in AQA GCSE English Language which includes 2 examination papers (Paper 1 – Explorations in creative reading and writing and Paper 2 – Writers' viewpoints and perspectives), as well as a speaking and listening component.

Pupils continue to engage with integrated core skills teaching and learning (designed to engage pupils with transactional reading activities and to help pupils refine the underlying skills needed to access and succeed in English) with an additional focus to developing exam technique and ensuring understanding of how they are assessed in order to develop and refine their methods and abilities.

Impact:

Pupils will develop a deeper understanding of the English language and literature from a range of cultures and time periods. This will enhance their literacy skills, enabling greater access to the wider curriculum and improving their ability to engage with learning across subjects.

In addition, pupils will gain effective communication skills, allowing them to express themselves with confidence and build the social skills needed for a successful transition to further education, training, or employment. Through exposure to diverse texts and meaningful discussion, pupils will also develop a broader understanding of the world and the values needed to contribute positively to society.