# Mulberry Academy Woodside
# English
# Curriculum Overview 2023 - 2024

## Curriculum intent statement:

At Mulberry Academy Woodside the English Department is committed to fostering a lifelong love of literature, language, and communication in our students. Our curriculum is designed with the following intentions:

**Cultivating a Passion for Literature:** We aim to ignite a deep appreciation for literature from diverse cultures and historical periods. Through exposure to a wide range of literary works, we strive to inspire curiosity, critical thinking, and empathy in our students.

**Developing Language Proficiency:** We believe that mastery of language is essential for success in all aspects of life. Our curriculum focuses on developing students' abilities in reading, writing, speaking, and listening, equipping them with the tools to express themselves effectively and confidently in various contexts.

**Promoting Critical Thinking Skills:** We seek to empower students to analyse texts thoughtfully, question assumptions, and engage in rigorous intellectual inquiry. By exploring multiple perspectives and interpretations, we aim to foster independent, critical thinkers who are able to navigate complexity with confidence.

**Enhancing Cultural Awareness:** We recognise the importance of literature in reflecting and shaping cultural identities. Our curriculum exposes students to a diverse range of voices and experiences, promoting understanding, empathy, and respect for different cultures and perspectives.

**Fostering Creativity and Imagination:** We believe in the power of literature to fuel imagination and creativity. Through creative writing assignments, discussions, and explorations of literary techniques, we encourage students to unleash their creativity and express themselves authentically.

| KS3 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| **YEAR 7** Who am I? | **KNOWLEDGE** | **Greek Mythology: Critical Reading and Writing.** **How do myths convey core concepts in literature?** | **Greek Mythology: Creative Writing** **How can I convey core concepts in my own writing?** | **19th Century: Fiction – Prose and Poetry** **How do 19th century writers criticise and explore the world around them?** | **Poetry: Learning to Love Poetry** **How do poets express themselves through language?** | **Shakespeare: Romeo and Juliet** **How does Shakespeare develop a tragedy and a tragic hero?** | **Modern Prose: Windrush Child** **How do historical events impact society?** |
| | **SKILLS** | Reading: Critical reading skills – Reading to identify the form of a poem and the significance of its usage. Writing: Sentence-level construction – Sentence forms, clauses, selecting evidence/quotations, and developing a critical understanding of the WHAT, HOW, WHY paragraph structure. | Writing: Using the skills of sentence-level construction – sentence forms, and clauses, to write creatively and construct mythological narratives. Oracy: Reading with fluency. | Reading: Critical reading skills – Reading to identify big ideas/large concepts such as inequality. Writing: Developing a critical understanding of the WHAT, HOW, WHY paragraph structure. A key focus on using analytical verbs to analyse WHY writers construct narratives. | Reading: Critical reading skills – Reading to identify the key theme in a poem and the significance of it Writing: WHAT, HOW, WHY – Critical analysis of theme while honing their skills in HOW writers convey an idea/concept. | Reading: tragic genre, scene analysis/ whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes. | Reading: Analytical reading of both fiction and non-fiction, synthesising ideas, and making connections with the real world/considering how that impacts identity/culture. Oracy: Debate and discussion – diversity. Writing: WHAT, HOW, WHY – Critical analysis of core concepts such as identity focusing on the WHY. |

| | | Poetry: Poetic Forms | Modern Prose: Ghost Boys | Displacement: Non-Fiction Writing. | Modern Drama: The Facility | Shakespeare: Julius Caesar | Creative Writing: Recap and Revision |
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| **YEAR 8** **Who are we?** | **KNOWLEDGE** | How and why do poets decide upon a form of poetry? | How does a modern prose writer examine the modern world? | How do stories of displacement help us to better understand the world that we live in? | How does a writer adapt a story for a modern audience? | How does Shakespeare develop a tragedy and a tragic hero? | How can I use my understanding of characters and themes to develop a narrative? |
| | **SKILLS** | Reading: Critical reading skills – Reading to identify the form of a poem and the significance of its usage. Writing: WHAT, HOW, WHY – Critical analysis of form and themes while honing their skills in HOW writers convey an idea/concept. | Reading: Critical reading skills – Reading to identify key themes such as the supernatural. Writing: WHAT, HOW, WHY – Critical analysis of structure and themes while honing their skills in WHAT concepts writers focus on. | Reading: Analytical reading, synthesising ideas, and making connections with the real world. Oracy: Debate and discussion – immigration. Writing: WHAT, HOW, WHY – Critical analysis of core concepts such as identity focusing on the WHY. | Reading: Identification of rhetorical methods in transcribed speeches and persuasive writing and the analysis of the impact on a listener or audience. Writing: Utilisation of rhetoric to persuade a reader/audience. | Reading: tragic genre, scene analysis/ whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes using skills developed in the introductory Big Ideas unit. | Writing: Exploring the poems and prose studied throughout the year to develop setting and character. E.g. Describing the Julius Caesar assassination. Oracy: Reading with fluency. |
| | | Big Ideas: Fiction – Extract-based | Modern Prose: Animal Farm | Writing for Impact: Rhetoric | Multi-text: Women in Literature | Shakespeare: Othello | Poetry: Protest Poetry |
| **YEAR 9** **Who are 'they'?** | **KNOWLEDGE** | How do writers convey messages about class, gender, race, power, nature, human nature and relationships? | How does Orwell utilise allegory to convey his message? | How do writers and orators use language to persuade? | How do writers construct characters that either subvert or conform to gender stereotypes? | How does Shakespeare develop a tragedy and a tragic hero? | How poets use the form to criticise, protest, and explore? |
| | **SKILLS** | Reading: Critical reading skills – Reading to identify big ideas/large concepts. Writing: Sentence-level construction – Appositives, embedding quotations, and developing a critical understanding of the WHAT, HOW, WHY paragraph structure in isolation. | Reading: allegorical genre, whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes using skills developed in the introductory Big Ideas unit. | Reading: Identification of rhetorical methods in transcribed speeches and persuasive writing and the analysis of the impact on a listener or audience. Oracy: Debate and discussion – controversial topics. | Reading: with a particular perspective – the feminist lens. Writing: Evaluative skills – reader response and critical evaluation of perspectives. Oracy: Debate and discussion – gender stereotypes and feminism. | Reading: tragic genre, scene analysis/ whole text analysis, character analysis, thematic criticism. Writing: WHAT, HOW, WHY – Critical analysis of characters and themes using skills developed in the introductory Big Ideas unit. | Reading: Analysis of the poet's message with links to the WHY. Writing: Creative development of a personal protest poem. Oracy: Debate and discussion – controversial in the modern world. |

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