

## Henlow Academy English Curriculum Information

Intent	Implementation	Impact
<p>At Henlow Academy, we provide our pupils with a broad and balanced education in English Language and Literature at Key Stage 3 and 4. We are committed to ensuring all of our pupils fulfil their potential and seek to encourage a lifelong love of English in all forms. We actively promote literacy – specifically, the ability to read, write and think critically. We aim to equip our pupils for lifelong success by upholding the values of the Academy, and, above all, inspire. Pupils are encouraged to express themselves confidently through the spoken and written word, and to develop their skills so as to have a positive influence across all areas of the curriculum. Pupils are introduced to a vast range of texts which they will read, analyse and critically evaluate throughout KS3 and KS4, leading to extended writing and critical responses. We actively seek to encourage a broad and deep understanding of social, moral, spiritual and cultural ideas and how, through reading and language study, all pupils can be highly valued members of our community and wider society.</p>	<p>Teaching across all Key Stages will enable pupils to explore a range of concepts as it relates to real life, philosophical, cultural and social situations. This will be achieved through exposure to diverse texts, media coverage and, at Key Stage 4, past exam papers which will assess the extent to which pupils have understood texts, views and theories. Similar themes will be carried across the sequence of learning for each Key Stage; all pupils will explore a variety of fiction and non-fiction texts across a range of genres and literary movements. Pupils will be encouraged to stretch and challenge their perceptions at every stage; we provide pupils with the opportunity to expand on individual areas of interest through a highly creative and independent homework programme. Learners are formally assessed termly, as well as being assessed regularly throughout each sequence of learning.</p>	<p>By the time pupils leave Henlow, they will have read and studied a variety of texts spanning the English literary canon. They will be able and fluent readers, confident writers and speakers, able to express themselves and their opinions on a range of topics through mature and developed linguistic skills. GCSE learners in particular will become critical thinkers who are able to analyse language and the structure of writing in detail. Our pupils will be highly motivated and successful, ultimately leaving to go on to higher education with the necessary communication and literacy skills to survive and thrive in an increasingly competitive and unpredictable world.</p>

# Year 7 Curriculum Plan

	Autumn	Spring	Summer
Theme	Place	Outsiders	Origins
Core Text	<i>Oliver Twist</i>	<i>The Bone Sparrow/The Other Side of Truth</i>	<i>Beowulf</i>
Key Concepts	<ul style="list-style-type: none"> <li>• <i>'Street Child'</i> play script</li> <li>• <i>'London'</i> by William Blake</li> <li>• <i>'A Night in the Workhouse'</i></li> <li>• <i>'Walks in and around London'</i></li> <li>• <i>Letter from the Times on pickpocketing crime</i></li> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct a location</li> </ul>	<ul style="list-style-type: none"> <li>• <i>On the move: poems about migration</i></li> <li>• <i>UN Convention on the Rights of the Child</i></li> <li>• <i>Everyone is an Immigrant: article</i></li> <li>• <i>'The Right Word'</i> by Imtiaz Dharker</li> <li>• Refugee picture books</li> <li>• Exploration of plot, characters, setting and themes</li> <li>• Analysis of a writer's use of language, form and structure</li> <li>• Exploring the significance of writers' contexts</li> <li>• <b>Careers: how writers engage with the world, journalism and social justice</b></li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of a range of Old English texts</li> <li>• Studying the development of the English language</li> <li>• Developing analysis; reading and responding to texts</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> <li>• Introduction to chosen theme</li> <li>• Exploring a range of poetic forms and structures</li> <li>• Exploring authorial intention</li> <li>• Poetry comparisons</li> <li>• <b>Careers link: visit from a local storyteller, session delivering 'Hereward of the Fens' (Mark Steinhardt)</b></li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• National identity</li> <li>• Time</li> <li>• Literary periods and movements</li> <li>• Social class and reform</li> <li>• The Poor Laws/the welfare system</li> <li>• Education</li> <li>• Monarchy</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• The rule of law</li> <li>• Mutual respect</li> <li>• Distinguishing right from wrong</li> <li>• Tolerance/acceptance</li> <li>• Individual liberty</li> <li>• Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Literary genres, time periods and movements</li> <li>• Styles in writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> <li>• Religion</li> <li>• Nature</li> <li>• Time</li> <li>• Different cultures</li> </ul>
Parental Support	<ul style="list-style-type: none"> <li>• Take your child on a trip to London; explore the sights, visit famous landmarks</li> <li>• Engage with a wide range of media about London; books, films, etc.</li> <li>• Help your child prepare for their Speaking and Listening presentation; listen to them practice, give them feedback on their presenting skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Read newspaper articles and other non-fiction texts about the refugee crisis</li> <li>• Read about the work of charities and organisations such as Amnesty International, Christian Aid and the Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how stories from Old English has been adapted for modern audiences; watch film adaptations of stories such as 'Beowulf' and discuss how it has been made entertaining for a modern audience</li> </ul>

# Year 8 Curriculum Plan

	Autumn	Spring	Summer
Theme	Conflict	Order and Disorder	Other Worlds
Core Text	World War One poetry	<i>A Midsummer Night's Dream</i>	<i>The Hunger Games</i>
Key Concepts	<ul style="list-style-type: none"> <li>• 'Who's for the Game'</li> <li>• 'The Hero'</li> <li>• 'Falling Leaves'</li> <li>• 'Old Shoes'</li> <li>• 'If this is a man'</li> <li>• Letters from the trenches</li> <li>• The Return of the Soldier</li> <li>• We That Were Young</li> <li>• 'We shall fight on the beaches'</li> <li>• Magnanimous in victory</li> <li>• Introduction to chosen theme</li> <li>• Exploring a range of poetic forms and structures</li> <li>• Exploring authorial intention</li> <li>• Poetry comparisons</li> <li>• <b>Duxford workshop: Documentary challenge with a professional filmmaker?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Athena and Peseidon's contest for Athens</li> <li>• On Reverence for Parents</li> <li>• Answer to a child's question</li> <li>• Joseph's dreams from Genesis 37</li> <li>• Adolescence and the teenage crush</li> <li>• A dream within a dream</li> <li>• 'Love's Philosophy'</li> <li>• 'Bright Star'</li> <li>• In depth exploration of Renaissance drama</li> <li>• Developing analysis; reading and responding to texts</li> <li>• Exploring a writer's craft</li> <li>• Exploratory analysis of language, form and structure</li> <li>• Writing creatively and with technical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• 1984</li> <li>• 'Examination Day'</li> <li>• V for Vendetta</li> <li>• Divergent</li> <li>• Brave New World</li> <li>• The Circle</li> <li>• The Beach/Lord of the Flies</li> <li>• Exploration of a range of extracts</li> <li>• Studying novel openings, transition points and endings</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• Nature</li> <li>• Time</li> <li>• Power</li> <li>• Conflict</li> <li>• Literary periods and movements</li> </ul>	<ul style="list-style-type: none"> <li>• Individual liberty</li> <li>• Tolerance/acceptance</li> <li>• Literary genres, time periods and movements</li> <li>• Styles in writing</li> <li>• Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Literary genres</li> <li>• Styles in fiction writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> </ul>
Parental Support	<ul style="list-style-type: none"> <li>• Encourage your child to read other poems and texts by authors who feature in the collection</li> <li>• Help your child to prepare for their Speaking and Listening presentation; listen to them practice, give them feedback on their presenting skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how stories from Shakespeare have been adapted for modern audiences; watch film adaptations of plays and discuss how they have been made entertaining for a modern audience</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of fiction texts from the dystopian, fantasy and sci-fi genres together and discuss your response to them</li> <li>• Watch adaptations of dystopian/fantasy/sci-fi novels and discuss your response to them</li> </ul>

# Year 9 Curriculum Plan

	Autumn	Spring	Summer
Theme	Writing is Fighting	Villainy	Supernatural/Gothic
Core Text	To Kill a Mockingbird	Macbeth/Othello	Extract Booklet
Key Concepts	<ul style="list-style-type: none"> <li>• My generation won't stand for this</li> <li>• Malcolm X speech</li> <li>• The Hope Speech, Harvey Milk</li> <li>• Freedom or Death, Emmeline Pankhurst</li> <li>• Enough is enough: the fight against everyday sexism</li> <li>• 'Still I Rise'</li> <li>• 'Hollow'</li> <li>• 'I Am Malala'</li> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct identity</li> </ul>	<ul style="list-style-type: none"> <li>• Othello</li> <li>• The Merchant of Venice</li> <li>• The Prince (Machiavelli)</li> <li>• Transcripts from House of Cards</li> <li>• Euripides</li> <li>• Eve in the Garden of Eden (Genesis, Paradise Lost)</li> <li>• Fake news/US presidential campaign articles</li> <li>• 'Porphyria's Lover'</li> <li>• Exploration of plot, characters, setting and themes</li> <li>• Developing analysis; reading and responding to texts</li> <li>• Analysis of a writer's use of language, form and structure</li> <li>• Exploring the significance of writers' contexts</li> <li>• <b>Globe Theatre trip: opportunity to work with actors from the Royal Shakespeare Company</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rebecca</li> <li>• Wuthering Heights</li> <li>• Dracula</li> <li>• The Woman in Black</li> <li>• Frankenstein</li> <li>• Twilight</li> <li>• The Tell Tale Heart</li> <li>• The Castle of Otranto</li> <li>• Exploration of a wide range of extracts</li> <li>• Studying novel openings, transition points and endings</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> <li>• Understanding the Gothic genre in preparation for GCSE 19th century novel</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• Time</li> <li>• Identity</li> <li>• Literary periods and movements</li> <li>• Different cultures</li> <li>• Justice</li> <li>• Power</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> <li>• Conflict</li> <li>• Literary periods and movements</li> <li>• Different cultures</li> <li>• Religion</li> <li>• Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Literary genres</li> <li>• Styles in fiction writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> </ul>
Parental Support	<ul style="list-style-type: none"> <li>• Talk to your child about people who's protests have made a difference to our lives today; talk about what rights and freedoms we have to be thankful for.</li> <li>• Help your child prepare for their Speaking and Listening presentation; listen to them practice, give them feedback on their presenting skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how characters from Shakespeare have been adapted for modern audiences; watch film adaptations of plays and discuss how they have been made entertaining for a modern audience</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of fiction texts from the Gothic genre together and discuss your response to them</li> <li>• Watch adaptations of Gothic fiction together and discuss your response to them</li> <li>• Presenting a speech for SPOKEN LANGUAGE</li> </ul>

# Year 10 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2/First Half Summer 1	Second Half Summer 1/Summer 2
Theme	English Literature: 20 <sup>th</sup> century drama <b>An Inspector Calls</b>	English Literature: Poetry Anthology <b>Power and Conflict</b>	English Language paper 1: explorations in creative reading and writing	English Literature: 19 <sup>th</sup> century novel <b>The Strange Case of Dr Jekyll and Mr Hyde</b>	English Literature: Shakespeare <b>Macbeth</b>
Key Concepts	<ul style="list-style-type: none"> <li>Examining central themes social class, gender, education (subject to text choice)</li> <li>Exploration of the ways a playwright uses language, form and structure for dramatic effect</li> <li>Exploration of 20<sup>th</sup> century context</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to chosen theme</li> <li>Exploring a range of poetic forms and structures</li> <li>Exploring authorial intention</li> <li>Poetry comparisons</li> <li><b>Careers link: trip to Poetry Live! Opportunity to see professional poets perform, Q&amp;A sessions about literary careers.</b></li> </ul>	<ul style="list-style-type: none"> <li>Exploration of a wide range of 20<sup>th</sup> century extracts</li> <li>Studying novel openings, transition points and endings</li> <li>Developing analysis; reading and responding to texts</li> <li>Exploring a writer's craft</li> <li>Writing creatively and with technical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of plot, characters, setting and themes</li> <li>Analysis of a writer's use of language, form and structure</li> <li>19<sup>th</sup> century context</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of plot, character, setting and themes</li> <li>Analysis of Shakespeare's use of language, form and structure</li> <li>Exploration of Jacobean context</li> <li>Narrative structure</li> <li>The power of rhetoric</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>Relationships (romantic, familial)</li> <li>Political ideologies</li> <li>Equality</li> <li>Democracy</li> <li>Individual liberty</li> </ul>	<ul style="list-style-type: none"> <li>Conflict (power, relationships)</li> <li>Nature</li> <li>Time</li> <li>Literary periods and movements</li> <li>Different cultures</li> </ul>	<ul style="list-style-type: none"> <li>Literary genres</li> <li>Styles in fiction writing</li> <li>Social, historical and cultural topics relevant to extracts</li> </ul>	<ul style="list-style-type: none"> <li>Social class</li> <li>Crime and punishment</li> <li>Justice</li> <li>Power</li> <li>Gender</li> <li>Individual liberty</li> </ul>	<ul style="list-style-type: none"> <li>Power and control</li> <li>Religion</li> <li>Supernatural</li> <li>Good vs evil</li> <li>Monarchy/kingship</li> <li>Democracy</li> </ul>
Parental Support	Watch adaptations of the set text with your child and discuss impressions of plot, character, setting and theme	Encourage your child to read other poems by poets who feature in the collection	Read a variety of fiction texts together and discuss your response to them	Watch adaptations of the set text with your child and discuss your impressions of plot, character, setting and theme	Watch adaptations of the set text and discuss their impact with your child. Visit the Globe theatre or Stratford-upon-Avon to explore life in Shakespeare's time.

# Year 11 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2/First Half Summer 1	Second Half Summer 1/Summer 2
Theme	English language paper 2: Writer's viewpoints and perspectives	English Language: Speaking and Listening <b>Focus: unseen poetry, performance</b>	Revision of Literature Paper 2 and Language Paper 1 <b>An Inspector Calls/Power and Conflict</b>	Revision of Language Paper 2 and Literature Paper 1 <b>An Inspector Calls/Macbeth</b>	Final preparation and revision for GCSE English Language and Literature public examinations
Key Concepts	<ul style="list-style-type: none"> <li>• Exploring features of non-fiction writing</li> <li>• Analysis of writer's method</li> <li>• Exploration of writer's perspective with reference to context</li> <li>• Textual comparison</li> <li>• Writing in a range of non-fiction styles</li> <li>• Writing with technical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of rhetorical technique</li> <li>• Sharing of ideas in articulate ways</li> <li>• Reading and responding to poems</li> <li>• <b>Careers link: presenting, meeting deadlines, independent research, explicit links to the importance of presenting in certain careers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading and responding to extracts</li> <li>• Analysis of language, form and structure within key extracts</li> <li>• Revision of plot, character, setting and central themes</li> <li>• Revision of 19<sup>th</sup> century context (novel only)</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of language, form and structure to create dramatic effects in key extracts</li> <li>• Revision of plot, character, setting and central themes</li> <li>• Revision of historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Review skills in English Language and Literature</li> <li>• Independent practice of exam skills</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• Health</li> <li>• Technology</li> <li>• Travel</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> century society</li> <li>• Religion</li> <li>• Culture</li> <li>• Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Social class</li> <li>• Crime and punishment</li> <li>• Justice</li> <li>• Gender</li> <li>• Relationships</li> <li>• Power</li> <li>• Education</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Religion</li> <li>• Power and control</li> <li>• Gender</li> <li>• Political ideologies</li> <li>• Supernatural</li> <li>• Good vs evil</li> </ul>	<ul style="list-style-type: none"> <li>• The value of education</li> <li>• Freedom of speech</li> <li>• Power and control</li> <li>• Gender</li> <li>• Class</li> <li>• Religion</li> <li>• Society</li> </ul>
Parental Support	Encourage your child to read newspaper articles, blogs and reviews about a variety of different topics and discuss their views with them.	Encourage your child to engage with and form opinions on contemporary issues, news items and their place in society.	Support your child's revision; encourage them to use provided revision resources, give them a quiet space to work, encourage them to create a revision timetable to help organise their time.	Support your child's revision; encourage them to use provided revision resources, give them a quiet space to work, encourage them to take breaks and time to relax. Ensure they are eating and sleeping well.	Support your child's revision; encourage them to use provided revision resources, give them a quiet space to work, encourage them to take breaks and time to relax. Ensure they are eating and sleeping well.

# Assessment Overview

	Autumn		Spring		Summer	
<b>Year 7</b>	Focus tasks to include: <ul style="list-style-type: none"> <li>Analysis of the poem 'London'</li> <li>A diary entry for a Victorian street child</li> <li><b>Writing assessment:</b> A newspaper report on the arrest and trial of Oliver Twist</li> <li><b>Reading assessment:</b> questions on an extract from Oliver Twist</li> <li>Speaking and Listening assessment: group role play of a London bus tour</li> </ul>		Focus tasks to include: <ul style="list-style-type: none"> <li>What/How/Why analysis of extracts on setting and character</li> <li>Diary entry from the perspective of a central character/newspaper report on refugee conditions</li> <li>Review of the novel and its engagement with the world</li> </ul>		Focus tasks to include: <ul style="list-style-type: none"> <li>Hero speech for Beowulf</li> <li>Short story writing: Grendel's story</li> <li>Essay task on the concept of heroism</li> <li>Analysis of linked poems</li> </ul>	
<b>Year 8</b>	Focus tasks to include: <ul style="list-style-type: none"> <li>Analysis of the poem 'Who's for the Game';</li> <li>A letter from the front to a family member</li> <li><b>Writing assessment:</b> A descriptive response to a given stimulus</li> <li><b>Reading assessment:</b> an essay on how Wilfred Owen presents the experiences of war in 'Dulce et Decorum Est'</li> <li>Speaking and Listening assessment: pair performance of a speech/eyewitness account</li> </ul>		Focus tasks to include: <ul style="list-style-type: none"> <li>What/How/Why analysis of extracts on setting and character</li> <li>Newspaper report on the disappearance of central characters</li> <li>Persuasive speech from a character's perspective</li> <li>Essay task based on an extract from the play/whole play exploration of a character</li> </ul>		Focus tasks to include: <ul style="list-style-type: none"> <li>What/How/Why analysis of extracts on genre, setting and character</li> <li>Descriptive writing: setting</li> <li>Narrative writing tasks</li> </ul>	
<b>Year 9</b>	Focus tasks to include: <ul style="list-style-type: none"> <li>A comparison of writers' perspectives in two different speeches (Pankhurst and Bates)</li> <li>A speech about a school related issue</li> <li><b>Reading/writing assessment:</b> on an extract from 'To Kill a Mockingbird and a given stimulus</li> <li>Speaking and Listening assessment: pair or individual presentation on a contemporary issue</li> </ul>		Focus tasks to include: <ul style="list-style-type: none"> <li>What/How/Why analysis of extracts on setting and character</li> <li>Speech/staged trial of characters</li> <li>Essay task based on an extract from the play/whole play exploration of a character</li> </ul>		Focus tasks to include: <ul style="list-style-type: none"> <li>What/How/Why analysis of extracts on genre, setting and character</li> <li>Descriptive writing: setting</li> <li>Analysis of an unseen Gothic extract focused on genre conventions and features</li> <li>SPOKEN :LANGUAGE: delivering a speech</li> </ul>	
<b>Year 10</b>	In class formative	English Literature Paper 2: Modern Texts and Anthology (in class assessments)	In class formative	English Language Paper 1: Explorations in Creative Reading and Writing (mock exam) and English Literature Paper 2 Sections A and B (mock exam)	In class formative	English Literature Paper 1: Shakespeare and 19th century fiction (mock exam)
<b>Year 11</b>	In class formative	English Literature Paper 1 and English Language Paper 2: Shakespeare and 19th Century Novel and <i>Writer's Viewpoints and Perspectives</i> (mock exams) Speaking and listening (NEA)	In class formative	English Literature Papers 1 and 2	English Language Papers 1 and 2	English Literature Papers 1 and 2  Usually between 20th May and 5th June approx.