

## Curriculum intent

The St James School English curriculum aims to broaden students' horizons and ensure that they are ready to continue their study of English at the highest level and at the most elite of institutions if they so choose. Through our study of both historical and contemporary texts, we celebrate our rich literary heritage and empower students to consider perspectives beyond their own experience, as well as empowering them to express themselves and their views through our concentrated focus on the mastery of the written word for a variety of purposes. With high levels of literacy being the gateway to success in all subjects, we support students in becoming fluent readers and lifelong, 'word-rich' learners who can decode, decipher and better navigate the often-complicated world in which they live. We will enable our students to become kind, insightful, and open-minded citizens who can build positive relationships in their professional and personal lives, empowering them to succeed beyond their school setting with a compassionate and well-informed voice in the world.

2023-24	<b>Year 7 (Ark Mastery)</b>		
	<p>Year 7 serves as an introduction to the foundation principles of our curriculum: pupils are introduced to issues surrounding social justice, power, and morality and are encouraged to adopt their own opinions on these; next we introduce Shakespeare with 'A Midsummer Night's Dream, deconstructing literature and building our own narratives; finally, these skills are brought to bear through our poetry anthology and students have the opportunity to write creatively.</p>		
	<b>Literary Heritage</b>	<b>Writing Mastery</b>	<b>Reading</b>
<p><b>Cycle one</b></p>	<p><b>Victorian Literature: Oliver Twist</b></p> <p><b>Key knowledge:</b> Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality; power</p> <p><b>Key vocabulary:</b> villains and victims; vulnerable; corrupt; naïve; orphan; moral</p>	<p><b>Writing Mastery 2:</b></p> <p><b>Grammar content includes:</b> writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, fragments and fused sentences, using capital sentences accurately; using pronouns; sentence structure; paragraphing; speech punctuation. <b>Writing content includes:</b> telling what happened; story openings, using images as stimulus, structuring a story.</p>	<p>Reading for pleasure booklet containing a range of short stories to be read together as a class.</p>
<p><b>Cycle two</b></p>	<p><b>Shakespeare: A Midsummer Night's Dream</b></p> <p><b>Key knowledge:</b> Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play</p> <p><b>Key vocabulary:</b> soliloquy, severe, conflict, unrequited love, to mock, chaos</p>		<p>Tier two vocabulary from each story explicitly taught each lesson.</p>
<p><b>Cycle three</b></p>	<p><b>Poetry anthology and ancient tales</b></p> <p><b>Key knowledge:</b> structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes. The basics of the opening of a short story - students use the poems studied as inspiration to build their story with a focus on natural predators and prey.</p> <p><b>Key vocabulary:</b> metaphor, literal language, metaphorical language, tenor, vehicle, ground, atmosphere, setting, personification, protagonist, antagonist, connotation, pace,</p>		<p>Reciprocal reading strategies used for discussion with class.</p>

**Year 8 (Ark Mastery)**

<p><b>2023 -24</b></p>	<p>Year 8 builds upon Year 7, further developing our study of the Victorian era and literature by expanding knowledge of genre. This knowledge is then enriched by study of Shakespeare’s The Tempest as we examine genre and build upon the study of life in the Elizabethan age from year 7, introducing colonialism, power, and exploration. Finally, we conclude the year with a combining of the knowledge skills from throughout key stage three with study of Animal Farm.</p>		
	<p><b>Literary Heritage</b></p>	<p><b>Writing Mastery</b></p>	<p><b>Reading</b></p>
<p><b>Cycle one</b></p>	<p><b>Victorian Literature: Sherlock Holmes</b>   <b>Key knowledge:</b> Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals   <b>Key vocabulary:</b> enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p>	<p><b>Writing Mastery 2 / 3:</b>   <b>Grammar content includes:</b> clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns. <b>Writing content includes:</b> problem solved stories; love stories; action stories; fantasy quests; horror stories; poetic justice, Chekov’s gun; avoiding deus ex-machina.</p>	<p>Reading for pleasure booklet containing a range of gothic short stories to be read together as a class.   Tier two vocabulary from each story explicitly taught each lesson.   Reciprocal reading strategies used for discussion with class.</p>
<p><b>Cycle two</b></p>	<p><b>Shakespeare: The Tempest</b>   <b>Key knowledge:</b> The Elizabethan age of exploration; colonialism and power; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states   <b>Key vocabulary:</b> colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy</p>		
<p><b>Cycle three</b></p>	<p><b>Animal Farm</b>   <b>Key knowledge:</b> Allegory; Orwell’s life and times; the Russian Revolution; recurring imagery; irony and corruption, power   <b>Key vocabulary:</b> allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent, extended metaphor, personification, sacrifice</p>		

2023 -24	Year 9
Cycle one	<p><b>Dickens on poverty and privilege: A Christmas Carol</b></p> <p><b>Key knowledge:</b> Characters/plot, characters as constructs, The Poor Law, allusion, political texts, the supernatural, Malthus, the principles of academic writing, cyclical structure, writer’s intent</p> <p><b>Revisiting:</b> poverty, 19<sup>th</sup> century England, the industrial revolution, class and society in Victorian England, allegory</p> <p><b>Key vocabulary:</b> redemption, morality, poverty, context, avarice, misanthropic, nostalgia, idealised, allegory, caricature, nuance, deplore, foil, diatribe</p>
Cycle two	<p><b>Priestley on Capitalism - Poverty and Privilege: An Inspector Calls</b></p> <p><b>Key knowledge:</b> Characters/Plot Conventions of modern plays, Britain in 1912 and 1945</p> <p><b>Revisiting:</b> Socialism and capitalism, literary devices, IMPACTS, the principles of academic writing, thesis statements, Essay planning, the play form</p> <p><b>Key vocabulary:</b> socialism, capitalism, microcosm, proletariat, dogmatic, hubris, paternalism, exploit, responsibility, hypocrisy, philanthropy, prophetic, authority, hedonism, destitution</p>
Cycle three	<p><b>Authority and the state: the poetry of power and conflict</b></p> <p><b>Key knowledge:</b> war poetry, nature poetry, human nature, memory and reflection, poetry as protest, poetic structures, poetic comparison, dramatic monologue, romanticism</p> <p><b>Revisiting:</b> literal language, metaphorical language, poetic techniques, power, corruption, poverty, nostalgia, morality</p> <p><b>Key vocabulary:</b> ardent, veiled criticism, sublime, autobiography, jingoism, contemporary, ephemeral, extended metaphor, megalomania, naturalistic, realistic, revisionist, patriotic, anecdotal, expressionist, arbitrary, fracture, eurocentrism, trivialise.</p>

<p><b>2023-24</b></p>	<p style="text-align: center;"><b>Year 10</b></p> <p>Year 10 builds on the powerful literary knowledge from year 9 by beginning with Shakespeare’s Romeo and Juliet, where students explore ideas around fate and determinism, hubris, and hamartia within the tragic genre. Students then apply their knowledge of the analysis of previously studied texts to analysis of a variety of unseen poems during cycle two, before moving onto revision of key knowledge and skills in preparation for the English Literature GCSE exam.</p>
<p><b>Cycle one</b></p>	<p><b>Fate or free will? Shakespeare’s Romeo and Juliet</b></p> <p><b>Key knowledge:</b> fate, free will, determinism, conflict, love, the principles of academic writing, writer’s intent, sonnets, tragedy</p> <p><b>Revisiting:</b> Characters/plot, characters as constructs, allusion, form of a play, conflict, power,</p> <p><b>Key vocabulary:</b> transcendental, hamartia, hubris, synchronicity, iambic pentameter, fate, determinism, destiny, tragedy</p>
<p><b>Cycle two</b></p>	<p><b>Unseen poetry and literature revision</b></p> <p><b>Key knowledge:</b> unseen poems, exam requirements</p> <p><b>Revisiting:</b> all literary knowledge</p> <p><b>Key vocabulary:</b> binaries, structure, all previously covered literary vocabulary</p>
<p><b>Cycle three</b></p>	<p><b>Constructing viewpoints through spoken language</b></p> <p><b>Key knowledge:</b> rhetoric, oracy, Aristotelian Triad, ethos, logos, pathos, prosody</p> <p><b>Revisiting:</b> literal language, metaphorical language, power</p> <p><b>Key vocabulary:</b> rhetoric, ethos, logos, pathos, prosody</p>

<p><b>2023 -24</b></p>	<p style="text-align: center;"><b>Year 11</b></p> <p>Year 11 focuses on English Language and consolidates key ideas through the English curriculum such as power, protest, love, hate, conflict, corruption, social class, society, and more. Students are asked to consider why and how writers have expressed their ideas, and to apply this to their own fiction and non-fiction writing.</p>
<p><b>Cycle one</b></p>	<p><b>Exploring and writing fiction: language paper one</b></p> <p><b>Key knowledge:</b> fluency and comprehension, prediction, summary, clarification, questioning, inference, criticality, evaluation</p> <p><b>Revisiting:</b> IMPACTS, inference, language techniques, literal language, metaphorical language, structural techniques</p> <p><b>Key vocabulary:</b> criticism, cyclical structure, foreshadowing, flashback, cliffhanger</p>
<p><b>Cycle two</b></p>	<p><b>Exploring and writing non-fiction: language paper two</b></p> <p><b>Key knowledge:</b> synthesis, comparison of perspectives, argumentative writing, forms of letter, speech, article essay</p> <p><b>Revisiting:</b> IMPACTS, inference, language techniques, literal language, metaphorical language, rhetoric, ethos, logos, pathos</p> <p><b>Key vocabulary:</b> synthesis, contrast, imperative</p>
<p><b>Cycle three</b></p>	<p><b>Revision and GCSE exams</b></p>