

Curriculum intent

The St James School English curriculum is challenging, cohesive, and concept-driven, and 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 and spoken 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.

Ted Wragg English Scholars:



- Explore worlds outside our lived experiences



- Explore perspectives and view-points that differ from our own

- Explore themes of social justice



- Explore the essence of human conflicts: internal, emotional and societal



- Explore ideas about power and responsibility



- Explore how writers are influenced by their individual experiences and contexts



- Explore the power of words: written and spoken



2024-25	Year 7		
	<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. Our weekly book club lessons give students the opportunity to develop their reading and oracy skills as we explore the rich cultural context required to approach our core literature texts.</p>		
	Literature	Writing	Book club
Cycle one	<p>Victorian Literature: Oliver Twist</p> <p>Key knowledge: Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality; power, journeys, family, childhood</p> <p>Key vocabulary: villains and victims; vulnerable; corrupt; naïve; orphan; moral</p>	<p>Writing 1:</p> <p>telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story, free writing</p>	<p>Windrush Child by Benjamin Zephaniah</p> <p>Key themes: journeys, family, childhood, race, community, politics, time</p>
Cycle two	<p>Shakespeare: A Midsummer Night's Dream</p> <p>Key knowledge: 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>Key vocabulary: soliloquy, severe, conflict, unrequited love, to mock, chaos</p>		<p>Diary of a young naturalist by Dara McAnulty</p> <p>Key themes: Nature, family, home, neurodivergence, community</p>
Cycle three	<p>Poetry anthology and descriptive writing</p> <p>Key knowledge: structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes</p> <p>Key vocabulary: metaphor, literal language, metaphorical language, tenor, vehicle, ground, atmosphere, setting, personification, protagonist, antagonist, connotation, pace,</p>		

Year 8			
2023-24	<p>Year 8 begins with an introduction to dystopia, with Orwell’s seminal text, Animal Farm, building on ideas of power and social justice from year 7. 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 by building on the knowledge of Victorian literature with our study of the gothic. Our weekly book club lessons give students the opportunity to develop their reading and oracy skills as we explore the rich cultural context required to approach our core literature texts.</p>		
	Literature	Writing	Book club
Cycle one	<p>Contemporary novel: Animal Farm</p> <p>Key knowledge: Allegory; Orwell’s life and times; the Russian Revolution; recurring imagery; irony and corruption, power</p> <p>Key vocabulary: allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent, extended metaphor, personification, sacrifice</p> <p>Revisiting: power, social justice, metaphor, connotation, implied meaning, conflict</p>	<p>Writing 2:</p> <p>problem solved stories; love stories; action stories; fantasy quests; horror stories; poetic justice, Chekov’s gun.</p>	<p>Orangeboy by Patrice Lawrence</p> <p>Key themes:</p> <p>Choices, identity, race, music, family</p> <p>The Royal Rebel by Bali Rai</p> <p>Key themes:</p> <p>Empire, suffrage, family, identity, 19th century England, 19th century India</p>
Cycle two	<p>Shakespeare: The Tempest</p> <p>Key knowledge: The Elizabethan age of exploration; colonialism and power; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states</p> <p>Key vocabulary: colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy</p> <p>Revisiting: life in Elizabethan England, Shakespeare’s life, the play form, conflict, power</p>		
Cycle three	<p>Victorian Literature: the gothic</p> <p>Key knowledge: Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; the supernatural</p> <p>Key vocabulary: enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p> <p>Revisiting: Victorian life, crime, conflict, poverty</p>		

Year 9			
2023-24		Year 9	
		Unit overview	Writing
			Book club
Cycle one	<p>Dickens on poverty and privilege: A Christmas Carol</p> <p>Key knowledge: 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>Revisiting: poverty, 19th century England, the industrial revolution, class and society in Victorian England, allegory</p> <p>Key vocabulary: redemption, morality, poverty, context, avarice, misanthropic, nostalgia, idealised, allegory, caricature, nuance, deplore, foil, diatribe</p>	<p>Writing 3</p> <p>Argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument</p>	<p>The Five by Hallie Rubenhold</p> <p>Key themes: Prejudice, classism, crime, misogyny, history</p> <p>The Lies We Tell Ourselves by Robin Talley</p> <p>Key themes: Race, civil rights, education, politics, LGBTQ+</p>
Cycle two	<p>Priestley on Capitalism - Poverty and Privilege: An Inspector Calls</p> <p>Key knowledge: Characters/Plot Conventions of modern plays, Britain in 1912 and 1945</p> <p>Revisiting: Socialism and capitalism, literary devices, IMPACTS, the principles of academic writing, thesis statements, Essay planning, the play form</p> <p>Key vocabulary: socialism, capitalism, microcosm, proletariat, dogmatic, hubris, paternalism, exploit, responsibility, hypocrisy, philanthropy, prophetic, authority, hedonism, destitution</p>		
Cycle three	<p>Authority and the state: power, conflict, and rhetoric</p> <p>Key knowledge: war poetry, nature poetry, human nature, memory and reflection, poetry as protest, poetic structures, poetic comparison, dramatic monologue, romanticism</p> <p>Revisiting: literal language, metaphorical language, poetic techniques, power, corruption, poverty, nostalgia, morality</p> <p>Key vocabulary: ardent, veiled criticism, sublime, autobiography, jingoism, contemporary, ephemeral, extended metaphor, megalomania, naturalistic, realistic, revisionist, patriotic, anecdotal, expressionist, arbitrary, fracture, eurocentrism, trivialise.</p>		

<p>2024-25</p>	<p style="text-align: center;">Year 10</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 have the opportunity to build on their literary and linguistic prior study by further exploring the study of rhetorical and transactional written and spoken language, before ending year 10 with a focus on the mastery of academic writing through the study of unseen poems and the revision of our literature texts.</p>
	<p style="text-align: center;">Unit overview</p>
<p>Cycle one</p>	<p>Revision: An Inspector Calls (3 weeks)</p> <p>Fate or free will? Shakespeare’s Romeo and Juliet</p> <p>Key knowledge: fate, free will, determinism, conflict, love, the principles of academic writing, writer’s intent, sonnets, tragedy</p> <p>Key vocabulary: transcendental, hamartia, hubris, synchronicity, iambic pentameter, fate, determinism, destiny, tragedy</p> <p>Revisiting: Characters/plot, characters as constructs, allusion, form of a play, conflict, power,</p>
<p>Cycle two</p>	<p>Making our voices heard: Language paper two</p> <p>Key knowledge: rhetoric, oracy, Aristotelian Triad, ethos, logos, pathos, prosody, transactional writing, viewpoint, perspectives</p> <p>Revisiting: literal language, metaphorical language, power</p> <p>Key vocabulary: rhetoric, ethos, logos, pathos, prosody</p>
<p>Cycle three</p>	<p>Mastering academic writing: poetry and literature revision</p> <p>Key knowledge: unseen poems, exam requirements</p> <p>Revisiting: all literary knowledge</p> <p>Key vocabulary: binaries, structure, all previously covered literary vocabulary</p>

<p>2024 -25</p>	<p style="text-align: center;">Year 11</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>Cycle one</p>	<p>Revision: Romeo and Juliet</p> <p>Exploring and writing fiction: language paper one</p> <p>Key knowledge: fluency and comprehension, prediction, summary, clarification, questioning, inference, criticality, evaluation</p> <p>Revisiting: IMPACTS, inference, language techniques, literal language, metaphorical language, structural techniques</p> <p>Key vocabulary: criticism, cyclical structure, foreshadowing, flashback, cliffhanger</p>
<p>Cycle two</p>	<p>Revision: An Inspector Calls</p> <p style="text-align: center;">Power and Conflict poetry</p> <p>Exploring and writing non-fiction: language paper two</p> <p>Key knowledge: synthesis, comparison of perspectives, argumentative writing, forms of letter, speech, article essay</p> <p>Revisiting: IMPACTS, inference, language techniques, literal language, metaphorical language, rhetoric, ethos, logos, pathos</p> <p>Key vocabulary: synthesis, contrast, imperative</p>
<p>Cycle three</p>	<p>Mastering English Language and Literature</p>