

BVGS English Department

Welcome to Bishop Vesey's Grammar School English Department

Our Curriculum Intent: Our aim is to inspire all through the study of Language and Literature and to develop a lifelong love of reading. We will nurture curiosity, empathy, creativity and academic excellence within our students to create confident and articulate global citizens.

Curriculum Design and Rationale:

- We have designed a curriculum that empowers students through the study of Language and nurtures a curiosity, empathy and creativity through Literature.
- We provide teaching of prose, drama and poetry.
- It is important that all students study whole texts in depth.
- Our curriculum places an emphasis on how texts are literary constructs. This enables students to develop their own writing, as they incorporate concepts and techniques from writers they have studied.
- We provide time in the curriculum for students to read and write for pleasure. Our big write and reading lessons give students autonomy over what they read while at the same time encouraging them to try authors and genres that are new to them. Each year group has an accompanying text and topic specific reading list that are diverse and challenging.
- We want students to feel empowered to experiment when writing creatively.
- We embed the skills needed for both English Language and Literature GCSE into our Key Stage Three curriculum.
- We have begun to embed thematic linking across the schemes with a particular focus on identify and power.
- We have selected the texts (Boy in striped PJs, TKMB, The Tempest, Romeo and Juliet) because they allow us to build on the skills set needed for GCSE and beyond. It gives us the opportunity to introduce Shakespeare and then study a whole text - The Tempest. As a comedy, this provides a different approach to Y9 and GCSE where we look at tragedies. We study a seminal American novel and a collection of diverse, challenging short stories in Y9. Through these texts we explore ideas of empathy, morality and identity, as well as different voices and perspectives that we feel are essential to students' development as scholars of literature.
- Media and non-fiction, in particular rhetoric, enables us to explore an understanding of the mechanics of language, empowering students to experiment. We also explore non-fiction in context, empowering our students as global citizens.
- Writing poetry gives students a way of expressing themselves, experimenting with form, language and structure, and examining how other writers present their ideas.
- We set homework that teaches revision strategies, interleaves knowledge, explores context, uses online resources and enables students to be creative and original in the ways they present ideas.

KS3 Curriculum Overview

English Curriculum Intent

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Our overarching themes for the KS3 curriculum are **identity** and **power**.

Term	SOW
1A	The Origins of the hero
1B	3 weeks - Sonnets 3 weeks – The Boy in the Striped Pyjamas
2A	The Boy in the Striped Pyjamas
2B	Speeches (Powerful Voices)
3A/B	Introduction to Shakespeare

Term	SOW
1A	The Tempest
1B	Poetry (Identity)
2A	Noughts and Crosses
2B	Opinion Writing
3A/B	Gothic - The Woman in Black

Term	SOW
1A	Iridescent Adolescent
1B	Poetry (Identify/Powerful Voices)
2A	Romeo and Juliet
2B/3A	To Kill a Mockingbird
3B	Creative Writing

Year 7 Curriculum Overview



Term	SOW	Assessments	
1A	The Origins of the hero	<ol style="list-style-type: none"> 1. Write a description of an archetypal hero. 2. Write an epic scene featuring your archetypal hero. 	<ul style="list-style-type: none"> • This introductory SOW gives the students a grounding in where stories come from. • Introduces the students to the hero archetype/different types of heroes which will then provide the students with knowledge when looking at heroes such as Macbeth at GCSE.
1B	3 weeks - Sonnets 3 weeks – <i>The Boy in the Striped Pyjamas</i> by John Boyne	Sonnet knowledge task.	Sonnets <ul style="list-style-type: none"> • Gives the students a grounding in poetry and the chance to study a recognisable, classic poetic form.
2A	<i>The Boy in the Striped Pyjamas</i> by John Boyne	<ol style="list-style-type: none"> 1. How does Boyne present the character of Bruno in the opening of the novel? ToMEE paragraph 2. End of half term assessment – Extract based question. 	<ul style="list-style-type: none"> • A whole text which is ambitious. It is a text which allows opportunity to broaden the students' horizons and consider how literature has developed over time building on from the 'Origins' SOW. • Students become familiar with exploring the ways in which a novelist presents characters and themes. • Looks at themes such as identify, power, abuse of power, conflict which are themes that are explored across the curriculum. • Interesting narrative perspective. • Develop students knowledge of context.
2B	Speeches (Powerful Voices)	<ol style="list-style-type: none"> 1. Write opening paragraph to a speech with a cross-curricular link. 2. Write a speech. 	<ul style="list-style-type: none"> • This SOW allows students to draw on previous knowledge e.g. sonnets/BITSP which looked at complex feelings/emotions/themes/context when studying speeches from different voices and gives them ideas to draw on when writing their own speech.
3A/B	Introduction to Shakespeare	<ol style="list-style-type: none"> 1. Romeo and Juliet ToMEE paragraph 2. EOY Exam (knowledge test based on the year + ToMEE the Witches in Macbeth extract. 	<ul style="list-style-type: none"> • Looks at the language of Shakespeare which builds on from the Origins and Sonnets SOW. • Students study a range of different themes such as heroes, supernatural, women, power, conflict. • Students study a range of genres such as tragedy and comedy. • This SOW transitions the students in to Y8 where they look at a big/more complex theme in one text.

Year 8 Curriculum Overview



Term	SOW	Assessments	
1A	<i>The Tempest</i> by William Shakespeare	<ol style="list-style-type: none"> How is Caliban presented in Act 3 Scene 2? MEE paragraph End of half term assessment- How is the character of Caliban presented in 'The Tempest' by William Shakespeare? 	<ul style="list-style-type: none"> Follows on from Y7 – Introduction to Shakespeare unit. Students become familiar with the structure and language of a Shakespearean play. Students use reading for meaning, inference, empathy, analysis skills to explore character presentation. Students are able to study complex themes across a text e.g. power, abuse of power, identity. Students consider context and how it influences a writer's purpose.
1B	Poetry (Identity)	<ol style="list-style-type: none"> Own 'I Came From' poem. Identity poem 	<ul style="list-style-type: none"> Students look at a range of different poems from different voices. It builds on their knowledge and skills developed through their study of sonnets, speeches and draws on themes explored previously - powerful voices and identity.
2A	<i>Noughts and Crosses</i> – the play adaptation by Dominic Cooke	<ol style="list-style-type: none"> How is tension created in Act 1, scenes 19-21? ToMee paragraph. End of half term assessment How is the character of Callum presented across the play? 	<ul style="list-style-type: none"> Study of a whole text. SOW introduces students to the modern play. Students understand the features of a play and explore the effect of drama on an audience. Explores similar themes studied previously e.g. BITSP - power/inequality. Students are able discuss/analyse complex characters who aren't always likeable such as Prospero in <i>The Tempest</i>. Students develop their knowledge of context and how it influences a writer's purpose.
2B	Opinion Writing	<ol style="list-style-type: none"> Opening paragraph to an opinion piece based on something they dislike (Moths lesson) Opinion piece – something they feel should be changed/people should care more about. 	<ul style="list-style-type: none"> Students understand how to write for a particular genre, audience, purpose and style. Having previously studied different texts, themes and issues students can draw upon their knowledge when writing their own opinion piece.
3A/B	Gothic - <i>The Woman in Black</i> by Susan Hill	<ol style="list-style-type: none"> How does Susan Hill use language to create a sense of horror through the description of the fog? Extract EOY Exam (knowledge test based on the year + ToMEE TWIB theme extract. 	<ul style="list-style-type: none"> Study of a whole text supported by other Gothic/modern extracts. Key genre significant to the study of English Literature. Students will consider the gothic at GCSE with <i>Macbeth</i> and <i>J&H</i> and at A-level with <i>Frankenstein</i> and <i>Wuthering Heights</i>.

Year 9 Curriculum Overview



Term	SOW	Assessments	
1A	Iridescent Adolescent	<ol style="list-style-type: none"> 1. How does Desai use language to describe the setting? (Games at Twilight) 2. How is the theme of isolation presented in Games at Twilight? 	<ul style="list-style-type: none"> • Study of short stories with a diverse range of voices and perspectives. • Thematically more challenging. • Students are able to build upon previous knowledge of form/narrative perspective.
1B	Poetry (Identify/Powerful Voices)	<ol style="list-style-type: none"> 1. ToMEE 2. Comparison of two poems 	<ul style="list-style-type: none"> • Students will be able to build upon themes previously explored e.g. identify, power. and knowledge of the poetic form. • Students will explore increasingly more complex authorial intent.
2A	<i>Romeo and Juliet</i> by William Shakespeare	<ol style="list-style-type: none"> 1. How does Shakespeare present Lord Capulet's feelings towards Juliet? 2. End of half term assessment - How does Shakespeare create conflict in act 3, scene 1? 	<ul style="list-style-type: none"> • Study of a whole Shakespeare text. • Students become confident with the structure and language of a Shakespearean play. • Students use reading for meaning, inference, empathy, analysis skills to explore character and theme presentation. • Consider themes explored previously such as power, conflict which builds up to themes studied at GCSE.
2B/3A	<i>To Kill a Mockingbird</i> by Harper Lee	<ol style="list-style-type: none"> 1. ToMEE – Tension in chapter 10 (rabid dog) . 2. How is prejudice explored in the novel? 	<ul style="list-style-type: none"> • A challenging seminal text. • Students become more confident with the skills of inference, analysis, evaluation and empathy. • Students write analytically about character and theme. • Students explore context and writer's intentions.
3B	Creative Writing	<ol style="list-style-type: none"> 1. EOY exam (knowledge test based on the year + how and why does the perception of Boo Radley change?) 2. Creative writing competition 	<ul style="list-style-type: none"> • SOW builds on Big Write lessons and creative writing in Y7 and Y8 to explore techniques used to write creatively. • Begins to prepare students for GCSE language paper 1, section B. • Students make conscious decisions when crafting descriptive or narrative writing. • Provides an opportunity to celebrate the students creative writing skills.