

Iceni English Curriculum

Curriculum Intent

In English our intent is to ensure that all students are equipped with the knowledge and skills required to enable them to read with sensitivity and understanding, write with precision and craft, and speak confidently and fluently. We aim to instil an appreciation of the richness of the English Literary heritage and the true joy of reading. Our curriculum is unapologetically ambitious and unashamedly academic for all our students.

Curriculum Implementation

When?	Unit	Texts (bold denotes core text)	Literary & linguistic knowledge	SPAG threshold concepts	Throughout KS3 and KS4:
7 AUT1	History of language	Anthology unit	Intertextuality History of the novel Narrative voice Periods of English Literature including Old and Middle English Etymology Genre	How words work – The parts of speech: verbs, nouns, articles, adjectives, prepositions. Subject-verb agreement. Tense.	Word classes: Adjective Adverb Conjunction Noun Preposition Pronoun Verb
7 AUT2	Knowledge and science	'Frankenstein' (Philip Pullman) 'Frankenstein' (Mary Shelley)	Conventions of a play Gothic conventions Lexical/ semantic field		
7 SPR	Friendship and coming of age	'The Fire Eaters' (David Almond) 'The History Boys' (Alan Bennett) 'Clap When You Land' (Elizabeth Acevedo) 'MXMXIV' (Philip Larkin) 'A Shropshire Lad XL' (A E Houseman) 'Drummer Hodge' (Thomas Hardy) The Diary of Anne Frank	Novel/ narrative voices Character types – protagonist 20 th century literary context Bildungsroman Colloquialism Standard English (SE) Allegory Motif	Clear sentences – The elements of a sentence: simple sentences, compound sentences, complex sentences. Listing and bracketing commas.	Antonym Synonym Apostrophe Article Clause Conjunction Compound word Homophones Main clause Modal verb Noun phrase
7 SUM	Appearance and reality	'A Midsummer Night's Dream' (William Shakespeare) 'The Faerie Queen' (Edmund Spenser) 'The Road Not Taken' (John Donne)	Genre – comedy Blank verse/ iambic pentameter		
8 AUT	Technology in society	'The Time Machine' (H. G. Wells) 'War of the Worlds' (H G Wells)	19 th century literary context Narrative voices Allegory	How words work – Revision of Y7 Term 1 plus: adverbs, comparative and superlative	Alliteration

		‘A Light Exists in Spring’ (Emily Dickinson) ‘Ready, Player One’ (Ernest Cline)		adjectives, nouns, plural nouns, the genitive case (the apostrophe), contraction.	Metaphor/ extended metaphor Personification Assonance/ sibilance
8 SPR	Love and gender	‘ Much Ado About Nothing ’ (William Shakespeare) ‘The Story of an Hour’ – Kate Chopin ‘The Great Gatsby’ – F Scott Fitzgerald	Reader theory – gender Genre – comedy/ romance Euphemism Black verse/ iambic pentameter Soliloquy	Clear sentences – Revision of Y7 Term 2 plus: Compound-complex sentences, noun appositive phrases, conjunctions, adverbs, semi-colons.	Caesura Foreshadowing Hyperbole Imagery Juxtaposition
8 SUM	Justice	‘ Noughts & Crosses ’ (Malorie Blackman) Emmeline Pankhurst Sojourner Truth ‘America’ (Claude McKay) ‘Rosa’ (Rita Dove) ‘To the Indifferent Women’ (Charlotte Perkins Gilman)	Reader theory – race, social class Narrative voices Allegory	Coherent texts – Revision of Y7 Term 3 plus: Connections between sentences, proofreading, drafting and rewriting	
9 AUT	Prejudice, courage and good v evil	‘ To Kill a Mockingbird ’ (Harper Lee) ‘Sweetness’ – Toni Morrison ‘Torture’/ ‘We Alone Can Devalue Gold’ (Alice Walker) ‘Good Bones’ (Maggie Smith) ‘I Know Why the Caged Bird Sings’ (Maya Angelou)	Reader theory – race Narrative voices Symbolism	How words work – Revision of Y7 Term 1 and Y8 Term 1, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings	
9 SPR	Power and villainy	‘ Richard III ’ (William Shakespeare) ‘The James Plays’ – Rona Munro	Genre – history/ tragedy Hubris Tragic hero Lexical/ semantic field Blank verse/ iambic pentameter Soliloquy Dramatic irony Motif	Clear sentences – Revision of Year 7 Term 2 and Y8 Term 2, plus: restrictive and non-restrictive clauses, colons, hyphens, punctuating speech.	
9 SUM	Subversion and rebellion	‘ 1984 ’ (George Orwell) ‘Fahrenheit 451’ (Ray Bradbury) ‘Station Eleven’ (Emily St John Forster) ‘The Machine Stops’ (E M Forster) ‘The Outrage’ (William Hussey)	Utopian/ dystopian Narrative voices	Coherent texts – Revision of Y7 Term 3 and Y8 Term 3, plus: text purpose and audience.	

		'Utopia' (Thomas More)			
10 AUT	Macbeth	'Macbeth' (William Shakespeare)			
10 SPR	An Inspector Calls	'An Inspector Calls' (J. B. Priestley)			
10 SUM	Power & conflict poetry	AQA Power and Conflict anthology			
11 AUT	A Christmas Carol	'A Christmas Carol' (Charles Dickens)			
11 SPR	Interleaved language and literature revision				
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Threshold concepts

"A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress."

Jan Meyer & Ray Land, 2003

Meyer and Land went about defining the characteristics of a 'threshold concept'. They summarise the following:

They are **transformative**. That is to say, once students grasp the 'threshold concept' it changes the way a student thinks about a subject

It is also highly likely to be **troublesome** for the student. It may seem counter-intuitive, or at best, really difficult to grasp. Yet, once understood, it can make subsequent learning feel more intuitive or 'easy'

It is **irreversible**. Once grasped, the student would find it difficult to unlearn

It is **integrative**. That is to say that, once learned, the concept helps unify aspects of the subject that may not have appeared related to the student. It may completely shift the view that the student has towards the subject.

Our overarching threshold concepts are that students, by the end of Key Stage Four, will understand and know:

- The relationship between grammar and meaning
- The effect of context, both on writers and readers
- The need to use supporting evidence for ideas
- The ways in which language can affect readers

- How different ways of structuring texts can produce different effects
- That language can be analysed to reveal a variety of meanings
- Patterns of language, imagery and plot – their purpose and impact
- The concept of power

Spelling, punctuation and grammar

	Year 7	Year 8	Year 9
How words work	The parts of speech: verbs, nouns, articles, adjectives, prepositions. Subject-verb agreement. Tense.	Revision of Y7 Term 1 plus: adverbs, comparative and superlative adjectives, nouns, plural nouns, the genitive case (the apostrophe), contraction.	Revision of Y7 Term 1 and Y8 Term 1, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings
Clear sentences	The elements of a sentence: simple sentences, compound sentences, complex sentences. Listing and bracketing commas.	Revision of Y7 Term 2 plus: Compound-complex sentences, noun appositive phrases, conjunctions, adverbs, semi-colons.	Revision of Year 7 Term 2 and Y8 Term 2, plus: restrictive and non-restrictive clauses, colons, hyphens, punctuating speech.
Coherent texts	Topic sentences, paragraphs, introductions and conclusions	Revision of Y7 Term 3 plus: Connections between sentences, proofreading, drafting and rewriting	Revision of Y7 Term 3 and Y8 Term 3, plus: text purpose and audience.