

Year 7 English: Literary Heritage	<b>Subject Intent</b>	Our KS3 curriculum is designed to enable all students to flourish in English lessons and beyond. The programme has been designed so that students graduate Year 9 as confident and literate readers, and critical and accurate writers.
	<b>KS3 Subject Narrative</b>	By the end of Key Stage 3 they will: know and remember more about the foundational texts in literature and social and historical context from the Literary Heritage strand. Our KS3 Curriculum, English Mastery, is unique in that it is built on four pedagogical pillars that drive student progress. Each pillar is rooted in the latest cognitive and educational research which together form our approach: knowledge-rich cumulative curriculum, dedicated teaching of grammar, explicit vocabulary instruction and assessing for Mastery.
	<b>KS4 Subject Narrative</b>	Our KS4 Curriculum continues to build on the skills from the KS3 Literary Heritage strand by the continued development of analytical skills. KS3 Literary Heritage and Mastery Writing lessons help prepare students for essay-style responses in English Language and Literature at KS4. We study both fiction and non-fiction texts including canonical literature in the form of poetry, prose and plays from a range of authors including Agard, Armitage, Blake, Browning, Dickens, Duffy, Shelley, Heaney, Hughes, Nicholls, Priestley, Shakespeare, Shelley, Wordsworth and more. Writing is taught throughout KS4.
	<b>Routine Assessment Strategies</b>	Fortnightly Quizzes to assess knowledge including contextual, vocabulary and literary knowledge. We then use 'Strength-Action-Response' reteach sheets to fill any knowledge gaps and secure comprehensive understanding for all pupils.

Year 7 English: Literary Heritage	<b>Literary Heritage</b>	<b>Autumn Term – Victorian Literature</b> Oliver Twist	<b>Spring Term – Shakespeare</b> A Midsummer Night's Dream	<b>Summer Term – Modern Literature</b> Poetry Anthology	<b>Summer Term 2 – Voices and Choices</b> Ancient Tales
	<b>Key Subject Knowledge:</b> Literary Heritage	<ul style="list-style-type: none"> <li>Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg</li> </ul>	<ul style="list-style-type: none"> <li>What Ancient Tales are; the oral story tradition; what the morals of stories are; 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'.</li> </ul>
	<b>Subject Competencies</b> Vocabulary	<ul style="list-style-type: none"> <li>villains and victims; vulnerable; corrupt; naïve; orphan; moral</li> </ul>	<ul style="list-style-type: none"> <li>soliloquy, severe, conflict, unrequited love, to mock, chaos</li> </ul>	<ul style="list-style-type: none"> <li>metaphor, literal language, metaphorical language, tenor, vehicle, ground</li> </ul>	<ul style="list-style-type: none"> <li>quest, enunciation, ingenuity, out-wit, relatable, comeuppance, repentant</li> </ul>
	<b>Summative Assessments</b> (high stakes assessments which test <u>cumulative</u> knowledge)	<ul style="list-style-type: none"> <li>KS3 Assessment with knowledge-based questions and 'Strength-Action-Response': "What type of character is Bill Sykes?"</li> </ul>	<ul style="list-style-type: none"> <li>KS3 'Strength-Action-Response' question: "Is the love potion good or bad?"</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Assessment with knowledge-based questions and 'Strength-Action-Response': analysing a poem.</li> </ul>	
	<b>How does this pave the way for future study?</b>	Studying 'Oliver Twist' introduces students to C19 literature and key contextual knowledge they will need for further study of C19 novel, 'A Christmas Carol', at KS4 and the unseen C19 extract in Language Paper 1. Starting with topic sentences, students will begin forming successful analytical paragraphs. They will build on this throughout KS3 and use at KS4. Themes which are revisited throughout our curriculum: poverty, power and inequality.	Studying 'A Midsummer Night's Dream' introduces students to Shakespeare, exploring key themes and contextual knowledge necessary for studying 'Macbeth' at KS4. Students will develop their paragraph styles and essay responses. They will continue build on this throughout KS3 and use at KS4. Themes which are revisited throughout our curriculum: the supernatural, power, conflict, love, nature and gender.	Studying 'Modern Literature' introduces students to a range of newer texts, exploring key themes and contextual knowledge necessary for 'An Inspector Calls' at KS4, and the unseen C20&21 extracts in Language Paper 2. Students will learn key analytical skills and develop their essay responses, which will support them in KS4. Themes studied which are revisited throughout our curriculum: nature and gender.	Studying 'Voices and Choices' introduces students to a range of literature, exploring key C19 themes and contextual knowledge necessary for Language Paper 1 and the study of C19 novel 'A Christmas Carol' at KS4. They will have improved their analytical paragraph skills and response styles which will support at KS4. Themes studied which are revisited throughout our curriculum: morality, poverty, power, conflict, inequality, gender, race & identity.

