



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS4 Year 11 English



English Curriculum Intent

Mission Statement	School Curriculum Intent	English Curriculum Intent
To educate	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	The English department consists of nine subject specialists including some teachers with examiner experience. Our subject is pivotal to the whole school curriculum, and therefore, we pride ourselves on working collaboratively within the department and across the school, to plan and implement a curriculum that suits the needs and aspirations of our learners. As a team we share good practice, evaluate and adapt our curriculum in response to the progress of our pupils. Our pedagogy is based on the Rosenshine Principles; this allows for a five-year program of study that incorporates regular activities which engages pupils with interleaved knowledge retrieval, modelling and scaffolding to ensure all pupils are able to achieve and succeed in life. We support the whole school with literacy-based strategies and initiatives, for example Reading Relay, so that they are not only successful in their study of English but are able to access all curriculum areas with their literacy knowledge and skills.
each and every	We are ' <i>A Catholic School For All</i> ' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	Our curriculum provides a plethora of opportunities to discuss and explore our school values. Through the texts we teach, topics we cover and through social, historical and cultural contexts we explore; learners see the importance of our values. For example, pupils are encouraged to develop their curiosity when reading texts and are challenged to consider values such as love and compassion, when discussing difficult characters. Our exploration of these different elements allows pupils to consolidate, apply and articulate their own moral values.
unique child	We value human dignity and recognise every child as a unique individual made in the image of God.	Our pupils are taught in mixed ability with the highest of expectations for all - that each pupil works to achieve. In Key Stage three, our curriculum focuses on mastering key skills and concepts (such as analytical writing and written accuracy) which students will need to progress once in Key Stage four. We 'teach to the top', which means adapting and scaffolding for each unique child in our care, in order to support them to make the progress they are capable of, and enabling them to achieve, as well as succeed, with no limits or barriers. We encourage independent reading through the Accelerated Reader program in Key Stage three, and through reading for pleasure in Year 9. It is essential we foster a love of reading, for pupils' own moral and cultural enrichment as well as developing confident reading skills.
in our care	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	Our high expectations for all, are centred on mutual respect. We explicitly teach the principles of collective responsibility which encourages a better understanding of respect of being part of a learning community.

<p>to hear</p>	<p>We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God’s calling.</p>	<p>Our schemes of work and selected texts taught, incorporate frequent opportunities to instil SJW values by exploring topics that are culturally relevant and applicable to the society pupils live in today; for example, pupils explore the concepts of social class division, prejudice and discrimination. Pupils are supported to discuss these concepts sensitively and respectfully.</p>
<p>and respond</p>	<p>We foster our young people’s gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God’s calling.</p>	<p>Pupils complete two GCSEs in English- Language and Literature. Pupils are enabled to continue into Higher Education in English or other qualifications. The skills they gain in English will enable to them to participate confidently in other studies, including honing their accuracy and form in written work, increasing confidence, articulation, expression in their spoken word and being able to read for meaning from a wide variety of sources.</p>
<p>to what God calls them to be’</p>	<p>Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.</p>	<p>We have high expectations of our pupils and our ambitious curriculum broadens their understanding of not just what happens in the classroom, but how it applies in the wider context. We want our pupils to leave our school and go on to be learned and wise; with a richness of literary skills and knowledge that will enable them to be discerning adults who can engage meaningfully with society and the wider world.</p>

Year 11 English Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Language paper 1/Unseen Poetry plus revision of A Christmas Carol.</p> <p>Autumn term 2: Mock exam- Language paper 1/ A Christmas Carol and CTG tasks following mock 1.</p> <p>Spring term 1: Language paper 2/ completion of anthology poetry (Nature collection) plus revision and practise assessment of An Inspector Calls.</p>	<p>Spring term 2: Mock exam 2- Language paper 2/ Anthology poetry/ R&J and CTG tasks following mock 2. Revision of Romeo and Juliet</p> <p>Summer term 1: Interleaved revision of Language and Literature topics with priority given to areas identified in the DDTAs across mocks 1 and 2.</p>
Calendared assessments	<p>TERM 1: Mock 1- Language paper 1/ ACC and practise of unseen poetry.</p> <p>TERM 2: Mock 2- Language paper 2/ Anthology poetry/R&J and practise of An Inspector Calls</p>	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><u>Cross curricular:</u></p> <p>2019: RE and English are working together to promote the Words of Unity poetry competition for all year groups. The Victorian Era (including the Poor Law and the Industrial Revolution) are taught in History- year 8 term one. WW1 and trench warfare/propaganda are taught in History- year 8 term two. Concepts of omnipotence/ power are explored in RE in years 10 and 11.</p> <p><u>SJW Values:</u></p> <p>Faith-filled and hopeful- being motivated to build on knowledge and skills through revision and practise. Attentive and discerning- when reflecting upon tasks and assessments and identifying how to improve.</p> <p><u>SMSCV:</u></p> <p>-Exploring the importance of social responsibility and social justice. -Understanding the relevance between contexts studied and their place in modern society.</p>	
Progression model	<p>What knowledge will pupils develop? <i>(Including key terminology)</i></p> <ul style="list-style-type: none"> ➤ An understanding of how to approach the different questions and AOs for both Language papers. ➤ Consolidation and revision of the texts studied for GCSE English Literature, including plot, themes, characters and context. ➤ A fuller, broader understanding of terminology and how to implement it in written responses. ➤ An understanding of the ideas, themes and contexts of the poems studied, as well as how to answer a question about them individually, identifying links between them and how to compare the different poems. 	<p>What skills will pupils develop? <i>(Including literacy & Numeracy)</i></p> <ul style="list-style-type: none"> • Students will develop comparison skills for both Literature poetry and Language paper 2- resulting in them being able to draw links between texts independently. • Using the taught PEEL/PEEZ structure and applying in exam contexts to texts studied- with the ingredients of the paragraph allowing students to explore broader ideas and concepts. • Use taught structures for creative and transactional writing and applying successfully in timed conditions. • Through the application of tier 2 and 3 vocabulary, students will develop an academic writing style when responding to Literature texts.

**Development
homework**

Weekly quote tests are given every Friday.

Revision guides for each element of both exams, along with suggested tasks are released termly.

Specific homeworks released linked to the targets identified in assessments/mock exams.

Weekly breakfast club (Wednesday mornings at 8) are delivered and open to all for additional revision.