Curriculum Statement - ENGLISH

Our Intent:	
What is the vision (big picture) for your subject?	Our English curriculum empowers students to think critically, communicate effectively, and appreciate the power of language. Through literature, students explore human experiences, cultural perspectives, and the complexities of storytelling, fostering creativity, empathy, and analytical skills. We develop confident readers, writers, and speakers who can engage thoughtfully with texts, articulate informed viewpoints, and apply their skills across academic and real-world contexts.
What are the key concepts that underpin your subject?	Through the study of both literature and the development of language skills, students will develop skills of comprehension, analysis, evaluation and composition to deepen understanding. They will develop their communication and expression both through spoken and written English, deepen their understanding of context and perspectives, be able to identify and use the features involved in the creation of literature and rehearse their skills of critical thinking.
Which key themes are repeated over time?	Key themes such as identity and self-discovery, power and conflict, morality and ethics, transformation and change and storytelling and perspective all can be found from Year 7 to 13 and allow students to develop themselves into well rounded literary scholars who recognise both the power and nuance of language.
What knowledge and skills will students have at the end of each key stage?	By the end of KS2, students will develop foundational literacy skills, a secure understanding of narrative structure, and the ability to engage with texts critically. They explore different genres, construct coherent written responses, and apply basic analytical techniques.
	By the end of KS3, students refine comprehension, analytical thinking, and creative expression skills, engaging with themes, language techniques, and historical context in literature. They confidently evaluate texts, develop structured arguments, essay writing skills and demonstrate increasing independence in writing.
	By the end of KS4, students apply detailed textual analysis, construct persuasive and interpretative arguments, and engage deeply with context and language structure. They refine exam technique, develop fluency in extended writing, and confidently explore multiple interpretations of key course texts.
	By the end of KS5, students will master literary critique, engage with theoretical perspectives, and conduct independent research. They evaluate complex themes, refine sophisticated written arguments, and develop a nuanced understanding of literature's role in shaping culture and thought.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our English curriculum exceeds the requirements of the National Curriculum, providing broad and deep learning experiences and exposing students to complex, sophisticated literature including multiple novels from the 19th century. Students develop critical thinking, and apply skills in real-world contexts. Our curriculum has been spiralled to ensure mastery in literary analysis, writing fluency, and oracy, preparing students for higher study and career pathways. We provide enrichment opportunities, cross-curricular links, and differentiated support to meet the needs of all learners, ensuring they are challenged, engaged, and prepared for future success.
How do you ensure that learning is sequenced effectively over time in your subject?	Key Stage 3: Topics are delivered on a half-termly basis, following a sequenced and spiralled curriculum which allows students to master the skills needed to become effective scholars. Each unit visits essential skills which increase in complexity from year to year. Key Stage 4: Students cover exam based content in an alternating pattern between Literature and Language to ensure effective exam rehearsal. Students revisit these same course texts/units in Year 11 where they aim for mastery on all components.
How have you decided what knowledge and skills you want students to learn in your subject?	At the heart of our curriculum are the foundational elements of English: comprehension, analysis, evaluation and composition. Students learn and develop these skills through each topic being assigned an overarching concept or skill, which is revisited frequently and which grows in complexity from year to year to reinforce understanding. Assessments are designed to test these skills progressively. Key Stage 4 & 5: The same conceptual framework is maintained, with the addition of regular exam-style questions on texts from the specification to provide frequent practice and prepare students forfinal examinations alongside becoming skilled and sophisticated scholars.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	We expose students to a variety of texts across KS3,4 and 5 with an emphasis on multiculturalism, alongside trips to the theater and writing workshops. At KS5, students are linked to a university to show them a path to undergraduate study and to foster skills of independent research and confidence. We also have a link with external business owners who come and work with our students on the writing of personal statements and help them to develop their spoken communication skills. Lessons are designed to cultivate critical thinking and independent learning through applied learning outcomes. Deeper thinking strategies are integrated to encourage students to take ownership of their learning, applying historical knowledge to real-world contexts.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	Consistency is at the heart of our English curriculum with a central bank of lessons ensuring a consistent and high-quality learning experience across all year groups from classroom to classroom. Lessons are carefully structured to maintain academic rigour while allowing for effective differentiation across all ability ranges. Similarly, regular centralised assessments provide consistency in measuring student progress and maintaining high standards. Students are assessed more and more through formative assessments such as in the use of knowledge testing and then longer scaffolded assessments at KS3 which assess comprehension, analysis, evaluation and creativity. Assessments are focused on knowledge and skills from each specific unit, rather than repeating GCSE style questions at KS3.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	At Key Stage 3, homework is set centrally on Sparx Reader and is supporting our goal in ensuring all students leave with a love of reading and strong comprehension and inference skills. At Key Stage 4, homework alternates Sparx Reader, discovering new texts as well as re-reading course texts to support the success in their exams and deliberate practice whereby students engage with longer form answers with their GCSEs in mind. At Key Stage 5, homework follows a similar model, integrating knowledge recall, assessment questions (structured and full essays), and interleaving of key A-Level topics to support deeper critical thinking. Additionally, a structured framework is used to guide students through the completion of their Non-Examined Assessment (NEA), ensuring rigorous research and analytical depth.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	At Key Stage 3 and 4, lesson and assessment planning is developed collaboratively to ensure consistency, coherence, and high-quality teaching across all classes. CPD in English is delivered regularly by experienced teachers who use evidence-based research to update the department on the best way to ensure knowledge is retained and skills are developed effectively. Examiners in the department lead on CPD at KS4 and 5 and marking is regularly undertaken blindly and then moderated to ensure the highest academic standards.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	When observing English lessons at Budmouth you will see structured, well planned lessons with a clear learning outcome which is achieved through textual analysis, writing practice, and discussion-based learning. There will be scaffolded activities to allow for all learners to achieve well and clear skills being taught and improved which grow in complexity from year group to year group. We pride ourselves on our ability to engage and inspire students through challenging reading material and use this as the foundation for sophisticated and nuanced writing practice.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	We use baseline assessments at the beginning of KS3 to identify gaps in student's literacy ability. Once these gaps in learning are indentified then we differentiate our tasks, utilising sentence stems and writing frames alongside guided reading to allow students to access the learning. We utilise a range of AFL strategies including cold calling and think, pair, share in order to gauge the levels of understanding in our classes. Furthermore, we pitch our curriculum high so that all learners feel challenged and will extend high attainers through challenge questions and adding nuance to their written work.
How do you stretch students who are high prior attainment?	Across all Key Stages, our English curriculum is designed to challenge high-attaining students through deeper thinking tasks that promote critical analysis and independent inquiry. These tasks encourage students to engage with complex historical concepts, evaluate different interpretations, and make substantiated judgments about the past. To further extend learning, we incorporate additional assessment opportunities for students who complete tasks ahead of time. These assessments encourage further exploration of historical debates, source evaluation, and thematic connections across time periods, ensuring that high prior attainers continue to develop their analytical and evaluative skills.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	We provide our students with visual supports: Annotated texts, mind maps, and graphic organisers through the work our teaching assistants have completed alongside providing written scaffolds including sentence stems and writing frames to support all learners in our groups. Furthermore, we have a shared language among our teachers to support students' approach to analysis with 'What, How, Why'. This allows for well structured argument and deeper thinking and gives students with SEND needs the ability to achieve success. Alongside this, verbal support is given to students through structured, teacher led discussion and think, pair, share.
How do you support students who are disadvantaged?	We provide students with access to quality challenging texts, structured literacy support, and enrichment experiences ensure all students engage and achieve to the best of their ability regardless of social or economic background. We achieve this by embedding the following into our curriculum planning: access to quality first teaching and resources, literacy support, building cultural capital and targeted support and intervention.
Our Impact:	
How are you monitoring implementation in your subject area?	In English, we conduct regular lesson observations alongside gaining student feedback to ensure that our curriculum is being implemented in the most rigourous manner. Once we have conducted these lesson drop ins and observations we feedback to teachers and ensure that this feedback is followed up on in the succeeding time. We have a regular and effective moderation process which supports our staff to maintain consistency in marking and feedback as well as making clear predictions on the outcomes of our students. We conduct regular work scrutinies across all key stages to maintain the highest standards of presentation and to check that all students have been given opportunities to revise and revisit their work through DIRT.
How do you check the rigour in planning and resourcing in your subject area?	The curriculum in English has been designed collaboratively so that, as a team, we are able to quality assure our resourcces and planning to ensure that it is as challenging and logical, addressing all of the skills needed for students to be successful at the end of each key stage. Collaborative planning in our department allows us to refine our lesson sequencing, the accuracy of our assessment and utilise effective intervention strategies. Each year we will review our currculum to check that it is in keeping with contemporary pedagogical thinking in English alongside checking the suitability of our resources for the next academic year.
How do you use assessment in your subject area?	At KS3, we utilise both summative and formative assessment to check for understanding and to identify gaps in knowledge. We use component based long-form written assessments which test students on their skills of comprehension, analysis, evaluation and creativity. This data is then used to inform lesson planning across the department and to effectively stage in class assessments. At KS4, the development of students' knowledge is reinforced through regular cumulative knowledge tests alongside factual based 'do now' quizzes which allow for students to embed learning from previous points. Throughout the GCSE curriculum, exam-style questions are built into schemes of work, enabling students to develop the skills required for extended composition. After each assessment, students engage in DIRT tasks designed to revisit key skills or content, ensuring continuous skill development. KS5: the development of students' knowledge is reinforced through regular cumulative knowledge tests alongside factual based 'do now' quizzes which allow for students to embed learning from previous points. Throughout the A-Level curriculum, exam-style questions are built into schemes of work, enabling students to develop the skills required for extended composition. Alongside this, after each assessment, students engage in DIRT tasks designed to revisit key skills or content, ensuring continuous skill development.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	We conduct regular question level analysis in order to identify gaps across whole cohorts and to then tailor our curriculum to address this. This may include re-teaching elements of the content or providing additional scaffolding or, in the case of KS4 and KS5, providing additional English intervention sessions to directly address underperformance. We also make sure that our assessments are cumulative in that they test our students on the same core skills of comprehenison, analysis, evaluation and creativity to see how these skills are developing over time and to directly inform us of the success of our curriculum.
How is knowledge remembered in your subject?	Regular interleaved retrieval practice through 'do now' quizzes at the start of lessons alongside essay practice all support the long term retention of knowledge in English. As part of our homework policy, we ensure that knowledge is at the forefront of their minds by completing exam-style responses to develop their writing stamina and ability to approach GCSE questions. Furthermore, we have designed our curriculum to ensure that we teach students core skills in Year 7 which then progress in terms of difficulty and complexity as they go from year to year all the way up to 6th Form. Literary themes reappear in different contexts, reinforcing conceptual links across texts and students.

BUDMOUTH ACADEMY WEYMOUTH
AN ASPIRATIONS ACADEMY

Curriculum Overview: ENGLISH

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	**Unit 1: SPaG-hetti Junction: Whispers in the Wind** *How do we create effective creative writing based on a stimulus?* A development of: expanding sensory vocabulary to build atmosphere, varying sentence structures to control pace and tension, and applying key AO6 accuracy skills for clarity and effect.	**Unit 2: Coraline (The Quest)** *How are characters characterised through language?* An introduction to the skills of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 3: The Tempest** An introduction to Shakespearean English and the context of Jacobean and Elizabethan England. A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 4: Global Poetry** How do we communicate our identity? A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 5: Greek Mythology - The Odyssey** *How do writers construct stories?* A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 6: Alice in Wonderland** How are meanings shaped through language? A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.
Year 8	**Unit 1: SPaG-hetti Junction: Victorian Voices** *How do writers use language, structure and viewpoint to shape a reader's response?* A structured exploration of Victorian crime, poverty and social reform, developing students' ability to craft precise, controlled and purposeful writing.	**Unit 2: A Christmas Carol** *How are writers motivated by political and social tensions?* An development of: subtext, implicature, themes and motifs, figurative language, discourse marking., connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 3: Romeo and Juliet** *How does Shakespeare use language, structure and form for effect?* A development of: subtext, implicature, themes and motifs, figurative language, discourse marking., connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 4: War Poetry** *How do writers use poetic techniques to present conflict?* An introduction to: subtext, , themes and motifs, figurative language, discourse marking., connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 5: A View from the Bridge** *How do writers present changing relationships in their texts?* A development of: subtext, implicature, themes and motifs, figurative language, discourse marking., connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 6: Animal Farm** *How do writers portray philosophical, political and moral tension?* A development of the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking., connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative
Year 9	**Unit 1: SPaG-hetti Junction - Dystopia** *How do writers portray social issues around the world?* A focused study of dystopian fiction, developing control of vocabulary, sentence craft and structural choices to create tension and atmosphere.	**Unit 2: The Yellow Wallpaper** *How do writers create meaning through ambiguity* A focused study of the Victorian short story The Yellow Wallpaper, exploring how writers use structural choices, symbolism and ambiguity to shape meaning. Students revisit key analytical skills including subtext, figurative language, themes and motifs, inference and context, developing clarity and precision in What-How-Why writing.	**Unit 3: Midsummer Night's Dream** *How does Shakespeare present the conventions of Comedy?* A development of the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking., connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 4: Power of Love** How do writer's use poetic technqiues to shape and create meanings? A development of the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking., connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 5: Heroes** *How do writers portray trauma and conflict in texts?* An introduction to the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking., connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation. **At the end of this half term, personal statements visits will take place.**	**Unit 6: Modern Non-Fiction, Global Issues and Career Writing** *How do writers portray social issues around the world?* Exploration of global non-fiction texts exploring how writers present social issues through language and viewpoint. Students analyse real-world examples and apply these techniques to their own writing, culminating in clear, purposeful personal statements linked to future careers.
Year 10	**Unit 1: Jekyll and Hyde** How does Stevenson present the duality in the Victorian period? Students study the novella with a focus on the plot, methods and message of Stevenson's novella. Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3	**Unit 2: English Language Paper 1** How do we use the skills of comprehension, analysis, evaluation and compostion? Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 3: Macbeth** How does Shakespeare present Macbeth as a tragic hero? Students study *Macbeth* focussing on the plot, methods and message of Shakespeare's play. Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3 and AO4	**Unit 4: English Language Paper 2** In non-fiction how do we use and develop the skills of comprehension, summary, analysis, evaluation and composition? Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 5: Mock Preparation + DIRT** How do writer's create meanings and what do we need to do to adequately prepare for mock exams? Students are assessed through the GCSE assessment objectives: AO1 and AO2	**Unit 6: An Inspector Calls** *An introduction to GCSE English Literature with an emphasis on the presentation of themes across a text.* Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3 and AO4
Year 11	**For 26/27 - Unit 1: Power and Conflict Poetry** **For 27/28 - Unit 1: (An Inspector Calls)** *How do poets present key themes of power and conflict?* Students are assessed through the GCSE assessment objectives: AO1, AO2 and AO3	**Unit 2: Unseen Poetry** A focused study of unseen poems exploring how writers present power and conflict through language, structure and viewpoint. Students revisit mock exam misconceptions and refine their analytical skills, strengthening AO1, AO2 and AO3.	**Unit 3: Exam Based Revision and Re-teaching.** Using data from mock examinations and fortnightly assessments, students will be re-taught units or focus on elements of weakness.	**Unit 4: Exam Based Revision and Re-teaching.** Using data from mock examinations and fortnightly assessments, students will be re-taught units or focus on elements of weakness.	**Unit 5: Exam Based Revision and Re-teaching.** Using data from mock examinations and fortnightly assessments, students will be re-taught units or focus on elements of weakness.	
Year 12 - Language	**Unit 1: Language and Gender** How does Gender, Sex, and Sexuality impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 2: Language and Social Group** How does social group and class impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 3: Language and Region** How does region, accent, and dialect impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 4: Language and Ethnicity** How does race, ethnicity, and nationality impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 5: Language and Age** How does age and technology impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 6: Language and Occupation** How does occupation impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**
Year 12 - Literature	**Unit 1: Introduction to Literature** *How do writers present love throughout time?* Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 2: Othello** How does Shakespeare present the concept of the 'Tragic Hero'? An examination of Section A of Literature Paper 1: Love through the Ages. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 3: The Great Gatsby and Pre-1900 Poetry Anthology** How does Fitzgerald present the illusory nature of the American Dream and it's consequences? Students will study The Great Gatsby alongside selected poems from the anthology covering Section C of Literature Paper 1. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5		**Unit 4: Unseen Poetry/ Paper 1 Revision** How do writers use poetic methods to create meanings? An examination of Section B of Literature Paper 1. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 5: Feminine Gospels/ NEA** How does Duffy present the female experience? An examination of a core component of Literature Paper 2: Texts in Shared Contexts Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5
Year 13 - Language	**Unit 1: Child Language Acquisition** How do children develop language over time? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 2: Language and Change** How does language change over time? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 3: Language and Global English** How does English change across the world? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 4: Exam Revision** Final preparation for examinations covering all papers. **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5**	**Unit 5: Exam Revision** Final preparation for examinations covering all papers. **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4**	
Year 13 - Literature	**Unit 1: Feminine Gospels/ NEA** How does Duffy present the female experience? An examination of a core component of Literature Paper 2: Texts in Shared Contexts Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 2: The Handmaid's Tale** *How are writer's inspired by political and social contexts?* Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 3: Streetcar Named Desire** How does Williams portray the illusory nature of the American Dream? An examination of the presentation of modern America and it's consequences. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 4: Unseen Prose** How do writers use methods to create meanings? An introduction to the unseen prose element of Literature Paper 2: Texts in Shared Contexts. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 5: Exam Preparation** Final preparation for examinations covering both Literature Paper 1 and 2. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	
KS5 GCSE Resit	**Unit 1: Preparation for AQA Resit** An introduction to AQA Resit and the specification of the programme.	**Unit 2: IGCSE Intro + Non-fiction Writing** How do we structure a response to an article?	**Unit 3: Narrative + Descriptive writing** How do we effectively structure fiction writing?	**Unit 4: Exam Preparation** How can we be successful in the iGCSE exam?		