

# HOLLAND PARK SCHOOL 2022 to 2023

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## SUBJECT CURRICULUM | ENGLISH

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### SUBJECT LEADER

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### CURRICULUM INTENT STATEMENT

The English department aims to prepare students for life beyond school through nurturing the key skills at the heart of the subject: reading for inference, interpretation, and enjoyment; writing creatively; writing discursively with purpose; and reading to understand perspective and bias. These core aspects are revisited each year, ensuring that skills are returned to with increasingly complexity and sophistication, and our curriculum provides opportunities for embedding the eight principles of pedagogy in English: outstanding oracy, ambitious vocabulary, subject-specific factual knowledge, written style, cultural capital, exemplar materials, developmental reading, and practice of skills (particularly extended writing). The broad range of our text and topic choices aims to expose students to a wide offering of canonical and more recent literature to compensate for gaps in students' cultural capital, as well as contributing to students' personal development and character education through the themes and concepts considered.

### KS3 CURRICULUM OVERVIEW

The Key Stage 3 curriculum prioritises spaced practice of the core skills foundational to progress in English: fiction reading (including poetry and drama), creative writing, nonfiction reading and discursive/persuasive writing. It is commensurate with the requirements of the national curriculum, encompassing whole texts and author studies, three Shakespeare plays, and opportunities to write creatively and discursively – and edit and redraft that writing – in response to a range of stimuli. The Key Stage 3 curriculum enables students to develop and hone the skills required for study of GCSE English Language and GCSE English Literature, as well as developing literacy and reading fluency alongside promoting reading for pleasure.

Year 7 hinges on the concept of the self: Gothic literature (with its questions of morality and the self) introduces students to genre and deliberate style in creative writing, whilst *The Lion, the Witch and the Wardrobe* provides opportunities for character education as well as the consideration of theme. Exploring war poetry introduces students to poetic conventions through accessible texts, building on notions of theme and genre, while *Lord of the Flies* and *Romeo and Juliet* position the self within broader context and invite considerations of characters in social contexts. Sandwiched between these reading-focused schemes is an introduction to purposeful discursive writing through speechwriting, again hinged on the concept of the self to encourage further personal development and character education.

Year 8 pivots towards society: the introduction to Dickens' writing prepares students to tackle complex 19th-century texts at GCSE whilst raising challenging questions about society, inequality and discrimination, considerations further explored in the subsequent non-fiction reading and writing scheme, revolving around social structures and issues such as crime and punishment. Subsequent exploration of myths and legends builds on the considerations of social context introduced in Year 7

and offers students rich opportunities to engage with a diverse range of texts from across cultures and societies. Students then return to poetry through the theme of power, considering the social justice and injustice of the distribution of power, a notion further developed through study of Harper Lee's *To Kill a Mockingbird*. A return to creative writing thus focusses on the skills of depicting characters in social settings, whilst the year finishes with *The Taming of the Shrew* to invite consideration of what texts reveal about their societies and which texts our society might find challenging.

Year 9 begins the process of preparation for the two GCSE English examinations through similar texts and tasks. To prepare for GCSE Literature, students study *An Inspector Calls*, through which they develop their knowledge of dramatic terminology and conventions and develop an understanding of the social context of mid-20th century political writers. Subsequent study of *Dr Jekyll and Mr Hyde* offers students another opportunity to tackle a challenging 19th-century text while exploring some of the Gothic generic conventions and themes of violence and power that underpin Year 11 study of *Animal Farm* and *Macbeth*. In the latter part of the year, students explore a range of texts to revisit and refine their skills of reading non-fiction texts critically, writing discursively for a purpose, and writing creatively, before beginning the GCSE English Language course with the speaking endorsement and their first foray into evaluation of fiction texts.

## KS4 CURRICULUM OVERVIEW

The Key Stage 4 curriculum focusses on the accrual of two qualifications: English Language and English Literature. In English Language, students analyse unseen extracts from texts (both fiction and non-fiction), and write creatively and discursively. In English Literature, students analyse full texts: a 19th-century novel, a Shakespeare play, a collection of 15 poems (written between 1789 and the present day) and a 20th-century text, along with analysing two unseen poems. It thus aims to deepen and refine the core skills students acquired at key stage three: reading for pleasure and for analysis across fiction and non-fiction, and writing discursively (whether in literary analysis or for other persuasive / informative purposes) and creatively.

In Year 10, students prepare for their GCSE English Language. They encounter a range of fiction texts as part of their analysis of fiction extracts (Paper 1 Section A of the specification) and to nurture reading for pleasure, before developing their creative writing skills (Paper 1 Section B) by revising analysis of – and stealing from – fiction extracts. Students then switch focus to non-fiction analysis, introducing the more complex element of comparison demanded by Paper 2 Section A of the specification, followed by discursive writing practice in Paper 2 Section B. Revision and consolidation of the core skills follows, with the time after the examination used to introduce GCSE English Literature skills by reading and understanding *Macbeth*.

In Year 11, students prepare for their GCSE English Literature. They start the academic year with Shakespeare's *Macbeth*, followed by Dickens' *A Christmas Carol*. Students finish the study of the full texts with the 15 poems in the Power & Conflict Anthology: poems are introduced in pairs to enable comparison straight away, and with each poem introduced as if it were an unseen poem to prepare students for this aspect of the specification. Students then return to George Orwell's *Animal Farm* to begin their revision (as it is previously studied in the final weeks of Year 10), of all the texts, alongside additional development of their unseen poetry analysis, prior to the summer examination.

Key Stage 4 Examinations

AQA GCSE English Language: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Paper 1 (Explorations in Creative Reading and Writing)

Paper 2 (Writer's Viewpoints and Perspectives)

AQA GCSE English Literature: <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Paper 1 (Shakespeare and the 19th Century Novel)

Paper 2 (Modern Texts and Poetry)