

**Curriculum Intent**

Teachers in the English department summarise their intentions in teaching English as to 'inspire students to listen to the world and to find their own voice.' More specifically, we aim:

- To inspire in pupils a life-long love of reading and writing
- To support all students to read and write confidently and fluently
- To engage students in the cultural and political debates that studying literature and language inspires
- To encourage the uptake of English Literature, English Language and Literature, Film Studies, and Media Studies A level courses

As well as encouraging enjoyment of the subject, we intend to equip students with the confidence, necessary skills and conceptual understanding to be highly successful students of English. Our Key Stage 3 curriculum aims to be rich, diverse and challenging, while offering all students access to it. At Key Stage 4, students prepare for GCSE examinations in English Literature and in English Language, the content for which is taught through Years 10 and 11 with units of work on each of the core texts for the Literature GCSE and units on the key skills needed for the Language GCSE and creative writing. At Key Stage 5, the A-level English Literature and A-level English Language and Literature courses enjoy impressive uptake by students in the Sixth Form. Students on these courses study a wide range of texts and complete a non-exam assessment component, which is often an opportunity to explore more contemporary texts.

Through all the teaching of English at Fortismere, we recognise the importance of discussion in the classroom and aim to promote student talk and the expression of ideas in lessons. We aim not to reduce teaching writing to coded acronyms, but rather encourage students to express themselves confidently and to trust that they have something important to say about literature and language to combat the anxiety of not knowing what to say or in what form to say it and the habit of wanting to know 'the answer'. Reading and writing skills are returned to and refined over Key Stages 4 and 5. We encourage flexible thinking and treat English as a subject discipline with skills and concepts that can be taught through studying literature and language, rather than as a bank of knowledge that should be memorised. Assessments in line with the whole-school assessment policy are essential to how we monitor students' understanding of language and literature and track their continued progress. We make adaptations to our units of work depending on findings informed by assessments to make sure all students have understood content and are developing and honing their skills in English. In teaching English at KS3 and KS4, we aim to nurture future students of English at Key Stage 5 and university level.

Parents and carers can help children progress in English by encouraging them to read for pleasure every day and by discussing their reading with them. You can use the links and recommendations given in the 'resources/support at home' column of the curriculum map to enrich their study of English and to help them engage with what is being taught at school. These additional resources complement what your children study in lessons and provide an excellent starting point to stretch and challenge students.

Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<b>'When Secrets Set Sail'</b>	<p>-Unit of work on 'When Secrets Set Sail' by Fortismere's Patron of Reading, Sita Brahmachari</p> <p>-Students develop understanding of context and narrative while drawing on their own reading experience over the summer holiday.</p> <p>Concepts - <b>Voice; Context; Characterisation</b></p> <p>Skills - <b>Composition; Interpretation</b></p>	Ideas drawn from students' reading over the summer holiday and knowledge and skills taught at KS2 honed and developed		<p>Visit the East End Women's museum:  <a href="https://eastendwomensmuseum.org/">https://eastendwomensmuseum.org/</a></p> <p>Read this article and watch the linked videos:  <a href="https://www.booktrust.org.uk/news-and-features/features/2020/september/why-sita-brahmachari-wants-you-to-discover-the-amazing-history-in-your-street/">https://www.booktrust.org.uk/news-and-features/features/2020/september/why-sita-brahmachari-wants-you-to-discover-the-amazing-history-in-your-street/</a></p> <p>Though the exhibition at Hackney Museum has finished, an interesting article relating to the stories it told here:  <a href="https://www.theguardian.com/culture/2020/mar/01/one-way-passage-from-india-hackney-museum-colonial-ayahs-london">https://www.theguardian.com/culture/2020/mar/01/one-way-passage-from-india-hackney-museum-colonial-ayahs-london</a></p>
Autumn 2	<b>Introduction to poetry</b>	<p>-Introduction to poetic form and different styles of poetry</p> <p>-Students produce own poetry anthology</p> <p>Concepts - <b>Form &amp; Structure; Voice</b></p> <p>Skills - <b>Composition; Interpretation</b></p>	Concepts - <b>Voice</b> Skills - <b>Composition; Interpretation</b>	<p>-Understand that poetry is composed in a variety of forms and can recall different poetic forms and their conventions</p> <p>-Grasp poetic voice or a poetic speaker may be different from the poet themselves</p> <p>-Experiment creatively with poetic form and voice</p> <p>-Offer thoughts about how poems can be interpreted differently, reflecting on</p>	<p>Read poetry books (library)</p> <p>Kids' Poems and Stories with Michael Rosen:  <a href="https://www.youtube.com/user/artificedesign/videos">https://www.youtube.com/user/artificedesign/videos</a></p> <p>Watch YouTube videos of spoken word poetry</p> <p>BBC Bitesize poetry revision  <a href="https://www.bbc.co.uk/bitesize/topics/zmbj382">https://www.bbc.co.uk/bitesize/topics/zmbj382</a></p>

				what a poet means and how a poet wants a reader to feel.	
Spring	<b>London and our migration stories</b>	<p>-Anthology of texts (non-fiction, poetry, prose, plays) -Students appreciate range of modes and forms of personal expression</p> <p>Concepts - <b>Narrative; Setting; Context;</b> Skills - <b>Argument; Presentation</b></p>	Concept - <b>Context</b>		<p>Visit the Migration Museum <a href="https://www.migrationmuseum.org/">https://www.migrationmuseum.org/</a> Wider reading <a href="https://www.britishcouncil.org/sites/default/files/migration_education_pack.pdf">https://www.britishcouncil.org/sites/default/files/migration_education_pack.pdf</a> Reading non-fiction texts (like newspapers) at home with a parent or carer.</p> <p>Practising skim reading a text to quickly ascertain the main idea and scanning a text to find a specific piece of information.</p> <p>Watch migration stories on Youtube: <a href="https://www.youtube.com/results?search_query=uk+migration+stories+ks3">https://www.youtube.com/results?search_query=uk+migration+stories+ks3</a></p>
Summer 1	<b>Shakespeare's villains</b>	<p>Introduction to well-known villains in Shakespeare's plays -Concept of villain problematised and students create own villain character</p> <p>Concepts - <b>Characterisation; Stagecraft</b> Skills - <b>Recreative writing; Comparison</b></p>	<p>Concepts - <b>Characterisation</b> Skills - <b>Composition</b></p>		<p>Watch Royal Shakespeare Company performance clips: <a href="https://www.rsc.org.uk/at-home-with-shakespeare">https://www.rsc.org.uk/at-home-with-shakespeare</a> Watch a live performance of a Shakespeare play.</p>
Summer	<b>Power of</b>	-Introduction to the language of	Concepts -		How to pitch a product:

2	advertising & the media	advertising and -Students create product and advertising copy to pitch in 'Dragons' Den'  Concepts - <b>Representation; Context; Form</b> Skills - <b>Presentation; Evaluation</b>	Context; Form		<a href="https://www.bbc.co.uk/bitesize/articles/z6p3bdm">https://www.bbc.co.uk/bitesize/articles/z6p3bdm</a>
<b>Yr8 (KS3)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Knowledge/Skills revisited</b>	<b>What does good look like?</b>	<b>Resources/support at home</b>
Autumn 1	<b>War Poetry</b>	-Poetry from a variety of different conflicts, including WW1 -Students practise transactional and poetry writing  Concepts - <b>Representation; Theme; Context; Debate; Style</b> Skills - <b>Annotating; Analysis; Comparison</b>	Concepts - <b>Representation; Context</b> Skills - <b>Analysis; Comparison</b>	-Adding to concepts of form and voice in poetry in Y7, students understand poetry can be grouped in terms of theme -Grasp that the way in which war is represented can differ depending on context -Develop skills of annotation to record ideas gathered about poems in discussion -Offer perceptive ideas about how two or more poems compare by reflecting on similarities and differences and justifying ideas with textual evidence.	Read about war poets <a href="https://www.warpoets.org/home/what-is-war-poetry-an-introduction-by-paul-oprey/">https://www.warpoets.org/home/what-is-war-poetry-an-introduction-by-paul-oprey/</a> Explore War museums <a href="https://www.iwm.org.uk/">https://www.iwm.org.uk/</a> Reading: Line of Fire by Barroux (graphic novel); Once by Morris Gleitzman; Remembrance by Theresa Breslin; The Foreshadowing by Marcus Sedgwick  Watch a war movie: 'War Horse', 'Private Peaceful'. Interview a family member about their experience with war/ war evacuation.
Autumn 2	<b>'The Boxer'</b>	-Unit of work on 'The Boxer' a novel by Nikesk Shukla -Diverse voices and experiences foregrounded	Concepts - <b>Voice; Narrative; Theme</b> Skills - <b>Composition; Interpretation</b>		Read: A Change is Gonna Come by Darren Chetty, The Hate U Give by Angie Thomas, The Boxer by Nikesk Shukula, Tender Earth by Sita Brahmachari, The

		Concepts - <b>Voice; Narrative; Theme; Style</b> Skills - <b>Composition; Interpretation</b>			Hypnotist by Laurence Anholt Watch The Boxer trailer <a href="https://www.youtube.com/watch?v=6L3Ce5mLj_g">https://www.youtube.com/watch?v=6L3Ce5mLj_g</a>
Spring	<b>'In the Sea there are Crocodiles'</b>	-Contemporary novel study (literary non-fiction) -Students' concepts of voice and narrative developed  Concepts - <b>Voice; Form &amp; Structure; Characterisation</b> Skills - <b>Critical writing; Interpretation; Argument</b>	Concepts - <b>Voice; Form; Characterisation</b> Skills - <b>Interpretation; Argument</b>		Read: The Bone Sparrow by Zana Fallion, Kick by Mitch Johnson, A Story Like The Wind by Gill Lewis, illustrated by Jo Weaver. Watch the book trailer: <a href="https://www.youtube.com/watch?v=yvdvdtpleTo">https://www.youtube.com/watch?v=yvdvdtpleTo</a> BBC Bitesize - investigating non-fiction texts: <a href="https://www.bbc.co.uk/bitesize/articles/zkpfvk7">https://www.bbc.co.uk/bitesize/articles/zkpfvk7</a> Watch clips of migration stories: <a href="https://www.youtube.com/results?search_query=ks3+migration+stories">https://www.youtube.com/results?search_query=ks3+migration+stories</a>
Summer 1	<b>'Romeo and Juliet'</b>	-Students read whole Shakespeare play -Material taught creatively using some drama  Concepts - <b>Characterisation; Stagecraft; Theme</b> Skills - <b>Presentation; Recreative writing</b>	Concepts - <b>Characterisation; Theme</b> Skills - <b>Presentation; Recreative writing</b>	-Using the Y7 unit of work as a springboard to read a Shakespeare play in its entirety, students will develop their sense of how characters are created using plot, dialogue and stagecraft -Experiment with re-creative writing to predict and imagine elements of the play's plot and attempt to match Shakespeare's style and language -Confidently, present and share ideas about the play to creatively interpret and act out moments in the play	Download free books or play texts: <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a> Read: Noughts & Crosses by Malorie Blackman, Chasing the Stars by Malorie Blackman, Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz  Look at the RSC website <a href="https://www.rsc.org.uk/romeo-and-juliet/the-plot">https://www.rsc.org.uk/romeo-and-juliet/the-plot</a>
Summer 2	<b>Antarctic and Environmental</b>	-Anthology of texts (non-fiction, poetry, prose)	Concepts - <b>Voice; Setting</b>		Read: No One is Too Small to Make a Difference by Greta

	<b>Anthology</b>	-Students practise transactional writing and are introduced to concept of literary theory Concepts - <b>Voice; Setting; Debate</b> Skills - <b>Synthesising; Debating; Evaluation</b>	Skills - <b>Evaluation</b>		Thunberg, Into the Wild, Into Thin Air by John Krakauer, The Everest Files by Matt Dickenson Watch: David Attenborough documentaries such as Planet Earth.
<b>Yr9 (KS3)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Knowledge/Skills revisited</b>	<b>What does good look like?</b>	<b>Resources/support at home</b>
Autumn 1	<b>'The Empress'</b>	-Drama unit based on Tanika Gupta's play -Students develop understanding of stagecraft and dramatic techniques, while context is foregrounded  Concepts - <b>Context; Theme; Setting; Stagecraft</b> Skills - <b>Analysis; Presentation; Critical writing</b>	Concepts - <b>Voice; Setting; Debate</b> Skills - <b>Synthesising; Debating; Evaluation</b>	-Confident verbal and written analysis of key themes and ideas in the text. -Ability to understand the context of the play (postcolonialism, empire, 19th century values) and write about these fluently -Re-visiting evaluation skills and applying them to discussion of character -Write creatively for purpose: playtext.	Watch a clip with details about Queen Victoria: <a href="https://www.youtube.com/watch?v=LmZPcXI73QM">https://www.youtube.com/watch?v=LmZPcXI73QM</a> Watch the film 'Victoria and Abdul' Visit the East End Women's museum: <a href="https://eastendwomensmuseum.org/">https://eastendwomensmuseum.org/</a>
Autumn 2	<b>Dystopian film and media</b>	-Introduction to film and media studies alongside extracts of dystopian prose -Unit foregrounds skills of comparison and interpretation  Concepts - <b>Genre; Representation; Theme; Setting</b> Skills - <b>Comparison; Recreative writing; Analysis</b>	Concepts - <b>Representation; Theme; Setting</b> Skills - <b>Comparison; Recreative writing; Analysis</b>	-Grasp ideas about literary genre and recall conventions specific to it -Confidently comment on how setting is used by writers/filmmakers to situate texts within a genre and/or subvert it -Write creatively and successfully within genre conventions -Analyse perceptively how writers/filmmakers represent dystopia and compare extracts thoughtfully using evidence.	Read: 1984 by George Orwell; A Brave New World by Aldous Huxley; the Divergent series by Veronica Roth; The Maze Runner by James Dashner Watch: <a href="https://www.bbc.co.uk/programmes/b09k0nzl">https://www.bbc.co.uk/programmes/b09k0nzl</a> ; <a href="https://www.bbc.co.uk/programmes/w3cswp6z">https://www.bbc.co.uk/programmes/w3cswp6z</a> Watch: Divergent, Maze Runner, Hunger Games, Fahrenheit 451, Mad Max
Spring 1	<b>Protest: Campaigns that changed the</b>	-Anthology unit (non-fiction) drawing on diverse social and political protest movements	Concepts - <b>Voice; Form &amp; Structure; Debate</b>	-Understanding Human Rights - Writing to persuade -Constructing an argument (oral and	Read: Here I Stand: Stories that Speak for Freedom by Amnesty International UK, John Boyne, et

	<b>world</b>	<p>including BLM and Stonewall</p> <p>-Students develop understanding of protest poetry as well as speeches</p> <p>Concepts - <b>Voice; Form &amp; Structure; Debate; Style</b></p> <p>Skills - <b>Debating; Evaluation; Synthesising</b></p>	<p>Skills - <b>Debating; Evaluation; Synthesising</b></p>	<p>written)</p> <p>-Using rhetorical and persuasive techniques in writing</p> <p>-Researching activist campaigns</p> <p>-Raising awareness and support for a campaign</p> <p>-Writing and delivering a speech</p>	<p>al, On the Come Up by Angie Thomas, Guantánamo Kid by Alexandre Franc and Jérôme Tubiana, BBC News online- <a href="http://www.bbc.co.uk">www.bbc.co.uk</a></p> <p>Read about Human Rights <a href="https://www.bbc.co.uk/bitesize/guides/z2fymsg/revision/1">https://www.bbc.co.uk/bitesize/guides/z2fymsg/revision/1</a></p> <p>Read these articles on speeches that changed the world: <a href="https://www.bbc.co.uk/newsround/46840111">https://www.bbc.co.uk/newsround/46840111</a></p> <p>Watch a documentary: <a href="https://www.youtube.com/watch?v=GMmqfoJvbGA">https://www.youtube.com/watch?v=GMmqfoJvbGA</a></p>
Spring 2	<b>'The Black Flamingo'</b>	<p>-Novel in verse unit focusing on Dean Atta's 'The Black Flamingo'</p> <p>-Students develop understanding of poetry and appreciate the wide variety of forms it can be written in</p> <p>-Diverse voices and experiences foregrounded</p> <p>Concepts - <b>Characterisation; Voice; Form</b></p> <p>Skills - <b>Composition; Critical writing; Analysis</b></p>	<p>Concepts - <b>Characterisation; Voice; Form</b></p> <p>Skills - <b>Composition; Critical writing; Analysis</b></p>		<p>Watch this video of Dean Atta talking about his work: <a href="https://www.youtube.com/watch?v=0UdeJBoQ1v8">https://www.youtube.com/watch?v=0UdeJBoQ1v8</a></p> <p>Read: Dante and Aristotle Discover the Secrets of the Universe by Benjamin Alire Sáenz; The Miseducation of Cameron Post by Emily M. Danforth; Perks of Being a Wallflower by Stephen Chbosky; Gender Rebels by Anneka Harry</p>
Summer 1	<b>Gothic anthology and 'Frankenstein'</b>	<p>-Gothic poetry as well as extracts of Gothic prose followed by reading of whole novel</p> <p>-Unit draws together concepts of character, narrative, genre and context explored throughout KS3</p>	<p>Concepts - <b>Genre; Theme; Form; Context</b></p> <p>Skills - <b>Annotating; Critical writing, Comparison</b></p>		<p>Download free Gothic books, e.g. Edgar Allen Poe short stories <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a></p> <p>Discover other literature texts to read: <a href="https://readgreatliterature.com/">https://readgreatliterature.com/</a></p>

		units  Concepts - <b>Genre; Theme; Form; Context</b> Skills - <b>Annotating; Critical writing, Comparison</b>			<a href="#">how-to-find-great-literature-online-for-free/</a> Explore the Gothic genre: <a href="https://www.bl.uk/romantics-and-victorians/themes/the-gothic">https://www.bl.uk/romantics-and-victorians/themes/the-gothic</a>
Summer 2	<b>'Julius Caesar'</b>	-Drama unit building on skills of understanding and interpreting Shakespeare taught throughout KS3 -Students read whole Shakespeare play  Concepts - <b>Characterisation; Theme; Stagecraft; Setting; Style</b> Skills - <b>Analysis; Critical writing; Argument</b>	Concepts - <b>Characterisation; Theme; Stagecraft; Setting; Style</b> Skills - <b>Analysis; Critical writing; Argument</b>	-Demonstrate clear understanding of how playwrights characterise using plot, dialogue and stagecraft -Write critically offering perceptive ideas about a playwright's intentions for how an audience should interpret characters -Build on understanding of persuasive techniques and the subtlety with which they may be used.	Watch Royal Shakespeare Company performance clips: <a href="https://www.rsc.org.uk/at-home-with-shakespeare">https://www.rsc.org.uk/at-home-with-shakespeare</a> Watch a live performance of a Shakespeare play or different recorded versions of the play.  Explore the play: <a href="https://www.bl.uk/works/julius-caesar">https://www.bl.uk/works/julius-caesar</a>