

Curriculum Overview – English & Drama

All Saints' Curriculum Intent Statement:

Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.

Subject Curriculum Intent Statement:

At All Saints, we improve key skills in reading, writing and oracy through a rich curriculum that covers a wide range of texts read in full. Underpinning our curriculum are three big ideas that we build upon throughout each year. These are: nature, conflict and identity. The purpose of this is to ensure that students have a rich understanding of how literature, their own writing and their voice affects the world around us.

Students will:

Read a wide range of whole novels, non-fiction texts, poems, plays and more. These texts draw from traditional canonical literary heritage texts such as Shakespeare to more diverse and modern texts.

Write analytical, imaginative and creative responses accurately, fluently and clearly. Speak and respond academically showing oracy skills, in performance and discussion to develop a confident, critical voice where they can respond to ideas articulately.

We teach the connection between storytelling and the natural world. Through whole texts we consider the differences between imagination and reality and how ideas such as belief or the supernatural emerge. We explore how both external and internal conflicts impact upon society and individuals. By discussing characters in difficult circumstances and considering the contextual and also individual causes, we consider how conflict can shape our lives and those of others. Finally, we explore what is meant by identity and who we are. We look at both political and historical circumstances but also through considering how individuality can challenge norms and celebrate differences.

Throughout all our studies, we develop high standards of literacy by reading high quality literature and teaching academic vocabulary. We use reading into writing so that students will produce pieces of writing which directly follow a text that they have read and central to everything we do is getting students to be successful at English and Drama.

Please note, all subject overviews may change based on the needs of pupils in each year group. This is indicative content only.

Cycle 1

Cycle 2

Cycle 3

Ye ar 7	Wonder & Storytelling (Myths and Legends) leading to Nature Poetry.	'October October' and linked nature non-fiction (travel writing and descriptive accounts).	'Like There's No Tomorrow' and linked climate/nature non-fiction (persuasive speeches & articles).
	Big ideas: Legacy Myths and legends & nature	Big ideas: Nature & freedom	Big ideas: Legacy, climate change & youth/positive action.
	Assessment: Writing: Imaginative rewriting of a myth. Reading: Comparison of how two poems present theme (nature).	Assessment: Writing: Descriptive nature article. Reading: Essay response to theme (freedom) based on extract and rest of novel.	Assessment: Writing: Persuasive speech on climate change. Oracy: Performance of speech
Ye ar 8	Cycle 4	Cycle 5	Cycle 6
	'The Bone Sparrow' & Non-Fiction extracts (articles and speeches on refugees)	The Woman in Black and Gothic tradition	Shakespeare's 'The Tempest'
	Big ideas: Bravery, conflict, hope, immigration & oppression	Big ideas: Tension, bravery, fear, sadness, hope	Big ideas: Bravery, power,, nature, racism
Assessment: Writing: Article on refugees. Reading: Essay response to theme (conflict) based on extract and rest of novel.	Assessment: Reading: Comparison of how two poems present theme (conflict).	Assessment: Reading: 'The Tempest' extract and whole play essay response to theme (power). Writing: Imaginative dystopia flash fiction. Oracy: Monologue performance.	
Ye ar 9	Cycle 7	Cycle 8	Cycle 9
	Identity Poetry	Lord of the Flies	Romeo and Juliet'
	Big ideas: Identity, inner conflict, segregation, racism	Big ideas: Microcosm, power, hierarchy, equality, kindness, bravery	Big ideas: Romance, fate, free will, violence, manipulation, family

	<p>Assessment:</p> <p>Writing: Persuasive speech against Napoleon.</p> <p>Reading: Comparison of how two poems present theme (identity).</p>	<p>Assessment:</p> <p>Reading: Extract and whole play essay response to theme (love)</p>	<p>Assessment:</p> <p>Writing: Imaginative gothic flash fiction.</p> <p>Oracy: Monologue performance (A Doll's House)</p>
Y	Cycle 10	Cycle 11	Cycle 12

		'A Christmas Carol' leading to Power and Conflict Poetry	Macbeth
	Big ideas: Social justice, socialism/capitalism	Big ideas: Philanthropy Redemption Agency Fairness Identity Class	Big ideas: Violence Leadership Fate Free will Supernatural Masculinity
	<p>Assessment: An Inspector Calls - Essay response to theme of Selfishness.</p> <p>A Christmas Carol - Essay response to extract and rest of novel: how are ghosts presented?</p>	Assessment: English Language Papers 1& 2 responses.	<p>Assessment: Poetry comparison (How is conflict presented in Exposure and one other poem of your choice).</p> <p>Spoken Language Endorsement.</p>
Ye	Cycle 13	Cycle 14	
ar	Power and Conflict Poetry	Macbeth	
11	Big ideas: Agency Fairness Identity Class Nature Diverse voices	Big ideas: Power, Machiavellianism, immorality, sin & humanism	
	Assessment: Essay response to extract and rest of play: how is Macbeth presented?	Assessment: Weekly assessments covering all exam content.	