

# The Bishop of Winchester Academy Curriculum Plan – English



The **English** curriculum at The Bishop of Winchester Academy has been designed with the key aim of enabling students to live life to the full. Through the acquisition of knowledge and the practised application of skill, students can have the courage to be wise and make intelligent, informed decisions.

Our knowledge-based curriculum is ambitious in its breadth and depth, offering challenge to learners irrespective of their background. Through setting high expectations and accepting no excuses for all, we counter social disadvantage and bolster aspirations. Students are nurtured and supported throughout their journey at The Bishop, and explore ways to develop their awareness, collaboration, creativity, empathy, independence and resilience, collectively referred to as our LApps (Learning Applications).

| Year 7                 | Michaelmas (M1)  | Michaelmas (M2)   | Lent (L1)   | Lent (L2)  | Pentecost (P1)   | Pentecost (P2)  |
|------------------------|--|---|---|--|--|---|
| Disciplinary Knowledge | <b>Language</b><br><b>Fantasy Writing</b><br>Fantasy Conventions<br>Fiction Writing<br>Myths and Legends | <b>Literature</b><br><b>'A Midsummer Night's Dream'</b><br>Comedy Conventions<br>Shakespearian language<br>Shakespeare in context | <b>Language</b><br><b>Non-Fiction Writing</b><br>Non-Fiction Conventions<br>Rhetorical writing<br>Non-Fiction forms | <b>Literature</b><br><b>'Private Peaceful'</b><br>Novel conventions<br>World War one context | <b>Literature</b><br><b>Poetry from Other Cultures</b><br>Poetry Conventions<br>Poetic terminology<br>Interpretation<br>Poet's intention | <b>Language</b><br><b>Short Stories</b><br>Narrative conventions<br>Character development<br>Settings, plot and structure |
| Disciplinary Skills    | Descriptive Writing<br>Technical Accuracy<br>Reading aloud   | Selecting evidence<br>Identifying language<br>Exploring characters and themes<br>Role Play  | Non-fiction writing<br>Demarcation<br>Sentence and paragraph construction   | Analytical Writing<br>Analysis<br>Reading aloud<br>Exploring characters and themes           | Writing poetry<br>Analysing and comparing poetry<br>Performance Poetry   | Narrative Writing<br>Technical accuracy<br>Application of language and structure<br>Story telling                         |
| Personal Development   | LApp: Creativity and Empathy   | LApp: Awareness   | BV: Individual Liberty  | LApp: Resilience   | TBOWA 200: John Agard<br>BV: Respect and Tolerance   | BV: Rule of Law<br>LApp: Creativity   |
| Future Pathways        | Author<br>Publishing   | Actor<br>Director<br>Comedian   | Journalism<br>Advertising<br>Editor   | Historian<br>Academic Librarian<br>Archivist   | Poet<br>Public Relations<br>Social Media Influencer  | Story-teller<br>Parabolist  |



# The Bishop of Winchester Academy Curriculum Plan – English



| Year 8                 | Michaelmas (M1)  | Michaelmas (M2)   | Lent (L1)   | Lent (L2)   | Pentecost (P1)   | Pentecost (P2)  |
|------------------------|--|---|---|---|--|---|
| Disciplinary Knowledge | <p><b>Language</b><br/><b>Speeches that changed the world</b></p> <p>Rhetorical language<br/>Conventions found in speeches</p>                             | <p><b>Literature</b><br/><b>'Lord of the Flies'</b></p> <p>Modern novel conventions<br/>Contemporary context<br/>Golding's authorial intent</p> | <p><b>Language</b><br/><b>Narrative Writing</b></p> <p>Narrative conventions<br/>Subject terminology<br/>Plot structure</p>                     | <p><b>Literature</b><br/><b>'Romeo and Juliet'</b></p> <p>Shakespearian comedy conventions<br/>Elizabethan context<br/>Shakespeare's authorial intent</p> | <p><b>Language</b><br/><b>Gothic Literature</b></p> <p>Gothic conventions<br/>The Gothic Literary movement<br/>Subject terminology</p>               | <p><b>Literature</b><br/><b>'The Woman in Black'</b></p> <p>Victorian novel conventions<br/>Subject terminology<br/>Hill's authorial intent</p> |
| Disciplinary Skills    | <p>Speech writing<br/>Demarcation<br/>Sentence and paragraph construction<br/>Using rhetorical language<br/>Technical accuracy<br/>Delivering speeches</p> | <p>Analytical writing<br/>Selecting evidence<br/>Analysis of literary devices<br/>Linking to context<br/>Reading aloud</p>                      | <p>Narrative writing<br/>Demarcation<br/>Using structure effectively<br/>Using figurative language<br/>Technical accuracy<br/>Reading aloud</p> | <p>Analytical Writing<br/>Analysis<br/>Acting and performance<br/>Character analysis<br/>Linking to context<br/>Performance</p>                           | <p>Gothic writing<br/>Demarcation<br/>Sentence and paragraph construction<br/>Using figurative language<br/>Technical accuracy<br/>Reading aloud</p> | <p>Analytical Writing<br/>Analysis<br/>Reading aloud<br/>Character analysis<br/>Linking to context</p>  |
| Personal Development   | <p><b>LApp:</b> Resilience<br/><b>TBOWA 200:</b> Nelson<br/>Mandela</p>  | <p><b>Lapp:</b> Independence<br/><b>BV:</b> Respect and Tolerance</p>   | <p><b>LApp:</b> Creativity and Empathy</p>  | <p><b>BV:</b> Rule of Law and Individual Liberty<br/><b>LApp:</b> Awareness</p>   | <p><b>BV:</b> Rule of Law<br/><b>LApp:</b> Creativity</p>  | <p><b>BV:</b> Respect and Tolerance<br/><b>LApp:</b> Awareness</p>  |
| Future Pathways        | <p>Activist<br/>Politician<br/>Lawyer</p>  | <p>Author<br/>Librarian</p>   | <p>Author<br/>Literary Scholar</p>  | <p>Actor<br/>Director<br/>Performer</p>   | <p>Historian<br/>Linguist</p>  | <p>Literary Scholar<br/>Teacher</p>   |



# The Bishop of Winchester Academy Curriculum Plan – English

| Year 9                 | Michaelmas (M1)   | Michaelmas (M2)  | Lent (L1)  | Lent (L2)   | Pentecost (P1)  | Pentecost (P2)   |
|------------------------|---|--|--|---|---|--|
| Disciplinary Knowledge | <p><b>Language</b><br/><b>Dystopian Fiction</b><br/>Dystopian Conventions<br/>Understanding figurative language</p>   | <p><b>Literature</b><br/><b>'Animal Farm'</b><br/>Allegorical conventions<br/>Context and rhetoric<br/>Orwell's authorial intent</p> | <p><b>Literature</b><br/><b>Poetry</b><br/>Forms of poetry<br/>Poetic subject terminology<br/>Explorations into poet's message</p> | <p><b>Literature</b><br/><b>The Crucible</b><br/>Modern play conventions<br/>17<sup>th</sup> century American context<br/>Miller's political intent</p> | <p><b>Language</b><br/><b>Non-Fiction Writing</b><br/>Non-Fiction forms<br/>Rhetorical language<br/>Non-fiction conventions</p> | <p><b>Language</b><br/><b>Non-Fiction Reading</b><br/>Non-fiction subject terms<br/>Understanding why writer's write</p> |
| Disciplinary Skills    | <p>Interpretation: Inference and connotations<br/>Technical Accuracy<br/>Reading for inference and interpretation</p> | <p>Analytical writing<br/>Selecting evidence<br/>Analysing literary devices<br/>Reading aloud</p>                                    | <p>Understanding imagery and interpretations<br/>Poetry performance<br/>Comparative poetry analysis</p>                            | <p>Analytical Writing<br/>Analysis<br/>Acting and performance<br/>Character analysis<br/>Inference analysis</p>   | <p>Purpose, Audience &amp; Form<br/>Technical accuracy<br/>Using rhetorical language<br/>Delivering speeches</p>                | <p>Comparison<br/>Summary<br/>Identifying and analysing non-fiction writing<br/>Reading aloud</p>                        |
| Personal Development   | <p><b>LApp:</b> Creativity and Empathy</p>  | <p><b>LApp:</b> Awareness<br/><b>BV:</b> Individual Liberty<br/><b>TBOWA 200:</b> George Orwell</p>                                  | <p><b>Lapp:</b> Independence<br/><b>BV:</b> Respect and Tolerance</p>  | <p><b>LApp:</b> Resilience</p>  | <p><b>Lapp:</b> Creativity<br/><b>TBOWA 200:</b> Nelson Mandela</p>   | <p><b>Lapp:</b> Creativity and Awareness</p>   |
| Future Pathways        | <p>Dystopian Author<br/>Publishing</p>  | <p>Allegorical Author<br/>Director<br/>Commentator</p>   | <p>Poet<br/>Historian<br/>Editor</p>   | <p>Academic Librarian<br/>Archivist<br/>Actor</p>   | <p>Social Media Influencer<br/>Public commentator<br/>News reader</p>   | <p>Analytical researcher<br/>Journalism</p>  |

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| Year 10                | Michaelmas (M1)   | Michaelmas (M2)   | Lent (L1)  | Lent (L2)  | Pentecost (P1)  | Pentecost (P2)   |
|------------------------|---|---|--|--|---|--|
| Disciplinary Knowledge | <p><b>Language</b><br/>Explorations into Creative Reading and Writing<br/>Figurative language terminology<br/>Conventions of narrative writing</p>                            | <p><b>Literature</b><br/><b>'Macbeth'</b><br/>Social and historical context of the Jacobean Era<br/>Conventions of Shakespearian tragedies</p>        | <p><b>Language</b><br/><b>Writers' Viewpoints and Perspectives</b><br/>Rhetorical language<br/>Discourse markers</p>                       | <p><b>Literature</b><br/><b>'A Christmas Carol'</b><br/>Social and Historical context of the Victorian Era<br/>Novella conventions<br/>Dickens' authorial intent</p>                         | <p><b>Literature</b><br/><b>'An Inspector Calls'</b><br/>Modern Drama conventions<br/>Edwardian and Victorian contexts<br/>Socialism, capitalism and feminism</p> | <p><b>Language</b><br/><b>Spoken Language</b><br/>Rhetoric<br/>Rhetorical language<br/>Conventions found in oration</p>                      |
| Disciplinary Skills    | <p>Reading efficiently and accurately<br/>Analysis and evaluation<br/>Writing in a variety of styles and formats<br/>Technical accuracy<br/>Mastering Figurative language</p> | <p>Performance reading<br/>Analytical writing<br/>Analysis of literary methods<br/>Linking to the contexts<br/>Application of academic vocabulary</p> | <p>Reading efficiently and accurately<br/>Analysis<br/>Summary<br/>Comparison<br/>Technical accuracy<br/>Mastering Rhetorical Language</p> | <p>Analytical writing<br/>Analysis of literary methods<br/>Linking to social, political and historical contexts<br/>Application of academic vocabulary<br/>Examining the author's intent</p> | <p>Analytical writing<br/>Analysis of dramatic methods<br/>Linking to the contexts<br/>Application of academic vocabulary<br/>Examining the author's intent.</p>  | <p>Mastering technical accuracy<br/>Mastering Rhetorical Language<br/>Oracy: debate<br/>Oracy: presenting<br/>Oracy: delivering speeches</p> |
| Personal Development   | <p>LApp: Resilience and creativity</p>  | <p>LApp: Awareness<br/>BV: Respect and tolerance</p>  | <p>LApp: Independence<br/>TBOWA 200: Rosa Parks</p>  | <p>BV: Respect and tolerance</p>   | <p>BV: Individual liberty<br/>BV: Respect and tolerance<br/>TBOWA 200: Emmeline Pankhurst</p>   | <p>LApp: Empathy<br/>TBOWA 200: Martin Luther King jr.</p>   |
| Future Pathways        | <p>Author<br/>Linguist</p>  | <p>Literary Scholar<br/>Actor</p>   | <p>Journalist<br/>Advertisement</p>  | <p>Philanthropist<br/>Author</p>   | <p>Playwright<br/>Political Activist</p>  | <p>Orator<br/>News Presenter<br/>Marketer</p>  |



# The Bishop of Winchester Academy Curriculum Plan – English

| Year 11                | Michaelmas (M1)   | Michaelmas (M2)   | Lent (L1)   | Lent (L2)  | Pentecost (P1)   | Pentecost (P2)   |
|------------------------|---|---|---|--|--|--|
| Disciplinary Knowledge | <p><b>Literature Power and Conflict Poetry</b><br/>Forms, Context and Conventions of poetry<br/>Exploring the Poet's message<br/>Poetic subject terms</p> | <p><b>Literature Unseen Poetry</b><br/>Forms of poetry<br/>Subject terminology<br/><b>Language Writers' Viewpoints and Perspectives</b><br/>Non-Fiction Conventions</p> | <p><b>Mastering 'Macbeth'</b><br/>Shakespearian Tragedy conventions<br/>Shakespeare's intent<br/><b>Mastering 'An Inspector Calls'</b><br/>Priestley's message<br/>Modern Drama conventions</p> | <p><b>Understanding Writers' Viewpoints and Perspectives for mastery</b><br/>Non-Fiction Forms<br/><b>Mastering 'A Christmas Carol'</b> Social and Historical context of the Victorian Era<br/>Novella conventions<br/>Dickens' authorial intent</p> | <p><b>Exploring Creative Reading and Writing for mastery</b><br/>Figurative language terminology<br/>Conventions of narrative writing</p>                    | <p><b>Mastering Writers' Viewpoints and Perspectives</b><br/>Non-Fiction Forms<br/><b>Mastering Poetry</b><br/>Conventions of poetry<br/>Forms of poetry<br/>Poetry in context</p> |
| Disciplinary Skills    | <p>Analytical comparative writing<br/>Analysis of poetic methods<br/>Understanding why poets write<br/>Application of academic vocabulary</p>             | <p>Analytical writing<br/>Comparative writing<br/>Analysis of poetic methods<br/>Linking to the contexts<br/>Application of academic vocabulary</p>                     | <p>Analytical writing<br/>Analysis of literary methods<br/>Linking to social, political and historical contexts<br/>Application of academic vocabulary<br/>Examining the author's intent</p>    | <p>Analytical writing<br/>Analysis of literary methods<br/>Linking to the contexts<br/>Application of academic vocabulary</p>  | <p>Reading efficiently and accurately<br/>Writing in a variety of styles and formats<br/>Technical accuracy<br/>Employing a range of Figurative language</p> | <p>Analytical writing<br/>Comparative writing<br/>Analysis of poetic methods<br/>Linking to the contexts<br/>Analytical comparative writing<br/>Understanding why poets write</p>  |
| Personal Development   | <p><b>TBOWA 200:</b> William Wordsworth<br/><b>TBOWA 200:</b> John Agard</p>  | <p><b>LApp:</b> Resilience and Empathy<br/><b>BV:</b> Respect and Tolerance</p>   | <p><b>LApp:</b> Independence and Empathy<br/><b>BV:</b> Democracy<br/><b>TBOWA 200:</b> Elizabeth Fry</p>   | <p><b>LApp:</b> Resilience and Creativity<br/><b>BV:</b> Rule of Law</p>   | <p><b>LApp:</b> Creativity<br/><b>BV:</b> Respect and tolerance</p>  | <p><b>LApp:</b> Resilience<br/><b>BV:</b> Individual Liberty</p>   |
| Future Pathways        | <p>Poet<br/>Literary Scholar</p>  | <p>Journalism<br/>News reporter</p>   | <p>Literary Scholar<br/>Author</p>  | <p>Free Lance Writer<br/>Teacher</p>   | <p>Paralegal<br/>Author</p>  | <p>Copywriter<br/>Social Media Manager<br/>Public Relations</p>  |