



Northampton International Academy

English Curriculum Overview



Why Teach ENGLISH?

Our curriculum aims to offer students a breadth and depth of knowledge surrounding English Language and Literature. They should leave school being able to confidently discuss and communicate ideas with their peers and colleagues based on the skills they have learnt throughout their time in English.

Ultimately, the study of English is an opportunity to debate, discuss and discover perspectives that go far beyond the reach of school-based study. Our intent is to ensure that, through the delivery of our curriculum, students are prepared for the world beyond their school-based learning, be this through the choices they make in the pursuit of employment-based goals or those that offer personal fulfilment.

We believe that English is the cornerstone of all learning; it is the language through which all other subjects are taught and knowledge is shared. English broadens minds and encourages independent thought; it creates opportunities to develop skills of empathy by inviting students to step into the shoes of characters, connect with other cultures and communities.

English therefore provides young people with the building blocks not just for academic success, but also the foundations to live a fulfilling, purposeful and rewarding life as responsible members of society.

Our curriculum's programme of study is arranged thematically, as well as sequentially, to create cohesion and progression of disciplinary and substantive knowledge from KS3-KS5. Language skills are taught through the six strands at KS3. All KS4 units have Language lessons threaded through the Literature units. Within each scheme of learning, there are links stretching backwards and forwards to show how Literature is rooted in what has come before, and how it influences what comes after. Our balanced and inclusive curriculum enriches students' cultural capital and nurtures a love of reading and writing whilst developing inquisitive and analytical minds.



Learning for Life and Careers

Linking the curriculum to careers

Gatsby Benchmark 4 - Linking curriculum learning to careers: English lends itself to employability skills primarily through five key skills: communication, creativity, textual analysis, essay writing and critical thinking. All such skills are embedded throughout all three key stages and can be seen to build in complexity and depth with clear stages of progression.

Gatsby Benchmark 7 - Encounters with further and higher education: super-curricular and extra-curricular events and opportunities to engage with online lectures, writing skills sessions and theatre performances, lectures from journalists, writers and editors.

Examples of qualification pathways

Digital Copywriter; Editorial Assistant; English as a Foreign Language Teacher; Lexicographer; Magazine Journalist; Newspaper Journalist; Teacher; Writer; Academic Librarian; Advertising Account Executive; Advertising Copywriter; Arts Administrator; Information Officer; Marketing Executive; Public Relations Officer; Records Manager.

The English Department at Northampton International Academy is dedicated to six related undertakings:



	Terminology and Concepts: apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression. Know how to identify and apply a range of appropriate terminology and concepts when reading, writing and communicating in English.
	Interpretation: analyse ways in which meanings are shaped in texts and know how writers use themes, settings and narratives to create meaning in texts.
	Context: understand the significance and influence of contexts in which texts are produced and received. Know how context influences the writers' intentions and the readers' interpretation of the text.
	Connections: explore connections between texts informed by linguistic and literary concepts and methods. Know how to draw upon knowledge of key concepts in the study of English Language and Literature to make comparisons and connections across a range of texts.
	Communication: use expertise and creativity in the use of English to communicate in different ways and know how to articulate knowledge of texts through written and spoken communication creatively, analytically and purposefully.
	Critical Perspectives: draw upon a range of literary and linguistic critical perspectives and know how to interpret the viewpoints of others to inform your own viewpoint.



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English Curriculum - Long Term Plan



English Faculty Curriculum Map 2024 – 2025	Autumn 1 Literature Focus		Autumn 2 Language Focus	Spring 1 Literature Focus	Spring 2 Language Focus	Summer 1 Language Focus	Summer 2 Literature Focus	
	The Six Strands							
	Shakespeare		Prose	Poetry	Non-Fiction	Modern Plays	Modern Prose	
Year 7 <i>Identity</i>	Origins of Literature	Introduction to Shakespeare	Detective Fiction (Extracts from 19 th Century fiction)	Poetry from Other Cultures	Diversity and Equality	Blood Brothers	Refugee Boy	
Year 8 <i>Conflict</i>	A Midsummer Night's Dream (Comedy)		Gothic Fiction (Extracts, Short Stories or Frankenstein)	Conflict Poetry	Powerful Female Rhetoric	Noughts and Crosses	The Woman in Black	
Year 9 <i>Relationships</i>	Romeo and Juliet (Tragedy)		A Christmas Carol (Full Text)	Love and Relationships Poetry	Relationships in Non-Fiction	DNA	Animal Farm	
Year 10 <i>GCSE – Year 1</i>	Macbeth (MAC)		Jekyll and Hyde (J&H)		Language Paper 1 (LP1)	Language Paper 2 (LP2)	Spoken Language	An Inspector Calls (AIC)
Year 11 <i>GCSE – Year 2</i>	Language Paper 1 (LP1)	Language Paper 2 (LP2)	Anthology Poetry – Power and Conflict (APLR)		Unseen Poetry (UP)	REVISIT MAC J&H AIC APLR LP1 LP2		EXAMS
Year 12 <i>Paper 1 AS Level – 7712</i> <i>Paper 1 Love Through the Ages</i>	Othello (O) (Section A - Shakespeare) – Q1		Unseen Poetry (UP) (Section B - Unseen) – Q2		NEA (Independent Critical Study of Texts Through Time)		REVISIT O & UP	
	The Great Gatsby (GG) (Section C – Comparing Texts) – Q3		Anthology of Love Poetry – Pre 1900 (ALP) (Section C – Comparing Texts) – Q3		Academic Essay Writing		REVISIT GG & ALP	
Year 13 <i>Paper 2 A-Level – 7712b</i> <i>Paper 2 Modern Times 1945-Present</i>	A Streetcar Named Desire (ASND) (Section A – Drama) – Q1		Unseen Prose Extracts (UPE) (Section B) – Q2		REVISIT P1 Q1 & Q2		REVISIT P2 Q1 & Q2	EXAMS Paper 1 – 3 hours Paper 2 – 2 hours 30 minutes
	The Handmaid's Tale (THT) (Section C – Prose) – Q3		Feminine Gospels (Section C – Poetry) – Q3		REVISIT P1 Q3		REVISIT P2 Q3	