



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 Map: KS3-KS5









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)	Understanding Relationships Through 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 – Love and Relationships (APLR)	Unseen Poetry (UP)	REVISIT MAC J&H AIC APLR LP1 LP2		EXAMS
Year 12 <i>Paper 1 AS Level – 7711 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 – 7712a Modern Times 1945-Present Option 2</i>	A Streetcar Named Desire (ASND) (Section A – Drama) – Q1		Unseen Prose Extracts (UPE) (Section B) – Q2		REVISIT P1 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		



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English Curriculum: Substantive Knowledge Progression



	Key Stage 3	Key Stage 4	Key Stage 5
Terminology 	Identify and understand the use and application of linguistic and literary terminology.	Analyse the various uses and applications of linguistic and literary terminology.	Evaluate the appropriate concepts and methods from integrated linguistic and literary study, using discriminately chosen terminology and accurate, sophisticated, written expression.
Interpretations 	To know how to write an extended response to a text, using a range of supportive structures.	To apply knowledge of reading approaches to independently analysing a range of texts.	Analyse ways in which meanings are shaped in texts.
Context 	Understand and comment on relevant contextual factors that are linked to the production of a text.	Apply and analyse relevant contextual factors that influence the reading of a text.	Evaluate the influence of contextual factors on the production and various interpretations of the text. This might include, but is not limited to literary criticism, historical, political, cultural and personal context.
Connections 	Make links between texts based on genre, theme, form and purpose.	Analyse connections between texts informed by relevant linguistic and literary concepts and methods.	Evaluate connections between texts informed by nuanced linguistic and literary concepts and methods.
Communication 	Make an attempt to write purposefully with increasing accuracy.	Write accurately with deliberate intent for a variety of purposes.	Use sustained and sophisticated knowledge and expertise in the application of English to communicate in different ways.
Critical Perspective 	Explore different attitudes and responses to texts.	Understand the deliberate ways in which writers create meaning and how readers can interpret meaning through various critical viewpoints.	Draw upon a range of literary and linguistic critical perspectives in the interpretation and evaluation of texts.

Six Strands:	Early Prose	Shakespeare	Poetry	Non-Fiction	Modern Play	Modern Prose
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Year 7: Identity

- What words do I need to know when understanding different identities?
- How is identity important when understanding meaning behind texts?
- What social factors influence individual and cultural identity?
- Why is understanding and appreciating identity important?
- How will understanding and appreciating different identities support me in my future?
- How can I understand different perspectives and use them to interpret meaning in texts about identity?

Year 8: Conflict

- Which words are appropriate when facing and discussing conflict?
- How and why do people respond to conflicts differently?
- How does social and historical context influence reading and writing of texts?
- Why is understanding human responses to conflict important?
- How will understanding conflict and resolution support me in my future?
- How can I interpret critical perspectives and use them to understand intended meanings?

Year 9: Relationships

- What words can we associate with friendship and familial relationships?
- How are relationships presented in fiction and non-fiction texts?
- What contextual factors impact relationships/our understanding of them?
- Why is it important to consider different perspectives in relationships?
- How will understanding different types of relationships support me in my future?
- Can I draw upon a range of perspectives and utilise them in understanding various relationships in texts?

