

## English at Oasis Academy Immingham

At Oasis Academy Immingham we are committed to providing an academically challenging and rich curriculum that equips all students with the knowledge and skills necessary to be successful in both their studies and in the modern world.

“Once you learn to read you will be free forever.” – *Frederick Douglass*

### Our Curriculum Intent

- Broaden students’ horizons by enriching cultural and social capital
- Provide students with a rich understanding of their literary heritage and inheritance
- Enable students to understand and participate in ‘Big Ideas’
- Develop students’ confidence and capacity to speak and communicate fluently

### English at KS3

At Key Stage Three, students follow a knowledge rich curriculum developed by our own English specialists. Schemes of work aim to develop a passion and enthusiasm for reading and writing, whilst providing them with the essential knowledge necessary to understand important ideas and themes and intentions of writers from a range of historical and cultural backgrounds.

#### **Year 7:**

- **Boy by Roald Dahl**
- **Boy Overboard by Morris Gleitzman**
- **Travel Writing**
- **Goodnight Mister Tom by Michelle Magorian**
- **Lord of the Flies by William Golding**
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#### **Year 8:**

- **Private Peaceful by Michael Morpurgo**
- **Gothic Literature**
- **Stone Cold by Robert Swindells**
- **Of Mice and Men by John Steinbeck**
- **Poetry from Other Cultures**
- **Oliver Twist by Charles Dickens**

#### **Year 9:**

- **Blood Brothers by Willy Russell**
- **Animal Farm by George Orwell**
- **Dystopian Fiction**

- **Macbeth**
- **Blue Planet**
- **Mental Health and Wellbeing Poetry**

### **English at KS4**

At Key Stage Four, students study the GCSE Literature texts which build upon and extend existing knowledge and ideas gained at Key Stage Three. Both the language and literature schemes of work are built around a process of interleaving topics/key ideas and testing and re-testing. This structure is designed to improve student retention and mastery of key knowledge, build student confidence and reflect the inter-connected nature of the subject.

### **Year 10:**

- **An Inspector Calls by J.B. Priestley**
- **A Christmas Carol by Charles Dickens**
- **Describe and Narrate**
- **Romeo and Juliet**
- **Power and Conflict Poetry**
- **Non-fiction reading and writing (include speaking and listening)**

### **Year 11:**

- **Autumn 1:** Creative Reading and Writing Revision and Romeo and Juliet Revision
- **Autumn 2:** Non-fiction Reading Revision and A Christmas Carol Revision
- **Spring 1:** Poetry (Love and Relationships) and Modern Play (Blood Brothers) revision
- **Spring 2:** Romeo and Juliet, Poetry (incl. unseen), Creative Writing, A Christmas Carol Revision
- **Summer 1:** Lesson by lesson interleaved

### **Extended Learning**

- <https://app.senecalearning.com/courses?Type=Free&text=english+literature>
- <https://www.sparknotes.com/shakespeare/romeojuliet/>
- <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>
- Develop a wider awareness of current affairs, accessing quality newspapers and current affairs programmes. Access broadsheet newspaper websites – for instance [The Times Online](#); [The Guardian](#); [The Independent](#); [BBC News](#).
- Read widely – both for pleasure and around the topics being studied in lessons.

### **Extra-Curricular**

Students will be offered a range of opportunities and experiences that will enrich students' understanding of the world around them and how they are connected to it. These will include:

- Attend Royal Shakespeare Company live screenings at the Cinema
- Local theatre productions to support and broaden knowledge and understanding of texts studied in class
- Accelerated Reader Competitions across Key Stage Three

- Cross curricular links with History
- Creative Writing competitions across the Key Stages

### **Challenge**

- Read widely – both for pleasure and around the topics being studied in lessons.
- Take a leading role in learning in lessons – choose an area to lead based on individual strengths
- Research historical factors relating to texts studied beyond those explored in class.
- Challenge themselves by completing the additional homework tasks available on each topic
- Engage in discussions with older generations about topics discussed in class
- Attend revision sessions after school (year 11 only)
- Ask teachers for access to past exam papers/sample questions (KS4)
- Create a glossary of the new and key vocabulary that they acquire during English lessons for each text studied

### **What wider reading can be completed to support the curriculum?**

The following texts may be of interest:

- 1984 by George Orwell
- To Kill A Mocking Bird by Harper Lee
- Noughts and Crosses by Malorie Blackman
- Refugee Boy by Benjamin Zephania
- Notes from a Small Island by Bill Bryson
- The Book Thief by Markus Zusak
- David Copperfield, Great Expectations, Oliver Twist – Charles Dickens
- The Great Gatsby – F.Scott Fitzgerald
- The Shining – Stephen King
- The Strange Case of Dr Jekyll and Mr Hyde – Robert Lewis Stevenson
- Jane Eyre – Charlotte Bronte
- Never Let Me Go by Kazuo Ishiguro
- Americanah by Chimamanda Ngozi Adichie
- Atonement by Ian McEwan
- Rebecca by Daphne Du Maurier
- The Golden Notebook by Doris Lessing
- Purchase additional textbooks/revision guides to read more widely on the subjects you are learning about.
- Read newspapers and search for articles about current affairs
- Read articles from The British Library about texts and topics studied in class