

INVEST

in the power of the written word.

EXPERIENCE

a range of cultures, histories and beliefs.

EXPLORE

the shared values of civilisation.

SHAPE

society and our place within it.

GROW

as instinctive readers, writers and orators.

PURSUE

English beyond the classroom.



MALTBY LEARNING TRUST
Exceptional Experiences. Successful Lives.

The Sir Thomas Wharton Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core.

The curriculum is aspirational and deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment.

OUR ENGLISH CURRICULUM

Our curriculum is built on the understanding that **student investment** in their **learning is fundamental** to their future **success and development** - as people - and that skills are **domain-specific**.

Students' study of English is **grounded in English Literature** because we believe that it is through the **development of literary knowledge** and experience that students develop the skills and contexts in which to become **successful, instinctive and invested readers, writers and orators**.

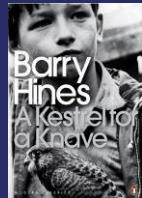
Across all key stages, students experience **high-quality texts**, including: full novels, short stories, non-fiction writing, poetry, modern drama and Shakespeare. Our curriculum is curated to **give students experience** of a range of **cultures**, including opportunities to recognise the shared values of civilisation, including histories, beliefs and contexts. By sharing with students a multitude of writers and genres, we are not only **exposing them to the cultural capital they are entitled to**, but are giving them the **opportunity to respond to, understand and critique** what they read as human beings.

By grounding skills in **enriching knowledge**, students will develop **excellence and confidence**, in reading, writing and talk. As such, students will not only become **critical thinkers**, but will develop a voice to articulate, and justify, these thoughts. Our curriculum intends to **secure students' investment** in our subject area; it is driven by a desire to ensure students **invest in themselves**, and the **role they play** in the wider world.

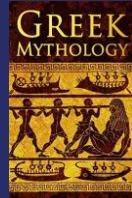
Our English Curriculum

Year 7

Term 1: Facing Adversity – A Kestrel for a Knave



Term 2: Myths and Legends – Epic Poetry

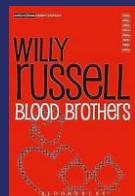


Term 3: Exploring Love and Relationships – Romeo and Juliet

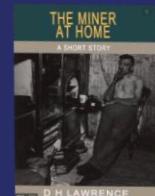


Year 8

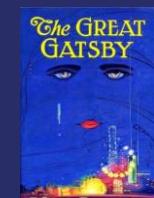
Term 1: Social and Political Issues – Blood Brothers



Term 2: Looking to the Past – Short Stories Across the Ages



Term 3: An Age of Disillusionment – The Great Gatsby



Year 9

Term 1: Investigating the British Empire – The Sign of the Four



Term 2: Navigating Shakespeare – Hamlet

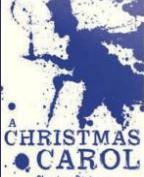


Term 3: Telling Tales – Concrete Rose

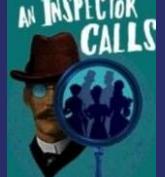


Year 10: Eduqas GCSE English Language and GCSE English Literature

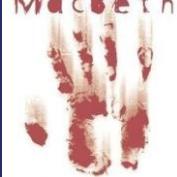
Term 1: A Social Criticism – A Christmas Carol



Term 2: Detecting Inequality – An Inspector Calls



Term 3: The Pursuit of Power - Macbeth



Year 11: Eduqas GCSE English Language and GCSE English Literature

Half Term 1: The Price of Ambition



Half Terms 2-3: Exploring War, Conflict, People, Places & Time

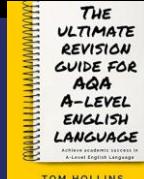


Half Terms 4-5: Exploring Love and Relationships, and Nature



Years 12-13: AQA English A-levels

English Language



English Literature (Specification A, Option B)



English Language and Literature

