

# Curriculum Vision

<b>Faculty</b>	Communications	<b>Subject</b>	English
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## Our Vision

### Faculty Vision

In summary: The English department aims to develop reading, writing and oracy skills to allow for success in the wider world. We offer a knowledge-rich curriculum with opportunities to engage with a range of literature. Students develop confidence in expressing their ideas and opinions.

We endeavour to equip our students with the reading, writing and oracy skills to be successful in the wider world. We are proud and passionate about providing a broad, diverse and knowledge-rich curriculum which not only exposes our students to an impressive range of literature from within and beyond the Literary Canon, but also acknowledges how literature and language are used in the world around us to convey and create meaning.

We aim to facilitate the development of skills to encourage students to reach their maximum potential whilst fostering a love for literature and culture that goes above and beyond the examination syllabi. We believe that students should encounter and engage with the very best examples of human creativity to inspire them as both learners and citizens of the world. Within the faculty, we aim to ensure that students engage with a broad, diverse, and representative selection of work to build a bridge between the traditional and the modern. We want students to feel confident expressing their ideas.

By placing this ethos at the heart of our curriculum, we hope to challenge common misconceptions about literature and language and demystify the creative process. We want students to feel empowered to be creative and to stand on the shoulders of those that have gone before them. Above all we want to create and inspire students to be confident to use the skills we have given them to navigate through life beyond school to forge their own path in the future.

## Curriculum Intent

In Key Stage 3 the focus is on building the foundations required for GCSE and A Level as well as adopting a love of English in a plethora of forms. We have implemented English Mastery which provides a knowledge-rich curriculum aiming to help teachers establish students' progress and effectively plan English lessons throughout Key Stage 3. The curriculum has four pedagogical pillars rooted in cognitive and educational research: emphasising accumulation of knowledge, discrete grammar teaching, systematic instruction of Tier 2 vocabulary (high frequency/multiple meaning words) and use of standardised, norm-referenced student work.

In Key Stage 4 all students take both AQA GCSE English Language and GCSE English Literature, which includes the study of both modern and literary heritage texts. There is a continued focus on develop students' academic, creative and transactional writing skills, embedding and building on key knowledge from Key Stage 3 and ensuring students engage with the key ideas and authorial intent within set texts. In Key Stage 4 we continue to focus on how social and historical contexts inform our analysis of the set texts. We also encourage students to develop the independence to respond to and formulate their own response to the texts, using academic language to express their ideas.

At Key Stage 5, the department delivers the Edexcel A-Level English Language and Literature course. Students continue to study a diverse range of texts from the literary canon and have the opportunity to select the texts that are studied as part of the non-examined assessment.

## Curriculum Sequencing Rationale and Implementation

The curriculum has been sequenced carefully and has been designed to ensure that firm foundations are built from the offset, so that students have the skills to engage with a range of rewarding fiction and non-fiction texts, which become more challenging as students progress through the key stages.

### KS3

In Year 7 we begin with a focus on 'Oliver Twist', exploring life in Victorian London and Dickens' presentation of the society. The spring term consists of the study of 'A Midsummer Night's Dream', where students consider life in Elizabethan England and Ancient Athens. In the summer term students cover an anthology of poetry and ancient tales.

Year 8 begins with 'The Adventures of Sherlock Holmes', building on their prior knowledge of the Victorian era. In spring students study 'The Tempest' to further their understanding of Shakespeare and the Elizabethan age. In the summer term we study 'Animal Farm' and poetry.

In Year 9 students are introduced to 'Jane Eyre' to consolidate their knowledge of Victorian life and times. We move on to 'Small Island' in spring, considering the Windrush, colonialism and multi-cultural Britain. In the summer students revisit poetry, with a diverse anthology and then move on to reading for study which includes transactional texts.

### KS4

For GCSE English Literature, students study prose, drama, Shakespeare and poetry, all of which they are very familiar with from KS3. Students are well prepared for the challenges of 19th century English when studying 'A Christmas Carol', as well as already having a broad understanding of Victorian society.

When preparing for the GCSE English Language exams, students also explore a wide range of high-quality non-fiction texts from the 19th and 21st centuries on topics such as school life and travel, building on the non-fiction reading skills they developed during the KS3 course. They also work on further honing their transactional writing skills.

All students complete the GCSE spoken language endorsement, which takes the form of a formal presentation to the class. Students will have developed their confidence as speakers, through the schemes, enriching curriculum activities and competitions in KS3.

### KS5:

Whilst English Language and Literature becomes an optional subject at KS5, there is a smooth transition from GCSE. Students start by studying 'The Great Gatsby' which builds on their previous knowledge of society in the 1920s. They also study a range of non-fiction texts in the Voices anthology through both analysis and recreation building on the skills previously developed for GCSE English Language Paper 2. Later in the year, they then apply the critical analytical skills developed through the first term to study 'Othello'. There is an increased focus on independence at Key Stage 5, with students completing a non-examined assessment. Students choose from a selection of texts and are able to construct their own task title. The work completed during KS3 and KS4 on engaging with big themes and ideas is crucial in preparing them for this. There is a focus on constructing a controlled and developed line of argument in essay work at A Level and this builds on the evaluation skills that are taught as part of the GCSE course. The A Level course also provides students with the grounding they need for undergraduate study. For example, students use journal articles and often complete academic readings between lessons in order to prepare for seminar style discussions.