



ENGLISH DEPARTMENT

Newent Community School and Sixth Form Centre

Whole school Curriculum INTENT

Our curriculum aims are underpinned by our values:

Our goal is for Newent Community School and Sixth Form Centre to be a thriving and supportive community underpinned by mutual respect. We strive for excellence by providing a challenging, stimulating, creative and diverse learning environment that enables us all to become the best we can be.

English INTENT AND IMPLEMENTATION

In **English** we:

Provide a broad and balanced education for all students that's coherently planned and sequenced towards knowledge for skills and future learning and employment by

- Our Core Intent: ensuring our students are **critical thinkers, successful speakers and confident writers**
- Ensuring that KS3 learning builds on and consolidates the knowledge and skills from KS2
- Ensuring that KS3 learning introduces and explores the abstract ideas and concepts required at KS4 and KS5
- Enabling students to access a broad range of text genres across different historical time periods
- The curriculum provides a culturally and socially diverse range of writer's voices and experiences

Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations by

- Modelling what we do as critical readers, confident writers and successful speakers
- Consolidation of learning in English through the 'Core 3' focus at KS3: each teaching unit has three core aspects of knowledge that students understand fully and apply effectively
- Metacognition and Framing: our KS3 curriculum is organised around thematic topics to encourage students to make links between texts and build detailed schema of knowledge they can apply in a range of contexts
- Explicit sharing and consolidation of knowledge in English through knowledge organisers and revision resources.
- Regular low-stakes testing of knowledge in English

- Scaffolding learning in English through ‘SLICE’ framework: structure, language, ideas, context/character and effects and linking learning to SLICE
- Scaffolding reading and analysis skills through ‘zoom-in’, ‘zoom-out’, ‘make links’ and modelling how we do this as Literature and Language students

Support students’ spiritual, moral, social and cultural development by

- Regular discussion and application of aspects of morality, ethics and values linked to our texts
- Our curriculum scaffolds exposure to ‘big ideas’ including social, cultural and spiritual aspects of the texts we study so that students are encouraged to approach English from a variety of different approaches and perspectives.
- Exploration of a range of culturally-diverse texts

Support students’ physical development and responsibility for their own health, and enable them to be active by

- Thinking and discussing issues around body positivity, healthy attitudes and healthy lifestyles as and when appropriate

Promote a positive attitude towards learning by

- Recognising the value in what students bring to discussion and exploration of texts.
- Valuing mistakes and misunderstandings as an important aspect of success: we can only know more and do more if we recognise and celebrate ‘failure’ and/or misconceptions.
- Regular praise of effort and engagement where students are challenging themselves to know more and to do more (from their own individual starting points)
- Recognition of success: teachers in English look for the small steps of progress so that we can celebrate what success looks like for each student.

Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support by

- Celebrating learning from each other: we organise our classes in English in mixed ability groups wherever possible as we all have value to contribute.
- Regular use of ‘challenge tasks’ in lessons where some students are invited to take their learning further or to start at a different point in the learning
- Modified tasks for individual students where appropriate
- Access to high-quality resources in lessons with opportunities for adaptive tasks

Have a high academic/vocational/technical ambition for all students by

- Making links to the next stage of the learning journey, for example KS3 to KS4 and KS4 to KS5
- Use of role models within our schemes of learning who have advanced to a high level in their field
- Encouraging students to see themselves as Literature and Language students

Equip students with the knowledge and cultural capital they need to succeed in life by

- Organising our curriculum around key concepts and thematic frameworks allows immersion in social and cultural knowledge and debates. Our Y7 curriculum builds on KS2 by exploring 'Heroes and Villains' from a structural and evaluative perspective so that students explore the cultural significance of archetypes and narrative structure. Y8 is 'Right and Wrong' and incorporates political, moral and social issues. Y9 is 'Individual and Society' allowing students to grapple with significant cultural ideas about social norms, alienation and hegemonic values
- Core vocabulary built into our KS3 and KS4 curriculum encourages links to cultural ideas and concepts while also ensuring students regularly refine their use of higher-level vocabulary
- Every text we read and explore in English is linked to varying degrees to cultural capital and our KS4 curriculum has explicit links to cultural and social aspects

Develop students' independent learning skills and resilience, to equip them for further/higher education and employment by

- Teaching higher-level critical thinking and skills of evaluation
- Learning and developing journalistic style for articles and media texts
- Developing students as successful speakers able to debate effectively and able to plan and deliver engaging speeches
- Ensuring access to further reading and learning to support textual study

KS3:

Our KS3 curriculum is designed around a framework that leads students through a journey exploring character, narrative and genre through conceptual ideas. We start with the familiar theme of heroes and villains but with an emphasis on evaluating texts within their context and exploring the 'why' of each text. Students then progress to ideas of morality and power in Y8 and to how writers use literary conflicts in Y9 to explore aspects of 'society versus the individual'.

Through a diverse range of high-quality, engaging texts, students develop their skills as critical readers, confident writers and successful speakers.

Y7: Heroes and Villains (Archetypes and Narrative Conflict)

Terms 1&2: Heroes & Villains in Myths and Legends

Term 2: Heroic (inspirational) Voices in Poetry

Term 3: Heroes and Villains in modern fiction: 'The Thief of Always' by Clive Barker

Term 4: Struggle & Survival: Real Heroes (exploring non-fiction texts)

Term 5: Shakespearean Heroes & Villains.

Term 6: Victorian Heroes & Villains.

Y8: Right and Wrong (Power and Morality)

Term 1: Tyranny and Power in George Orwell's 'Animal Farm'

Term 2: Rhetoric and Propaganda in speeches and poetry

Term 3: Right and Wrong in Shakespeare's 'The Tempest'

Term 4: Evaluative discourse in Review & Travel Writing

Term 5: Words that Burn: Confronting Right & Wrong through poetry

Term 6: Exploring morality in fiction and non-fiction

Y9: Individual and Society (Alienation)

Term 1: Individual & Society in Fiction – 'Long Way Down' by Jason Reynolds

Term 2: Journalism – representations of society & individuals in the media

Term 3: Dystopian Worlds: conflicts of society and alienation

Term 4: Poetic Voices: social struggle and identity

Term 5: Gothic Genre – fear and conflict

Term 6: Individual Against Society in Shakespeare's 'Romeo & Juliet'

KS4:

We follow the AQA specification for GCSE English Language and GCSE English Literature

Assessment of AQA GCSE English Language

Paper 1: Explorations in Creative Reading and Writing – 50% (1 hour 45 mins)

Section A: Reading - respond to an extract of a 20th or 21st century fiction text and explore the writer's use of narrative, structure and language features and how they are used to capture the interest of readers.

Section B: Writing - write your own creative fiction text, inspired by the topic in section A. This will be a choice of questions: either an image as stimulus for writing or a story scenario.

Paper 2: Writer's Viewpoints and Perspectives - 50% (1 hour 45 mins)

Section A: Reading - respond to two unseen non-fiction texts from different time periods (linked by theme). One of the texts will be from the 19th century. Analyse, summarise and compare writer's views in the texts.

Section B: Writing – craft a non-fiction text e.g. a speech, article or letter

Spoken Language Endorsement: all students study speech presentation skills for the 'Spoken Language Endorsement'. This is a compulsory element of GCSE English Language and is a formal speech delivered to an audience. Students plan, prepare and deliver a formal presentation and then respond appropriately to questions from the audience. This is teacher-assessed and forms a separate, stand-alone assessment. There are three award levels for the Spoken Language Award: Pass, Merit or Distinction.

Assessment of AQA GCSE Literature

Paper 1: 'Shakespeare and the 19th Century Novel' – 40% (1 hour 45 mins)

Section A Shakespeare: write in detail about an extract from a Shakespeare play (currently 'Macbeth') and then write about the play as a whole.

Section B 19th C Novel: write in detail about an extract from a 19th century novel (currently Dickens' 'A Christmas Carol') and then write about the novel as a whole.

Paper 2: 'Modern Texts and Poetry since 1789' - 60% (2 hours, 15 mins)

Section A Modern Text: a choice of essay questions on a modern text (currently Priestley's 'An Inspector Calls').

Section B Poetry: compare one named poem (reprinted on the exam paper) with one other poem (from memory) on poems from the AQA poetry anthology (we currently study the 'Power & Conflict' section).

Section C: Unseen Poetry: answer one question on one unseen poem in detail and then answer a short question comparing a second unseen poem to the first poem.

KS5

We follow Pearson/Edexcel for A-Level English Literature

Course Content of A-Level Literature

Component 1: Drama Two drama texts studied from the genre of tragedy: a Shakespeare play and one other drama text (for example, 'Othello' and 'A Streetcar Named Desire' or 'The Duchess of Malfi')

Component 2: Prose Two prose texts from a chosen theme. Themes include 'Science and Society', 'Childhood', 'Women in Society', 'Crime and Detection' One text must be pre-1900. We currently study 'Frankenstein' and 'The Handmaid's Tale' but texts may vary.

Component 3: Poetry Students explore a range of modern poems and poems from a specific literary period or from a specific poet.

KS5 ASSESSMENT

Component 1: Drama 30% of the qualification · written exam: 2 hours 15 minutes · Open book – students have copies of the texts in the exam. Section A: one essay on the Shakespeare text (35 marks) Section B: one essay on the other drama text (25 marks)

Component 2: Prose 20% of the qualification · written exam: 1 hour 15 minutes · Open book – students have copies of the texts in the exam. Content: one comparative essay question from a choice of two questions on the studied theme/texts (40 marks)

Component 3: Poetry 30% of the qualification · Written exam: 2 hours 15 minutes · Open book – students have copies of the texts in the exam. Section A: one essay from a choice of two comparing an unseen poem with a named poem from the modern poetry studied (30 marks) Section B: one essay question on poetic movement/poet (30 marks)

NEA (coursework) 20% of the total qualification Students plan and write an extended comparative essay exploring two texts (60 marks). These texts may be poetry, drama, fiction or non-fiction and must be linked by theme, literary movement, author or time-period. The advisory word count is 2500-3000 words

HOME LEARNING

We support home learning by:

- Providing homework booklets at KS3 linked to and extending the knowledge and skills studied for each teaching unit
- Ensuring KS4 and KS5 students have access to our high-quality resources and revision materials
- Supporting students with HOW to revise by modelling revision skills

HOW PARENTS CARERS CAN ASSIST AT HOME

- Ask questions and discuss aspects of the texts studied in class: regular thinking around texts promotes deeper understanding and more effective knowledge recall
- Support with a quiet space for students to learn and revise
- Ask students HOW they are revising at home and encourage active revision (saying ideas out loud, using ‘look, say, cover, write, check’, self-quizzing with flashcards, building images and stories to remember details from the texts studied)