Lauren Gilbert

Southchurch High School

Abstract

Students are carefully provided with feedback on their learning to enable them to improve.   
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – english

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| Intent   * In English, Southchurch students foster a love of the English language and a wide range of literature |
| Implementation   * Sequencing of the curriculum * Adaptive teaching (to take into account of what the learners know and don’t know) * Extending opportunities for extracurricular |
| **Impact**   * **All students will achieve their potential with altered trajectories** |

# KS2 Links

[KS2 English National Curriculum](https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf)

# CURRICULUM MAP

|  |  |  |  |  |  |  |
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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 7** | Modern Novel – ‘Trash’ by Andy Mulligan | Modern Novel – ‘Trash’ by Andy Mulligan | Introduction to Poetry | Heroes & Villains | ‘A Midsummer Night’s Dream’ by William Shakespeare | ‘A Midsummer Night’s Dream’ by William Shakespeare |
| **Year 8** | ‘Animal Farm’ by George Orwell | ‘Animal Farm’ by George Orwell | ‘Noughts & Crosses’ Playscript | Diverse Literary Shorts | ‘Macbeth’ by William Shakespeare | ‘Macbeth’ by William Shakespeare |
| **Year 9** | 19th Century Literature – ‘Jekyll & Hyde’ by Robert Louis Stevenson | 19th Century Literature – ‘Jekyll & Hyde’ by Robert Louis Stevenson | Explorations in Reading Skills (Introduction to Section A) | Identity Poetry | Modern Text – ‘An Inspector Calls’ by J. B. Priestley | Modern Text – ‘An Inspector Calls’ by J. B. Priestley |
| **Year 10** | English Language Paper 1 | ‘A Christmas Carol’ by Charles Dickens | ‘Romeo & Juliet’ by William Shakespeare | ‘Romeo & Juliet’ by William Shakespeare | English Language Paper 2 | ‘Love & Relationships’ Poetry |
| **Year 11** | ‘Love & Relationships’ Poetry | English Language Paper 2 | Literature Revision  Paper 1 & Paper 2 | Language Revision  Paper 1 & Paper 2 |  |  |

# KS5 Links

[A Level English Literature](https://www.ocr.org.uk/qualifications/as-and-a-level/english-literature-h072-h472-from-2015/)

# END OF COURSE EXPECTATIONS

**English Language**

Courses based on this specification should encourage students to:

read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

Courses based on this specification should enable students to:

* read a wide range of texts, fluently and with good understanding
* read critically, and use knowledge gained from wide reading to inform and improve their own writing
* write effectively and coherently using Standard English appropriately
* use grammar correctly, punctuate and spell accurately
* acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, they must enable students to:

* listen to and understand spoken language, and use spoken Standard English effectively.

The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Assessment Objectives for English Language:

* AO1:
  + identify and interpret explicit and implicit information and ideas
  + select and synthesise evidence from different texts
* AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
* AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts
* AO4: Evaluate texts critically and support this with appropriate textual references
* AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
* AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
* AO7: Demonstrate presentation skills in a formal setting
* AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
* AO9: Use spoken Standard English effectively in speeches and presentations.

[English Language Overview](https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/scheme-of-assessment)

**English Literature**

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Courses based on this specification should also encourage students to:

* read a wide range of classic literature fluently and with good understanding, and make connections across their reading
* read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
* develop the habit of reading widely and often
* appreciate the depth and power of the English literary heritage
* write accurately, effectively and analytically about their reading, using Standard English
* acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment Objectives for English Literature:

* AO1: Read, understand and respond to texts. Students should be able to:
  + maintain a critical style and develop an informed personal response
  + use textual references, including quotations, to support and illustrate interpretations.
* AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
* AO3: Show understanding of the relationships between texts and the contexts in which they were written.
* AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

[English Literature Overview](https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/scheme-of-assessment)

# NATIONAL CURRICULUM LINKS

[English KS3 National Curriculum](https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf)

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| **Purpose of study**  English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. |
| **Aims and Skills**  The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:   * **read easily, fluently and with good understanding** * **develop the habit of reading widely and often, for both pleasure and information** * **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language** * **appreciate our rich and varied literary heritage** * **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences** * **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas** * **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.** |

[KS4 English National Curriculum](https://assets.publishing.service.gov.uk/media/5a7585a1ed915d731495a9dd/KS4_English_PoS_FINAL_170714.pdf)

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| **Purpose of study**  English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. |
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# PERSONAL DEVELOPMENT CURRICULUM

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| **Aims**  The English curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;   * **Equality and Diversity** * **Cultural Capital** * **Community and Wellbeing** * **Careers and Employability** * **Character Development.** |
| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.   * **Community of Opportunity** – All students are supported and encouraged to contribute to class discussions in front of their peers and respond with mutual respect. Students are provided with various, collaborative pair or group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions. * **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes in key stage 3, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. At key stage 4, students are set by ability where adapted teaching is continued to ensure aspirational targets regardless of ability. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops. * **Aspiration** – Students are encouraged to develop their love of English through competition opportunities, trips and external providers. They take every opportunity within lesson to learn and take control over their own personal development. |
| **Equality & Diversity:** The English curriculum aims to develop an understanding through a variety of literary texts, showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us. |
| **Wellbeing & Community** – c. |
| **Cultural Capital** – The English curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.   * **Trips & Visits:**   + **Theatre trip**   + **Drama workshop**   + **Poetry Live** * **Extra-Curricular:**    + Book club   + Creative Writing Competitions   + Jack Petchey’s Speak Out Challenge * **British Values:** * Students are expected to listen to and respect each other during group discussions and debate and to work cooperatively. * Class texts include themes based on tolerance, mutual respect and democracy. * **Individual Liberty**: * Students are encouraged to express their opinions thoughtfully and respectfully both in writing and in class discussions. * **Mutual Respect**: Students are respectful when listening to the opinions and views of other students. * **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where each other’s feelings are respected. * The classroom rules ensure students are all responsible for the learning environment of themselves and their peers. * **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the texts we study. * **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own viewpoints and perspectives. |
| **Careers & Employability –** The English curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the English curriculum, our students are supported to develop the following skills;   * Communication * Confidence * Teamwork and Leadership * Listening and Responding * Creativity * Critical thinking * Time management * Evaluation and analysis * Literacy for life |

# SMSC CURRICULUM LINKS

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| **Spiritual development**  Pupils are able to develop a sense of identity and belonging, as well as an understanding of life's purpose and meaning through studying a diverse and broad range of both fiction and non-fiction texts in English. This includes exploring and developing an individual's own beliefs, sense of identity, values and experiences, as well as respecting the beliefs and experiences of others.. |
| **Moral development**  Personal and societal values are explored through many of the English texts that pupils study in English lessons where they explore the consequences of decisions, other people's needs, and ways of learning from experience. |
| **Social development**  Speaking and listening activities in the English classroom allow pupils to develop their confidence within a social environment. This not only includes learning to articulate ideas but also listening and responding to others in a respectful and appropriate way. For this to be successful pupils must show mutual respect when working collaboratively. Peer evaluation of work also plays a big part in English as this is a vital mechanism for progress. Pupils learn to articulate their thoughts and feelings about their own and the work of others. To do this they need to take criticism without offence and provide feedback which is carefully considered and constructive. |
| **Cultural development**  Culture significantly influences English language learning, shaping learners' motivation, perception, and communication strategies. Pupils study texts from a wide range of cultures and historical contexts to influence and support the development of their work as well as fostering an appreciation of cross-cultural understanding, and promotes inclusivity and respect. |

# Equality, Diversity and Inclusivity Links

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| **Aims**  Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them. |