

English Curriculum

"There's a power in words. There's a power in being able to explain and describe and articulate what you know and feel and believe about the world, and about yourself."

We have a clear path of carefully built-up knowledge throughout KS3, KS4, and KS5 which enables students to be successful at GCSE and beyond. We see the subject of English as an interconnected body of knowledge – its own universe. Key Stage 3 should be used to introduce students into this world and lay the foundations for Key Stage 4 and 5.

Our three-year KS3 means that the English curriculum model allows greater depth in the teaching of units. Each year has a specific theme and 'big idea' to teach students with their knowledge of this theme developing not just in one year, but over the five years (seven including KS5) of their secondary education. The overarching theme of the English curriculum is for students to understand **power and powerlessness**. We want all students to succeed in English at every level whether that be through their contributions to class discussions, recall quizzes, extended writing, home learning or assessment.

The texts we have chosen to study for GCSE are carefully thought about to ensure our students have access to the literary canon and expand their knowledge of issues which are pertinent to them in their geographical and social setting; social inequality, capitalism, the treatment of others by those using power, discrimination, fairness and justice. At GCSE we study Romeo and Juliet, An Inspector Calls, A Christmas Carol and an anthology of poems linked by the theme of Power and Conflict.

Each scheme of learning has been created by a subject specialist using their passion and expertise to craft engaging units of work which ensure students enjoy, learn, and succeed. A scheme of learning has a conscious 'big picture' and a key quote which students will analyse and explore in detail. There is a clear thematic link between the units of work across the key stages which develops students' knowledge and understanding over time.

There are also curriculum opportunities in KS3 for students to read for pleasure and to engage with texts without assessment, as well as enrichment opportunities to debate, read, and creatively write.

Assessments at KS3 are based on prior and current learning, consisting of National Group Reading Tests, knowledge quizzes, spelling tests, grammar practise and formal assessments - a mixture of short and extended responses. These assessments feed into teacher judgements about ARE which are then reported home.

At KS4 and 5, students complete knowledge quizzes as they are reading texts for English Literature. Formal assessments for both English Language and English Literature are based on exam board materials at the end of topics with standardisation and moderation within the cycle of formal assessments to report home student attainment.

Homework enhances the learning in lesson and gives opportunities for students to recap the material they've completed in class, with additional practise exam questions being set at KS4 and KS5.