

Intent:**Curriculum Intent (KS3/4/5)**

The Department's Curriculum intent and implementation is constructed and deployed within the College's clear statement that:

"Our vision is to nurture well-rounded citizens of the future who are knowledgeable, happy and resilient so that they make a valuable contribution to the world in which they live and are empowered to make informed and positive life choices."

In line with this vision, students at Altrincham College are provided with an ambitious and rigorous curriculum which aims to develop the whole person so that at the end of their school lives they are fully equipped intellectually, physically and morally for the next stage in their education and life beyond.

Within the English Department, we have reviewed and amended the curriculum offer in line with the National Curriculum in English: English Programmes 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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Principles

The intent of the English curriculum is clear:

Our curriculum enables our students to critique the world around them by exposing them to a world beyond their door.

Our curriculum equips our students to be highly proficient in the three areas of English study: reading, writing and oracy. This allows the students to enter the modern world with insight and clarity, and be able to participate and contribute to the wider global community.

Our curriculum is structured so that skills develop incrementally year on year and build upon prior knowledge and skill. This enables students to master their learning by the end of KS3 in preparation for their further academic journey. Our curriculum is built with explicit links to the A Level subjects we offer, creating a seven-year journey for our students, a journey we are proud to offer. This journey exposes students to a plethora of ideas and contexts which will challenge their view of themselves and their world through the texts they encounter and galvanise them to make appropriate judgements.

We have made incredible investments in our reading offer as we understand the integral role this plays in academia, and life, as we believe that fostering a love of English through literature will develop the students' emotional and academic needs. Students are exposed to the majesty of the world and the difficulties of the human condition from a wide range of writers.

Our students become knowledgeable, happy and resilient through a love of Literature and Language.

As a department, we understand that our roles as teachers is to ensure "pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language."

What We Do

Our lessons:

- Begin focusing on recall to ensure students retain the powerful knowledge they have been given
- Build on previous knowledge and make explicit connections to future learning
- Expose students to inspirational texts so that they can critique the world around them
- Cater to all students' needs
- Develop students' academic skills through the demand of high expectations
- Are rooted in Rosenshine's Principles of Instruction where modelling and deliberate practice form the majority of lesson time
- Utilise 'No Opt Out' strategies
- Highlight that teachers are the experts and we use our knowledge and pedagogical skills to develop students' own expertise through the format of I do, we do, you do
- Embed metacognitive strategies in order to aid memory and retention but to also make students independent and resilient
- Allow students the opportunity to develop a love of reading by having dedicated lesson time allocated to reading a 'class reader'.

At Key Stage 3 and beyond, all pupils refine the skills they have acquired from Key Stage 2. Students develop their knowledge and skills across all disciplines of English: Prose, Poetry, Drama, Non-fiction. Cohesive grammatical structures are integral to clear writing and SPaG is taught as an integral part of the curriculum through retrieval practice and home learning. This means the skills are interleaved to ensure knowledge acquisition and the skills to write coherently are reinforced. As an English Department, we are acutely aware that English is not a stand-alone subject and acts as an interconnected body of knowledge with links to other subjects. This means the quality of our texts must be high. As a subject which teaches knowledge beyond the classroom, our vocabulary must be sophisticated and we take every opportunity to ensure vocabulary is taught explicitly. For all of this to work in harmony, we must give students lots of opportunities to practise.

Implementation

Our curriculum is based on rich texts which introduce students to the English Canon. Students can expect to be introduced to Dickens, Shakespeare, Shelley and Orwell as a minimum throughout their learning journey. Additionally, we expose students to a variety of other great writers to reflect the diverse world we are in. We want our students to read great stories from great writers as this helps them to see beyond their door. Texts and topics are carefully chosen, and systematically reviewed, due to their challenge. We aim to show pupils that texts can act as mirrors to their own experience and doors which show them the wider world.

Due to the pandemic, recent research from the National Literacy Trust demonstrates that "Year 7 students were 22 months behind where they should be (Christodolou, 2020)" in their writing skills. Therefore, we ensure students begin their time at Altrincham College with strong emphasis on refining these skills and closing this gap. To do this, teachers prioritise:

- Nurturing, monitoring and promoting reading. Students are given opportunities to see how 'reading well is done' as well as being given opportunities to practise and refine their oracy and reading fluency
- Mastery of writing at sentence level. Students are given opportunities to craft, redraft and witness expert writing in the classroom.
- We ensure all forms of writing are covered to allow students to develop their success in their writing skills. All students are taught:
- How to write creatively. This takes the form of narrative or descriptive writing
- How to write academically. This takes the form of essay writing; learning how to compose introductions, topic sentences and conclusions
- How to write to express a viewpoint. This takes the form of writing in a variety of styles (letter, speech and article) and equips students to express their thoughts on specific topics.

The Key Stage 4 and Key Stage 5 curriculum is underpinned by the AQA specifications for English Literature and English Language. For KS5 English Literature A Level study, specification B, we have opted in to option 1A 'Aspects of Tragedy' as this continues to build on the skills and literary characteristics encapsulated at GCSE level.

Literacy within English as a discipline

English as a discipline is rich in content and complexity: vocabulary is the key to unlocking the potential of all our students. Within every English lesson, the teaching of an advanced employment of tier two and tier three vocabularies support our students to articulate their learning, both verbally and in written form. The vocabulary taught and used in English lessons supports learning across all curriculum areas and creates confident, articulate and successful learners. In lessons we:

- ✓ Develop the vocabulary across a variety of genres through understanding and analysis of themes, performance and characterisation.
- ✓ Engage with students the breadth and aesthetic of the phonological, rhythmic, figurative experience of poetry and prose.
- ✓ To empower critically robust viewpoints as reader by exploring layers of polysemic language within literature and non-fiction.
- ✓ Establishes the focus on oracy and rhetoric to inform critical debate and speech craft skills.

Long Term Departmental Planning Overview			Subject: English			
Year group	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
Year 7	<u>The Odyssey</u> Writing Assessment: Calypso's Island	<u>Our World</u> Writing Assessment: Writing to argue/ persuade/ advise	<u>Poetry Perspectives and Voices</u> Oracy Assessment: Compare the viewpoints of two poets	<u>Shakespeare's The Tempest</u> Reading Assessment: Presentation of Caliban	<u>Oliver Twist</u> Reading Assessment: Presentation of Fagin. Writing Assessment: Writing to argue/ persuade/ advise – who is the bigger villain?	
Year 8	<u>Frankenstein</u> Reading and Writing		<u>Animal Farm</u> Oracy and Reading		<u>War Poetry</u> Reading: Comparison of two poems	<u>Crime Fiction</u> Writing Assessment: Should the death penalty return or remain banned in our country?
Year 9	<u>The Art of Storytelling</u> Write the opening of a story about...	<u>Love Poetry</u> Reading	<u>Shakespeare's Romeo and Juliet</u> Oracy and Reading		<u>Jekyll and Hyde</u> Reading and Writing	




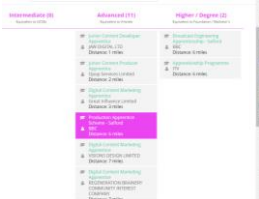

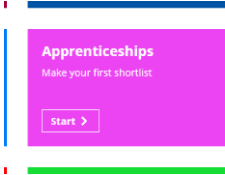

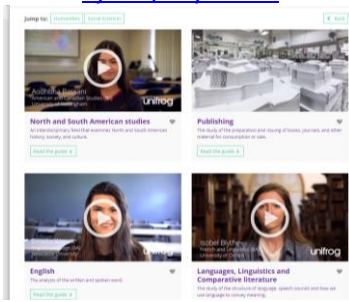
Year 10	Literature: Macbeth Assessment: P1 SA		Language: Reading and Writing Fiction Short Stories Assessment: P1 SB	Language: Reading and Writing Fiction Short Stories Assessment: P1 SA	Language: Reading and Writing Fiction Short Stories Assessment: P1 SA	Language: Reading and Writing Non Fiction Non Fiction Texts Assessment: Paper 2SB
	Literature: A Christmas Carol Assessment: P1 SB		Literature: Love and Relationships: Romantic Assessment: P2 SB		Literature: An Inspector Calls Assessment: P2 SA	
Year 11	Language: Paper 2 Section A Reading/Comparing non fiction texts	Language: Paper 2 Section B Assessment: P2 SB Writing non-fiction	Language: Paper 1 Section A Skills Assessment: P1 SA Reading Fiction	Language: Paper 1 Section B Assessment: Paper 1 Creative Writing	Language: Exam Questions Assessment: Mini Mocks	

	Literature: An Inspector Calls Assessment: P2 SA	Literature: Love and Relationship: Family Assessment: P2 SB Unseen poetry Assessment: P2 SB	Literature: A Christmas Carol Assessment: P1 SB	Literature: Macbeth Assessment: P1 SA	Literature Exam Questions Assessment: Mini Mocks	
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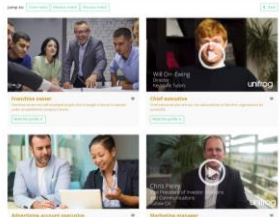
Year 10 (2023-24)	<u>Literature:</u> An Inspector Calls Assessment: P2 SA	<u>Literature:</u> A Christmas Carol Assessment: P1 SB	<u>Language:</u> Creative Reading: Sound of Thunder Assessment: P1 SA Q4	<u>Language:</u> Non-Fiction Reading and Writing Assessment: P2 SB	<u>Language:</u> Writing Non-Fiction Assessment: Spoken Language endorsement <u>Literature:</u> Macbeth	<u>Language:</u> Macbeth Assessment: P1SA <u>Revision</u> End of Year Assessment: Lang P1SB, Lit P1SB (ACC)
Year 11 (2024-25) only	<u>Literature:</u> Love and Relationships Assessment: P2 SB	<u>Literature:</u> Unseen poetry Assessment: P2 SC An Inspector Calls Assessment: P2SA	<u>Language:</u> Paper 1 Skills Revision Assessment: P1 Literature: A Christmas Carol Assessment: P1 SB	<u>Language:</u> Paper 2 Skills Revision Assessment: P2 Literature: Macbeth Assessment: P1 SA	<u>Language and Literature:</u> Exam Questions Assessment: Mini Mocks	

Year 12 Language	<p>Transition unit: Grammar for A Level <i>Assessment: Terminology Quiz</i></p> <p>Intro to sociolinguistics Language and region (accent) <i>Assessment: Idiolect essay</i></p>	<p>Transition Unit: Spoken Language features <i>Assessment: Spoken Language analysis task</i></p> <p>Language and region (dialect) Language and class <i>Assessment: P2SA Evaluate question</i></p>	<p>Meanings and Representations: Intro to Text Reps <i>Assessment: P1 SA</i></p> <p>Language and Gender (mini-investigation) <i>Assessment: Class presentation</i></p>	<p>Power of Creativity – Text Reps and NEA intro (dramatic monologues/ fairy tales/ crime) <i>Assessment: 500 word creative writing</i></p> <p>Language and Ethnicity Intro to discourses <i>Assessment: P2SB Comparison</i></p>	<p>Power of Information- NEA/ Text Reps Travel writing, articles etc. <i>Assessment: 500 word creative writing</i></p> <p>Language and Occupation Language and Social Groups/ Communities of Practice <i>Assessment: P2SA Evaluate</i></p>	<p>Power of persuasion - NEA/ Text Reps speeches, open letters etc <i>Assessment: 500 word creative writing</i></p> <p>Writing opinion articles. Language Investigation NEA research proposals <i>Assessment: P2SC</i></p>
Year 13 Language	<p>Child Language Acquisition – Spoken <i>Assessment: P1SB</i></p> <p>Language Change – historical overview and World Englishes <i>Assessment: P2SA</i></p>	<p>Child Language Acquisition – Reading and Writing <i>Assessment: P1SB</i></p> <p>Language change – attitudes and discourses <i>Assessment: P2Sb</i></p>	<p>NEA completion Revision <i>Assessment: P1SA</i></p> <p>NEA completion Revision <i>Assessment: P2SB</i></p>	<p>NEA completion Revision <i>Assessment: P1SB</i></p> <p>NEA completion Revision <i>Assessment: P2SA</i></p>	Revision and mock papers	
Year 12 Literature	<p>Introduction to Tragedy <i>Assessment: class presentation on a tragic text</i></p> <p>Introduction to Crime (unseen focus)</p>	<p>Othello Section A (extract) focus. Postcolonial theory. <i>Assessment: P2SA</i></p>	<p>Othello Section B (theme) focus <i>Assessment: P1SB</i></p>	<p>The Great Gatsby and Marxism <i>Assessment: P1SC</i></p>	<p>The Great Gatsby <i>Assessment: P1SC</i></p>	<p>Prose coursework (choice of feminist or Marxist critical lens) <i>Assessment: Coursework plan and presentation</i></p>

	Assessment: P2SA	Murder of Roger Ackroyd Assessment: P2SB	Murder of Roger Ackroyd Assessment: P2SB	Crime Poetry Anthology Assessment: P2SB	Crime Poetry Anthology Assessment: P2SB	Poetry coursework (postcolonial/ canonical critical lens) Assessment: Coursework plan and presentation
Year 13 Literature	Richard II and ecocriticism Assessment: P1SC When will there be good news Assessment: P2SC	Richard II and Gatsby comparison (P1 Section C) Assessment: P1SC When will there be good news <i>Assessment: P2SC</i>	NEA completion/ revision Assessment: NEA draft	NEA completion/ revision Assessment: NEA draft	Revision Assessment: mock papers	

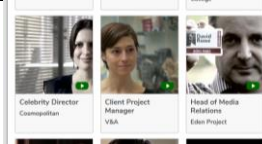
Careers/Gatsby benchmark links				
Links to careers/jobs	Career Talks (Possible contacts)	Career and labour market information	Work place visits	Encounters with higher/further education
<p>National Careers Service- English https://nationalcareers.service.gov.uk/job-categories/creative-and-media</p> <p>https://nationalcareers.service.gov.uk/job-categories/teaching-and-education</p> <p>https://nationalcareers.service.gov.uk/job-categories/managerial</p> <p><i>Explore a range of careers related to English Language and Literature.</i></p> <p>Unifrog – student side: Enter English</p> <p><i>Find careers linked to your subject area using the search tool</i></p> 	<p>Unifrog: webinars</p> <p><i>Explore the webinars to find engaging talks about suitable careers that you might find interesting.</i></p> <p><i>Eg: Communication</i></p>  <p>https://www.unifrog.org/student/webinars</p> <p>These career clips below will be edited to shorter clips</p> <p>T:\Careers & Enterprise\Career talks\National Careers Week Talks 2021\Recordings</p> <p>Search career videos linked to your subject https://icould.com/explore/#subject</p> <p>For example: https://icould.com/explore/categories/subject/english/</p>	<p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link https://www.altrinchamcollege.com/careers/websites</p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p>	<p>Careerready.co.uk- <i>explore some work place visits that you might find useful.</i> https://careerready.org.uk/resources/workplace-visits/</p>  <p><i>Learn new skills to prepare you for the world of work.</i></p> <p>English opportunities: Explore hundreds of paid and voluntary opportunities to develop your English skills. https://www.unifrog.org/student/home</p>  <p>See AC careers bulletin – you could select any suitable virtual work experiences https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</p>	<p>English and Media Centre blog: ‘why study English?’ https://www.englishandmedia.co.uk/blog/why-study-english-18-good-reasons-for-doing-an-english-degree</p>  <p>Unifrog – English University Courses</p> <p>English offers a diverse range of courses but here are some varied courses that might be useful for you to look at to narrow your courses. https://www.unifrog.org/student/subjects/keywords</p>  <p>Find a suitable MOOC linked to your subject for KS4 and KS5 – give students a taste for what it's like to</p>

<https://www.unifrog.org/student/careers/keywords>



find careers linked to your subject area

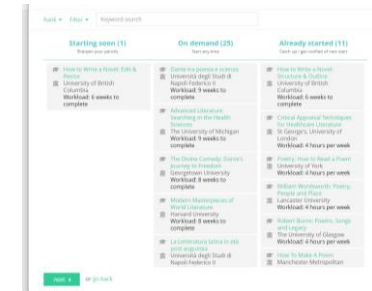
<https://www.prospects.ac.uk/job-profiles/browse-sector>



study a module at university. Enter the key word English in MOOC



<https://www.unifrog.org/student/moocs/long-list>



Research the English department of Universities.

Here are some examples as a starting point:

Sheffield University

<https://shuenglish.squarespace.com/shu-english-courses>

Queen Mary University

[Department of Linguistics - School of Languages, Linguistics and Film \(qmul.ac.uk\)](https://www.qmul.ac.uk/linguistics/)

Lancaster University

				Linguistics at Lancaster Lancaster Summer Schools in Corpus Linguistics (lancs.ac.uk)
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