

ENGLISH - INTENT

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

The purpose of the English curriculum at the academy is to foster a love, respect and curiosity for reading, writing and speaking and listening. Language is power: it underpins all learning. Our curriculum is devised to develop Stanground pupils' critical awareness, their ability to craft their writing and develop confidence to articulate their views and ideas so that they can move forward as **happy, successful and confident** young men and women academically, professionally and personally.

The aim of the KS3 curriculum at Stanground Academy is to create a chronological understanding of the development of the English language, a timeline of literature and the context in which they were written. In addition, the texts that will be delivered will focus on how human nature changes and responds to the challenges presented, linking to the themes of the KS4 AQA curriculum. This will empower pupils to question and engage with a variety of viewpoints allowing them to become more empathetic and tolerant as they think beyond their own time and place.

The content of what we teach bridges the gap between knowledge and skills. The curriculum is knowledge rich, challenging and intelligently planned. As we strive for excellence, we ask our pupils to **think, feel and imagine** so that they can consider writers' intentions and purposes, whilst taking into consideration the social, historical and cultural context of when the text was written. In their own writing they will be challenged to consider the effects of their language choices on their intended reader so that they can write with impact, precision and power. This encourages pupils to become more empathetic, it teaches them to analyse and explore motivations and consequences of behaviours. It allows them to use this learning to understand the world around them and appreciate the many changes and developments that had occurred over time, in the world and in attitudes and understanding.

2. Our key concepts and core domains of knowledge

From Year 7 Term 1, pupils will be taken on a journey from Beowulf to Chaucer to Shakespeare, learning why our language has changed and developed from old English to early modern English. Exploring these texts will allow pupils to come into contact with the rich language of the past and understand what constituted an Anglo-Saxon hero, why Chaucer's characters were so popular in medieval Britain and how his language differed from Shakespeare's.

They will then travel forward in time to the 19th century, focusing on short stories that explore the Victorians' fascination with death, crime and the supernatural. This unit will once again show the development of English from early modern to modern and allow pupils to discover the exciting changes and developments that occurred during this very important period in our history.

The final term will focus on modern literature and how our society and attitudes have changed over time. Pupils will delve into the various issues in modern society and following their journey from 1000 AD, can explore how social and political messages and events shape literature.

Throughout Y8 and 9 pupils will follow a similar pattern of movement through the ages, exploring different genres and styles of writing. This will ensure that by the end of Y9, pupils will be familiar with the contexts and themes of the texts they will study for GCSE; they will be comfortable writing about the supernatural in Macbeth, as they will have already studied the impact of the Salem Witch Trials and the effect of the fairies on the lovers in the forest. They will be able to discuss the impact of poverty Victorian Britain in A Christmas Carol because they will have had the opportunity to read Blake's London and The Chimney Sweep.

The aim of the English literature KS4 curriculum at Stanground Academy is to deliver literature texts that focus on the exploration of human nature and our capacity to change and develop because of our experiences in life: both what we learn and how we choose to respond.

Alongside this, is a focus on social responsibility and the need for the individual, as well as society, to show empathy and compassion for their fellow man. Without this, society is unable to avoid the devastating consequences of disregarding the impact we can have on others' lives.

The texts chosen exemplify these social messages. Macbeth epitomises the destructive impact of one man on individual characters and a whole nation because of his ambition and greed. A Christmas Carol demonstrates that the ability to show mercy and compassion to others can transform and even save lives. 'An Inspector Calls' illustrates that collectively we must use our power and influence in life to defend and protect more vulnerable members of society, who are marginalised because of their gender or class. The applications of these messages in our modern world are endless. We will be providing opportunities for pupils to consider characterisation and motivation, actions and consequences, social justice, the roles of males and females and many more moral issues that arise through the study of these texts.

The time periods and the context the texts were written in, depict the changing world and attitudes to a number of issues over the course of 400 years. The changing role of women and the understanding and depiction of the supernatural show that over time writers are not only influenced by the changes in their society but seek to represent and explore these in their work.

Writers advocating the need for social justice illustrate awareness that power is not just about leadership but also individual power. How this power is used is central to the texts ACC and AIC. Knowledge of the context of these texts e.g. the impact of industrialisation, urbanisation and the impact of two world wars, is central to our understanding of the need for social change at the time.

The poetry anthology will be interleaved during the teaching of the other texts, with the aim of supporting pupils' understanding of literary timelines and contexts. They will be taught thematically in clusters to aid the understanding of the time, the attitude or the theme being presented. This will also enable pupils to form their own schemas, increase the transference of learning to long term memory and aid exam performance.

The Language curriculum will be used to support this knowledge and skills-based curriculum. The use of non-fiction texts will be used to support pupils' knowledge and understanding of the wider world. It will also provide an insight into some of the important events of the time periods that influenced writers' content and their perspectives on these.

Not only will the array of literature provide an insight into the past, it will also provide opportunities to evaluate the present, reflect on our own society and how we show social responsibility and a capacity to change and develop. Throughout their time in English all pupils will be asked to think, feel and imagine. This will allow them to explore, analyse and interpret so that they become more resilient, confident and successful learners.

To ensure progress over time, the units of work will take pupils step by step through the assessment objectives and skills that they require to become successful and confident readers and writers. Assessment objectives will be broken down, scaffolded when required and assessed to ensure they are embedded to allow pupils to move through the thresholds in each area.

3. The end points of our curriculum

Our pupils will have:

- 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.