

## English Curriculum Vision

### **Why should students learn your subject?**

As a subject, English incorporates two linked areas: Language and Literature. Language is predominantly about communication, appreciating how writers communicate with us and being able to adapt our own speaking and writing to suit audience and purpose. In Literature we study quality texts representing different voices and contexts. The subject encourages students to think critically about complex topics from different perspectives, developing personal response and empathy yet also critical detachment. Whether studying *The Lord of the Flies* and *Much Ado about Nothing* at GCSE, 1984 and *To Kill a Mockingbird* in Year 9, *Of Mice and Men* and *Noughts and Crosses* in Year 8 or *Oliver Twist* and *Wordsworth* in Year 7, it is hoped that horizons will be broadened, and students will develop a lasting love of reading.

Both subject areas complement each other and help students develop many transferable skills. Skills of analysis are developed, where students express their own interpretation of the written word with textual justification, and students also improve their ability to write cohesive essays, narratives, and non-fiction forms. Oracy skills are explicitly worked on in discussion-led lessons, deliberately targeted modules and formal presentations and debates. A creative strand runs through our curriculum with students being encouraged to explore their own voice in varied forms of writing, consciously crafting their work.

### **What is the core knowledge in your subject that all students should understand?**

In Year 7, 8 and 9 students study a vertical curriculum with cumulative strands. Therefore, a core body of knowledge is expected to be carried through each academic year, growing in breadth and depth as students progress through the key stage. We call this essential body of knowledge a 'domain strand'. So, for example, in Year 7 students study Romantic Poetry, revisiting much of the poetic terminology they covered in Key Stage 2 and learning some new literary terms and knowledge about The Romantics. In Year 8 they revisit this domain strand as part of the Cultural Heritage poetry, whilst adding to their knowledge store. Finally in Year 9 they study War Poetry and again recap and develop this core knowledge. The same process is applied to many of the five curriculum strands.

### **What do students do with their knowledge to demonstrate their understanding?**

At the end of each unit students have a discrete multiple-choice test on that domain strand. With this knowledge secure, they move onto either a formative or summative assessment. The knowledge from the domain strands underpins the more skill-based application in extended reading and writing tasks.