

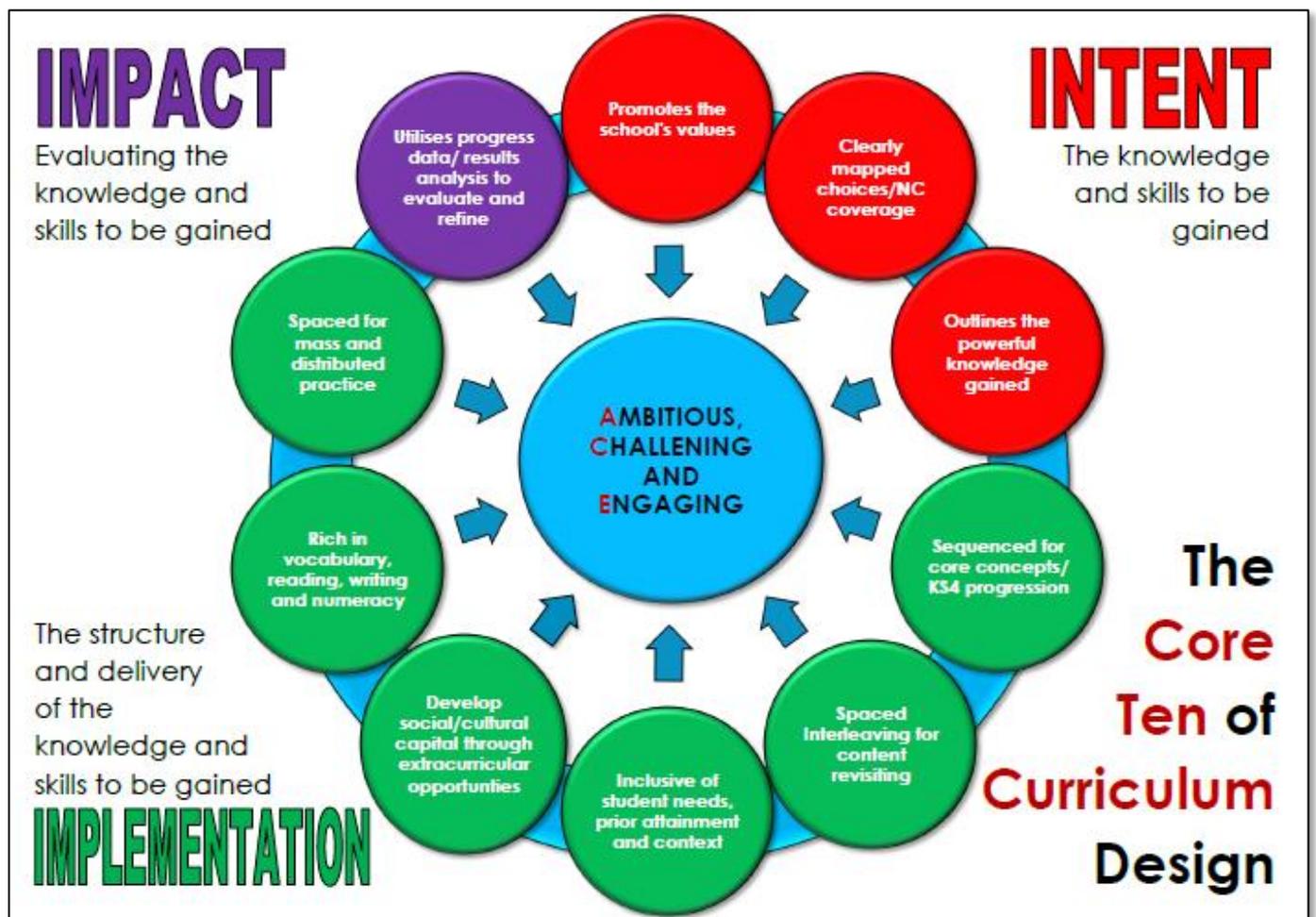
# 1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: ENGLISH

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## THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

**Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.**

**How are you trying to accomplish this, with this Programme of Study (PoS)?**

**DEFINITION:** Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

We will provide a challenging, diverse and aspirational English curriculum. The content we teach will break down perceived boundaries, open minds and equip all with the knowledge and skills they need for their future lives and careers in Great Britain and beyond, while allowing all students to explore the opportunities of the world around them through the literary canon. We will not shy away from challenging texts, topics and issues within our units, and we will seek to explore a wide variety of literature throughout KS3 and beyond.

**Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?**

- Have a wide variety of linguistic and literature-based experiences that allow them to love and/or appreciate the artistry in the English language, including both fiction and non-fiction.
- All of our KS4 skills/AOs will be embedded and practised throughout, to best prepare students for the challenge of GCSE level work and beyond.
- Explore a variety of canon and non-canon texts and writers that inform their knowledge of English for study at GCSE and beyond
- Write confidently and competently in a variety of forms, including both fiction and non-fiction.
- Read fluently and with accuracy, even in the face of challenging texts
- Speak and listen with confidence and respect, always ensuring a high level of accuracy.
- Be able to utilise a broad and varied vocabulary that can open doors for students in later life.

**Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?**

- We will study texts with an inherent level of challenge – that are either archaic, nonlinear, narrated with complexity, contain complex plots, are resistant to decoding on first glance, or are non-fiction – so that we can raise the level of aspiration for our students.
- We will ensure all ability ranges are supported in accessing a high level of challenge, rather than oversimplifying or reducing content to a lower level.
- We will create positive learning environments that ensure all students are respected and encouraged to share thoughts, views and opinions in a positive way.

**KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)**

**NB:**

1. All of our units will be planned to take 10 Weeks, rather than running to half terms, as this will allow us to plan more effectively and efficiently, considering texts in depth.
2. All of our units will be planned to include fiction, non-fiction, a variety of different skills and question types linked to GCSE AOs, extended writing, pre- and post-1900 writing, an oracy-centred activity, complex sentence construction and explicit vocabulary instruction. We will include poetry and playscript to units where it is possible and relevant to do so.
3. All of our units will run alongside the Amington Reading Curriculum (see separate information on this area)
4. All of our units will include a minimum of one opportunity for 'Beautiful Work' – redrafted and improved to the highest possible standard.
5. In Years 7 and 8, there will be additional brief Author Studies at various points, from a list of: Shakespeare, Dickens, Stevenson, C Bronte, M Shelley, Hughes, Sassoon and Wilde.

| YEAR     |                       | Unit 1  | Unit 2  | Unit 3  | Unit 4   |
|----------|-----------------------|---|---|---|--|
| <b>7</b> | <b>Unit/Topic</b>     | <b>Gothic Monsters</b><br>(Frankenstein)        | <b>Love and Other Poisons</b><br>(Romeo and Juliet)     | <b>Villains</b><br>(Extracts of notorious villains from a variety of texts, inc. Shakespeare, Wizard of Oz etc. ) | <b>Crime</b><br>(Extracts from a variety of different Crime novels inc. Sherlock Holmes, ) |
|          | <b>KS3 NC covered</b> | Whole Text study<br>Author focus<br>Genre study | Shakespeare (1 of 2)<br>Whole Text study<br>Genre study | Conventions study   | Genre study  |

|   |                       |  |   |  |   |
|---|-----------------------|--|---|--|---|
| 8 | <b>Unit/Topic</b>     | <b>Companionship and The American Dream</b><br>(Of Mice and Men) | <b>War</b><br>(inc. Poetry from Owen, Brooke, etc. and extracts from other sources)                   | <b>Civilisation Versus Savagery</b><br>(Lord of the Flies) | <b>The World Around Us</b><br>(inc. extracts from different writers from around the world/different backgrounds)  |
|   | <b>KS3 NC covered</b> | Whole Text study<br>Author focus<br>World Literature             | Genre study   | Whole Text study<br>Genre study                            | Conventions study   |
| 9 | <b>Unit/Topic</b>     | <b>Nature Versus Nurture</b><br>(Blood Brothers)                 | <b>Voices</b><br>(Short Stories)<br>(inc. different voices and heritages, both modern and historical) | <b>The Tragedy</b><br>(Othello)                            | <b>Here and Now</b><br>(inc. a focus on non-fiction sources, e.g. newspapers, but with an emphasis on landmark moments of recent history and current affairs) |
|   | <b>KS3 NC covered</b> | Whole Text study<br>Drama  | Whole Text(s) study<br>Conventions study  | Shakespeare (2 of 2)<br>Whole Text study                   | Conventions study<br>Genre study  |

#### National Curriculum content missing from this PoS and why?

- Not every feature of the NC is included in every year group – for example, Year 9 doesn't have an extended prose novel – however there is ample coverage of all of these features in the three years as a whole
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#### Content taught in addition to the National Curriculum and why?

- Where applicable, we will study elements of film, media and screenplay (e.g. in the Villains unit it may be appropriate to consider Blofeld from a James Bond film)
- We will cover elements of current affairs including 'fake news'
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**Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)**

**NB:**

- All of our units will cover the following key elements of knowledge for success in English:
  - Vocabulary
  - Structure of texts
  - Technical terminology
  - Author's craft
  - Creative Writing
  - Impacts of writer's choices
  - Suitable paragraph structures for answers

| YEAR |                                    | Unit 1   | Unit 2  | Unit 3   | Unit 4   |
|------|------------------------------------|--|---|--|--|
| 7    | <b>Powerful Knowledge</b>          | <ul style="list-style-type: none"> <li>- Traits and themes of gothic/ romantic texts</li> <li>- Awareness of classic text</li> <li>- Framed narratives</li> </ul>          | <ul style="list-style-type: none"> <li>- Shakespeare's England</li> <li>- Tragedy</li> <li>- Conventions of theatre</li> <li>- Mythology of love</li> <li>- Vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>- Character stereotypes – heroes and villains (pro/antagonist)</li> <li>- Seven Basic Plots</li> </ul>      | <ul style="list-style-type: none"> <li>- Traits and themes of crime texts</li> <li>- Awareness of classic canon texts</li> </ul>   |
|      | <b>Why it is important to know</b> | A critical genre for continued success in English – themes, vocabulary, structure, etc. all of an increased challenge.   | Shakespeare is a critical figure in the English canon.  | Archetypes of this nature feature heavily in a variety of different texts, not limited to the written.   | Archetypes from Crime, both non-fiction and fiction, are prevalent in society; this is a popular and engaging genre.   |
| 8    | <b>Powerful Knowledge</b>          | <ul style="list-style-type: none"> <li>- Context of inter-war USA</li> <li>- Cyclical narratives</li> <li>- 'Others'</li> </ul>  | <ul style="list-style-type: none"> <li>- Contextual information on poets, writers, etc</li> <li>- Decoding poetry and dense writing</li> </ul>                                    | <ul style="list-style-type: none"> <li>- Context of Cold War texts</li> <li>- Dystopian and Utopian writing</li> <li>- Classic canon</li> </ul>    | <ul style="list-style-type: none"> <li>- Diverse voices and writer's influences</li> <li>- Global contexts to writing</li> </ul>   |
|      | <b>Why it is important to know</b> | OMAM is seen as a 'rite of passage' text and is considered to be a 'must read at school'; the representation of 'others' is a significant factor in literature as a whole. | Covering a variety of influential writers for the English canon; a context that is popular, relevant and engaging for our students for various reasons.                           | Key trait in modern writing; dense text leading to decoding skills.  | Students need to hear the variation in voice and perspective and be accustomed to the different nuances in the writing of others; travel is a key aspiration for many of our students.   |
| 9    | <b>Powerful Knowledge</b>          | <ul style="list-style-type: none"> <li>- Conventions of theatre</li> <li>- Modern play</li> <li>- Role of family in literature</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Diverse voices and influences</li> <li>- Challenging and classic canon texts</li> <li>- Vocabulary</li> </ul>                            | <ul style="list-style-type: none"> <li>- Shakespeare's England</li> <li>- Tragedy</li> <li>- Conventions of theatre</li> <li>- 'Others'</li> </ul> | <ul style="list-style-type: none"> <li>- Current events</li> <li>- Issues of global and national importance in recent history</li> <li>- Writer's perspectives and intentions</li> </ul> |
|      | <b>Why it is important to know</b> | Playscript is an important and culturally valuable format; family is an important theme in a huge number of texts, both modern and classic.                                | Students need to hear the variation in voice and perspective and be accustomed to the different nuances in the writing of others.   | Shakespeare is a critical figure in the English canon.   | Explore legal and democratic issues of Britain and beyond, and how they are represented through text.  |

### How does the Curriculum Intent meet the ACE curriculum design?

|                    |  |
|--------------------|--|
| <b>Ambitious</b>   | <ul style="list-style-type: none"><li>• More whole text studies than current curriculum – 7x whole texts vs 5x</li><li>• Units designed around culturally valuable texts, rather than ‘engagement’</li><li>• Opportunities for varied authors and voices to broaden the horizons of our students</li><li>• New ‘Amington Reading Curriculum’ and Author Mini Units will enable students to discover a wider variety of higher quality texts and authors than before, better readying them for further study at KS4, KS5 and beyond</li></ul> |
| <b>Challenging</b> | <ul style="list-style-type: none"><li>• Some units now have a significantly challenging thematic element – e.g. Frankenstein’s themes</li><li>• Texts of a significantly higher written difficulty than those selected previously – e.g. Blood Brothers and Othello in Year 9, where previously ‘The Hunger Games’ was selected; ‘Lord of the Flies’ now in Year 8 to further increase the challenge.</li></ul>  |
| <b>Engaging</b>    | <ul style="list-style-type: none"><li>• Engagement -&gt; challenge, and challenge -&gt; engagement</li><li>• High quality texts selected throughout</li><li>• Wide scope of different themes/topics, from 1600’s to present day</li></ul>  |

### What are the current strengths of the Curriculum Intent?

- Diversity of voices
- Challenge of texts
- Scope and variety

### What specific actions have to be taken in response to the above? Please consider:

- KS3 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.
- **Costs** of new texts
- **Time** to implement new planning for all units; of the 12 units in the new curriculum, 2x are already planned to a good standard and will need small adaptations to fit the new teaching model, 5x are based upon existing units but will need a large amount of time to re-plan to the required standard and to fit the needs of the new teaching model, and 5x are brand new units that will require **significant** time to resource to the required standard.
- **Visits** to schools (where possible) to explore how best these topics are approached.