

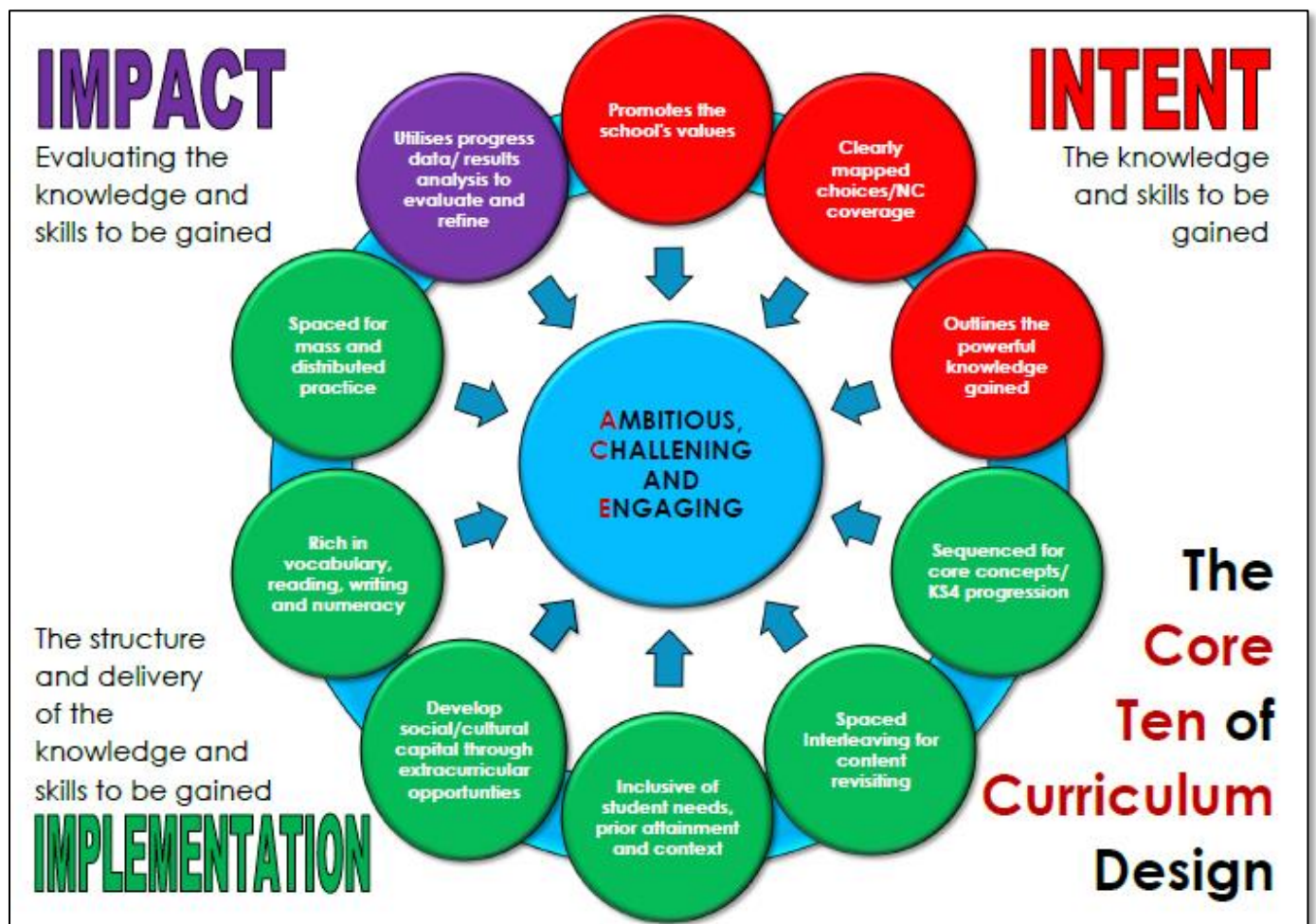
# 1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: English Language

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## THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

**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.

The English Department Curriculum Intent is as follows:

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)?**

We want all of our students to be able to functionally use their English skills in their everyday lives. We want students to have encountered a variety of texts and extracts that are enriching, informative, exciting and thought provoking so that they are able to continue reading and writing without barriers in their later lives.

We want all of our students to have a thorough knowledge of the requirements of their GCSE assessments in English Language, so that they are capable of showing themselves in the best positive light in the competitive job market when they leave our school and move into our community and beyond.

We want our students to read, write, speak and listen with confidence, assurance and accuracy.

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

This curriculum will be Ambitious – we will push our students to achieve the highest grades possible in this subject that is so pivotal for their futures.

This curriculum will be Brave – we will cover texts that are both representative of the examination papers they face but also challenging in terms of theme, content or difficulty.

This curriculum will be Kind – we will give our students the tools to succeed in the face of challenging examinations, and work to eliminate barriers to their progress.

**KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification?**

***(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)***

In a change from previous years, English Language and English Literature will be separated and taught by different teachers for each class from the start of the Academy Year 2020-21, onwards. From an allocation of nine lessons, plus one Session 6 in Year 11 identified separately, we propose the following split so as to maximise the potential for success for our students:

	Year 10	Year 11	Total
Language Lessons	3 (60 contact hours)	4 (68 contact hours)	128 Contact Hours
Literature Lessons	6 (120 contact hours)	5+1 (85+17 contact hours)	205 + 17 Contact Hours

We feel that this approach will yield a number of benefits for us, including increased flexibility with regards to staffing; additional levels of collaboration and cooperation amongst teachers within the department; an increased accountability for results of a wider cohort; internal moderation opportunities, and, a possibility for more regular feedback within the classroom as classes are seen less frequently.

We also feel that the weighting we have given to each subject reflects the volume of content that is needed to be covered from a Literature perspective, whilst at the same time not diminishing Language to a course that can just be done with the skills as they are – maintaining, improving and developing the use of these skills and strategies in Language is something we passionately believe in.

We have also accounted for an 'intervention point' at the end of Term 3 of Year 11, where we have completed the content for both courses in English and could look to re-set students into more suitable groupings for their final preparations for the GCSE examinations.

For English Language, we will integrate Reading and Writing components throughout all of our units and seek to develop extended writing wherever possible. We will, however, focus solely on writing in Term 3 of Year 11, with a view of building writing stamina in advance of the GCSE examinations. Activities to support this may also run as part of the Language Mini Mock process depending on need. Our additional 'Session 6' will prioritise recall of Year 10 Literature content during Year 11, to ensure students have a strong recall of key content.

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Short Stories		People, Places and Action	Writing In Wartime	Story Gateways	Life in the 1800s
	Specification/ Assessment Objective	Paper 1		Paper 1	Paper 2	Paper 1	Paper 2 Reading (most) Paper 1 Reading (minor)
11	Unit/Topic	Travel Writing	Character and Perspective	Just Write	Past Papers/ Revision	Past Papers/Revision	
	Specification/ Assessment Objective	Paper 2	Paper 1 & Paper 2 Reading	Paper 1&2 Writing Components	Paper 1&2	Paper 1&2	

**In addition, a Mini Mock process will be scheduled in collaboration with other core departments, to ensure our students are regularly assessed and given opportunities to familiarise themselves with the rules and regulations of examination conditions.**

**AO1-4 = Reading, AO5&6 = Writing, AO7-9 = Speaking and Listening**

AO1: (i) identify and interpret explicit and implicit information and ideas

(ii) select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

**Exam specification content missing from this PoS and why?**

- Speaking and Listening assessments typically occur during the final term of Year 9. Incomplete assessments will be caught up upon in Term 6 of Year 10 or Term 4 of Year 11.
- We will address SPaG throughout the course.

**Content taught in addition to the exam specification and why?**

- We are free to choose suitable subject material for this course and will choose challenging and engaging texts where possible.
- We have included a specific writing unit to address the lack of writing stamina we often see in Year 11 students. Whilst writing will feature throughout the curriculum, we felt it was important to give writing at speed and under pressure the profile it deserves.

**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)**

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	<b>Powerful Knowledge</b>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Crafting stories through language</li> <li>- Structures e.g. Freytag's Pyramid</li> <li>- Inference</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Characterisation</li> <li>- Settings</li> <li>- Effective action within texts</li> <li>- Inference</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Pre 1900 texts</li> <li>- Inference</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Non-fiction texts from various contexts</li> <li>- Inference</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Story openings</li> <li>- Inference</li> </ul>	
	<b>Why it is important to know</b>	<ul style="list-style-type: none"> <li>- Lang P1 extract is from a fiction source; students must be acquainted with various different types of fiction to be prepared for their examinations.</li> </ul>	<ul style="list-style-type: none"> <li>- All elements of successful writing responses</li> <li>- Reading responses often encompass these areas</li> </ul>	<ul style="list-style-type: none"> <li>- Students must be acclimated to these texts as at least 1 of their 3 extracts will be of this century</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring the different skills needed to understand non-fiction and informational texts</li> </ul>	<ul style="list-style-type: none"> <li>- Extracts or written tasks frequently set as tasks in GCSE exams</li> </ul>	
11	<b>Powerful Knowledge</b>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Travel writing conventions</li> <li>- Different cultures</li> <li>- Inference</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Characterisation</li> <li>- Perspectives</li> <li>- Viewpoints</li> <li>- Inference</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Exam strategies</li> </ul>	
	<b>Why it is important to know</b>	<ul style="list-style-type: none"> <li>- Travel a commonly selected theme for GCSEs</li> </ul>	<ul style="list-style-type: none"> <li>- Set texts for examinations frequently concern a central character</li> <li>- Connections to Lang P2 Q4 (which students have found challenging historically)</li> </ul>	<ul style="list-style-type: none"> <li>- Students need to develop strategies to write well and at speed to develop exam preparedness.</li> </ul>	<ul style="list-style-type: none"> <li>- To prepare for upcoming examinations</li> </ul>	<ul style="list-style-type: none"> <li>- To prepare for upcoming examinations</li> </ul>	

**Much of the knowledge of content for this qualification is designed to be applicable to any text. For example, the Structure of a text is important not only in Y10 Term 1, but in all of the texts studied, and, indeed, in Literature.**

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

<b>Ambitious</b>	<ul style="list-style-type: none"><li>- This curriculum is ambitious because it has never been done at the school before – Language has always been taught through Literature, or in discrete units to limited success. We will strive to get the best grades possible for students in English Language through this curriculum, as these are what they will need later in life.</li></ul>
<b>Challenging</b>	<ul style="list-style-type: none"><li>- We will select texts and extracts with a degree of challenge so as to acclimate students to the challenges of the GCSE exam, but also to texts beyond GCSE level, so that they are prepared to be lifelong readers and writers after leaving the Academy.</li></ul>
<b>Engaging</b>	<ul style="list-style-type: none"><li>- We will use our curriculum time wisely, to ensure that students are focussed on specific texts and the skills required to decode and understand them. We will offer thematic units to give us the scope to pick only the best texts, that are the most important for students to study.</li></ul>

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

- Clear focus on examination performance
- Embedded strategies from extensive work in re-planning our departmental approach in 2019-2020 year will form a backbone through each unit
- Intervention Point after Term 3 Year 11 to allow for re-setting based on wholly completed courses
- Significant time to allow for revision, revisiting or reteaching before examinations

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

- KS4 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.
- Our planning is based on the needs of our students, the needs of our department and online research into the way in which other schools operate, which has seen us revise our initial plan to allocate lessons into the model presented here.
  - Ongoing CPD in 2019-2020 from Helen Pickering has been highly beneficial and would be essential for this English Language strategy to be successful
  - It has been agreed that Helen Pickering, or another suitable body, will mark the initial set of Year 11 trial examinations to offer a baseline for future planning and interventions in this year group.
  - Events like visiting the PiXL English conference as a department have been very successful in developing pedagogy and it would be beneficial to try and repeat this if it proves possible
  - We will look to produce Knowledge Books with all key content in for each unit once the curriculum is established and a framework for planning is in place.
  - Staff in the English team will need to be given suitable time, CPD and encouragement to embrace the teaching of Language, as we are a department that has a tendency towards the teaching of Literature. Where possible we must embrace the challenge and opportunity that teaching English Language affords us.