

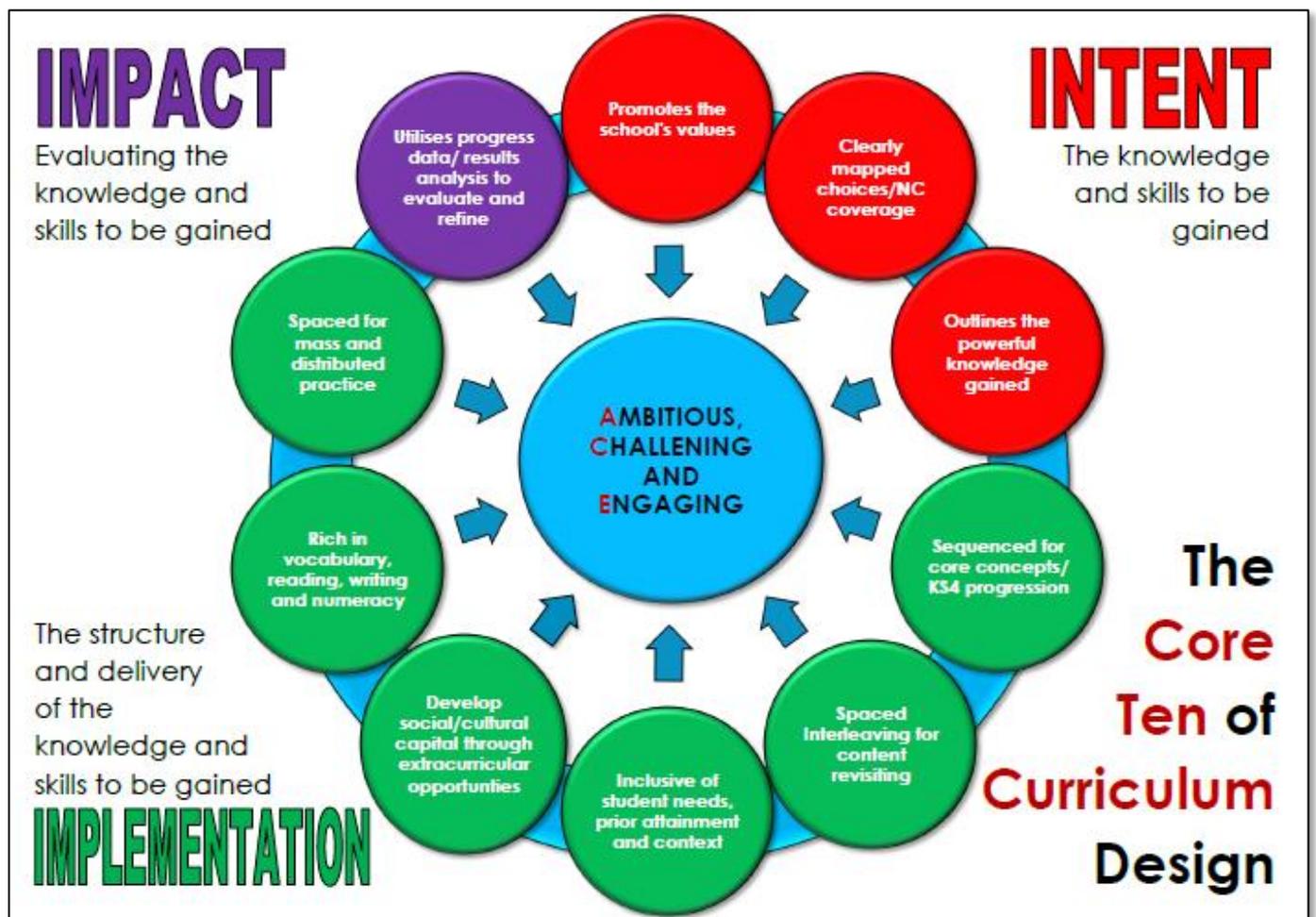
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: English Literature

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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 our students to explore the world of Literature around them, appreciating it as art but also developing a level of criticality that will be so important for them in the world of work.

We want our students to be able to explore the best that has ever been written in the English canon, both in modern times and through history.

We want to enrich our students with the contextual knowledge to be able to understand the evolution and change in society over time, and how those changes are mirrored in the texts they will study.

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 unashamedly read tough texts, expect extended responses and push for excellence from our students in response to these excellent texts.

This curriculum will be Brave – we will explore challenging topics and themes and must instil in our students the confidence to rise to this.

This curriculum will be Kind – we will cover texts that promote empathy for others, and explore the importance of morality within society frequently.

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 Literature, we will offer frequent opportunities to complete extended, critical writing throughout the course. We may also utilise the Mini Mock process to develop exam preparedness and offer extended writing opportunities. We have also sub-divided the 15 Power and Conflict poems into 4 clusters (Nature's Power; War; Identity, and, Power) for ease of teaching.

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	An Inspector Calls	AIC until 30/11 Poetry Cluster 1 – Nature's Power (December)	Poetry Cluster 2 - War	Shakespeare (Macbeth/Romeo and Juliet)		Poetry Cluster 3 – Identity
	Specification/ Assessment Objective	Paper 2	Paper 2	Paper 2	Paper 1		Paper 2
11	Unit/Topic	A Christmas Carol		Poetry Cluster 4 - Power	Past Papers/Revision	Past Papers/Revision	
	Specification/ Assessment Objective	Paper 1		Paper 2	Papers 1 & 2	Papers 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.

AO1-3 feature on all areas apart from Unseen Poetry (where there is no AO3); AO4 assessed as up to four additional marks on Macbeth and An Inspector Calls questions.

AO1: Read, understand and respond to texts. Students should be able to:

(i) maintain a critical style and develop an informed personal response

(ii) use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Exam specification content missing from this PoS and why?

- The Unseen poetry section from Literature Paper 2 is not included; all poems we teach will be taught-as-unseen, and the same strategies will be applied. We will, however, set termly Unseen Poetry homeworks to prepare students for this section.
- We will address SPaG throughout the course.

Content taught in addition to the exam specification and why?

- Unseen poems homeworks will encompass poems not included on the specification
- We will look to use non-fiction texts to enrich contextual understanding where possible, as this has a crossover value with elements of the GCSE Language course.

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	Powerful Knowledge	<ul style="list-style-type: none"> - Writer's Context - Social Class - Play structure - Socialism & Capitalism 	<ul style="list-style-type: none"> - Writer's Contexts - Poetic Structures - Poetic language - Comparison skills 	<ul style="list-style-type: none"> - Writer's Context - 5 Act structure - Shakespearean Tragedy - Shakespearean writing and language features 	<ul style="list-style-type: none"> - Writer's Contexts - Poetic Structures - Poetic Language - Comparison Skills 		
	Why it is important to know	<ul style="list-style-type: none"> - These concepts will give a foundation of knowledge to the play and are important concepts more generally. 	<ul style="list-style-type: none"> - The poems contain various concepts and elements of knowledge that are important for both exam success and wider general knowledge 	<ul style="list-style-type: none"> - These concepts are important to develop understanding of the play and are crucial for developing a love of knowledge of Shakespeare. 	<ul style="list-style-type: none"> - The poems contain various concepts and elements of knowledge that are important for both exam success and wider general knowledge 		
11	Powerful Knowledge	<ul style="list-style-type: none"> - Writer's Context - Victorian society - Dickensian writing (vocabulary and phrasing) - Structure of novellas 	<ul style="list-style-type: none"> - Writer's Contexts - Poetic Structures - Poetic language - Comparison skills 	<ul style="list-style-type: none"> - All previous elements - Exam strategy 	<ul style="list-style-type: none"> - All previous elements - Exam strategy 		
	Why it is important to know	<ul style="list-style-type: none"> - These concepts will give a broad knowledge of this time period but also support students in understanding the intent behind Dickens' writing. 	<ul style="list-style-type: none"> - The poems contain various concepts and elements of knowledge that are important for both exam success and wider general knowledge 	<ul style="list-style-type: none"> - Impending exams 	<ul style="list-style-type: none"> - Impending exams 		

How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	<ul style="list-style-type: none">- We have never sought to cover this volume of content in one curriculum year (10) before – this split of allocations between Language and Literature is a ‘first’, with the goal of securing higher outcomes in both subjects.- There is a large amount of content to learn – we will need to relentlessly push for recall and retention of this knowledge.
Challenging	<ul style="list-style-type: none">- The texts selected are challenging – especially A Christmas Carol and Macbeth/Romeo and Juliet – due to their archaic vocabulary and writing style, compared to the vernacular of our students.- There is a high volume of content to cover – three full texts and fifteen poems – that need to be learned in preparation for two closed book examinations
Engaging	<ul style="list-style-type: none">- We have allowed for a level of depth in studying each unit, spending the necessary time to demystify texts where necessary, but also allowing us to explore and inspire a love for these texts.- We have deliberately chosen texts that we know have an appealing theme or other content – be it war, inequality, morality, etc.

What are the current strengths of the Curriculum Intent?

- Clear focus on examination performance
- Intervention Point after Term 3 Year 11 to allow for re-setting based on wholly completed courses
- Significant time to allow for revision of key content, re-teaching of missed work and re-visiting of key ideas between course completion and examinations
- We will utilise the planning strategies established in 2019-2020 to build on and iterate our curriculum resources to support this model

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.
- Ongoing CPD with the help of Helen Pickering has been beneficial to the department, and would be of continued benefit going forwards
 - 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
 - Moving to ‘Driving Questions’ in sessions rather than titles with learning objectives (in alignment with What Why How)
 - All future planning will be informed by a quality assurance process to ensure that the appropriate amount of content, challenge of content and pedagogical strategies are included.
 - An emphasis on vocabulary will be present within sessions (e.g. Tier 2 from text and Tier 3 to analyse)
 - 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.