



CURIOSITY

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Curriculum Overview

Subject	English
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>
<p>Curriculum intent:</p>	<p>English holds a privileged position within the curriculum as both a core subject and one that unlocks learning in other subjects. It has the capacity to help remove disadvantage and improve the social mobility of young people who may lack opportunities and face barriers in their lives. Through the delivery of our knowledge-based curriculum, we want students to:</p> <ul style="list-style-type: none"> • Become fluent readers with an appreciation of literature, and an understanding of how it shapes and reflects the world we live in. • Develop compassion by teaching empathy and gaining insights in to the human condition • Be empowered to articulate viewpoints and ideas with courage and clarity in both the spoken and written form. • Be able to connect their learning in English with the knowledge and skills needed for work and lifelong learning. • Develop their vocabulary in order to narrow the word gap that limits literacy and understanding <p>Through the study of both English Language and Literature, students are constantly exploring British values and many aspects of the PSHE programme of study. Literary and non-literary texts have been selected that develop students’ understanding of key themes such as: law, morals, political beliefs, freedom and repression, war, different cultures and beliefs, physical and emotional wellbeing, relationships, power and conflict and responsibilities. They are provided with the opportunity to discuss and debate ideas and relate fictional characters and their situations to the real world. Deep learning of knowledge in the aforementioned areas is intended to inspire curiosity in our students and encourage them to ask questions about the world they live in.</p> <p>At LFA QEMS, we teach a knowledge rich curriculum that supports students in mastering the ideas, concepts and stories that shape our world. Topics are interleaved so that knowledge is retained and mastered, and skills are acquired more quickly. Low stakes quizzing, knowledge organisers and metacognitive strategies are used routinely to support learning and allow students to recognise the gaps in their own knowledge.</p>



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Threshold Concepts (TCs):

A good student of English understands that:

1. English is about **communication** and **meaning**. [TC1]
2. Acquiring a broad and varied **vocabulary** unlocks understanding of the wider world and opportunities in life. [TC2]
3. Developing knowledge of effective **listening** and **oracy** develops acquisition and application of the language, as well as, reading and writing. [TC3]
4. A text is a **construct** which possesses a **form**, is written in a particular **style** and has a **structure** which contributes towards **meaning**. [TC4]
5. Texts are influenced by the **context** in which they are written in, as well as, the context in which they are received. [TC5]
6. Texts are written for a variety of different **genres** and for different **purposes** and **audiences**. [TC6]
7. **Literature** provides a gateway into **different interpretations** of what it meant to be human in the past and what it means across time including the present and future. [TC7]
8. Texts may explore numerous **themes**. [TC8]
9. There are many ways to explore a text through: **summary, synthesis, analysis, evaluation** and **comparison**. [TC9]
10. **Writer's methods** are intentional choices made by writers in order to achieve **effects**. [TC10]
11. There are many **literary theories** which may be used to enhance the exploration of a text. [TC11]
12. Successful **communication** is **organised** and **cohesive**. [TC12]
13. Meaningful **viewpoints** and **perspectives** are underpinned by **thesis**. [TC13]
14. Better arguments are supported by **evidence**. [TC14]
15. Accurate **spelling, punctuation** and **grammar** contribute towards successful communication. [TC15]

KS2 National Curriculum summary:

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

For writing, the programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)



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Teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

[Programme of Study for Key Stage 2 English link](#)

Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
						
	CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
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The Big Question	Year 10: Why can ideas in English writing be interpreted differently depending on context?					
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Big picture questions:	How does Dickens convey his moral message in A Christmas Carol?	How can I create clear meaning in my own creative writing?	How do poets create similar meanings using a variety of methods?	How can I analyse the links between texts written in different contexts?	How does Priestley use the dramatic form to inspire his audience to change?	How can I show understanding of the ways in which texts are formed?
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Content (Linked to TCs):	<u>A Christmas Carol</u> Linked to TCs 1-15 with emphasis on: A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning. [TC4]	<u>A Christmas Carol</u> Linked to TCs 1-15 with emphasis on: A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning. [TC4]	<u>Power and Conflict Poetry (Romanticism) (including Unseen)</u> Linked to TCs 1-15 with emphasis on: A text is a construct which possesses a form, is written in a particular style and has a structure	<u>Power and Conflict Poetry (War) (including Unseen)</u> Linked to TCs 1-15 with emphasis on: A text is a construct which possesses a form, is written in a particular style and has a structure	<u>An Inspector Calls</u> Linked to TCs 1-15 with emphasis on: Texts are written for a variety of different genres and for different purposes and audiences. [TC6] Literature provides a gateway into different	<u>An Inspector Calls</u> Linked to TCs 1-15 with emphasis on: Texts are written for a variety of different genres and for different purposes and audiences. [TC6] Literature provides a gateway into different
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	<p>Texts are influenced by the context in which they are written in, as well as, the context in which they are received. [TC5]</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p><u>Creative Writing</u></p> <p>Linked to TCs 1-15 with emphasis on:</p> <p>English is about communication and meaning. [TC1]</p> <p>Successful communication is organised and cohesive. [TC1]</p> <p>Accurate spelling, punctuation and grammar contribute towards successful communication. [TC15]</p>	<p>Texts are influenced by the context in which they are written in, as well as, the context in which they are received. [TC5]</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p><u>Transactional Writing</u></p> <p>Linked to TCs 1-15 with emphasis on:</p> <p>English is about communication and meaning. [TC1]</p> <p>Successful communication is organised and cohesive. [TC12]</p> <p>Accurate spelling, punctuation and grammar contribute towards successful communication. [TC15]</p>	<p>which contributes towards meaning. [TC4]</p> <p>Texts are influenced by the context in which they are written in, as well as, the context in which they are received. [TC5]</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p><u>Language Paper 2</u></p> <p>Linked to TCs 1-15 with emphasis on:</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p>There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison. [TC9]</p> <p>Meaningful viewpoints and perspectives are underpinned by thesis. [TC13]</p>	<p>which contributes towards meaning. [TC4]</p> <p>Texts are influenced by the context in which they are written in, as well as, the context in which they are received. [TC5]</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p><u>Language Paper 2</u></p> <p>Linked to TCs 1-15 with emphasis on:</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p>There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison. [TC9]</p> <p>Meaningful viewpoints and perspectives are underpinned by thesis. [TC13]</p>	<p>interpretations of what it meant to be human in the past and what it means across time including the present and future. [TC7]</p> <p><u>Language Paper 1</u></p> <p>Linked to TCs 1-15 with emphasis on:</p> <p>A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning. [TC4]</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p>Better arguments are supported by evidence. [TC14]</p>	<p>interpretations of what it meant to be human in the past and what it means across time including the present and future. [TC7]</p> <p><u>Language Paper 1</u></p> <p>Linked to TCs 1-15 with emphasis on:</p> <p>A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning. [TC4]</p> <p>Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]</p> <p>Better arguments are supported by evidence. [TC14]</p>
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<p>Vocabulary Instruction:</p>	<p>novella, stave, ignorance, want, motif, redemption, covetous, sinner, solitary, poverty, spectre, condemned, jovial</p>	<p>Structural Devices, Rhetorical Devices, Linguistic Devices</p>	<p>understand, identify, explain, analyse, structure, viewpoint, perspective, argue, persuade</p> <p>sublime, nature, individualism, oppression, religion, outcasts of society, human emotion</p>	<p>understand, identify, explain, analyse, structure, viewpoint, perspective, argue, persuade</p> <p>trauma, nationalism, patriotism, propaganda, ideology, occupation, loyalty, futility, devastation, terror, colloquial, PTSD, floriography, ambiguity, contemporary, monotony, nonchalance, domestic, sacrifice, loss, freedom, terror</p>	<p>mouthpiece, advocate, social injustice, social responsibility, righteous, sardonic, mysterious, arrogance, prejudice, supercilious, remorseless, compassionate, sensitive, remorseful, reckless, immature, evasive, pragmatic, emblematic, vulnerable, principle</p>	<p>Understand, identify, explain, analyse, structure, evaluate, describe, narrative; empathy; cyclical structure</p>
<p>Assessment:</p>		<p>'Starting with this extract, how does Dickens present Scrooge as a changed man?'</p>	<p>Summative Assessment</p>	<p>'Compare the ways poets present ideas about conflict in 'Exposure' and in one other poem from Power and Conflict'</p>	<p>'How does Priestley present Sheila as a character who learns important lessons about herself and society?'</p>	<p>Summative Assessment</p>
<p>Key/Historical misconceptions in this unit:</p>	<p><u>A Christmas Carol:</u></p> <p>Authorial intent, more focus on language, form and structure, essay skills</p> <p><u>Creative Writing:</u></p> <p>Planning, implementing the skills taught into their own writing</p>	<p><u>A Christmas Carol:</u></p> <p>Authorial intent, more focus on language, form and structure, essay skills</p> <p><u>Creative Writing:</u></p> <p>Planning, implementing the skills taught into their own writing</p>	<p><u>Power and Conflict Poetry (Romanticism) and Language Paper 2</u></p> <p>Focus on language, form and structure rather than recount. Importance of comparison and essay skills</p>	<p><u>Power and Conflict Poetry (War) and Language Paper 2</u></p> <p>Focus on language, form and structure rather than recount. Importance of comparison and essay skills</p>	<p><u>An Inspector Calls</u></p> <p>Authorial intent, essay skills</p> <p><u>Language Paper 1</u></p> <p>Focus on language, form and structure rather than recount and essay skills</p>	<p><u>An Inspector Calls</u></p> <p>Authorial intent, essay skills</p> <p><u>Language Paper 1</u></p> <p>Focus on language, form and structure rather than recount and essay skills</p>



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Sequencing:	We have chosen to sequence the year 10 curriculum like this because beginning with 'A Christmas Carol' in Term One and Two will immediately engage pupil interest, introducing the key skills of analysis, understanding context and writer's intent. We will then be able to utilise this focus on writer's methods as inspiration for the writing skills required for the GCSE English language course. The poetry focus will then build on the key skills introduced in Term One/Two but introduce comparative skills alongside this new content. By focusing on the English language skills required for paper 2 alongside the poems, we will be able to emphasise the transferable skills: analysis, writer's intent and comparison. Term Five and Six will introduce further required content whilst further building on the key skills which run throughout the course.
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Units such as and Power and Conflict poetry expose students to perspectives they would be unlikely to otherwise engage with. This promotes compassion and allows them to develop their emotional intelligence as, in the words of Harper Lee: "You never really understand a person until you consider things from his point of view. Until you climb inside his skin and walk around in it."</p> <p>Exposing students to texts such as A Christmas Carol and An Inspector Calls, as well as the contextual knowledge surrounding these, promotes curiosity by inspiring students to complete wider reading, and influences them to choose more varied texts when reading for pleasure. The open ended questions used within lessons reinforces the need for deeper thinking.</p> <p>Students will be encouraged to be brave and take chances in their own work in order to strive to achieve their potential. Courage is also displayed by characters they will study such as Sheila Birling and Eva Smith in An Inspector Calls and is integral to the war poetry and by looking at these examples students will attain a deeper grasp of its importance.</p>
National Curriculum plus:	In addition to teaching the statutory elements of the National Curriculum, we also include the opportunity for students to develop their own moral compass which will enhance their developing life skills. By providing the opportunity for discussion and debate we introduce them to key concepts which include: the law, morality, political beliefs, freedom and repression, different cultures and beliefs, physical and emotional wellbeing, relationships, power and conflict and responsibilities.