



CURIOSITY

COMPASSION

COURAGE



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)

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 CRITICAL THINKING	Organisation ORGANISATION	Collaboration COLLABORATION	Adaptability ADAPTABILITY	Oracy ORACY	Self-quizzing SELF QUIZZING
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	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 7: Why is English Literature study important?					
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Big picture questions:	*FORMATIVE ASSESSMENT* Oliver Twist: 'What kind of character is the Artful Dodger?'	*SUMMATIVE ASSESSMENT* Oliver Twist: 'What kind of character is Bill Sikes?'	*FORMATIVE ASSESSMENT* A Midsummer Night's Dream: What kind of character is Helena?'	*SUMMATIVE ASSESSMENT* A Midsummer Night's Dream: 'Is the love potion good or bad?'	*SUMMATIVE ASSESSMENT* Poetry Anthology: 'How does the poet describe the tom cat?'	Ancient Tales How are stories from different contexts connected?
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Content (Linked to TCs):	Life in Victorian London, Victorian crime, the form of a novel, Bill Sikes, Fagin, the Artful Dodger, Oliver, Morality. TCs 1-15 with a particular emphasis on TC10 (writer's methods – are intentional choices made by writers in order	Life in Victorian London, Victorian crime, the form of a novel, Bill Sikes, Fagin, the Artful Dodger, Oliver, Morality. TCs 1-15 with a particular emphasis on TC10 (writer's methods – are intentional choices made by writers in order	Elizabethan England and life in Ancient Athens is explored, as well as Shakespeare's own life. Knowledge includes the characterisation of the four lovers and their important experiences of the love potion. Students will also learn how plays	Elizabethan England and life in Ancient Athens is explored, as well as Shakespeare's own life. Knowledge includes the characterisation of the four lovers and their important experiences of the love potion. Students will also learn how plays	Knowledge includes analysing structural features of poems and deconstructing metaphors. Students will learn a variety of poetic forms underpinned by their study of poems such as 'The Tyger' and 'The Eagle' as well as the	Knowledge includes what ancient tales are, the oral story tradition and what the morals of the story are, with reference to texts such as 'The Cheetah's Whisker', 'Hansel and Gretel', 'Two Dinners', 'The Giant's Causeway',
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	to achieve effects) and TC7 (Literature provides a gateway into different interpretations of what it meant to be human in the past and across time, including the present and future).	to achieve effects) and TC7 (Literature provides a gateway into different interpretations of what it meant to be human in the past and across time, including the present and future).	are formed of acts and scenes. TCs 1-15 with a particular emphasis on TC13 (meaningful viewpoints and perspectives are underpinned by a thesis) and TC9 (there are many ways to explore a text through summary, synthesis, analysis, evaluation and comparison).	are formed of acts and scenes. TCs 1-15 with a particular emphasis on TC13 (meaningful viewpoints and perspectives are underpinned by a thesis) and TC9 (there are many ways to explore a text through summary, synthesis, analysis, evaluation and comparison).	contextual relevance of poet's lives. TCs 1-15 with a particular emphasis on TC8 (texts may explore numerous themes), TC12 (successful communication is organised and cohesive), TC13 (meaningful viewpoints and perspectives are underpinned by a thesis) and TC14 (better arguments are supported by evidence).	'The Wicked King' and '1001 Nights'. TCs 1-15 with particular emphasis on TC5 (texts are influenced by the context in which they were written in, as well as, the context in which they are received), TC6 (texts are written for a variety of different genres and for different purposes and audiences) and TC7 (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).
Vocabulary Instruction:	Villains, victims, vulnerable, corrupt, naïve, orphan, moral	Villains, victims, vulnerable, corrupt, naïve, orphan, moral	Soliloquy, severe, conflict, unrequited love, to mock, chaos	Soliloquy, severe, conflict, unrequited love, to mock, chaos	Metaphor, literal language, metaphorical language, tenor, vehicle, ground	Quest, enunciation, relatable, comeuppance, ingenuity, out-wit, repentant
Assessment:	Formative assessment: 'What kind of character is the Artful Dodger?'	Summative assessment: 'What kind of character is Bill Sikes?'	Formative Assessment: 'What kind of character is Helena?'	Summative Assessment: 'Is the love potion good or bad?'	Summative Assessment: 'How does the poet describe the tom cat?'	
Key/Historical misconceptions in this unit:	The importance of context, application of vocabulary	How to structure an analytical essay effectively rather than writing a recount	The importance of context, the difficulties of accessing Shakespearian language	How to structure an analytical essay effectively rather than writing a recount	Difficulties in accessing and interpreting metaphorical language	The importance of context, application of vocabulary, interpreting metaphorical language



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Sequencing:	We have chosen to sequence the year 7 curriculum like this because it introduces students to all the core areas of literary heritage whilst building on the skills required in a measured and coherent way.					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p><i>Compassion:</i> Students will be able to showcase compassion through an understanding of characterisation and how particular characters lend themselves to empathy. Writers such as Shakespeare and Dickens create pathos for readers, a subject that students should be able to explore and articulate through spoken and written work.</p> <p><i>Curiosity:</i> Students will engage in year 7 texts that unlock curiosity through an exploration of writing that include alternative cultures, historical time periods and diverse ranges of humanity that emphasise the complex human condition. Students are encouraged to demonstrate curiosity through high-tier questioning, frequent discussion and debate.</p> <p><i>Courage:</i> Students will demonstrate courage by being self-motivated to work towards the school's values. Students should show courage by demonstrating an excellent work ethic in every circumstance. Students should also show courage by demonstrating a willingness to read aloud to their peers and use teamwork skills to act out dramatic scenes from plays where appropriate.</p>					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we provide a wide range of cross curricular links. 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: power and status, social injustice, different cultures and beliefs. Through the exploration of different writers and the time periods in which they were writing, students learn to make connections between real life social issues and the methods and reasons they are presented in English Literature.					