



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	English
Vision statement:	<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>
Curriculum intent:	<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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<p>Threshold Concepts (TCs):</p>	<p>A good student of English understands that:</p> <ol style="list-style-type: none">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]
<p>KS2 National Curriculum summary:</p>	<p>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.</p> <p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none">• word reading• comprehension (both listening and reading) <p>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.</p> <p>For writing, the programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:</p> <ul style="list-style-type: none">• 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  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 8: Why can I make connections between new Literature texts and those I studied previously?**

Big picture questions:	The Adventures of Sherlock Holmes: Unseen Sherlock Holmes extract question	The Adventures of Sherlock Holmes: 'What kind of character is Sherlock Holmes?'	Romeo and Juliet: 'How does Shakespeare establish Romeo as a tragic hero?'	Romeo and Juliet: 'How does Shakespeare establish Juliet as a tragic hero?'	Why is understanding how to use rhetoric important?	Animal Farm: 'How and why does the farm fail in Animal Farm?'
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Content (Linked to TCs):	Sherlock Holmes Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals TCs 1 – 15 with particular emphasis on TC6 (Texts are written	Sherlock Holmes Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals TCs 1 – 15 with particular emphasis on TC6 (Texts are written	Love poetry; The prologue; foreshadowing in the play; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form; structuring and sustaining a thesis;	Love poetry; The prologue; foreshadowing in the play; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet	Aristotle; ethos, logos, pathos; links between Greek & Roman discourse of rhetoric and Renaissance/Shakespearean texts; how to write for performance and impact TCs 1 – 15	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption TCs 1 – 15 with particular emphasis on T4 (a text is a construct which possesses a form, is written in a particular
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	for a variety of different genres and for different purposes and audiences) and TC8 (Texts may explore numerous themes).	for a variety of different genres and for different purposes and audiences) and TC8 (Texts may explore numerous themes).	TCs 1 – 15 with particular emphasis on T4 (a text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning) and TC11 (There are many literary theories which may be used to enhance the exploration of a text.	form; structuring and sustaining a thesis; TCs 1 – 15 with particular emphasis on T4 (a text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning) and TC11 (There are many literary theories which may be used to enhance the exploration of a text.		style and has a structure which contributes towards meaning) and T5 (Texts are influenced by the context in which they are written in, as well as, the context in which they are received).
Vocabulary Instruction:	Enlighten, deduction, scandal, periodical, introspective, dual nature, observations	Enlighten, deduction, scandal, periodical, introspective, dual nature, observations	Tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	Tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	Rhetoric; ethos, logos, pathos; viewpoint; perspective; effect; narrative voice; metaphor & figurative language; duality; antithesis; tricolon; rhetorical question.	Allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous, authorial intent
Assessment:	Literature written response question	Literature written response question	Literature written response question Summative Assessment	Literature written response question	Speech	Literature written response question
Key/Historical misconceptions in this unit:	Defining the words deduction, introspection and scandal; interpreting metaphorical language; understanding the concept of dual nature	Defining the words deduction, introspection and scandal; interpreting metaphorical language; understanding the concept of dual nature	Understanding features of tragedy; defining the status quo; applying contextual knowledge	Understanding features of tragedy; defining the status quo; applying contextual knowledge	Applying Writing Mastery sentence knowledge: using sentence variety for impact in a performed speech. Focusing on the effect of writing using ethos, logos and pathos.	Defining the word tyrant; understanding propaganda and corruption and the cult of personality



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Writing Mastery 3: problem-solved, romance, action, fantasy & horror stories

Writing Mastery:

Grammar content includes: clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns.

Writing content includes: problem solved stories; love stories; action stories; fantasy quests; horror stories; poetic justice, Chekov's gun; avoiding deus ex-machina.

Writing for Pleasure opportunities: (1.1) description of Victorian / urban character / setting (1.2) description of a dual or usurped character, villain/victim or pastoral / island setting; (1.3) description of a dystopian setting; creating an extended metaphor (Animal Farm)

Sequencing:

We have chosen to sequence the Year 8 curriculum like this because it builds on the knowledge of Victorian times and social issues. The sequence advances students' ability to write a cohesive essay by using linking topic sentences. It also develops students' knowledge of writers' intent. Students encounter Shakespearean tragedy in Terms 3 and 4 which enables them to explore ideas surrounding human choices and the concepts of fate and free will. In Terms 5 and 6, these ideas surrounding human fallibility enables students to think in a more nuanced and critical manner when exploring allegorical writing and conflicting ideologies.

Values

This scheme of work promotes the school values of Compassion, Curiosity and Courage by:

Compassion: Students will be able to showcase compassion through an understanding of characterisation and how particular characters learn to show tolerance. Writers such as Conan Doyle, Shakespeare and Orwell create opportunities to understand for readers, a subject that students should be able to explore and articulate through spoken and written work.

Curiosity: Students will engage in year 8 texts that unlock curiosity through an exploration of writing that include 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.

Courage: 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 within a play where appropriate.

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: power and status, social injustice, political beliefs, different cultures and beliefs and conflict resolution.