



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	English
<p><b>Vision statement:</b></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><b>Curriculum intent:</b></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"> <li>• Become fluent readers with an appreciation of literature, and an understanding of how it shapes and reflects the world we live in.</li> <li>• Develop <b>compassion</b> by teaching empathy and gaining insights in to the human condition</li> <li>• Be empowered to articulate viewpoints and ideas with <b>courage</b> and clarity in both the spoken and written form.</li> <li>• Be able to connect their learning in English with the knowledge and skills needed for work and lifelong learning.</li> <li>• Develop their vocabulary in order to narrow the word gap that limits literacy and understanding</li> </ul> <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 <b>curiosity</b> 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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- 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](#)

<b>Learner skills:</b>	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  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 Poetry	
<b>The Big Question</b>	<b>Year 9: Why do writers use different methods in order to create effects?</b>					
<b>Big picture questions:</b>	How does Bronte present Victorian Attitudes in the novel? (Extract Based)	How does Bronte present Jane's childhood experiences?	How does the character change throughout the play?	Which main character changes the most by the end of 'Small Island'?	How do I compare two different poems?	



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<p><b>Content</b> <b>(Linked to TCs):</b></p>	<p>Jane Eyre</p> <p>Victorian attitudes towards children; Rural isolation; Christianity</p> <p>TCs 1 – 15 with a particular emphasis on TC10 (Writer’s methods - are intentional choices made by writers in order to achieve effects.) and TC7 (Literature provides a gateway into different interpretations of means across time including the present and future means across time including the present and future.)</p>	<p>Jane Eyre</p> <p>Victorian attitudes towards children; Rural isolation; Christianity</p> <p>TCs 1 – 15 with a particular emphasis on TC10 (Writer’s methods - are intentional choices made by writers in order to achieve effects.) and TC5 (Literature provides a gateway into different interpretations of means across time including the present and future means across time including the present and future.)</p>	<p>Small Island</p> <p>How to comment on modern drama; Dramatic conventions – stage directions, Acts and Scenes; How to analyse the structure of a play.</p> <p>TCs 1 – 15 with a particular emphasis on TC4 (A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning) and TC9 (There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison.)</p> <p>TC10 (Writer’s methods - are intentional choices made by writers in order to achieve effects.)</p>	<p>Small Island</p> <p>How to comment on modern drama; Dramatic conventions – stage directions, Acts and Scenes; How to analyse the structure of a play.</p> <p>TCs 1 – 15 with a particular emphasis on TC4 (A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning) and TC9 (There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison.)</p> <p>TC10 (Writer’s methods - are intentional choices made by writers in order to achieve effects.)</p>	<p>Poetry</p> <p>Explores different types of journeys (physical, spiritual, growing up, motherhood); students learn how to compare different poems</p> <p>TCs 1 – 15 with a particular emphasis on TC6 (texts are written for a variety of different genres and for different purposes and audiences) and TC8 (Texts may explore numerous themes.)</p> <p>TC10 (Writer’s methods - are intentional choices made by writers in order to achieve effects.)</p>
<p><b>Vocabulary Instruction:</b></p>	<p>Dependant, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance</p>	<p>Dependant, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance</p>	<p>Adversity / Adverse, Ambition, Colony, Dignified, Discriminate, Euphemism, Stigma</p>	<p>Adversity / Adverse, Ambition, Colony, Dignified, Discriminate, Euphemism, Stigma</p>	<p>Extended metaphor, epic poem, procrastinate</p>
<p><b>Assessment:</b></p>	<p>Literature written response question</p>	<p>Literature written response question</p>	<p>Literature written response question <i>Summative Assessment</i></p>	<p>Literature written response question</p>	<p>Literature written response question <i>Summative Assessment</i></p>



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<p><b>Key/Historical misconceptions in this unit:</b></p>	<p>Knowledge surrounding Charlotte Brontë's childhood;</p> <p>Defining the term Juxtaposition and applying the term;</p> <p>Victorian attitudes towards children and how they should behave</p>	<p>Knowledge surrounding Charlotte Brontë's childhood;</p> <p>Defining the term Juxtaposition and applying the term;</p> <p>Victorian attitudes towards children and how they should behave</p>	<p>Understanding of embedding of the Windrush;</p> <p>contextualising racism and treatment of others;</p> <p>deliberate structure created by the playwright to mimic author and effect</p>	<p>Understanding of embedding of the Windrush;</p> <p>contextualising racism and treatment of others;</p> <p>deliberate structure created by the playwright to mimic author and effect</p>	<p>Associating the poem with the incorrect writer; associating aspects of romantic poems with other poems;</p> <p>Appropriately identifying the texts as poems in their writing.</p>
<p><b>Reading for Study</b></p>	<p style="text-align: center;"><b>Reading for study: to be taught across the year alongside all units</b></p> <p>How do I improve the accuracy and quality of the content in my writing?</p> <p><b>Content</b></p> <p>Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.</p> <p>TCs 1 – 15 with a particular emphasis on TC12 (Successful communication is organised and cohesive) and TC13 (meaningful viewpoints and perspectives are underpinned by thesis.)</p> <p>TC10 (Writer's methods - are intentional choices made by writers in order to achieve effects.)</p> <p><b>Vocabulary instruction</b></p> <p>Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate</p> <p><b>Key/Historical misconceptions in this unit:</b></p> <p>Formatting responses in the incorrect style i.e., speech, article;</p> <p>Identifying mistakes and improvements and making appropriate corrections to responses</p>				



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<b>Sequencing:</b>	<p>We have chosen to sequence the year 9 curriculum like this because it builds upon knowledge of the Victorian period developed in Year 8 and 9 whilst introducing more challenging prose. With the texts this year students will develop on the essay skills they have learnt so far to produce more rounded essays with thesis and developed arguments before in the final unit on poetry developing this into comparative essays. Introducing a modern play at this point develops on student understanding of drama built at Year 7 and 8 whilst preparing students for later study of drama. This sequence considers student's ability and varies writing styles developing from analytical essays to a persuasive argument.</p>
<b>Values</b>	<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 have different backgrounds and the impact this can have. Writers such as Bronte and Levy create opportunities to consider diversity 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 9 texts that unlock curiosity through an exploration of writing that include historical time periods (rural and urban settings) 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 within a play where appropriate.</p>
<b>National Curriculum plus:</b>	<p>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, religious beliefs, different cultures and beliefs.</p>