

English

Curriculum Intent

By the end of their secondary education, a student of English at Dixons McMillan Academy will have:

- Experienced a powerful and broad curriculum which focused on exploring meaningful ways of interpreting the world, therefore broadening their human experiences.
- Been exposed to influential diverse literature texts across a wide range of genres and times (pre and post 19th-century literature) and will have learnt to understand authorial intent and the craft of our most respected writers.
- Become confident thinkers, writers and speakers through their exposure to a range of fictional forms such as novels, novellas, poetry and plays, and non-fiction forms such as diaries, journalism, articles, letters and motivational speeches.
- Learnt to value and develop a passion for reading which enables them to question and challenge the world they live in, and develop a deep appreciation for different cultures, beliefs and perspectives.

Our department sentence:

Through creative, careful and rigorous teaching, every English classroom became a safe place where every student could question and challenge the world they live in through the world of literature and the exploration of language, and in doing so, became fluent communicators, analytical thinkers and life-long readers with a passion for contributing positively to society.

In order to truly appreciate the subject and create deep schema, topics within English have been intelligently sequenced with the following rationale:

- Within each academic year, learning is built on the prior knowledge from the previous years, in order for every student to make connections between texts, themes and concepts; building powerful knowledge.
- Our curriculum provides the experience for students to be provided with rich knowledge and prepares them for formal examination, while also delivering an emotional and social experience of enjoying and sharing literature and the English language.
- Every student is given the opportunity to regularly re-visit past teaching and gain new knowledge based on ever-changing ideas and opinions.
- Every lesson is focused around regular recall of prior knowledge through meaningful DO NOW activities, low-stake quizzes, carefully planned questioning, self-testing and memory recall.
- Every class in year 9 is exposed to their first GCSE text, enabling them to gain powerful knowledge and to give them the opportunity to complete uninterrupted pre-reading in order to develop their own narrative schema.

The English curriculum at Dixons McMillan has been influenced by:

- The importance of developing cultural capital, by broadening opportunities for every child through the study of language and literature and learning outside of the classroom.
- Progressing students' cultural capital and knowledge of currently affairs through careful selection of literary non-fiction sources to enable students to have a clear opinion on polemic topics that are predominant in society; supporting their discursive reasoning.
- Activating key teaching strategies such as 'Reading Reconsidered' and 'The Writing Revolution' to ensure students have the necessary skills to read critically and with meaning, which will also encourage students to read more complex texts both in and outside school.
- The strong belief that all students should experience a wide and diverse range of authors from the 19th Century, both in and outside of the English literary canon, to develop a stronger understanding and appreciation of how Literature and Language have developed over time. This is achieved through our teaching of poetry, prose and a range of fiction and non-fictions extracts
- The strong belief that students need to be strong and confident communicators who have the necessary skills to articulate their ideas clearly and creatively through both verbal and written communication, and listen to others with empathy and understanding.
- The importance of upholding understated groups such as minority ethnic groups, women and the working class through careful and perceptive teaching of literature to advocate the challenges these groups encountered historically and contest these issues in contemporary society through removing any misconceptions and subliminal prejudices.

Our English curriculum ensures that social disadvantage is addressed through:

- Developing every student's ability to make their own judgements, form their own opinions, justify their reasons and convey their thoughts in a respectful and thoughtful way, with clarity and eloquence.
- Embedding opportunities for students to capture learning opportunities outside the classroom through pre-planned trips and theatre visits. This includes attending the Bradford Literature festival, YA Book Prize conferences, and in school theatre performances and author visits.



- Offering opportunities to work collaboratively; encouraging co-operation, acknowledgement of different views and perspectives, and positive responsiveness to constructive criticism.

Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

- Homework is set every week and is designed to support the learning in the classroom, enabling students with the opportunity for memory retrieval and to practice the skill independently.
- Homework is embedded into lessons through self and peer assessment, and used to interleave revision of powerful knowledge that has been taught in lessons. Teachers are able to identify any misconceptions within feedback and address them with professional urgency.
- It is a department expectation that a teacher directly marks one piece of homework a cycle. This may include an essay or exam question provided.
- Homework may include the use of online platforms such as SAM Learning and Seneca, alongside presentations, memory recall activities and extended writing tasks focused on exam questions or key topics to support classroom learning.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers. We fully believe English can contribute to the personal development of students at Dixons McMillan through:

- The selection of a wide variety of texts both from and outside the Literary Canon in order to enable exposure of broad and diverse range of voices.
- Supporting students with their understanding of the human condition, communication and the wider society.
- Providing opportunities to support students' moral development through understanding of other perspectives and experiences.
- Selecting a broad range of non-fiction texts across all year groups, which include topics such as gender, age, social media which enable students to deepen their understanding of morality and their own personal development.
- Additional book group (affiliated with the YA Fiction Award and The Bookseller magazine) to stretch more able students in KS4. This includes reading a wide range of genres with different cultural and moral experiences.
- Embedding opportunities to enrich students' cultural capital through learning outside the classroom. This includes a visit to The Peace Museum, Industrial Museum, author visits, and annual performances of *A Christmas Carol*, *Macbeth*, and a theatre trip to see *An Inspector Calls*.
- Masterclasses on all KS4 topics, planned and delivered by specific subject experts.
- Provides stimulating opportunities for speaking and listening presentations.

Further information can be found in:

- Curriculum overview
- 100% Sheets
- Long term plans
- Schemes of work

Curriculum Overview – English

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Y7 through to Y11 in order to equip scholars with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building schema.

Knowledge, skills and understanding to be gained at each stage			
	Cycle 1	Cycle 2	Cycle 3
Year 7	Students will begin Year 7 by exploring Ancient Greek Myths and Legends. They will be introduced to a range of rich moralities which have influenced languages and literature for many years. They will also study Homer's epic poem <i>The Odyssey</i> , before seeing the influence of the Greeks on theatre through Greek Tragedy. We will finish this Cycle by learning how to write imaginatively using Greek Myths as inspiration.	<p>Students will then move onto an introduction to the history of rhetoric, where they will read a range of examples of famous speeches, arguments and orations. Students will then learn transactional writing.</p> <p>Students will then move on to explore the theme of comedy and myths in further detail through their study of <i>A Midsummer Night's Dream</i> by William Shakespeare. Students will explore Shakespeare's craft and gain a foundational understanding of the context of his writing. They will also explore how language and structure are used to create meaning, whilst engaging with themes which are still prominent and relevant in the 21st Century.</p>	<p>Students will be introduced to medieval literature through the study of <i>The Canterbury Tales</i> by Geoffrey Chaucer and develop further their knowledge of storytelling. Students will read <i>The Knight's Tale</i>, <i>The Wife of Bath's Tale</i> and <i>The Miller's Tale</i>, exploring further the social and historical context of the Middle Ages.</p> <p>Students will finish the academic year with a small introduction to the genre of narrative poetry, building on their reading of Homer in Cycle 1, observing how the form developed through time. Students will be exposed to a range of diverse and rich poets and time periods, before being taught how to analyse language, form and structure. Students will then utilize this knowledge to learn about narrative structures and Freytag's pyramid, before constructing their own imaginative narrative.</p>
	Careers Spotlight: Writer (importance of creativity), Film/Theatre Director (entertainment industry), Politician/MP (importance of communication, written and the spoken word)		
Year 8	Students will study 'The Gothic' and explore atypical Gothic conventions through a range of narratives including, <i>Frankenstein</i> , <i>Dracula</i> , <i>The Tell Tale Heart</i> , <i>The Signal Man</i> and <i>The Red Room</i> , focusing on gothic conventions and the writers' choices of language, structure and form	Students will continue to develop their knowledge of Shakespeare through a full reading of <i>The Tempest</i> as a core text. Students will explore the theme of moral issues, alongside Shakespeare's craft and gain a foundational understanding of the context of his writing	Students will read and study the seminal modern text <i>Animal Farm</i> by George Orwell in the context of 'politics and power.' This will be supported by a range of contextually linked non-fiction and poetry.
CEAIG	Careers Spotlight: Actor (importance of expressing ideas in a variety of forms), Social Worker (how empathy and understanding of human nature can lead to a fairer society)		