

Curriculum Intent

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English

At Dixons Croxteth, we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in English through the below:

By the end of Year 11 students at Dixons Croxteth studying English will be taught the following skills:

- Analyse, encounter and appreciate a wide variety of high-quality literature and literary non-fiction involving the best that has been thought and said.
- Students will be well-versed in a range of fictional forms such as poetry, plays, novels and short stories; non-fictional forms studied will include letters, speeches, diaries, essays and articles. This enriching and challenging experience of the world of English is sequenced and arranged thematically by key moral and philosophical concepts, ensuring that students encounter a wide variety of perspectives, cultures and historical contexts.
- Students will know how to craft their writing to match the conventions of a wide variety of forms. Students will be able to make judicious choices regarding voice, language, structure and grammar to manipulate readers in a variety of contexts.

In order to truly appreciate the subject and create deep schema English has been sequenced with the following rationale:

- Each academic year, students are exposed to high quality 'core texts' which build on the strong foundations of the previous year or Key Stage. Students will be gradually exposed further to the challenging world of English, ensuring mastery of the important knowledge and processes involved in their reading and writing. The sequencing of core texts involves the mastering of key concepts, time periods and writers including classical works, Shakespeare, nineteenth-century texts and twentieth-century novels.
- Within each scheme of work, key knowledge is taught and re-visited on a regular basis through interleaved 'Do Now' quizzes and repetition of key skills. All schemes of work allow for key schema to be added to whereby teachers carefully select new knowledge to teach based on the changing needs of the students each time they re-visit an area of a key concept or knowledge.

The English curriculum ensures that social disadvantage is addressed through:

- By providing opportunities for all students to appreciate a very broad variety of texts written in a very broad variety of contexts with situated purposes, we intend to increase the cultural capital of all students allowing them to access concepts and moral standpoints at least as well as their more advantaged peers.
- Disadvantaged students will follow the same curricular pathway as it is important that they are provided with access to the same body of knowledge. They will be supported through quality first teaching and intervention and support as required. Enrichment activities such as theatre trips and visits from authors allow students opportunities to visit places they may not usually engage with and help develop cultural capital to support their learning in the class room.
- SEN students follow the same curricular pathway as it is important that they are provided with access to the same body of knowledge as all students sit the same GCSE papers for English Language and English Literature. This is supported through clearly differentiated teaching which will include access to further exam support by the way of resources or more tailored teaching based on a thorough understanding of the requirements of each exam paper.
- The English Curriculum will expose students from socio-economic disadvantaged backgrounds to poetry, prose and drama which is written by and for people from societies in the past and present very different from their own.
- The English curriculum will give students a safe space to discuss their own beliefs and values which they may not have at home. This in turn, means that the teacher and other students can address misconceptions through a meaningful and informed dialogue.
- Disadvantaged students and those from identified underrepresented groups, receive priority for extra intervention sessions so that every opportunity to close the advantage gap is capitalised on. For example, students have the opportunity to receive extra guidance and tutoring through additional support in class, the production of bespoke materials or out of class intervention and support session



Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

- Selecting a wide variety of texts which provide contrasting viewpoints regarding a range of moral issues, the English curriculum provides a wealth of opportunities for students' moral development through understanding perspectives that differ from those shared by their own communities; thus, promoting cohesion and empathy.
- Through selecting texts from a wide variety of cultural contexts and time periods, students' understanding and empathy for a plethora of cultures, historical periods and social / moral issues is deepened.
- Through selecting a variety of non-fiction texts in all year groups, ranging from topics such as social media use and healthy eating to sustainability and environmental issues, many opportunities for personal development are provided.
- Students will have the opportunity to question how texts enter into the canon / think critically about the perspectives presented in texts from different time periods.
- Through taking part in several national writing competitions, students will be given the opportunity to become published authors gaining insight into this career path and the process and competition involved in becoming a published writer.
- As one of their summits, all students will take a role in the performance of a play written by Shakespeare gaining insight into the processes required to produce an effective performance.
- Through use of tutors from the Tutor Trust, targeted students work with English undergraduates who are given the opportunity to share their intended career paths with the students they tutor.

A true love of English involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Students are given the opportunity to appreciate narratives from a variety of time periods and cultures ranging from Ancient Greece to modern world literature. Students gain an understanding of other cultural concepts such as early twentieth century political literature with *Animal Farm*, as well as literature set in Nigeria with *Purple Hibiscus*. Students will understand English as a 'world' full of ideas and opportunity beyond the exam specification.
- Students will be given the opportunity to probe how playwrights, poets, novelists and journalists utilise nuanced language to convey moral, spiritual and political messages with increasing sophistication each year.
- Each year, students will be given the opportunity to read the books shortlisted for the Carnegie Medal as an extra-curricular option.



Curriculum Overview

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 Year 7 to Year 11, in order to equip students 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 secure schema.

	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
YEAR 7	This cycle will be centred around the origins of literature and Greek Mythology . Students will encounter a range of myths and early literary concepts that will help to establish a foundational understanding of literature through time. Students will also learn how to craft their own mythological descriptions.	Students will explore The Tempest in order to develop their understanding of Shakespearean plays as well as the English literary canon. In the second half of this cycle, students will study The History of Rhetoric, including the art of persuasion from great historical orators. This will lead onto discursive writing.	In Cycle 3, students will study Narrative Poetry Through Time , starting with Norse Mythology – Beowulf, and building to a modern day understanding of themes and issues in twenty-first century poems. Students will then cover narrative writing skills.
YEAR 8	Students will study poetry linked to social justice . Grouped through the concepts of social justice and injustice, the topic aims to expose students to a range of poetry from a range of contexts and poets across multiple eras. This unit begins to build poetry disciplinary knowledge of poetry, exposing students to concepts such as enjambment and volta that are later studied at GCSE.	Students will be introduced to Shakespearean Tragedy through Romeo and Juliet . They will explore the concept of Greek Tragedy as a precursor to Shakespeare, and make links to related literature and non-fiction such as sonnets and modern day crime issues.	Students will explore a modern British novel with Animal Farm by George Orwell. Here, students will appreciate the writer's craft in a political context, and learn concepts such as allegory and diatribe.
YEAR 9	Students will study 'The Gothic' through a range of texts centred around this concept. Students will encounter language and contexts from the 18 th , 19 th and 20 th centuries. Students will also study identity poetry through a range of 20 and 21 st century texts.	Students will study a modern novel 'Purple Hibiscus' by . They will explore the modern context of Nigeria as a way into the text before analysing important themes and techniques used to structure a 20 th Century novel.	Students will then study a challenging text linked to the idea of 'Society and Inequality' with An Inspector Calls by J.B. Priestley. There will be an appreciation of how writers' construct plays to convey a political message and linked context including socialist and capitalist ideology and gender inequality
YEAR 10	Shakespeare text - Macbeth	Poetry anthology: Power and Conflict	Mastering the interpretation of a range of 20 th and 21 st century fiction with a focus on sophisticated interpretations Evaluation of language and structure with a focus on applying these devices with sophistication and originality in students' own work
YEAR 11	Exam specification Appreciation of 19 th century novel (A Christmas Carol) forming conceptualised responses regarding how context and language interact to create meaning Mastery of knowledge required for English Language Paper 2 and English Literature Paper 2 Section A	Exam specification Revision of all GCSE English Literature and Language knowledge with a focus on creating conceptualised, nuanced responses to texts and manipulation of linguistic and structural choices in students' own work	



