



Department Curriculum Intent: English

What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

The aim of the English curriculum at Campsmount Academy is to provide students with the opportunity to read, engage and explore a range of ambitious texts that stretch and challenge, whilst enabling students to learn more about themselves and the world. The texts selected are in line with the guidance set out in the National Curriculum; we ensure that Shakespearean plays, poetry, prose and non-fiction texts are embedded in our curriculum design. Our local context is classed as 'more deprived' with a high proportion of students on Free School Meals and Educational Healthcare Plans. In light of this, we feel it is important that our students are given the opportunity to be exposed to high quality texts and vocabulary, consistently every day so they can build their cultural capital. The Literature-Led curriculum is a whole school strategy adopted to tackle the disadvantage that faces our students. This curriculum is delivered in conjunction with The High Five Reciprocal Reading Strategy: an approach to reading and vocabulary instruction to support all students, but notably, the most vulnerable. This strategy is embedded in all English curriculum and is vital in supporting our students.

As a department, we lead on reading and literacy events that are calendared across the academic year, in addition to taking part in Drop Everything and Read Days. We offer Young Writers competitions and encourage students to attend visits to the theatre in an effort to support with the development of the wider person.

What specifications do we follow at KS4 and 5 and why?

The specifications we follow are GCSE Eduqas English Language and Pearson Edexcel English Literature. All curricula are planned around the skills evident on these courses. We follow Eduqas English Language because we believe it is more accessible for our students. There is a range of low and high mark questions that require little technique; the questions are focused on students just identifying and explaining what they have understood in the extracts. We follow Pearson Edexcel English Literature for a number of reasons too. We feel that having separate extract and essay questions is more accessible for students as opposed to 'extract-wider text' questions, where typically students only discuss the extract. There are also three fewer poems that students need to know on this specification. At Post 16, we offer BTEC Creative Digital Media Production L3 Extended Certificate and AQA English Literature B.

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

Key groups that we need to address in English are: SEND, Pupil Premium, boys and higher ability. Currently, students' progress is negative. Due to the pandemic, it is more important than ever that the curriculum is designed to identify gaps in knowledge, address misconceptions and reinforce pre-existing background knowledge, hence why quality first teaching is key to success. A strand of The High Five Reciprocal Reading Strategy, but general good practice for memory and metacognition, includes the 'Activate' process. This stage has been embedded consistently in all English lessons whereby students are asked to recall their knowledge of a topic or the previous lesson's content before new learning can take place. This helps to reinforce students' knowledge schemas and results in them knowing and remembering more. A strategy adopted to reinforce this practice is the use of knowledge organisers for all topics. These are issued to students at the beginning of a topic and referred to throughout to reinforce teaching.

Why do we teach the topics/schemes in the order we teach them?

Year 7:

We believe that students need a strong understanding of the origins of storytelling so that they are equipped to understand the deeper meaning evident in so many texts across time. Students learn about Greek myths and Aristotle's Poetics. By learning about these stories and concepts, students are able to see where the original ideas about the human condition came from. To reinforce this teaching, we also feel that students must learn about Shakespeare; it is essential in building students' cultural capital, in addition to providing them with the opportunity to understand the human condition in greater detail. Strong links with our Primary school have been established to ensure that students do not repeat what they have already done at KS2. We believe that the study of Ancient Origins, The Bible, Shakespeare and poetry are challenging whilst exposing students to vital skills such as retrieval, analysis and comparison. Students also study texts like Stone Cold where they learn about the issues in the world today. Stone Cold explores homelessness; this is a key problem evident in Doncaster. Students are encouraged to write and enter competitions. We have mapped our Narrative Writing scheme of work in conjunction with the BBC 500 Words competition. Students also are encouraged to enter several Young Writers competitions too. We feel that students get to experience a real range of texts from Canonical texts to more contemporary fiction such as those explored above.

Year 8:

At the beginning of Year 8, students study stories from the Old and New Testament in line with the KS3 curriculum end point of 'The Origins of Storytelling and the representation of religion in literature across time'. Students read stories such as Genesis: Creation and The Fall. They then study William Blake's A Poison Tree and explore how ideas from Genesis are presented. From the New Testament students read the War in Heaven, assessing The Fall again and the concept of pride. Links are made to Shakespeare's Macbeth. Students revisit skills delivered in Year 7 repeatedly to ensure that they are embedded and consolidated.

Year 9:

At Campsmount Academy, we follow a three-year KS3. This means that students continue learning about the origins of storytelling during the first term of year 9. Students read J.R.R. Tolkien's novel The Hobbit. This exposes students to the concepts of good and evil as previously taught in years 7 and 8, whilst exposing them to the fantasy genre, archaic language and implicit religious references.

Year 10 and 11:

In year 10 and 11 students read the texts that are on their GCSE examinations. This includes Macbeth; A Christmas Carol; and An Inspector Calls. In terms of English language, students revise the skills required for the language papers. The curriculum is designed so that skills and knowledge is recycled over the two years. Information and skills are spaced and interleaved to ensure that they are committed to long-term memory.

Statement of assessment intent: Purpose of Feedback and Assessment:

Feedback should improve students' understanding of the curriculum.

- Through looking at students' work, subjects should be able to amend the curriculum to respond to pupils' needs.
- The feedback MUST change students' outcomes, positively.
- Lots of in-class responsive feedback through targeted questioning should happen every lesson, every day. The use of whiteboards is integral to this strategy being effective.
- Lots of self-assessed/peer-assessed 'Activate' tasks should be evident every lesson.

- Peer or self-assessed critique and redrafting, using high-quality specific success criteria should be embedded in lesson design.

Method of Feedback:

- Verbal feedback and live literacy and presentation marking in lessons. Teachers should mark in purple pen.
 - Whole Class Feedback (WCF) in class books. If using WCF, particularly at KS4 and 5, please use the Campsmount Academy pro forma.
- Self and peer assessment using clear success criteria. This should be completed in pink pen. It is expected that all summative assessments are quality-assured in every subject and that teachers mark extended writing sections, providing WWW and EBI comments. Staff should also address literacy and presentation when marking summative assessments.

Frequency:

If the purpose of feedback is to improve students' understanding of the curriculum and to enable staff to amend the curriculum to enhance progress, then frequency matters.

- Literacy and presentation should be checked on a daily basis, live in lessons.
- Wherever possible, formative assessments should be marked by students. Pink for progress can be completed at the same time.
- Summative assessments will be completed within a two-week window. Feedback should be provided as close to the completion of the assessment as possible.
- Pink for Progress tasks relating to the summative assessment will be completed in students' Assessment Books.

Curriculum sequencing:

	Half Term 1: Origins	Half Term 2: Renaissance	Half Term 3: Renaissance	Half Term 4: Romantics	Half Term 5: Victorian	Half Term 6: Modern
Year 7	Greek Myths	Shakespeare: Richard III	Shakespeare: Richard III	Poetry: Nature and The Sublime	Victorian literature-An Introduction to the Gothic-Narrative writing	Stone Cold by Robert Swindells
Year 8	The Origins of Storytelling	Shakespeare: Romeo and Juliet	Shakespeare: Romeo and Juliet	Poetry: Love and Sonnets	Frankenstein- Descriptive writing	Of Mice and Men by John Steinbeck

Year 9	The Hobbit by J.R.R.Tolkien	Shakespeare: Othello (Post-Colonial Theory)	Shakespeare: Othello (Post-Colonial Theory)	Poetry: Other cultures	The Strange Case of Dr Jekyll and Mr. Hyde by R.L.Stevenson	Blood Brothers by Willy Russell 2023-24
Year 10	Eduqas Language Paper 1-Embed Macbeth retrieval	A Christmas Carol Revision	Completion of A Christmas Carol Eduqas Language Paper 2	Eduqas Language Paper 2 An Inspector Calls	An Inspector Calls	Unseen Poetry, Spoken language and PPE revision
	Conflict Poetry					
Year 11	Eduqas Language Paper 2 Poetry and Macbeth revision	Eduqas Language Paper 1 Poetry and AIC revision	Eduqas Language Revision Poetry and ACC Revision	Language and literature revision	Language and literature revision	
Year 12	Aspects of Tragedy: Keats and DoaS	Aspects of Tragedy: Keats and Doas	Aspects of Tragedy: Othello NEA	Aspects of Tragedy: Othello NEA	Social and Political Protest: The Kite Runner The Handmaid's Tale	Social and Political Protest: The Kite Runner The Handmaid's Tale
Year 13	Social and Political Protest: Songs of Innocence and Experience Unseen Political Protest	Social and Political Protest: Songs of Innocence and Experience Unseen Political Protest	Completion of NEA	Revision	Revision	