

Subject: English

Curriculum Principles

By Year 11, at Dixons Newall Green, students will:

- 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.
- know how to be able 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.

Our unifying sentence is “the English Department at Dixons Newall Green inspired students to be enthusiastic, insightful readers; skilful, creative writers, and confident, competent communicators.”

In order to achieve a true understanding of English, topics have been intelligently sequenced based on 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- and twenty-first-century novels.
- within each scheme of work, key knowledge is taught and re-visited on a regular basis through interleaved 'Do Now' quizzes, Morning Mastery 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 will address social disadvantage by addressing gaps in students' knowledge and skills:

- 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.
- by utilising flexible staffing in classroom spaces and band lectures, the English department is able to provide targeted academic intervention for our most vulnerable learners, which may include those who are new to English. The department aims to close gaps in the pre-requisite knowledge students require swiftly and responsively so that students can access the wider curriculum. Tier 2 and Tier 3 vocabulary is explicitly taught by trained, specialist teachers.

We fully believe English can contribute to the personal development of students at DNG:

- by 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.
- pupils will have the opportunity to question how texts enter into the canon / think critically about the perspectives presented in texts from different time periods.

At Key Stage 3, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice. At Key Stage 4, students are provided with scaffolded opportunities to practise exam questions, underpinned by the metacognition they will need to plan carefully to maximise their outcomes.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- each topic taught in the Secondary Phase has a 'careers spotlight', where students will explore a profession linked to that particular unit of work.
- as one of their summits, all students will perform a stretch speech which they have researched for and independently written in front of their peers. A key theme of stretch, explored in Year 7, is 'aspirational,' in which students will consider a profession that they endeavour to attain.
- during World Book Day, through the Book Buzz project, and as part of our links with Manchester Literature Festival, students are exposed to a range of authors or spoken word projects who share their journey to becoming professional writers with the students.
- In co-curricular, students practise debate skills, and have worked with a national organisation, Citizens UK, to collaborate with community leaders and professionals in developing their knowledge of local and national government, giving speeches and sharing their experiences of being a young person in Manchester.

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 word 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.
- As part of the Robust Reading programme, all students have daily opportunities to access high-quality fiction and non-fiction texts celebrating a wealth of social, historical and cultural experiences in a safe and supportive environment.

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in English, 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 Revision, introduction and expansion	Domain	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 <i>The Tempest</i> 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 the History of Rhetoric and 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.
	Reading	Revision of comprehension strategies and an introduction to analysis of the writer's craft	Introduction to decoding strategies for archaic language and deduction of writers' varied viewpoints with revision of summarising and analysis of the writer's craft	Developing an understanding of historical contexts in relation to analysing literature. A foundation of knowledge around poetic techniques will also be built
	Writing	Revision of accurate, basic sentence construction and use of figurative language to create effective descriptions inspired by the stories studied. Grammar for writing.	Introduction to writing in a variety of non-fiction forms from letters to speeches focusing on expansion of students' repertoire of organisational features, sentence structures and use of persuasive techniques. Grammar for writing.	A consolidation of writing and grammar from throughout Year 7, before a consideration of using structure to form narratives.
	CEAIG	Careers Spotlight: Writer (importance of creativity), historian	Careers Spotlight: Film/Theatre Director (entertainment industry)	Careers Spotlight: Politician/MP (importance of communication, written and spoken word)
YEAR 8 Development and expansion	Domain	Students will study poetry linked to social justice and voices of rebellion . 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 <i>Romeo and Juliet</i> . 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 <i>Animal Farm</i> by George Orwell. Here, students will appreciate the writer's craft in a political context, and learn concepts such as allegory and diatribe.
	Reading	Analysis of the poet's craft and poetic structure and form. Development or analysis from Year 7 around how to write about literature (what, how, why).	Development of the understanding of Shakespeare's world and craft, including Shakespearean techniques and stage craft. Students will also explore how poets create tone and mood through language and form	Students will be able to make detailed links between texts and their historical contexts, as well as their structural features. Revision of reading knowledge taught in Year 7 and 8
	Writing	Building on the foundational writing established in Year 7 – Exposing students to further imaginative writing and transactional linked to the concepts explored. Repetition and practice of grammar for writing.	A focus on transactional writing tied into the themes of <i>Romeo and Juliet</i> . Grammar for writing.	Revision of writing knowledge taught in Year 7 and 8. Grammar for writing.
	CEAIG	Careers Spotlight: Journalist (newspaper, magazine, online, TV – how information can be presented)	Careers Spotlight: Advertising/the media (connection to illusions, how the world is presented, how to use creativity for good)	Careers Spotlight: Lawyer (how an understanding of the world, ability to write and ability to communicate can help foster a fair and safe society for all)

YEAR 9 Consolidation				
	Domain	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
	Reading	Consolidation of writers' craft including language analysis, structural analysis and theme tracking. Analysis of poetic structure and form.	Consolidation of analysis of the writer's craft, including the writer's use of increasingly complex choices, such as subtle differences in narrative voice and perspective whilst providing multiple interpretations	Consolidation of reading analysis skills with an introduction to analysis of stage craft and how this is used to create meaning. Poetic devices and understanding.
	Writing	Narrative and descriptive writing incorporating gothic conventions focusing on consolidation of students' repertoire of organisational features, sentence structures and descriptive techniques . Mastery of grammar.	Revisiting of descriptive / narrative writing through settings linked to the novel. Mastery of grammar.	Consolidation of knowledge of writing a range of non-fiction forms focusing on crafting compelling arguments about linked themes to <i>'An Inspector Calls'</i>
YEAR 10 Sophisticated mastery	Exam Spec	https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 Mastery of knowledge required for AQA English Literature Paper 2 Section B and C	https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 Mastery of knowledge required for AQA English Literature Paper 1 Section B	https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF Mastery of knowledge required for AQA English Language Paper 1
	Domain	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 Nuanced manipulation	Exam Spec	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	

*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.