

Intent:

"The best of what has been thought and said."

Studying English Language and Literature at Oasis Academy Arena provides students with opportunities to gain knowledge of, and to engage with, the "best of what has been thought and said." We expertly plan our curriculum because we believe that great English teaching helps to shape the individual. To do this successfully, it needs rigour, precision and soul. Our curriculum focuses on robust vocabulary instruction, challenging texts and powerful questions. The curriculum is designed to inspire a sense of curiosity around the breadth of English literature and an appreciation that reading widely is essential to crafting your own written work. Ultimately, we want our students to recognise that studying the "best" literature and meticulously refining communication skills opens minds and leads people to become better human beings.

Sequencing:

The sequence of the curriculum is predicated on the belief that skill, originality and creativity emerge from a deep knowledge of a subject's fundamental foundations. Therefore, the study of English Literature drives the curriculum whilst one dedicated lesson of English Language instruction is interleaved weekly. The key principles underpinning the sequencing of each unit are retrieval, deliberate practice and explicit vocabulary instruction. Therefore, lessons contain repeated quizzing, application tasks designed to deliberately practice new knowledge and skill and robust vocabulary instruction informed by Beck et al. The explicit instruction of 'Versatile Vocabulary' is the essential link between Literature and Language. 'Versatile Vocabulary' gives students the language needed to explore literature through a conceptual lens which, in turn, can be applied more independently during the study of unseen texts and in creative writing.

The GCSE English Literature and English Language curriculums should be completed by the start of the Spring term. Therefore, students will revise both curriculums throughout Spring 1, Spring 2 and Summer 1. Literature texts and Language reading and writing tasks will be interleaved in line with the principle of memory and spaced retrieval.

Assessments:

Summative assessment is in the form of termly essays or long answer questions, whereby task, conditions and support are consistent across the department and are in line with the GCSE exam experience. Three interim framed tasks are completed and formatively assessed each term to prepare students for the format of their end of term essay task and identify misconceptions or potential areas for further challenge. Quizzing, in the form of DO NOWs, recall practice tasks, C4U questions or MCQs, are used in every lesson, facilitating a data-gathering>reteach>review process.

<u>Term</u>	<u>Content and knowledge</u>	<u>Skills students need to develop and practise:</u>	<u>Framed task</u>
Autumn 1 and 2	<u>Power and conflict poetry</u> Romanticism; enlightenment; the sublime; radical ideas; French Revolution; monarchy; <i>post-colonialism</i> ; critique; rationalism; <i>Industrialisation; capitalism</i> <u>Language revision</u>	>How to plan a conceptualised response to a task >How to gather and record quotation >How to use precise references to support interpretation >How to identify and analyse writers' methods, using subject terminology >How to explore links between context/text/task	
Spring 1 and 2	<u>Literature Paper 1 revision</u> <u>Language revision</u>		
Summer 1	<u>Literature Paper 2 revision</u> Context: Lives of Blake and Tennyson Form: Structure and use of metaphor; poetic forms; metaphor		

	Vocabulary: literal language, metaphorical language, tenor, vehicle, ground <u>Language revision</u>		
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