

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 curriculum at KS3 is sequenced systematically and cumulatively, so that knowledge about the subject of English (Form); about the world (Context/Vocabulary); about periods of history (Context) and about culture and heritage (Form/Context) is constantly and unapologetically revisited and recapped upon in order for students to become domain experts. 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. Through this approach, students have an explicit understanding of how knowledge connects together and which items of knowledge it is important to remember. As such, each year at KS3 is sequenced in the same way:

A Victorian novel, followed by a Shakespearean play followed by the study of a range of a range of writers with different 'voices' making different 'choices'. Alongside this, at least two lessons a week are dedicated to discrete grammar teaching and data gathering through grammar drills, whereby knowledge and deliberate practice are regularly interleaved to the point of mastery, thus improving the precision and accuracy of students' writing. As students are taught knowledge of increasingly complexity throughout KS3, they are also taught the corresponding vocabulary and grammatical constructs they need to process and then articulate their knowledge.

Assessments:

Summative assessment is in the form of termly Assessing for Mastery tasks, whereby the consistency of task, conditions, support and curriculum allow for consistency of assessment across the department and across a national community, thus ensuring the accuracy of the age-related GCSE grades awarded. Three interim framed tasks are completed and formatively assessed each long term to prepare students for the format of their Assessing for Mastery task and identify misconceptions or potential areas for further challenge. MCQs and C4U questions are used in every lesson and students' progress and misconceptions are captured in fortnightly Literary Heritage quizzes and 4-weekly Mastery Writing quizzes, facilitating a data-gathering-reteach-review process.

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to develop and practise:</u>	<u>Framed task</u>
Autumn 1 and 2	<u>Literary Heritage: Sherlock Holmes</u> Context: Scientific developments in the Victorian era; class and society in Victorian England Form: the detective genre; duality; periodicals Vocabulary: to enlighten, deduction, scandal, periodical, introspective, dual nature, observation <u>Mastery Writing 2/3</u> Complex sentences; correcting fragments; independent clauses	>How to identify relevant contextual information and different attitudes >How to analyse a metaphor and what it reveals about a character >How to explain an alternative attitude or perspective on an idea or character >How to use discourse markers effectively across an essay and to link paragraphs >How to synthesise contrasting evidence to analyse the presentation of duality >How to write about an unseen extract >How to use an unseen extract as a stimulus for synthesising relevant wider knowledge	
Spring 1 and 2	<u>Literary Heritage: The Tempest</u> Context: The Elizabethan age of exploration; colonialism; Italian city-states; nature / nurture Form: the form of a comedy; tragicomedy; subplots; soliloquy and monologue Vocabulary: colonialism, to usurp, tempest, treason, callous, pathos, nurture	>How to identify relevant contextual information and different attitudes >How to analyse a metaphor and what it reveals about a character >How to analyse the ways that characters are used to embody historical concepts and issues >How to analyse a character from a post-colonial perspective	

	<p>Mastery Writing 2/3 subordinate clauses; correcting comma splices</p>	<ul style="list-style-type: none"> >How to evaluate a character through the lens of a given debate >How to compose a balanced argument >How to approach a closed book analysis by synthesising knowledge about a character and their development throughout a text 	
Summer 1	<p>Literary Heritage: Animal Farm Context: Orwell's life and times; the Russian Revolution; corruption Form: Allegory; recurring imagery; irony Vocabulary: allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent Mastery Writing 2/3 Creative writing; extended metaphor; writing character; describing settings; Chekov's gun; genre</p>	<ul style="list-style-type: none"> >How to identify relevant contextual information and different attitudes >How to analyse characters in terms of their respective roles in an allegory >How to analyse the way in which a text functions as an allegory >How to evaluate a character through the lens of a given debate >How to approach a closed book analysis by synthesising knowledge about a theme and its development throughout a text 	
Summer 2	<p>Literary Heritage: Descriptive writing Not yet released</p> <p>Mastery Writing 2/3 Consolidating knowledge taught in previous terms</p>		