



English Faculty Curriculum Overview

'The best that has been thought and said.' Matthew Arnold

Intent of the English Curriculum

The study of English at Biddick Academy provides our young people with a narrative curriculum that will inspire learning and deliver equal entitlement at Key Stage 4, while preparing them with the tools and empathy needed to communicate in the wider world.

We share the power of language and a love of literature so that young people can enjoy all that it offers, allowing engaging content and knowledge to feed their creativity. Students will reflect on their own experiences as they explore full, rich literary texts with powerful concepts at their cores: conflict, relationships, metamorphosis, identity, society, warnings, viewpoints and voices. Our text selections enable the attainment of cultural capital, encourage resilience and respect, develop the whole child and promote British Values, facilitating quality conversations to develop oracy to enable students to become responsible citizens.

We develop independence through having high expectations of all, supporting individuals as needed to allow students to access challenging material. Students will learn to develop individual thoughts and to build on their ideas. The delivery of Core Knowledge and Core Skills is sequentially structured, building on understanding students gained at Key Stage 2.

The Implementation of the English Curriculum

The curriculum supports students in reading widely, unpicking how writers write and enables them to emulate writing styles in their own work. Students access full, top quality texts to illuminate the self, the world and other texts. Bespoke CPD rooted in research supports teaching and learning in English. All students access the full curriculum and they are taught by specialist teachers. One example of a thread from our progressive model can be seen when students study 'Conflict in Writing' in Year 7, they are introduced to the concept of conflict in literature through war poetry and a complete novel set during WW1. In Year 8, they build on this understanding of conflict when they explore conflict within families and relationships in a modern drama text. When they are in Y9, they apply their cumulative knowledge to the Shakespeare text *Romeo and Juliet*. We take this approach to support students in being able to build schema and transfer their learning to KS4 and beyond.

We sequence our learning to include flashback moments to recall key concepts, address misconceptions and interleave knowledge, committing it to long-term memory to unlock potential. Items designated 'Core Knowledge' are considered hinge points and are taught through a mastery approach, with teachers formatively assessing through structured quizzing, questioning and interleaved recall activities. Extended reading recommendations linked to learning support the development of knowledge beyond the curriculum. An engaging enrichment programme, linking curriculum areas, enables students to achieve success.

The Impact of the English Curriculum

The impact of the English curriculum can be seen in the progress students make over time, the growing depth of their understanding of key concepts and the accumulation of their knowledge. For example, by studying the concept of Metamorphosis in Year 8, Society in Year 9 and by studying a range of poems from other cultures, students develop the declarative, procedural and hinterland knowledge and vocabulary needed to gain a deeper understanding of the poetry studied in Key Stage 4.

At the end of their time in the Academy, students will succeed at Key Stage 4 and they will be prepared for further learning and/or employment through their engagement with reading.