

English: Curriculum purpose

Our curriculum embeds a thirst for learning and the desire to succeed. We want our pupils to enjoy their learning and we value our students' responses to texts and are always clear on how they can extend that response further. We select texts that challenge ideas and perceptions and raise complex global issues. The content of our lessons develops not only confident learners, but learners who are self-aware and emotional resilient. Our classrooms are places where pupils can explore contentious and sensitive issues freely without judgement. We have high expectations of students in response to the challenging literary stimuli we provide – we never accept second best.

By the end of KS3 students will:

- Have studied the National curriculum for English where knowledge and understanding of a range of texts from different genres, time periods and themes allow pupils to make connections to the world in which they live. The specific use of key terms allows students to make connections across this range and consider how language, structure and form can affect meaning.
- Pupils will also link to a topical issue as dictated by key events that year – seeing English as current, relevant and from a historical viewpoint.
- Acquire the skills needed to be confident articulators and develop skills such as analysis, evaluation, comparison and creative writing – enabling students to confidently consider the writer's craft and intentions and apply in their own writing.
- Have had a positive and enjoyable experience that will result in an increased confidence when studying their GCSE texts and being able to make links to the writer's craft.
- Develop their ability and confidence to be critical in assessing theirs and their peers' work.
- Experience English texts as intended through live theatre performances and filmed versions of texts.

By the end of KS4 students will:

- Have studied a range of literary genres as chosen by their teacher (including poetry and Shakespeare) and completed their understanding of the examinations for Language and Literature – drawing knowledge, understanding and skills from previous years.
- Enhance the key skills needed to gain the best grade, for their individual ability and apply these skills in a structured and analytical manner to produce high quality answers.
- Developed their ability to communicate effectively using spoken language and completed their GCSE assessment.
- Developed their understanding of how contextual factors affect the use of language and informs interpretations of Literary texts.
- Have had a positive experience and built confident and professional relationships with staff which enables them to communicate with adults in a confident manner. This relationship results in a good number opting to study the three strands of English A-Level offered as well as Film Studies.
- Start to make insightful and qualified judgments in their writing which enables them to critically assess writer's intentions whilst making links to contextual factors and different interpretations.
- Have developed their use of spoken language and their ability to adopt a register for any particular purpose.

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By the end of KS5 students will:

- Have studied specific elements of their English / Film course and gained understanding of complex political, economic and social developments, which have impacted on Literature, Language and Film trends / themes.
- Have taken the opportunity to choose a topic of personal interest in their coursework and developed independent research skills to equip them for university.
- Develop their ability to work independently and read more widely across a subject area; applying theories and critical understanding to different genres.
- Develop the vital skills needed to gain the best grade possible, for their individual ability and used these skills in a structured and analytical manner to produce high quality answers as well as articulate meaning through whole class discussions
- Be able make insightful and qualified judgments in their writing which enables them to critically assess complex social and historical contexts and the influences on language, literature and film.
- Have had a positive experience and built confident and professional relationships with staff which enables them to communicate with adults in a confident manner. This hopefully will equip them for the demands of university or the world of work.