

## English Curriculum Intent

**At OHA our English curriculum intent is to provide students with the powerful knowledge that can too often be hidden from view and in doing so help to make the implicit, explicit.**

Through our English curriculum, we want our students to understand the following:

- Students need to understand that behind every text ever written there is writer intent.
- Students need to know that we can and should make predictions about any text both fiction and non-fiction by asking a set of initial questions both of fiction and non-fiction texts.
- Students need to know that there are a set of fundamental universal and timeless themes/ideas that influence the intentions of writers and this spans the 'entire' chronology of literary canon including what will become the canon of the future as these ideas/themes transcend the boundaries of time. E.g. Class divide, abuse of power, gender boundaries and inequality.
- Students need to know that they too are connected to these universal and timeless themes/ideas and this can inform their own personal responses to a text.
- Students need to understand and acquire a control over language both written and spoken so that students can discover the potential power it can have and can give.

|                                   | OHA Curriculum Intent   | English Faculty Intent   |
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| <b>Broad and balanced</b>         | All students have the opportunity to study all subjects on the National Curriculum including PSHE and SRE. This should allow all students to develop emotionally, intellectually and creatively and provide an opportunity to follow their own journey towards their own aspiration.                                  | <p>Students will read a range of diverse texts from different genres and different historical periods.</p> <p>Students will study whole texts to ensure that students have an in-depth understanding of the plot, characters, themes and ideas.</p> <p>For example, in Key Stage 3 students will study:</p> <ul style="list-style-type: none"> <li>• Greek mythology to enhance their understanding of allusion</li> <li>• 19th century novels and plays to develop their understanding of the Victorian era</li> <li>• 16th century plays and sonnets by Shakespeare to develop their understanding of his methods and the Elizabethan/Jacobean era.</li> </ul> <p>Students will have the opportunity to develop their literacy and to practice all the core skills (reading, writing, spoken) outlined in the National Curriculum.</p> |
| <b>Preparation for the future</b> | We believe that all students should experience a solid foundation at Key Stage 3 and therefore all students follow a three-year Key Stage 3. This ensures that OHA students have the skills, knowledge and understanding to have a successful Key Stage 4 and open doors to both Post-16 study and future employment. | <p>Students will be suitably prepared in KS3 to access the KS4 curriculum and to thrive academically, socially and emotionally in, and beyond, their GCSE Language and Literature exams.</p> <p>KS4 will effectively prepare those students wishing to continue their studies of English into KS5 and beyond.</p> <p>Students in KS3 and KS4 develop the skills required to write formally in terms of letters and speeches, an example of this in within the Year 9 War Dystopia unit where they study political rhetoric.</p>  |

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| <p><b>High aspirations</b></p>            | <p>We have designed a curriculum which is enjoyable, ambitious and motivates all students including SEND and the most disadvantaged towards lifelong learning.</p>   | <p>Our curriculum contains ambitious literary texts which span the different historical periods, such as Frankenstein &amp; The Tempest in Year 7.</p> <p>The exposure to challenging texts continues throughout Y8 and 9 and their analysis of these texts becomes more sophisticated as they progress through KS3.</p> <p>Thesis statements are taught at KS4 to enhance students' literature essays and academic writing. Students have an in-depth understanding of the writers' intentions through embedding four core concepts per literary text.</p> <p>We explicitly teach ambitious tier 2 and tier 3 vocabulary. We firmly believe that vocabulary building is the key to all students' academic success and that by 'closing the vocabulary gap' through a plethora of strategies, such as using the frayer model and our 'Building Brilliant Vocab' scheme, this facilitates optimum progress.</p>   |
| <p><b>Promotes the Academy values</b></p> | <p>Our students will demonstrate Respect, Resilience and responsibility throughout their daily life at the academy.</p>  | <p>In all the texts that we study, we explore social and moral values which directly concur with the Academy's 3 values.</p> <p>We promote discussions around these values and encourage students to perceive the importance in upholding of these in order to become well-rounded individuals.</p> <p>For example, when students study characterisation, we focus very much on positive character attributes and how characters prevail if they exhibit moralistic behaviours such as respecting others. We also explore the consequences of not maintaining these values and how this can be detrimental to one's academic and emotional prosperity.</p>   |
| <p><b>Rich knowledge based</b></p>        | <p>Students will leave OHA following five years of study, fully prepared for a variety of ambitious destinations. By providing students with extended and independent learning, our students will be ready to embrace the wider world around them.</p> | <p>Our Key Stage 3 and Key Stage 4 curriculum is knowledge rich.</p> <p>We have placed powerful knowledge at the heart of our curriculum. Our curriculum contains carefully chosen content which is organised in a coherent way, ensuring it builds from year to year.</p> <p>It is cumulative, constructing firm foundations from which our students can build conceptual understanding and skills over time.</p> <p>Our curriculum is coherent and ensures that our teaching does not jump from topic to topic, but enables our students to develop their English knowledge, foster curiosity and ignite a love of learning in our subject area.</p> <p>Students develop spoken language throughout KS3 and KS4 through discussion, debate and formal presentations for example, in The Tempest students deliver presentations on the items they would take with them onto a desert island and in Blood Brothers students partake in a nature vs nurture debate.</p> |