



# English Faculty

## Curriculum Philosophy

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

The study of English at Biddick Academy provides our young people with a narrative curriculum that will inspire learning and deliver equal entitlement, 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 curiosity. Students will reflect on their own experiences as they explore full, rich literary texts with powerful concepts at their cores: Allusion, Appearance versus Reality, Marginalisation, Inequality and Injustice, Social Class, Gender, Conflict and Relationships. Our text selections enable the attainment of cultural capital, encourage resilience and readiness, develop the whole child and promote British Values, facilitating quality conversations to develop oracy to enable students to become responsible citizens.

We develop aspiration through having high expectations of all, supporting all students to access challenging material, promoting independence. The delivery of Core Knowledge and Core Skills is sequentially structured, building on understanding students gained at Key Stage 2.

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 Literature' in Year 7, they are introduced to the concept of conflict in literature through war poetry. 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 and the High 5 strategy support the development of hinterland knowledge beyond the curriculum. An engaging enrichment programme, linking curriculum areas, enables students to achieve success.

The progress made through the study of the English curriculum can be seen in how the students apply knowledge and skills with increased fluency. For example, by exploring the concept of Marginalisation in Year 7 through their study of the Art of Rhetoric, Voices and Viewpoints in Year 8 and Of Mice and Men in Year 9, students develop the declarative, procedural and hinterland knowledge and vocabulary needed to gain a deeper understanding of *An Inspector Calls*, studied in Key Stage 4.

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