Beckfoot Upper Heaton Curriculum Vision....English

| | At Beckfoot Upper Heaton we ensure that our curriculum is relevant in meeting the needs of all learners; it builds their cultural capital, motivates and student with the skills, knowledge and values to succeed. We ensure that we challenge and nurture our learners so that no child is left behind. | | | | | |
|--------------------------------------|--|---|---|--|--|--|
| Intent | Confident Communicators | Knowledgeable and Expert Learners | Committed Community Contributors | | | |
| What are we trying to achieve? | Our curriculum provides opportunities for all our learners to become confident, critical and fluent communicators by securing their reading, writing and oracy skills so that they are empowered to ar- ticulate their own, informed views and explore their own creative ideas. | Our English curriculum allows learners to make above average progress by securing their literacy skills and increasing their cultural capital through the study of challenging literature from a range of different cultur- al, historical, social and political perspectives as well as genres and forms. | Our learners will understand that they have a voice and that their voice can positively change the world around them through writing and speaking with a motive. They will show values of tolerance and ap- preciation for other viewpoints within our world. | | | |

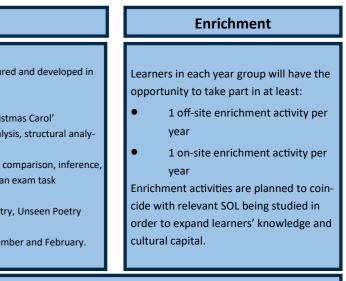
'Every child needs to believe deep down that life is not something done to you but something you can grasp and shape into something meaningful'.

| | KS3 - Three Years | | KS4 - Two Years | | | | | |
|---|---|--|--|-------------------|---|---|--|--|
| Implementation How will we achieve our intent? | English lessons in Key Stage 3 are split between English Language and English Literature. Each SOL will focus on securing key skills or concepts relevant to our curriculum intent and KS4 readiness with stimulus texts. Each year, learners will read: a novel, a drama text, poetry, short fiction and non-fiction from a range of literary contexts (modern, 19th century, Shakespearean and other cultures). Learners will be assessed regularly in line with Data Collection points using either analytical writing or creative writing. Y7: The Wide World of Words (modern novel, short stories, opening chapters, Shakespeare extracts, poetry, Women In Writing study) Y8: The Voices of Conflict and Ambition (autobiographies, modern novel, journalism, 'Unheard Voices,' war poetry, Shakespeare, British Empire study, Man Vs. Nature, media study: narrative in film) Y9: Writing With a Motive (passion project, modern novel, transformational writing, political writing, 20th Century drama, narrative allegories, writing about our community, Women in Writing (Brontes), Industrial Revolution study | | English lessons in Key Stage 4 are split between English Language and English Literature. Lessons will be exam focused with an application of the key skills/concepts they have secured Key Stage 3. Y10: Begin Literature content and introduce to all of the Language content Literature Paper 1: Shakespeare & the 19th Century Novel 'Romeo and Juliet' and 'A Christma Language Paper 1: Creative reading and writing (Fiction) Reading (retrieval, language analysis sis, critical evaluation) Writing fiction for an exam task Language Paper 2: Writers' viewpoints and perspectives (Non-fiction) Reading (retrieval, com language analysis, viewpoint analysis and comparison) Writing to present a viewpoint for an ex Y11: Complete Literature content and secure exam skills in all areas Literature Paper 2: Modern Texts and Poetry 'An Inspector Calls,' Power and Conflict Poetry, 'R Revision and practice in all Lit/Lang areas Year 10 mock exams will take place in March. Year 11 mock exams will take place in November | | | | | |
| | Oracy | | | Literac | y | | | |
| | SOL offer regular opportunities for discussion, debate, pre- senting, reading out loud and drama.home using reading be and advanced vocabul | | east 20 minutes a day in class and/or at poks and SORA to read online. Tier 2 ary is embedded into SOL. Targeted n extra literacy lesson in place of MFL. | | | | | |
| Impact | Well timed, planned and moderated assessment and feedback makes sure our learners know where they are on their learning journeys and what they ne ated within departments through Project Accuracy and across the Trust. Data is well used by all staff to inform teaching and learning as well as nec parents and carers at key points throughout the year to allow our learners to be supported at home as well as in | | | | | | | |
| How will we know if we are successful? | Outcomes | Next Steps | Attitude to Learn | ing | Attendance | Community Inv | | |
| | Achievement will be in the top 20% of schools Our most vulnerable learners will be above national average. | All our leavers will gain the qualifications to move on to suitable courses or next steps (0% NEET) | Our learners attitude t ing will be above Our exclusion rate wil low the national ave | 1.5. ll be be- | All our learners will want to attend school - attendance will be above 97% (below 8% PA) | All of our learne place in activitie the classroom as their confidence a | | |



nd excites. The curriculum will equip every

Future-Ready Young People Our learners will obtain reading, writing and oracy skills which will prepare them for future life. The texts they study are socially and culturally relevant to the modern world, even when drawing from past history.



s are chosen for their links to important topics such , discrimination, social inequality, poverty, conflict, tolerance, community and politics.

Personal Development

need to do to get to the next level. Data is modernecessary interventions. Data is shared with in school.

Involvement

rners will take ties outside of as they develop e and resilience.

Stakeholder Voice

All our learners will take place in the BUHSL election and via student voice will have a say in what happens in their school.