

NORTON CANES HIGH SCHOOL



English Curriculum Statement

During the 2018- 2019 academic year, the English Department took part in a National SIF project, that scrutinised the curriculum design and pedagogical practices of the department. During this project, the Year 7 scheme of learning was reviewed and mapped against the expected outcomes at Key Stage 2 to ensure that skills are developed and built upon, ensuring appropriate starting points and levels of challenge for all pupils, regardless of starting points.

The English curriculum's spiral structure ensures that at each stage, skills are consistently developed and re-visited so that prior learning is developed and incrementally builds the skills required for GCSE and beyond. In addition, Key Stage Three English has been designed to feed into the whole school improvement targets and so has been designed to ensure that it is 'boy-friendly' and enables pupils to develop their cultural capital by exposing them to canonical literature.

Our curriculum is under constant review and adaptations have already been made for the 2019-20 academic year and further developments have been highlighted for the start of 2020-21 to demonstrate the way the department supports the progress of individual cohorts. The department is proud that the curriculum embraces cross-curricular opportunities with subjects such as History and Geography.

For this year (2019-2020), the Year 8 Autumn two scheme of learning has been adjusted to recall and revisit the skills taught during Autumn one, particularly poetry comparisons. However, this scheme will be revised for 2020-2021, as the Department now feel that the beginning of the Year 8 curriculum focuses on the theme of War for too long and would like to expose pupils to other genres. Therefore, Autumn two's scheme of learning will be revised so that it focuses more on dystopian fiction.

Similarly, for the 2019-2020 academic year, Year 9's curriculum has been adapted to address skills gaps highlighted by Year 11 exam analysis, but without narrowing Year 9's curriculum into an inadvertent three-year GCSE. During the Summer 2019 Language exam analysis, the department noted that transactional writing seemed to be a topic where there seemed to be a knowledge gap. As such, the department has created a new scheme of learning, (The Village), that is designed to give pupils an opportunity to read and write a range of transactional writing texts.