



Middlewich High School



QUALITY OF EDUCATION

English Department

Curriculum Rationale

The Curriculum rationale of the English department is outlined below. These are the principles that shape our intent, implementation and intended impact of our subject area on the wider Middlewich High School Curriculum. We believe that every pupil, regardless of ability or background, should expect the same consistently high-quality education in every lesson taught by every teacher across our Curriculum team.

<p>Our Vision and Values for our Subject are:</p>	<p>Vision and Values:</p> <ul style="list-style-type: none">● To empower students with knowledge that will enable them to be confident and articulate members of society.● To inspire students to be lifelong learners with an appreciation of how literature shapes our understanding of the world.● To stimulate a high level of curiosity which encourages students to feel enriched, driven and confident to learn about the world around them.● To expose students to varied literature that allows them to build a better understanding of the past; experiences of others and the ways in which literature develops over time.● To develop students who will become confident communicators, adopting language, style and expression in both written and spoken contexts.● To develop students who enjoy reading for pleasure.
<p>Our rationale for teaching what we teach is as follows:</p>	<p>The English curriculum follows a 5 year journey that builds on students' schema; it aims to achieve the following:</p> <p>KS3:</p> <ul style="list-style-type: none">● To enrich students with knowledge that is sequenced, recalled and retrieved over time.● To develop students who have an understanding of how literature is used as a tool for political and personal expression in relation to context.● Through exploring a range of poetry, prose and non-fiction, students will strengthen their skills to read for inference by selecting information to support their own synthesis. .● To engage students with a breadth of writing styles, both fiction and non-fiction, considering writing for effect, different audiences and text types.

	<ul style="list-style-type: none"> ● To strengthen students' confidence with reading and to instil in them a lifelong love of reading. <p>KS4:</p> <ul style="list-style-type: none"> ● To further enhance the knowledge students have gained at KS3. ● To strengthen students' ability to comment on literature critically, considering deeper meanings and concepts behind the text. ● To strengthen students' abilities to make links and comparisons across texts and between texts. ● To refine students' ability to write effective fiction and non-fiction pieces that take into account text type, audience and purpose.
<p>The principles that shape our Key Stage Three Curriculum are:</p>	<ul style="list-style-type: none"> ● To embed a deep understanding and curiosity of critical knowledge across the three forms of English: poetry, prose and non-fiction. ● To engage with and enthuse a love of literature amongst all our students. ● To provide opportunities for students to share their opinions and perspectives through writing and spoken communication. ● To allow students to challenge the way that we view the past through different forms of literature.
<p>The principles that shape our Key Stage Four Curriculum are:</p>	<ul style="list-style-type: none"> ● To engage and enthuse a love of literature. ● To strengthen students' understanding of critical knowledge and critical skills in order to build confidence when exploring both fiction and non-fiction texts. ● To use literature as a vehicle for exploration of the world and wider political concepts. ● To use literature to develop emotional intelligence.
<p>Our Pupil Promise: You will see the following in our lessons:</p>	<ul style="list-style-type: none"> ● A curriculum that builds confident learners who are able to express complex and critical ideology. ● A team who are dedicated to promoting , enriching and inspiring reading, writing and oracy and key to our students' academic and personal development. ● Engaged learners who are curious and eager to learn about literature and language. ● Passionate teachers who deliver well sequenced lessons that show awareness of the demographic of learners in the classroom. ● Structured learning that builds on previous knowledge and is founded upon schema. ● Teachers who base their lessons on evidence based pedagogy.

<p>Cultural Capital we offer our pupils through our Curriculum is as follows:</p>	<ul style="list-style-type: none"> ● Our curriculum is broad and balanced allowing pupils to explore varied literary perspectives and diverse voices. ● Becoming 'knowledge rich' is a key ideology of our curriculum, allowing all learners to become academically articulate. ● The curriculum is linked to both the History, RE and Drama curriculums. ● School excursions are planned to meticulously link to the study of literature and to allow all students to gain an appreciation of theatre.
<p>Next Steps – Our aspirations. We intend that our pupils will leave us in Year 11 with the following skills and qualities:</p>	<ul style="list-style-type: none"> ● Young people that appreciate the place that literature still has, even in modern society. ● Young people who can confidently articulate their opinions through writing and verbal communication. ● Young people who seek out opportunities to learn.

The Mission Statement of the English Department

Our mission statement for Quality Education in our Department is outlined below. (No more than one paragraph)

The English Department of Middlewich High School believes the study of English is the right of every student. We inspire students in wanting to become more knowledgeable, enriching them with a love of learning. We aspire to enable all students to become appreciative of literature and the powerful ways in which literature moulds our understanding of the past, life experiences and emotions, whilst giving them the tools to fully appreciate and replicate the craft of writing. At the heart of our department is the belief that education can be transformative.