

KS4 Lionheart English Curriculum

Curriculum Ethos

Our KS4 English curriculum builds upon the foundational work done at KS3 level, ensuring that prior knowledge and the tangible connections that exist between key stages are explicitly identified and talked through with students. The core principles that underpin our knowledge-rich curriculum at KS3 are largely transferrable to KS4, however, at this stage in our students' educational journey, their learning becomes largely specification-bound. Because of this, we choose set exam texts that we feel speak to our student cohorts and address gaps in their understanding of the wider world. That is, through our decision to teach *A Christmas Carol*, or *An Inspector Calls* we're choosing to teach our students a pertinent and timeless lesson about the inequalities that frame humanity, and through our study of *Macbeth*, or *Much Ado About Nothing* our aim is to illuminate how Shakespeare's works tap into universal human longings for love, or justice, empathy and compassion. In this sense, we teach our KS4 students to truly *learn*, not just how to pass their exams – although we of course recognise that this is important. Likewise, through our skills-based approach to English Language teaching, we endeavour to read, write about and discuss texts – both fictional and non-fiction – that plug obvious gaps in cultural awareness. Throughout our teaching at KS4, then, we ensure that metacognition and developing cultural capital form the core business of learning. We equally stress the curriculum's transferability to whatever it might be that comes next for our students. In short, our curriculum is underpinned by the following principles:

1. A rich, ambitious and coherent design to cater for holistic development and academic success.

Our curriculum is coherently mapped out across a two-year program of predetermined study. In year 10, the focus is on mastery of three English Literature texts – two of which are pre-20th century, the other being modern. All texts are studied in full and interleaved with the additional study of 15 poems and a thematically driven non-fiction text booklet that supports the core content, but is approached through the lens of Language and is predominantly skills-based.

In year 11, Language teaching becomes the focus for the first term of the year. The poetry is then revisited as a taught unit, and interleaved with revision of the remaining literature content, which is then spaced throughout the remaining terms.

Year	Autumn Term		Spring Term		Summer Term	
10	19 th century text: Charles Dickens, <i>A Christmas Carol</i>	Nonfiction study/ 5 power & conflict poems: <i>London</i> <i>Ozymandias</i> <i>Charge of the Light Brigade</i> <i>The Prelude</i> <i>My Last Duchess</i>	William Shakespeare, <i>Macbeth</i>	Nonfiction study/ 5 power & conflict poems: <i>Exposure</i> <i>Remains</i> <i>War Photographer</i> <i>Storm on the Island</i> <i>Bayonet Charge</i>	20 th century text: John Priestley, <i>An Inspector Calls</i>	Nonfiction study/ 5 power & conflict poems: <i>Tissue</i> <i>Checking Out Me History</i> <i>The Emigree</i> <i>Kamikaze</i> <i>Poppies</i>
Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	EXAMS
11	Language Paper 1	Language Paper 2	Poetry and Unseen poetry	Revision of extract to whole literature texts	Revision of modern text	

2. A metacognitive approach to instil memorability and transferability.

Our curriculum recognises the importance of metacognition and through its mastery approach to learning our teaching of extended units allows for full immersion within texts and ideas, ensuring that lessons facilitate opportunities for explicit strategy instruction and modelling, as well as guided and independent practice (EEF, 2018). Our teaching is conceptualised over time and because of this, knowledge can be regularly revisited, allowing for ideas and content to become part of long-term memory.

Through our aim to cultivate sustained, metacognitive behaviours our lessons embed low-stakes retrieval and recall activities; regular opportunities for extended writing, which is often live modelled and guided; structured reading of texts; scaffolded discussion and questioning; and ongoing feedback and reflection.

3. Structured approaches to reading to ensure the development of strategic and knowledgeable readers.

Through delivery of the non-fiction booklets and accompanying written and discussion activities, students will develop both cultural capital as well as their comprehension, inference and more general reading skills. We believe that tackling every text a student comes across – be it fiction, non-fiction, poetry or prose – with the same set of reading skills allows students to become confident and capable readers. All our learners are therefore taught how to be a reciprocal reader by using four simple steps: predict, clarify, question and summarise. This approach is discursive and inclusive and allows students to develop metacognition, to become independent and creative thinkers and readers whilst simultaneously extending their knowledge and skills-set.

4. Explicit vocabulary instruction to reduce vocabulary deficits.

In attempt to address the vocabulary gap (Quigley, 2018), we ensure that academic writing and discussion is modelled throughout all units, with students being taught a range of ways to extend sentences appropriately – in both oral and written capacities. Our reciprocal approach to reading, with its discursive focus on clarifying and questioning words, as well as our use of supporting knowledge organisers and unit-specific vocabulary lists, form only the starting points of our engagement with vocabulary. Recognising that if students are only taught language when penned within ‘the straightjacket of word lists’ (Quigley), they miss out on opportunities to uncover layers of meaning and transferrable knowledge, we ensure that the vocabulary we teach is explored in relation to its roots and its connections to both other words and the wider world.

5. A focus on knowledge being ongoing by encouraging to students to always be ‘focused, not finished’ (Webb, 2020)

Our KS4 curriculum is tightly sequenced and assessed, building in regular opportunities for students to reflect on feedback and develop further. Learning in English is a continuous journey and whether work is class-based, low-stakes and self-assessed, or formative and marked individually by a teacher, our students engage in an ongoing dialogue with both their teacher and themselves, recognising that responding to feedback ongoingly, and thereby effectively, mitigates their success.