

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification? The GCSE assessment Objectives underpin the design of all KS3 units, skills progression and assessments, thereby ensuring that students are equipped with the skills and knowledge necessary to tackle their GCSEs successfully, while also preparing them for the world beyond school. The variety of time periods, cultures and text forms students encounter ensure that this is a rich and diverse curriculum with Wonder published in 2012, our choices for multicultural poetry spanning the last 100 years and Romeo and Juliet forming an introduction to Shakespeare at KS3.

How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning?

At KS2, development of reading skills centres around identifying language choices, comprehension of meaning and inference. Year 7 develops these reading skills by first embedding quote selection; then introducing the concept of ‘connotations’ to develop explanation and language analysis; then consideration of the writer’s perspective. This lays the groundwork for explicit focus on effective quote selection and use; exploring layers of meanings; and considering how a writer’s background influence their text in year 8.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? Students explore issues such as discrimination, disability and racism, reading the perspectives of writers from other cultures to open up discussion around prejudice, tolerance and respect of others.

Content-Knowledge and Skills

Wonder: ‘Using Evidence’ (*Word Classes integrated within inference; Connotations; Exact quotes and accurate quotation marks; Embedding quotes*)
Multicultural Poetry: ‘Impact of Choices’ (*using poetry terminology to identify choices; exploring connotations*) ‘Using Evidence’ (Exact quotations and accurate quotation marks; Embedding quotations; Single word analysis) and ‘Context and Intentions’ (*Identifying evidence of poet’s background / culture in their poems*)
Crime and Punishment: ‘Using Evidence’ (*consolidating skills introduced in Wonder*) ‘Using Evidence’ (Word Classes integrated within inference; Connotations; Exact quotations and accurate quotation marks; Embedding quotations) and ‘Context and Intentions’ (*Introduce focus on writer’s attitude and impact on reader as two separate concepts*)
Romeo and Juliet: ‘Impact of Choices’ (*Word Classes integrated within inference; Connotations*) and ‘Using Evidence’ (*Exact quotations and accurate quotation marks; Embedding quotations; Single word analysis*)

Subject specific pedagogy

- What How Why is used as a thinking tool to help students structure their analytical responses to texts.
- Model responses colour-coded and labelled.
- Thinking out loud / talk before writing
- I do, we do, you do lesson structures to build independence.

Resources and support

- Images and video clips are used to introduce new and unfamiliar concepts.
- Live modelling using I do, we do, you do.
- New language / terminology taught explicitly to develop students’ literacy

Feedback, assessment, and progress

How are students assessed? How does this demonstrate progress? All students sit the same assessment every term. The mark scheme reflects the OBHS use of percentages to identify low, middle and high prior attainment. Marks are recorded as percentages. At this stage, reading and analysis skills are assessed through multiple question assessments rather than purely extended writing. The assessment is underpinned by the skills progression outline for English at OBHS and matches our implementation ambition for each unit.

How do children receive feedback on their learning? In line with the OBHS no-pen feedback policy, students receive whole class feedback at least once a fortnight, in the form of next steps, this marking ensures teaching is consistently responsive to student need and all students take ownership for engaging with their next steps. Success criteria is used for self and peer assessment. Students are assessed formally once a half term where individual next steps are given and feedforward into students work in subsequent units.

How is feedback used to inform planning/ SoL? While our medium term plan is well-resourced, in-class AfL and the OBHS no-pen feedback policy is used to inform the direction of teaching and the time allowed for specific concepts during a unit.

Habits

Resilience – proof reading, responding to teacher feedback, applying Next Steps to new contexts;
Collaboration – participate actively in-group discussions, develop active listening skills, and begin to experiment with roles within groups.
Independence – tackle tasks following instructions, judging when help is needed and asking for it.
Ambition – tackling challenge tasks frequently.
Creativity – using information to develop own ideas and opinions.