

Our intent – English

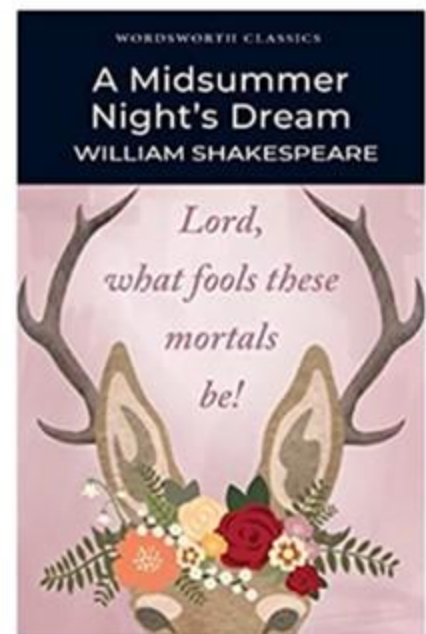
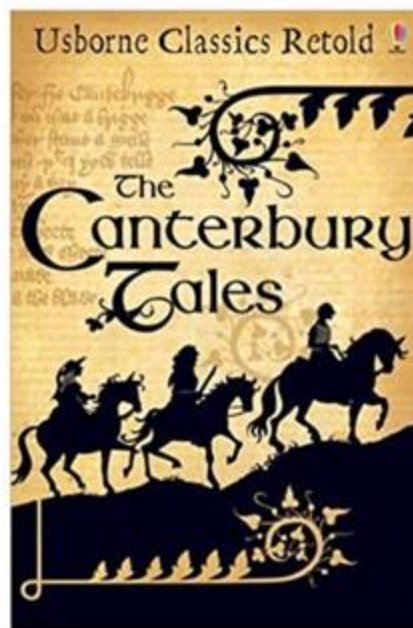
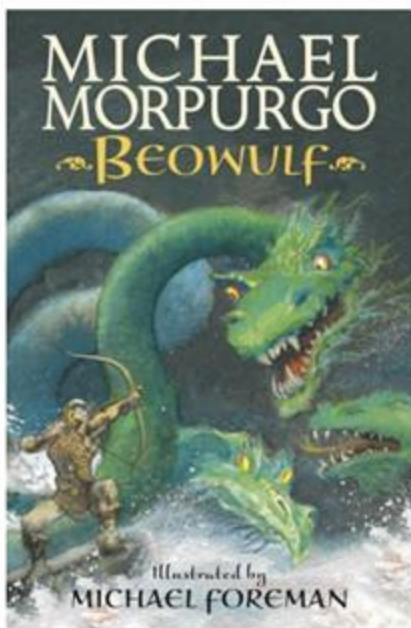
At Northampton School, we believe that the study of English, in its literary and linguistic spheres, empowers and inspires our students. Their experiences, within and beyond the classroom, are broadened through an exploration of challenging and thought-provoking texts that encompass different times and cultures and encourage students to connect with a variety of voices and perspectives. It is our belief that by firmly rooting students' Key Stage 3 study in an exploration of literature through time, their engagement and appreciation at Key Stage 4 and 5 will be naturally enriched by the breadth and depth of knowledge they have cultivated.

The academic rigour of our curriculum will allow our students to mature into confident learners who take pride in their knowledge and abilities. The rich diversity of texts studied across all key stages will nurture and develop students' intellectual curiosity and their ability to place texts into their literary, historical, social and political contexts. We will prepare students for life beyond Northampton School, equipping with learning experiences that will allow them to access higher education and the workplace with confidence. Our broad study of the literary canon enables students to nurture their appreciation of the history and power of language; students are taught to articulate themselves in a variety of spoken and written contexts with confidence and purpose. The ability to discuss, explore and evaluate concepts and ideas with clarity is central to the academic narrative of which we are proud.

Ultimately, we hope that students' experience of English at Northampton School – a text, a poem, an author – will resonate through the years and foster a life-long love of reading.

Curriculum Implementation and Impact - English













Throughout Key Stage 3, we explore the history and progression of the English Language. Starting with Old English, Year 7 begin their curriculum journey with Morpurgo's translation of 'Beowulf'; students explore stories of adventure and bravery and craft their own journey of creative writing through their challenge – 'Escape from Kraznir'. From these origins, we journey through Middle English with Arthurian legends and Geoffrey Chaucer's 'The Canterbury Tales'. Students explore religion, morality, sociology, and trace the changes in language across time. In the summer term, we move into Early-Modern English with the study of William Shakespeare's comedy, 'A Midsummer Night's Dream'. With skills in comedic writing, translating Shakespearean language, and Jacobean insults, students have a creative and adventurous encounter with the Bard himself.










In Years 7 and 8, all students have one library lesson per week. Northampton School use Accelerated Reader to ensure students are accessing suitably challenging texts and to monitor their ability to comprehend these texts independently. This weekly reading lesson offers students time with library staff to engage with recommended

reading from our reading lists, as well as perusing their individual book preferences. We celebrate reading successes in every lesson, with house points available for students who have the highest word-count each week. When students reach 1,000,000, 5,000,000 and 10,000,000 words, they are rewarded with a bronze, silver or gold badge to wear with pride on the lapel of their school blazer. In addition to the Accelerated Reader programme, our students read with their tutor during Personal Development time once/twice a week.

The domains of reading and writing are explicitly planned for progression. Texts are diverse and wide ranging, and the curriculum is planned and mapped so that students access texts which are underpinned by key concepts. These concepts within texts are deliberately sequenced so that students can build on prior knowledge when learning new knowledge – concepts such as identity, gender, leadership, conflict, and isolation. Where relevant, these concepts have also been linked to protected characteristics. Indeed, leaders have gone further here and mapped the 12 core concepts against each SoW as a way to ensure the effectiveness of sequencing and progression.

 The supernatural	 Loss (including loss of loved ones, innocence or virtue)	 Relationships (including family, friendship and love)	 Conflict (including violence, war and internal conflict)					
 Morality and justice	 Loneliness and isolation	 Inequality, prejudice and discrimination	 Leadership (including kingship, power and corruption)					
 Identity	 Transformation	 Nature and the natural world	 Gender					

	'Beowulf'	'Escape from Kraznir'	Arthurian Legends	'The Canterbury Tales'	A Midsummer Night's Dream	'Private Peaceful' and WW1 poetry
		✓	✓	✓	✓	
	✓	✓				✓
	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓
	✓		✓	✓		✓
	✓			✓	✓	
				✓	✓	✓

Inspired by Alex Quigley’s research on pre-complex texts and Daniel Willingham’s research into cognitive science, leaders have chosen KS3 texts which are ‘foundational’ – students are empowered to revisit and build upon domains of powerful knowledge (e.g. themes and genre) and the tier 2/3 vocabulary that sit within them. These domains of knowledge are spiralled throughout the English curriculum, across both Key Stages 3 and 4, to allow students to move from shallow to deeper understanding. For example, Year 7 texts such as ‘Sir Gawain and The Green Knight’ introduce students to concepts such as responsibility and morality, all of which are revisited and built upon in future schemes of work e.g., ‘Kick’ in Y8, ‘Hamlet’ in Y9 and GCSE texts such as ‘Macbeth’ and ‘An Inspector Calls’.

A key part of both the whole school and subject intent is to ensure that students develop a love of reading within a ‘reading rich’ curriculum. There is a consistent focus on developing tier 2 and 3 vocabulary and each SoW is supported by a list of core vocabulary that all students are expected to know and be able to respond to in context – see example below from Year 9. Library lessons in Year 7 and 8 are planned around the Accelerated Reading (AR) programme; leaders have made the decision to purchase books for all new Year 7 pupils when they start NS, and the library has been restocked based on a needs analysis of diversity and representation - just some further examples of how the department and the school are supporting reading for pleasure and building a ‘word-rich’ curriculum.

What is the key vocabulary that I will know by the end of the unit?

- Diversity
- Culture/Cultural Identity
- Racism
- Patriotism
- Nationalism
- Feminism
- Systemic racism
- White privilege
- Discrimination
- Alienation
- Marginalisation
- Oppression
- Displacement
- Intersectionality
- Stereotypical representations – reinforce/subvert
- Refugee