



# Bournville School Curriculum Overview



## Curriculum Intent Statement

**“All students, regardless of their starting point and background, develop a love of language, an enjoyment of reading and embark on a journey to become articulate and confident communicators.”**

English at Bournville is a broad, challenging and enjoyable curriculum. In each year of their education, Bournville students will be exposed to a range of texts, contexts, concepts and topics, whilst also being equipped with the tools they need to improve their core reading and writing skills. In English, our goal is not just to achieve exam excellence, but to equip our students with the skills they will need to be effective and prosperous citizens, ensuring they can excel in modern Britain.

Our five-year curriculum has been designed to ensure pupils are able to make the most possible progress in both knowledge acquisition and skill application, and we are proud of the breadth and scope of our curriculum. Using the national curriculum framework as our basis at key stage 3, right through to a keen focus on the latest developments within the GCSE specification at key stage 4, students can expect to study a combination of Shakespeare, pre- and post-1914 Literature, poetry, and non-fiction, as well as learning to write for different purposes and audiences in each year of their education. Enhancing and enriching our curriculum is retrieval practice and teaching which enhances the 'cultural capital' of our students.

Overall, we believe our curriculum is comprehensive, rigorous, varied but most of all enjoyable. We want students to leave Bournville equipped not only with outstanding grades, but also with a love for and appreciation of the subject; to look back on their five year learning journey with a sense of pride for the skills they have developed and the plethora of texts and topics that they have studied.

### **Developing Cultural and Social Capital:**

We have mapped the required 'cultural capital' for our GCSEs into our KS3 curriculum. This has identified opportunities within KS3 which will allow us to teach 'big ideas' such as, 'utopias and dystopias', 'social class' and 'the role of women in society', in order to give pupils the necessary knowledge schemata to attain more highly once they get to GCSE.

Cultural capital is something we believe can help unlock the higher grades in English study - a wealth of contextual knowledge and the ability to apply this to differing circumstances and as a critical reading of a text can help students to make rapid progress. In addition, students are exposed to a range of literature texts during the five years which are used as a means of exploring different cultures and time periods. At Key Stage 3 in particular, we use novels, plays and poetry as an important means of exploring cultures, contexts, morals and ethics which all combine to build and enhance our students' cultural capital and character development.

We also focus on writing for real audiences, encouraging students to respond to local, national and international issues in society. We then teach them how to use their own voice in society in order to make a difference through transactional writing.

### **Our Reading Strategy:**

Reading at Bournville is an integral part of the English curriculum. We believe that reading is a springboard to access the curriculum and imperative in our pupils becoming word 'rich'.

- In our schemes of work, students read a range of novels, plays, poetry and a series of non-fiction texts. By utilising fiction and non-fiction, our pupils are given the opportunity to broaden cultural capital, decode a range of vocabulary, develop curiosity and analyse writers' views.
- KS3 students also have a guided reading lesson once a week, allowing them to read widely, beyond the curriculum. Students respond to the texts by exploring new vocabulary, practising their inference, predicting, evaluative, retrieval and summary skills.

### **Our Writing Strategy:**

Writing is central to all lessons at Bournville, with students completing deliberate practice every lesson. Staff give students live feedback in lessons, allowing students to improve their work in the lesson. Using strategies from 'The Writing Revolution', students are taught to develop their sentence structures, use vocabulary for effect and use an academic register. Where appropriate, students are given writing frames to help them to structure their work.



## English Curriculum KS3 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	'Ghost Boys' by Jewell Parker Rhodes <b>Narrative writing</b>	Birmingham, Britain and Beyond <b>Writing to persuade</b>	'Origins' <b>Writing to describe</b>	Migration Poetry	Protecting Our Planet <b>Writing to persuade</b>	'Much Ado About Nothing' by William Shakespeare
Year 7 Guided Reading Texts	'Wonder' (R. J. Palacio), 'The Graveyard Book' (Neil Gaiman), 'Welcome to Nowhere' (Elizabeth Laird), 'Gangsta Rap' (Benjamin Zephaniah)					
Year 8	'Noughts and Crosses' the play adapted by Dominic Cooke <b>Writing to inform / persuade</b>	'Romeo and Juliet' by William Shakespeare	Romantic Poetry	Dickens's Description <b>Writing to describe</b>	'Heroes' by Robert Cormier	Heroes (non-fiction) <b>Writing to persuade</b>
Year 8 Guided Reading Texts	'Terror Kid' (Benjamin Zephaniah), 'Long Way Down' (Jason Reynolds), 'Where the World Ends' (Geraldine McCaughrean), 'Moonrise' (Sarah Crossan)					
Year 9	'The Crucible' by Arthur Miller	'The Merchant of Venice' by William Shakespeare	Dystopian Fiction <b>Narrative writing</b>	'Jekyll and Hyde' by Robert Louis Stevenson <b>Writing to describe</b>	Events that Shook the World <b>Writing to persuade</b>	Power and Conflict Poetry
Year 9 Guided Reading Texts	'The Hate U Give' (Angie Thomas), 'Boys Don't Cry' (Malorie Blackman), 'Coram Boy' (Jamila Gavin), 'The Knife of Never Letting Go' (Patrick Ness)					

**ENRICHING LIVES; TRANSFORMING FUTURES**



## English Curriculum KS4 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	English Literature: 'A Christmas Carol' by Charles Dickens	English Language: Narrative structures <b>Narrative writing</b>	English Literature: 'An Inspector Calls' by J. B. Priestley	English Language: Voices that Shook the World <b>Writing to argue / persuade</b>	English Literature: 'Macbeth'	
Year 11	English Literature: 'Macbeth' English Language: Paper 2 <b>Writing to argue / persuade</b> English Literature: 'An Inspector Calls'		English Literature: Unseen Poetry	English Language: Paper 1 and 2	Revision	

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