

English Curriculum Intent

At Trinity Academy Leeds we are passionate about providing our students with the tools to build the brightest future for themselves. The English curriculum provides our students with **powerful knowledge** and access to **cultural capital** through a variety of well-considered texts **across the canon and beyond**; students are exposed to a **diverse range of contextual backgrounds and momentous historical events**. We believe texts should be both mirrors and windows, ensuring children feel represented and seen, whilst empowering them to grasp opportunities and enjoy the best that has been thought and said in our rich cultural heritage. **Our curriculum offer is never narrowed; all students access the same ambitious texts, irrespective of starting points.**

In our curriculum, everything is deliberate and not left to chance, so we have developed a 'spiral curriculum' where core knowledge is carefully mapped to ensure it is regularly revised and returned to so that students can apply them in new contexts and thus deepen and refine their understanding. Here is an example using metaphor:

Metaphor	
Year 7, Terms 1 & 2 (<i>The Gothic</i>)	Revising the term from KS2 to ensure comprehension.
Year 7, Term 5 & 6 (<i>Romeo and Juliet</i>)	Deepening understanding by examining <i>extended</i> metaphors. Students are also introduced to a fanciful metaphor with <i>conceit</i> .
Year 8, T4 (<i>Long Way Down</i>)	Conceit is taught again, through poetic form to apply knowledge to next contexts.
Year 9, T6 (<i>Social Justice Poetry</i>)	Revisiting of extended metaphors to poetry to prepare students for their study of this form in KS4.

Phase 1: Overview

At KS2, students learn grammar content in preparation for SATs, including parts of speech, punctuation, clause and sentence construction. This content is taught with a view to students being able to identify grammatical features and write using accurate punctuation. For example, a clear focus on **modification** and **expansion** as a means to develop 'grammar for writing'. It is imperative that students encounter texts which are challenging, literary and representative of the human experience in the broadest sense. We have very close links with our feeder primary schools and ensure that there is no repetition of material from KS2 to KS3, and that we can build on foundations already laid down. Our key texts at KS3 raise the level of challenge in vocabulary and grammar construction significantly, whilst also introducing new concepts such as: Gothic Genre in *Cirque du Freak* linked to extracts from *Rebecca*, *Dracula*, and *Frankenstein*; literature as an agent for social change in *I am Malala*, *Long Way Down* and *social justice poetry* from the likes of Langston Hughes and Sarojini Naidu; classic forms such as Shakespeare Tragedy and History in *Romeo and Juliet* and *Julius Caesar*; the art of crafting prose through short stories by Dickens, Perkins and O'Flaherty. For students identified as LPA, and with a significantly lower chronological reading age than their peers, they have an additional hour per week in English that is used to address gaps or misconceptions that arise from first-wave teaching of the core curriculum to ensure they continually make progress.

	Term 1 & 2	Term 3 & 4	Term 5	Term 6
Year 7	The Gothic Vehicle: <i>The Castle of Otranto</i> , <i>Dracula</i> and others	Non-fiction that changed the world Vehicle: <i>I am Malala</i>	Shakespeare and Gender Vehicle: <i>Romeo and Juliet</i>	
Year 8	The Spoken Word Vehicle: <i>Long Way Down</i> by Jason Reynolds	Power, Politics and Rhetoric Vehicle: <i>Animal Farm</i> by George Orwell	Short Stories Vehicle: <i>The Signalman</i> , <i>The Yellow Wallpaper</i> and others	Journalistic Writing
Year 9	Shakespeare and Power Vehicle: <i>Julius Caesar</i>	Modern Novel Vehicle: <i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie	Drama Vehicle: <i>Journey's End</i> by R. C. Sherriff	Social Justice Poetry Vehicle: William Blake, Langston Hughes, Vanessa Kisuule, Sarojini Naidu