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| **Curriculum rationale & design** | Our curriculum, like everything at Astrea Academy Woodfields, builds upon our vision of providing *‘an exceptional, knowledge rich educational experience to ensure all scholars succeed’*. By providing a rigorous, carefully sequenced, and ambitious curriculum that is full of powerful knowledge, we are enabling scholars to understand and challenge the diverse world around them. Our curriculum design is informed by four key design principles. Our curricula are:1. Knowledge-rich2. Academically ambitious3. Logically sequenced4. Designed to support memoryOur curriculum provides scholars with knowledge that they are unlikely to otherwise encounter or understand without a teacher’s support. The content and texts selected are ambitious to challenge the most able and provide a rich and empowering education to all. The extent of knowledge provides a broad and deep grounding in subjects, so that scholars have a framework within which they can situate future learning, regardless of whether they continue a subject beyond Key Stage 3. Knowledge is ‘generative’ or ‘sticky’. It attaches to pre-existing knowledge, creating connections in long-term memory and forms increasingly complex mental models (or ‘schemata’). In other words, ‘scholars learn new ideas by reference to ideas they already know.’ Therefore, within units and across the whole curriculum, knowledge is positioned to build on what has come before. The curriculum sets out a logical journey that scholars need to embark on to get better at a subject. In this sense, ‘the curriculum is the progression model’; it is the selection and organisation of knowledge to form a coherent model of intended progression in the subject. Learning is a change in long-term memory. The curriculum is structured to help scholars remember, not simply encounter, the core knowledge they learn. ‘Memory is the residue of thought’, therefore, tasks are designed to ensure that scholars are thinking about subject matter. In order to disrupt the forgetting curve, knowledge from previous units is interleaved in future units and revisited through frequent low stakes retrieval practice. The points at which scholars apply knowledge from existing and previous units are explicitly stated. |
| **Curriculum aims** | The aim of our Curriculum is to enthuse scholars with a love of reading, writing, and speaking whilst also ensuring they are confident and proficient in all the skills they will need to excel in English, subjects across the curriculum, and the world after Astrea Academy Woodfields. Scholars will embark on a learning journey, experiencing different themes and topics, read literature both classics and modern, and develop their own creative writing abilities. Throughout each topic studied, scholars will gain a wider insight into the world we live in and be inspired by their ability to continue to shape this. |
| **Assessment** | Scholars complete two trust-wide assessments per year along with end of topic assessments. Scholars also complete mastery quizzes each half-term along with regular in class assessments within topics along with fortnightly powerful knowledge quizzes. Each lesson begins with recall questions to quiz, recap, and consolidate scholars’ knowledge. **Mastery Quizzes** – Whole school assessment system. Mastery quizzes have been created to test the powerful knowledge that students need to know from that unit of work. Scholars use their knowledge organisers and homework to support this. These are done in lesson in silence and self-assessed and feedback given in the lesson. Staff collect these in and use this information to see any gaps in knowledge and misconceptions that have arisen. Staff then use this to plan in any content that needs to be covered again through our recall questions. **End of unit assessment** – Scholars are given a question that covers the breadth and depth of the text(s) studied that term/half term. This is an extended writing task whereby scholars can reflect and comment on the texts they have studied. This is marked by staff and feedback given with an opportunity to purple pen their work along with supporting any gaps in knowledge and misconceptions. **Fortnightly powerful knowledge quiz**- Once a fortnight our scholars complete a powerful knowledge quiz whereby teachers check for understanding that knowledge taught has ‘stuck’. **KS3 mid- year and end of year assessment** – Whole Trust assessment system. Assessments have been created by the department to test the substantive knowledge and disciplinary knowledge that students have learned over the term. These are marked by staff and feedback given with an opportunity to purple pen their assessment. Staff can then use this to see any gaps in knowledge and misconceptions and be able to support this in the lessons as they move forward. |

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|  | **Autumn**  | **Spring**  | **Summer**  |
| Year 7 | **Origins of Literature**Scholars will read the earliest literary text ever discovered along with modern retellings of familiar stories. We will also use the study of epic poetry to introduce students toexplicit links to context and the importance of myth and epic poetry.  | **A Midsummer Night’s Dream** Scholars examine one of Shakespeare's comedies, evaluating character choices and learn to decode Shakespearean language for meaning and effect.  | **Poetry and Voices from other cultures** Scholars will analyse poetry from different cultures, backgrounds and ethnicities exploring how language and context influences poetry. Following this, scholars will analyse transactional pieces from different cultures, using this as a stimulus to produce their own. |
| **Year 8** | **The Adventures of Sherlock Holmes** Scholars’ understanding of the Victorian Era is developed through the study of three Sherlock Holmes short stories. Knowledge about inequality, patriarchy, and morality are revisited and allow scholars to examine how they may apply to the upper echelons of society. | **The Tempest** Supported by previous study of A Midsummer Night’s Dream, scholars examine a Jacobean Shakespeare play. This develops their understanding of how context influences a text. Scholars learn about colonialism and power and their impact, applying this to the play’s characters and themes.  | **Animal Farm and Rhetoric** Study of Animal Farm furthers understanding of inequality by introducing the impacts of tyranny and propaganda. Scholars apply their understanding of writer’s intentions to support their analysis of a key modern classic. In the final half term, scholars use a variety of notable speeches, advertisements, and articles to deepen their understanding of rhetoric. This is supported by knowledge of the origins of rhetoric and Aristotle’s work on logos, ethos, and pathos. |
| **Year 9** | **Jekyll and Hyde and Gothic fiction**.Scholars will read Jekyll and Hyde and consider the duality of mankind and the development of scientific discoveries. Scholars then build on their prior knowledge of Jekyll and Hyde and look at conventions of gothic horror, read extracts from ubiquitous gothic texts to support them in writing their own gothic-inspired narratives.  | **Small Island** Scholars will use their literature knowledge to read a modern play; scholars will learn context which shapes the post-war world that they live in, the Windrush Generation and analyse characters who faced challenges during this period in British history.  | **War Poetry and Reading for Study** Scholars analyse different attitudes towards and experience of war and develop their ability to explore how language and context informs poetry. Scholars will then read challenging fictional texts, unpicking the language used in this as a stimulus into their own narrative writing. |
| **Year 10** | **An Inspector Calls and A Christmas Carol** Scholars will begin their KS4 study with a modern play, influenced by the social and historical context of Post-war Britain. Followed by a second social commentary novel set in the Victorian Era highlighting the disparity within society.  | **Macbeth and Power and Conflict Poetry** Scholars will study another Shakespearean text continuing to explore morality and the intoxicating nature of power. This is followed by a study of carefully curated poems that cover power, conflict, war and nature. | **Fiction and Non-Fiction study** Scholars will then study inference and understanding in unseen fictional and non-fictional texts, using each piece as a stimulus into their own narrative and transactional writing. |
| **Year 11** | **Consolidation & extended writing**  | **Consolidation & extended writing** | **Consolidation & extended writing** |