

Overall Curriculum Intent

The intention of our English curriculum is to provide all pupils with a broad, balanced and knowledge rich curriculum, one in which each child acquires and masters the skills necessary to access all curricula across the board and make good academic progress throughout. We aim to develop our pupils into the very best readers, writers, communicators and thinkers and do so by equipping them with a strong command of the English language. We have the very highest of expectations of our pupils and promote high standards throughout.

- **Live:** Ensure pupils are able to read, write, spell and speak **competently** in order to communicate ideas effectively to others so that they are ready for the next stage of their educational journey and for life beyond.
- **Love:** To help broaden pupils’ access to a range of literature genres and authors, expanding their **cultural** capital, and foster a love of reading and inquisitive, **critical** and evaluative thinking.
- **Learn:** Develop independent, confident and successful readers and writers who are developed culturally, socially and emotionally, able to express themselves **creatively** in a variety of forms.

Key prior knowledge and skills

Last term pupils explored the novel The Song from Somewhere Else. Pupils have developed an understanding of how to follow a plot, to summarise and recall significant events.

Pupils have begun to explore how author’s use language and structure to create different effects including creating characters.

Pupils have written for a range of different purposes and audiences. They have planned, evaluated and redrafted their written work, applying knowledge of different grammatical features.

Key Concept

Competence:

- Pupils read and understand a range of texts and respond appropriately
- Pupils demonstrate a secure understanding of the conventions of written language

Creativity:

- Pupils make fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
- Pupils use inventive approaches to making meaning, take risks, play with language and use it to create new effects
- Pupils use imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters

Culture:

- Pupils gain a sense of the English heritage and engage with important texts in it
- Pupils explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions

	<p>Critical Understanding:</p> <ul style="list-style-type: none"> - Pupils engage with ideas and texts, understand and respond to the main issues - Pupils explore others' ideas and develop their own - Pupils analyse and evaluate spoken and written language to appreciate how meaning is shaped.
Topic Focus	<p>To engage children with a story with which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. To develop creative responses to the text through drama, storytelling and artwork. To compose poetry. To write in role in order to explore and develop empathy for characters. To write with confidence for real purposes and audiences.</p>
Intent: What should pupils know?	<p>Key characters, their actions in the novel and their characteristics Key events, themes and ideas of the novel How to use a range of strategies to decode and learn new vocabulary How language, vocabulary choice, grammar and text structure presents meaning How historical settings can influence and shape writing The impact of the author's language and structure on their understanding How to apply what they have learnt from their reading to their own writing How to use vocabulary, grammar and text structure for effect How to write for different purposes and audiences</p>
What are the opportunities for repetition and overlearning?	<p>Retrieval questions Explicit links to previous texts Repetition of key terminology. Links to learning in history, drawing in their understanding of the conflict of World War 2. Links to other texts not studied in class which share similar settings and themes.</p>
Assessment	<p>Fortnightly writing tasks linked to the text Comprehension questions throughout the unit of work</p>
Opportunities for challenge	<p>Developing alternative interpretations. Developing skill of selecting quotations from the text to justify their responses. In depth consideration of ideas and contextual factors. Links to other texts not studied in class which share similar settings and themes.</p>
Key questions: What are the reasons for and against evacuation?	Key vocabulary: Evacuation

<p>What if I had to evacuate? How does Will feel about being evacuated? What do you like/dislike about a text? What patterns and connections can you make about a text? How do the characters of Will and Tom change over time? How was propaganda used in World War 2? How does the plot develop across the text? When you were reading the story, did you feel it was happening now? Or did you feel it was happening in the past and being remembered? Can you tell me anything in the writing that made you feel like that? Which character interested you the most? Is that character the most important in the story/ or is it really about someone else? Which character(s) didn't you like? Did any of the characters remind you of people you know? Or remind you of characters in other books?</p>	<p>Evacuee Travel Train Coach Transport Government Decision Host family Suitcase Nation National Countryside Separated Siblings Assembled Identity card *ambitious vocabulary in each chapter will also be explored.</p>
<p>Opportunities for links to careers:</p>	<p>Opportunities for links to SMSC, PSHCE, ethos and values:</p> <ul style="list-style-type: none"> - To understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears. - To explore questions of right and wrong, values and conflict between values in their reading of fiction and non-fiction, in their discussions and in drama and history. - To read, review and discuss texts that present issues and relationships between groups and between the individual and society in different historical periods and cultures. - To reflect on the 'dark side' of human nature, and our capacity for inhumanity.
<p>Cross-curricular links</p> <ul style="list-style-type: none"> - History- children's experiences of World War 2 and the role of women 	<p>Enrichment- clubs, trips, visits and other extracurricular activities</p> <ul style="list-style-type: none"> - Visit to Duxford - Chiltern open air museum- blitz recreation