

English Curriculum at Brownhills Ormiston Academy



The Department's Vision

Our broad, challenging, and rich curriculum at Brownhills Ormiston Academy ensures that everyone is given the skills and knowledge to excel. We help students overcome barriers to learning and develop their independence. This enables them to achieve and supports them with future goals and high aspirations. We do this through the way we build positive relationships with our students and the learning environment we create. Combined, these elements ensure that our students feel confident to ask questions, seek guidance and share opinions with their peers.

We promote the importance of literacy and enable students to improve their literacy by developing their **reading**, **writing** and **oracy**. We teach these skills from year 7 for the students to master them in year 11. As well as this, subject specific and new vocabulary is taught to ensure all students can access the curriculum, and use this vocabulary in their reading, writing and oracy.

Students gain **cultural capital** through enrichment opportunities and studying a wide range of texts from **around the world and from different eras** such as Elizabethan, Victorian, Edwardian, and contemporary times. We promote **British values** and support students to appreciate different viewpoints and perspectives.

We study **different forms** of literature that will aid students in society, so they are familiar with the **formats, purposes and audiences** of novels, poems, short stories, articles, letters, and speeches among others. English lessons will address **topical issues** that affect students, the community, **different cultures and the wider world**, enabling students to tackle subjects that impact people on a daily basis.

Sequencing of Lessons

In Year 7 students will address adventure, love, dreams and rhetoric through classic British texts and extracts from around the world. They will begin reading **Treasure Island** before studying **A Midsummer Night's Dream** and **The Art of Rhetoric**. In each unit, students will also study thematically linked non-fiction extracts and poetry from a range of writers. Alongside this they also practise their creative writing.

In Year 8 pupils will explore a text from another culture as well as British texts. They will begin with looking at refugees and tyranny in **In the Sea There are Crocodiles**, before reading about love and conflict in **Romeo and Juliet** and finally the corruption of power in **Animal Farm**. As with Year 7, they will study non-fiction, poetry and writing skills alongside these.

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In Year 9 students revisit prejudice through **Noughts and Crosses** before studying **Gothic** horror short stories and poetry and finally identity, power, and gender through **Of Mice and Men** and fiction and non-fiction extracts. Pupils will continue practising and learning descriptive, narrative, and transactional writing skills.

In Key Stage 4 students study the GCSE texts of **A Christmas Carol**, **Macbeth**, **An Inspector Calls** and **Love and Relationships Poetry**. These texts include themes already studied in Key Stage 3 such as poverty, prejudice, power, love, conflict, identity, and horror. Alongside this, students will study fiction and non-fiction extracts and practise their creative and transactional writing utilising a range of skills learnt at Key Stage 3.