



The Mandevelle School's English Curriculum 2020

“Today a reader, tomorrow a leader.”

– Margaret Fuller

The curriculum intent of the English department actively supports the overall aims and vision for the whole school's curriculum. It does so through a holistic and inclusive approach that we continually refine to meet the needs of our students, challenging them to take risks with the English language.

We believe that the study of English is that of communication and that **all knowledge gained must pass through the lens of language**. Therefore, the study of English is learning about ourselves, our relationship with others and the world around us. Our curriculum embraces the rich literary canon alongside pertinent and contemporary voices. We seek to empower learners to become confident and capable communicators with a wealth of useful experiences relevant to modern society.

We have distilled our curriculum to follow **six learning pathways** that students will follow from Key Stage 3 through Key Stage 5, preparing them for further academic pursuits, burgeoning careers and helping to establish themselves as responsible and thriving members of British society.

By **nurturing self-expression**, we intend to allow all learners to build a strong personal voice; we give guidance and freedom to creatively express ideas.

The texts and stimulus materials we have selected are designed to allow learners **to experience new worlds and places**, boosting their cultural capital and stimulating curiosity about worlds around them, real and imagined.

Our goal is for learners **to value community and culture** and we actively seek to explore notions of social justice, personal and cultural identity, respecting the past and present, as well as diverse authorial views.

English at Mandeville is about how **to connect with others**, and this means promoting inclusion and tolerance. This is achieved through a study of individuals, real or as imagined characters, considering how their actions, thoughts, personal circumstances are relevant to our own lives. It is also about developing students' own strong personal identities and affording means by which they can express themselves.

Learning sequences in English guide students **to learn from the past** and **to imagine the future** which is key to building a broad and deep knowledge of the texts and contexts that they study. They allow students to build on prior learning and to apply their knowledge in new ways.

We study **a range of literature across genres** including adventure, gothic and science fiction, war poetry, ghost stories as well as non-fiction biographies, speeches and travel writing. The study of Shakespeare is made relevant through links between community and intolerance in Romeo and Juliet as well as political strife and preconceptions of gender roles in Macbeth. We have structured our curriculum so that knowledge gained in Year 7 is built upon; learning sequences are coherent and relevant through all Key Stages.

Mandeville's English Department seeks to complement learners' knowledge with **relevant experiences** which have included yearly overseas trips to expand knowledge of set texts at Key Stage 5; yearly trips to conferences around the UK that boost confidence and foster personal aspirations; trips to the Globe Theatre in London and visits from theatre companies allow learners to see texts come to life in front of them.

We welcome new ways of thinking and methodologies by continually refining and adapting practice in and outside of the classroom. Students may extend their learning on Mandeville School's English Department digital platform at www.mandevillelearning.com.

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