

## Year 7

### Intent

The main driver for our year 7 English curriculum is to foster enjoyment of and engagement with a range of texts over time, including drama, poetry, novels and non-fiction. Through these texts and thematic units we aim to improve students' reading and interpretative skills and their ability to write both fiction and non-fiction for different purposes, audiences and genres. Each unit also focuses on specific speaking and listening/drama skills so that students can increase their ability to articulate ideas and gain confidence in presenting information; thus enabling them to be effective communicators both now and in the future.

### Implementation

- Students will explore a range of texts and text types through three main units across each term: Storytelling, Suffering and Survival and Heroines and Fairytales.
- Students will explore plot, character, themes and the writer's use of language through reading Greek Myths and Legends, *Stone Cold* by Robert Swindells, Shakespeare's *A Midsummer Night's Dream*, and Willy Russell's *Our Day Out* and a selection of traditional and modern Fairytales. They will also study number of different narrative poems. All of the above texts will give students the opportunity to practise and develop their PEE and inferential skills.
- In addition, students will study the art of newspaper report writing and autobiographical writing. They will demonstrate these skills through the production of their own autobiography and newspaper articles which focus on the topics of survival. They will develop technical accuracy in their writing and learn to spell appropriate vocabulary for their stage.
- Furthermore, students will develop their reading skills through reading, analysing and interpreting a range of non-fiction media texts, including popular Disney adaptations of traditional Fairytales and the underlying social issues prevalent in these films and their more modern counterparts.
- Finally students will watch at least one performance of a literary text in order to experience how performance can bring a text to life and present characters and themes through specific interpretations.

### Impact

- Students enjoy reading a range of literary texts.
- Students are able to analyse the writer's use of language and structure in both literary and non-fiction texts and are able to write about them using appropriate analytical structures.
- Students understand the impact of report writing and argue techniques.
- Students have greater command of technical accuracy in writing, including spelling.
- Students understand how to compare texts and write about this comparison.
- Students understand the genre conventions of different forms of stories
- Students understand the different experience of reading a text and watching a performance.

Assessment

- Each unit will incorporate a reading, writing and speaking and listening/drama assessment.

**Key Knowledge and Skills Cross Curricular**

**PD links – homelessness and social deprivation**  
**Feminism – presentation of female characters in literature across time**

**Year 8**

**Intent**

Our year 8 curriculum looks to develop the reading, writing and presentational skills learned in year 7 and focus more specifically on how Literature can reflect the human experience in different ways. Our thematic approach will look at extremes of situation and emotion and how the natural world and human decision can impact people and the wider society across time. The curriculum will enable students to be more exploratory with texts and work towards more detailed analysis of language and methods.

Implementation	Impact
<ul style="list-style-type: none"> <li>• Students will study the thematic units of ‘Conflict and Survival’, ‘Love and Relationships’ and ‘The Natural World’. Each unit will explore a range of fiction and non-fiction texts.</li> <li>• Students will explore plot, character, themes and the writer’s use of language through reading <i>Private Peaceful</i> by Michael Morpurgo, Shakespeare’s <i>Much Ado About Nothing</i> and a selection of poems dealing with war, love and the natural world. All of the above texts will give students the opportunity to practise and develop their PEE and inferential skills and allow them to increase their analytical skills.</li> <li>• In addition, students will study different forms of war propaganda and non-fiction texts relating to war and experiences of conflict such as Anne Frank’s Diary. Students will also study different media outlets such as social media and magazines in relation to the presentation of gender roles across time.</li> <li>• Furthermore, students will develop their reading skills through reading, analysing and interpreting a range of non-fiction texts, including travel writing and argumentative articles and speeches focusing on environmental issues.</li> <li>• Finally students will watch at least one performance of a literary text in order to experience how performance can bring a text to life and present characters and themes through specific interpretations.</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Each unit will incorporate a reading, writing and speaking and listening/drama assessment, therefore will have 3 key assessments at the end of each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Students enjoy reading a range of literary texts.</li> <li>• Students are able to analyse the writer’s use of language and structure in both literary and non-fiction texts and are able to write about them using appropriate analytical structures.</li> <li>• Students understand the impact of argumentative writing and techniques of persuasion.</li> <li>• Students have greater command of technical accuracy in writing, including spelling.</li> <li>• Students understand how to compare texts and write about this comparison.</li> <li>• Students understand the genre conventions of different forms of poems</li> <li>• Students understand how societal opinions and expectations can impact literary texts.</li> <li>• Students understand the different experience of reading a text and watching a performance.</li> </ul>

**Key Knowledge and Skills Cross Curricular**

	<p align="center"> <b>PD links – gender, relationships.</b>  <b>History - Key conflicts including WWI and WW2.</b>  <b>Geography/Science – climate and environment.</b> </p>	
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## Year 9

### Intent

Our year 9 curriculum aims to give students a wider experience of texts from other cultures and develops the key reading, writing and speaking and listening skills from years 7 & 8, to enable them to become more independent and critical thinkers. Our thematic approach in year 9 will look at wider societal issues of race and gender and explore the representation of character types through a wide range of texts over time. The curriculum will enable students to see the wider links between literature and 'real life' and how one can impact the other, with a greater focus on the writer at work and the concept of literature and non-fiction as a construct to serve a wider societal purpose. These critical skills are in place to help prepare students for GCSE study from year 10.

### Implementation

- Students will study and explore a range of texts within the following thematic units across the three terms: 'Villains', 'Family Values' and 'I Have a Dream'.
- Students will explore plot, character, themes and the writer's methods through reading Shakespeare's *Macbeth / The Tempest*, Dickens' *A Christmas Carol*, Steinbeck's *Of Mice and Men*/ Lee's *To Kill a Mockingbird* and a selection of poems focusing on villains and the representation of family across time and other cultures. All of the above texts will give students the opportunity to practise and develop their what/how/why skills and enable them to develop their critical commentary on the writers' methods and impact. They will also act as a springboard for contextual discussion and how society is reflected or influenced by literature.
- In addition, students will study different forms of non-fiction texts and media in relation to key events of injustice such as The Derek Bentley case and the civil rights campaign both in the UK and the USA. These units will incorporate the study of film and documentary, as well as newspapers and opinion pieces, and allow for exploration of bias and cross curricular ties with History and PD.
- Students will look at the role the family has played in advertising and the media across the 19<sup>th</sup> – 21<sup>st</sup> century; exploring persuasive techniques use by advertisers and the influence of the contextual background.

### Impact

- Students enjoy reading a range of literary texts and media texts
- Students are able to analyse the writer's methods and intentions in both literary and non-fiction texts and are able to write about them using appropriate analytical structures.
- Students understand the impact of persuasive advertising techniques and are able to utilise these in their own writing.
- Students have greater command of technical accuracy in writing, including spelling.
- Students understand how to explain the effects of context on a text and how this influences meaning
- Students understand the genre conventions of different forms of poems and character types in drama and novels
- Students understand how societal opinions and expectations can impact literary texts and how texts can reflect these.
- Students understand the different experience of reading a text and watching a performance.

<u>Assessment</u> <ul style="list-style-type: none"> <li>Each unit will incorporate a reading, writing and speaking and listening/drama assessment, therefore will have 3 key assessments at the end of each term.</li> </ul>		
<b>Key Knowledge and Skills Cross Curricular</b>		
	<b>PD &amp; History links – Justice system UK and USA, Civil Rights and race relations, USA 20<sup>th</sup> Century economic and social contexts.</b>	

## Year 10

The main focus of learning for year 10 is on the English Language papers, with only one Literature element per term as required. Units can be divided between teachers as they see fit, provided all the elements are covered adequately.

Students must be given homework weekly, which focuses on exam success/practice – this is in the form of a SPAG/Literacy booklet in the Autumn/Summer terms and a Literature revision booklet in the Spring term. Extra homework can be added at the teachers' discretion

Term	Autumn		Spring		Summer
Teacher					
Content Language	<b>Paper 1 reading</b>	<b>Paper 1 writing</b>	<b>Paper 2 reading</b>	<b>Paper 2 writing</b>	<b>Spoken Language presentation</b>
Key areas to be covered	Use and refer to examiners' report 2019 for areas of focus. <ul style="list-style-type: none"> <li>Know/ understand the</li> </ul>	Use and refer to examiners' report 2019 for areas of focus. <ul style="list-style-type: none"> <li>Know/understand AO5 and AO6</li> <li>Explore examples of creative writing -</li> </ul>	Use and refer to examiners' report 2019 for areas of focus. <ul style="list-style-type: none"> <li>Know/ understand the Lang AOs - AO1 - 4</li> </ul>	Use and refer to examiners' report 2019 for areas of focus. <ul style="list-style-type: none"> <li>Know/understand AO5 and AO6</li> <li>Explore examples of creative writing -</li> </ul>	<ul style="list-style-type: none"> <li>Plan and present a talk on an area of student's choice.</li> <li>Research skills - ICT /library</li> </ul>

	<p>Lang AOs - AO1 - 4</p> <ul style="list-style-type: none"> <li>• Explore each question; skills/AOs and timing of answers.</li> <li>• Explore variety of C20<sup>th</sup>/C21<sup>st</sup> fiction extracts</li> <li>• Use model responses and AQA guidance on approaching questions</li> <li>• Practise exam responses.</li> </ul>	<p>writing descriptively and through narrative</p> <ul style="list-style-type: none"> <li>• Study features of creative writing: narrative voice/characterisation /setting</li> <li>• Explore and use variety of punctuation/vocabulary /structure</li> <li>• Practise timed exam writing - focus on planning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore each question; skills/AOs and timing of answers.</li> <li>• Explore variety of C19<sup>th</sup> - C21<sup>st</sup> non-fiction extracts, comparing viewpoints/ideas</li> <li>• Use model responses and AQA guidance on approaching questions</li> <li>• Practise exam responses.</li> </ul>	<p>writing descriptively and through narrative</p> <ul style="list-style-type: none"> <li>• Study features of creative writing: narrative voice/characterisation /setting</li> <li>• Explore and use variety of punctuation/vocabulary /structure</li> <li>• Practise timed exam writing - focus on planning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore source reliability / fact checking</li> <li>• Watch examples of public speaking / model presentations</li> <li>• Use AQA exemplar materials/guidance</li> </ul>
<p><b>Key assessment tasks</b></p>	<p>Language paper 1 mock style exam</p>		<p>Language paper 2 mock style exam</p>		<p><b>MOCK EXAMS 24<sup>th</sup> April- 7<sup>th</sup> May</b>  <b>Lang P1 and P2</b>  Spoken presentation - recorded and assessed.</p>

Term	Autumn	Spring	Summer
Teacher?			
Content Literature	<b>Romeo and Juliet</b>	<b>Poetry – Anthology</b>	<b>Revision - TBC</b>
Key areas to be covered	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <ul style="list-style-type: none"> <li>• Know and understand <b>full</b> text</li> <li>• Know relevant Lit AOs - AO1,2,3,4</li> <li>• Revise key sections</li> <li>• Explore themes and characters</li> <li>• Practise exam questions (timed)</li> <li>• Consider Literary context - focus on elements of Tragedy.</li> </ul>	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <ul style="list-style-type: none"> <li>• Read and analyse <b>all</b> poems from Power and conflict</li> <li>• Explore themes and connections</li> <li>• Explore/ understand relevant Lit AOs - AO1,2,3</li> <li>• Focus on meanings and ideas within poems and how they are conveyed.</li> <li>• Practise exam questions for anthology (timed)</li> </ul>	<p>A Christmas Carol An Inspector Calls Unseen Poetry</p>
Key Assessment tasks	Exam question - Romeo and Juliet	Exam question - Power and Conflict Poetry	

## Year 11

Teaching pairs can divide up the teaching of the units however they see fit, providing ALL the areas are covered by each class. Eg Lang/Lit shared by both teachers, or all Lang/all Lit covered by one teacher.

Students must be given weekly homework - this is in the form of two booklets: a SPAG/literacy booklet and a Literature revision booklet. Ideally, each teacher should be responsible for one of the booklets. 'Mini mock' booklets are also issued to all students for use in class for exam practice or for extra homework tasks based on the reading sections of Paper 1 and Paper 2.

**NB: The first round of mocks start in Week 10 so Language teachers will need to ensure coverage of paper 1 AND paper 2 before Nov 11<sup>th</sup> – the units can't be divided between the two half terms as previously suggested.**

Term	Autumn		Spring		Summer
Teacher?					
Content Literature	<b>Anthology Poetry and unseen poetry</b>	<b>A Christmas Carol (Revision)</b>	<b>Romeo and Juliet (Revision)</b>	<b>An Inspector Calls (Revision)</b>	<b>Revision poetry, R&amp;J ACC, AIC</b>
Key areas to be covered	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <ul style="list-style-type: none"> <li>Read and analyse all poems from Power and conflict</li> <li>Explore themes and connections</li> <li>Explore/ understand relevant Lit AOs - AO1,2,3</li> <li>Practice exam questions for anthology and unseen (timed)</li> <li>Focus on AO requirements for unseen parts 1 and 2</li> </ul>	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <ul style="list-style-type: none"> <li>Know and understand full text</li> <li>Know relevant Lit AOs - AO1,2,3</li> <li>Revise key sections</li> <li>Explore themes and characters</li> <li>Practice exam questions (timed)</li> </ul>	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <ul style="list-style-type: none"> <li>Know and understand full text</li> <li>Know relevant Lit AOs - AO1,2,3,4</li> <li>Revise key sections</li> <li>Explore themes and characters</li> <li>Practice exam questions (timed)</li> </ul>	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <ul style="list-style-type: none"> <li>Know and understand full text</li> <li>Know relevant Lit AOs - AO1,2,3,4</li> <li>Revise key sections</li> <li>Explore themes and characters</li> </ul> <p>Practice exam questions (timed)</p>	<p>Revise areas TBC from mock and KA2 data</p>



Key Assessment tasks	Mock Exam - poetry P&C and unseen (Nov 11 <sup>th</sup> - 22 <sup>nd</sup> )	Exam question - A Christmas Carol	Exam question - Romeo and Juliet	Exam question - An Inspector Calls	
Content Language	Language paper 1 & Paper 2 Q1, Q2, Q3, Q4, Q5 (circle as appropriate)	Language paper 1 & paper 2 Q1, Q2, Q3, Q4, Q5	Language paper 1 & 2 Q1, Q2, Q3, Q4, Q5	Language paper 1&2 Q1, Q2, Q3, Q4, Q5	Lang paper 1 Qs: Lang paper 2 Qs:
Key areas to be covered	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <p>Use QLA/PIXL wave to inform specific areas of focus</p> <p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Know and understand the lang AOs - AO1 - 6</li> <li>• Explore each question; skills/AOs and timing of answers.</li> <li>• Explore variety of C20<sup>th</sup>/C21<sup>st</sup> fiction extracts</li> <li>• Understand features of writing creatively - narrative and description</li> </ul>	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <p>Use QLA/PIXL wave to inform specific areas of focus</p> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>• Know and understand the lang AOs - AO1 - 6</li> <li>• Explore each question; skills/AOs and timing of answers.</li> <li>• Explore and compare C19<sup>th</sup> - 21<sup>st</sup> non-fiction extracts</li> <li>• Understand features of writing persuasively/to argue</li> </ul>	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <p>Use QLA/PIXL wave to inform specific areas of focus</p> <ul style="list-style-type: none"> <li>• Know and understand the lang AOs - AO1 - 6</li> <li>• Explore each question; skills/AOs and timing of answers.</li> <li>• Explore variety of C20<sup>th</sup> - 21<sup>st</sup> fiction extracts</li> <li>• Understand features of writing creatively - narrative and description</li> </ul>	<p>Use and refer to examiners' report 2019 for areas of focus.</p> <p>Use QLA/PIXL wave to inform specific areas of focus</p> <ul style="list-style-type: none"> <li>• Know and understand the lang AOs - AO1 - 6</li> <li>• Explore each question; skills/AOs and timing of answers.</li> <li>• Explore and compare C19<sup>th</sup> - 21<sup>st</sup> non-fiction extracts</li> <li>• Understand features of writing persuasively/to argue</li> </ul>	Revise areas TBC from mocks and KA2 data

Key Assessment tasks	Mock Exam - Paper 1 & Paper 2 English <u>Language</u> (November 11 <sup>th</sup> - 22 <sup>nd</sup> 2019)	Mock exam – Paper 1 and Paper 2 English Language (February 2020)	GCSE EXAMS: <del>Eng</del> Lang P1, P2 <del>Eng</del> Lit P1, P2
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