

English

Overall Curriculum Intent

The English Curriculum takes a creative and engaging approach in order to enthuse learners and promote a love of learning. Students are supported to value the skills of reading, writing and verbal communication through interesting and appealing texts, as outlined in schemes of work. All students are supported in the development of their skills as readers, writers and communicators; learners are encouraged to appreciate the value of effective communication beyond the classroom in preparation for adult life. A particular emphasis is placed on the value of verbal communication, and all schemes of work have a spoken language element running through each unit, so as to develop students' confidence, eloquence, enjoyment of the subject and recognition of the need for good verbal communication in all aspects of life.

Through the use of inspiring texts and class readers, students explore their own and others' heritage and culture, are considerably critical of texts, key themes and ideas, and are able to recognise how the English Language is used to manipulate, form meaning, influence and convey ideas. As well as in text form, students take responsibility for their own development of written communication, developing in confidence whilst appreciating the value of planning, redrafting and improving written work.

Ultimately, we want to help children to develop the skills needed to be able to approach the world with a critical eye. Students are exposed to an ambitious curriculum which builds upon and develops their skills in becoming articulate communicators whilst developing their cultural capital. Schemes of work and lessons are thoughtfully planned and sequenced to support all learners in their progression.

KS3 Curriculum Plan

The KS3 curriculum is designed to support learners in rapid progression, building upon skills embedded at KS2. Through consultation with KS2 literacy leaders, we have ensured the KS3 curriculum challenges learners and encourages development of reading, writing and communicative skills.

INTENT – Why are we doing what we are doing?

Year 7 Intent

Year 7 develops students' love of literature through considerate selection of a class reader, so as to promote reading and support students' development of analytical skills. Progression through year 7 takes a collaborative approach, introducing students to new methods and structural features and how to identify them across a range of text types. The variety of fiction and non-fiction material accessible to the students, ensures confidence in engaging with different texts as they move through the programme of year 7 study.

Students will practise their writing skills through creation of short stories, letter writing and transactional writing, appreciating the value of planning and redrafting in any writing process. Additionally, group-based speaking and listening tasks will develop confidence within the English classroom and form a foundation for key skills and knowledge to be built upon with effectiveness.

IMPLEMENTATION

| Term | Unit Title | Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i> | Intent <i>Purpose of the specific unit.</i> | Core Disciplinary (Skills) Knowledge Gained | Core Substantive (Content) Knowledge Gained | Careers Links | “Need to Know” <i>Core content required to be covered during this unit.</i> | “Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i> |
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| Autumn Term 1 September – October | English Language: Life Writing | <i>How can we effectively record our memories in written mode?</i> | The purpose of the Life Writing unit is to explore the recording of memories, and experiences, whether one's own or another's. This applies to many genres and practices, under which can be found autobiography, biography, memoir, diaries, letters, testimonies, personal essays and, more recently, digital forms such as blogs and email. Life writing involves, and goes beyond, biography. It encompasses everything from the complete <i>life</i> to the day-in-the-life, from the fictional to the factional. It embraces the lives of objects and institutions as well as the lives of individuals, | <ul style="list-style-type: none"> - Creative writing skills, suited to a range of genres - Explore implicit and explicit ideas in writing - Planning and redrafting - Taking risks in writing: patterns/structure | <ul style="list-style-type: none"> - Knowledge of pivotal figures within society - How art can shape our thought processes | <ul style="list-style-type: none"> - Novelist - Journalist - Academic researcher - Teacher | <ul style="list-style-type: none"> - What is a biography? What is an autobiography? - How do writers construct memoirs? | <ul style="list-style-type: none"> - Wider research influential people - Spiritual understanding and appreciated of how memories shape us as people |

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| | | | families and groups. Studying life-writing as part of the English Language curriculum should focus on using material from one's own life and the life of others in a creative way to produce writing which is precise, structured and engaging for the reader. This unit is the start of an ongoing thread of personal discovery and reflection, in which students use the subject of English to realise their own identity. | | | | | |
| Autumn Term 1 & 2 September – December | English Literature: Class Reader – In Search of Adventure* *Chosen at the discretion of the class teacher | <i>How do writers craft stories for reader interest?</i> | This unit aims to continue and develop students' enjoyment of reading embedded at KS2. Engagement with a class novel, for some students, may be the first and only time in several months that they have engaged with an extended piece of fiction. In doing so, the class teacher will aim to expose students to a range of characters, situations, problems and resolutions, and the pleasure that reading brings. Students will continue to develop their fluency as readers, as outlined in the KS2 NC, continue to be supported in using decoding strategies for unfamiliar words, and work towards becoming confident, fluent, accurate readers. Additionally, through the added challenge of extended, age and ability appropriate texts, the use of the class reader will support the development of: summary writing, comprehension, theme tracking, character analysis, and exploration of author's craft. Whilst all are key skills within the domain of English study, all are transferable and necessary skills for life beyond the classroom. | <ul style="list-style-type: none"> - Comprehension - Inference - Implicit and explicit ideas - Quotation retrieval - Method identification and explanation | <ul style="list-style-type: none"> - Conventions of adventure genre - Understanding of plot and character - Wider contextual knowledge | <ul style="list-style-type: none"> - Novelist - Publishing - Copywriting - Jobs linked to careers portrayed in the chosen class reader | <ul style="list-style-type: none"> - What is meant by adventure? - How are characters created? - How is plot developed? | <ul style="list-style-type: none"> - Links to stories with similar and/or opposing themes and ideas - Links to specific world events within students' own lives |
| | Links between Units: Literature (Continuation of class reader, as to develop reading fluency and analytical skills). Language (Development of creative skills, focusing on non-fiction writing). | | | | | | | |
| Autumn Term 2 November – December | English Language: The Art of Persuasion | <i>How do writers craft language to persuade their readers?</i> | Understanding how to influence the views of others and how to eloquently articulate our beliefs and desires, is an important and empowering skill. It allows us to fully participate in debates and recognise when we are being manipulated . Equally as important is the understanding to listen to the views of others and empathise with different perspectives and viewpoints , perhaps even allowing ourselves to modify our position. This unit aims to help students analyse the ways in which language can be used to convince, argue and persuade, so they recognise when they are being steered by the media or advertising, and so that they can become powerful writers and speakers. | <ul style="list-style-type: none"> - Identification of viewpoints and opinions - Comprehension of texts - Persuasive method identification - How the spoken word can influence listeners | <ul style="list-style-type: none"> - Understanding of persuasive techniques - Understanding of the world and the different views people hold | <ul style="list-style-type: none"> - Journalism - Novelist - Travel writer | <ul style="list-style-type: none"> - How do writers craft their texts in order to persuade? - How do writers structure their texts in order to persuade? - How might writers/speakers manipulate and present bias? | <ul style="list-style-type: none"> - What are opinion columns? - Where might we find them? - Tone used by different opinion column writers |
| | Links between Units: Literature (Progression from analysing fiction to analysing poetry). Language: (Exploring writers' craft from non-fiction to fictional texts). | | | | | | | |
| Spring Term 1 January – February | English Language: The Quest | <i>How can we convey a sense of adventure in our writing?</i> | The Quest aims to promote the genre of "Adventure" with Year 7 students, taking them on an imaginative journey through a range of well-known, exciting fiction, as well as supporting learners in their own progression as writers of fiction. Students will engage in the exploration of authors' crafts, focusing on how writers use | <ul style="list-style-type: none"> - Identify and appreciate the effect of features of the adventure genre - Be creative and take risks in their | <ul style="list-style-type: none"> - Hobbit extract - Alchemist extract - Ready Play One extract - How text translates to | <ul style="list-style-type: none"> - Explorer - Travel journalist - Novelist - Film producer | <ul style="list-style-type: none"> - Conventions of adventure writing - Value of planning and redrafting - Conscious awareness of | <ul style="list-style-type: none"> - Wider reading of texts within the Adventure Genre - Research of famous explorers and use of experiences as |

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| | | | consciously planned vocabulary and syntax for specific effect. Students will explore the structure of different adventure stories and evaluate the effectiveness of plot, setting and characters before embarking upon their own production of a short adventure story. A strong emphasis is placed on the need for review and reflection when writing their own stories and children should also be taught the value of planning and redrafting in order to improve their work and overall ability as writers. Students should be enthused throughout their learning and celebration of successful writing should be promoted throughout the scheme of work. | own writing choices <ul style="list-style-type: none"> - Plan and redraft pieces of work to demonstrate conscious crafting of writing - Development of vocabulary choices - Development of syntactic constructions - Revision and consolidation of punctuation for speech | moving image – The Hunger Games | | choices within their writing and the impact it has on readers | prompts for empathetic writing <ul style="list-style-type: none"> - Appreciation of modern types of adventure texts – modern dystopian fiction |
| Spring Term 1 January – February | English Literature: Poetry | <i>How do poets structure lyrical ballads to tell a story?</i> | The poetry unit aims to promote the genre of narrative poetry with year 7 students, taking them on an imaginative journey through a selection of established narrative poetry, as well as supporting learners in their own progression as writers of poetry. Students will engage in the exploration of authors' crafts, focusing on how writers use consciously planned vocabulary and syntax for specific effect. Students will explore the structure of different poems and evaluate the effectiveness of plot, setting and characters before embarking upon their own production of a narrative poem. A strong emphasis is placed on the need for review and reflection when writing their own poetry and children should also be taught to value of planning and redrafting in order to improve their work and overall ability as writers. Students should be enthused throughout their learning and celebration of successful writing should be promoted throughout the scheme of work. | <ul style="list-style-type: none"> - Identification of poetic devices and structural features - Understanding of plot, theme and character - Contextualisation - Planning, crafting and redrafting, considering plot and personal experience | <ul style="list-style-type: none"> - The Lady of Shallot - The Highwayman - Contextual knowledge | <ul style="list-style-type: none"> - Poet - Lyricist - Singer | <ul style="list-style-type: none"> - Features of lyrical poems - How to structure a text - Consideration of patterns and repetition - Vocabulary extension | <ul style="list-style-type: none"> - Other famous lyrical poems from the same periods - How poems can alter in their interpretation over time - Ballad tradition |
| Links between Units: Literature (From exploring the poetic form to features of a play. Language (Developing writing skills). | | | | | | | | |
| Summer Term 1 & 2 April - July | English Language: Our World | <i>How can we use our skills as writers to improve and promote out sense of community?</i> | Although some of our students may not live specifically in the heart of Grimsby or Cleethorpes, the aim of this scheme of work is to deepen our students' understanding of these neighbouring towns. It is more than likely that our Year 7 students haven't previously reflected on and considered their hometowns in much depth, so this scheme of work will provide them with the opportunity to do so. Alongside developing a greater insight into Grimsby and Cleethorpes, our students will be tasked to reflect on <i>why</i> it is important to know more about the place in which we live in terms of developing our own sense of identity. Whilst learning about 'Our Community,' our students will have the opportunity to develop their analytical skills, whilst also developing their writing skills in both a fictional and non-fictional style. By the end of the unit, students should have a deeper understanding of where we live and an | <ul style="list-style-type: none"> - Retrieval - Analysis of language within the media - Planning of non-fiction writing response - Application of writing features to own work | <ul style="list-style-type: none"> - How our community it perceived and presented - History of the community - Consideration of the future - Redevelopment - Appreciation of using voice effectively to create purposeful change | <ul style="list-style-type: none"> - Journalist - Travel writer - Travel agent - Counsellor - Politician - Historian - Property developer | <ul style="list-style-type: none"> - Features of non-fiction texts - Planning and crafting of writing - Development of inference skills | <ul style="list-style-type: none"> - Recent changes to the local community - Regeneration projects - Relevant articles on our local area |

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| | | | understanding as to how this shapes who we are. They should foster a sense of pride and community and use their written ability to promote and celebrate the local area. | | | | | |
| Summer Term 1 & 2 April - July | English Literature: The Play's the Thing | <i>How do playwright construct their texts in order to entertain an audience?</i> | Students should approach the study of a play with the appreciation and understanding that it should be performed. Students should recognise the importance of stage crafting, as well appreciating how the written script translates to the spoken word. As students study the chosen play, they should develop in confidence as performers, being given ample opportunity to present, act and apply their creative skills to drama-based activities. Character, plot and theme exploration will continue to remain a key focus of the textual study, but with a greater focus on their creation through the mode of performance. | <ul style="list-style-type: none"> - Confidence in performance - Understanding of dramatic features and stagecraft - Understanding the effect different staging and performance directions can have on a play - Appreciation of spoken mode and analysis of mode to explore character, plot and theme | <ul style="list-style-type: none"> - Context of the play - Conventions of stagecraft - Character profiles - Structure of the play - Key themes within the play | <ul style="list-style-type: none"> - Playwright - Actor - Theatre critic - Lighting and stage manager/designer - Promoter/agent | <ul style="list-style-type: none"> - What are the features of a play? - Appreciation of mode - Character traits and theme - Structure | <ul style="list-style-type: none"> - Watching a live performance of a play - Exploring different adaptations of the same play - Understanding how different actors and directors can interpret a play and its delivery |
| | <p>Writing Links: Non-fiction and fictional writing skills promoting planning, drafting and redrafting, development of vocabulary and syntactic variation.</p> <p>Reading: Ongoing practice of reading skills across a range of text types (poetry, class reader, play and non-fiction texts)</p> | | | | | | | |

IMPACT – What do we want students to know at the end of Year 7?

- Quality writing requires planning and redrafting
- Begin to take risks with writing, making conscious decisions with vocabulary and phrasing for impact
 - Features of adventure writing
- Know how to plan narrative texts and demonstrate some consideration of reader impact in the shaping of their own texts
 - To read texts for different purposes: retrieval, author's craft, summary, decode meaning
 - Recognise links between texts and how texts can be connected
 - Appreciate different modes and how they are received

Year 8 Intent

Year 8 continues to challenge our learners and develop further the study of different text types established in Year 7. Texts and text genres become more challenging and relevant to learners' lives as they extend their understanding of linguistic and structural features and continue to practise their verbal communication so as to strive for confidence in the subject.

Contextual knowledge is frequently referred to and students will begin to draw upon their own wider understanding to support more in-depth analysis and text interpretation. Poetic and dramatic study develops students' appreciation of older texts and the role these texts play within society today.

The process of planning, drafting and re-drafting continues to be utilised and promoted as a skill valued both within and beyond the classroom, as students hone their abilities as writers.

IMPLEMENTATION

| Term | Unit Title | Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i> | Intent <i>Purpose of the specific unit.</i> | Core Disciplinary (Skills) Knowledge Gained | Core Substantive (Content) Knowledge Gained | Careers Links | “Need to Know” <i>Core content required to be covered during this unit.</i> | “Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i> |
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| Autumn Term 1 September – October | English Language: Out of this World | <i>How does the Science Fiction genre allow us to explore exciting possibilities for the future?</i> | This unit encourages students to explore the diversity of the Science Fiction genre alongside fictional texts related to space travel and scientific possibilities. By looking at how our literary heritage has forecast scientific advances and concerns as well as ethical dilemmas, students gain a greater understanding of the importance of fiction in telling truths and pre-empting possible futures. Students will have the opportunity to hone their creative and descriptive skills in this unit as they study examples of Science Fiction both in film and literature. Our students will be encouraged to utilise their imaginations to create their own worlds and characters, using Sci-fiction as inspiration. This unit is designed to cover a full term so that our students have a real opportunity to develop their writing skills over time, also allowing time for feedback, reflection and re-drafting. The unit has been re-invented to be exciting and colourful and to really encourage students to think about future possibilities and how this can be conveyed in a piece of writing. The module deliberately veers away from the study of dystopias. Most students will be familiar with dystopias already. If young people are constantly fed images of dystopian futures on the screen and in computer games, it encourages a subconscious acceptance that the future will be a dystopian one and nothing can be done to avoid this. Our intent is that this module will encourage a more positive view of human nature and humanity’s ability to make the right choices for the planet’s survival. | <ul style="list-style-type: none"> - Retrieval of key pieces of information - Confidence in identifying key aspects of the Science Fiction genre - Analysis of Science Fiction literature - Planning and redrafting of writing, relating to the genre | <ul style="list-style-type: none"> - Different Science Fiction texts including: The Martian Chronicles and Science Fiction blurbs - A range of authors from the Science Fiction genre - Knowledge of how future possibilities can be translated into both literature and film | <ul style="list-style-type: none"> - Travel writer - Scientist - Academic researcher - Travel writer - Author of Science Fiction | <ul style="list-style-type: none"> - What are the features of the Science Fiction genre? - How do we effectively plan, write and re-draft writing pieces? - How do we expand and develop our analytical skills? | <ul style="list-style-type: none"> - Exploring how future possibilities can be adapted and interpreted into the mode of film - A knowledge of the world around us and developing technologies, as to inspire Science Fiction writing |
| Autumn Term 1 & 2 September – December | English Literature: Class reader – relationships | <i>How are characters crafted through fiction?</i> | The Year 8 class reader, chosen at the discretion of the class teacher (taking account of the group’s ability profile) aims to continue and develop students’ enjoyment of reading re-affirmed at the start of year 7. Engagement with a class novel, for some students, may be the only opportunity they’ve had since reading a novel in year 7, to explore an extended | <ul style="list-style-type: none"> - Comprehension of key information from the text - Developed inference - Implicit and explicit ideas | <ul style="list-style-type: none"> - Conventions of different genres of fiction - Understanding how plot and character can be crafted to | <ul style="list-style-type: none"> - Novelist - Actor - Publishing - Copywriting - Jobs linked to careers portrayed in the chosen class reader | <ul style="list-style-type: none"> - How are characters crafted through the text? - How is the reader’s interest sustained? - How are relationships | <ul style="list-style-type: none"> - Different interpretations of the texts in film - An appreciation of how the text can be received by different readerships, |

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| | | | <p>piece of fiction. In doing so, the class teacher will aim to expose students to a range of interesting and complex characters, thought-provoking situations and subtle aspects of author's craft, consolidating, extending and practising understanding of structural features, figurative language and plot. Students should continue to be encouraged to read aloud so as to secure and share their enjoyment of reading and continue to promote fluency in reading. Students should also, with teacher support in some cases, work towards independently and successfully decoding challenging and ambitious vocabulary. The class reader, being of greater challenge than that studied in year 7, should continue to support students in practising skills of summary, comprehension, theme tracking and comparison, character analysis and exploration of authors' crafts through thought-provoking extracts.</p> | <ul style="list-style-type: none"> - Quotation retrieval to support analysis - More in depth method identification and explanation | <p>interest a reader</p> <ul style="list-style-type: none"> - An understanding of the context in which the text was written and received | | <p>between characters constructed?</p> | <p>according to time and place</p> |
| | Links between Units: Language (Development of writing skills through a range of text types). Literature: (Continuation of class reader, so as to develop reading fluency). | | | | | | | |
| <p>Autumn Term 2</p> <p>November-December</p> | <p>English Language: Other Cultures</p> | <p><i>How can fiction encourage us to appreciate the culture of others?</i></p> | <p>Continuing to draw upon the theme of identity, established in Year 7, this scheme of work aims to encourage students to reflect upon who they are as individuals whilst promoting the school's ethos of thriving individualism within a community. Students will engage with a range of non-fiction texts on the themes of identity and culture, developing their inference skills and making sense of the world we live in today. Students will develop a wider understanding of others' life journeys through employment of comparative skills, and appreciate differing attitudes towards another's plights. As well as honing comparative skills, students will consolidate their ideas and definitions of culture and identity through practising of writing skills in the form of an opinion column.</p> | <ul style="list-style-type: none"> - Spoken language skills – discussing and debating important topics like culture and who we are - Retrieval - Analysis of non-fiction extracts - Comparative skills | <ul style="list-style-type: none"> - An understanding of the term 'identity' - 'Half Caste' poem - Mo Farah extract - Relevant articles - Malala extracts | <ul style="list-style-type: none"> - Athlete - Political correspondent - Charity worker - Religious leader | <ul style="list-style-type: none"> - How do writers convey opinions through non-fiction texts? - What purpose do non-fiction texts serve? - Why is it important to learn about other cultures? | <ul style="list-style-type: none"> - A wider acknowledgement of the different cultures that exist around the world - Campaigners and activists who communicate important messages about their cultures |
| <p>Spring Term 1</p> <p>January – February</p> | <p>English Literature: War Poetry</p> | <p><i>How are historical moments re-told through the poetic form?</i></p> | <p>Building on the poetry unit studied in Year 7, the study of War Poetry will allow our students to develop their knowledge of the poetic form in a more specific way; by looking at how poets depict ideas about war and conflict through the form of poetry. The topic will engage our students in the social context of war and encourage them to appreciate different perspectives; those in support of war through propaganda poetry, those on the</p> | <ul style="list-style-type: none"> - Identification of poetic methods - Analysis of language, form and structure - Contextualising poems | <ul style="list-style-type: none"> - Aftermath by Siegfried Sassoon - Disabled by Wilfred Owen - Dulce Et Decorum Est by Wilfred Own | <ul style="list-style-type: none"> - Novelist - Historian - Poet - Teacher/lecturer | <ul style="list-style-type: none"> - How do poets re-tell important, historical moment through the form of poetry? - How do writers use poetic methods to | <ul style="list-style-type: none"> - An understanding of other world conflicts / wars and a consideration how they could be translated into poetry - Poets from different time periods |

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| | | | battlefield, writers reflecting on their own ideas about war and those on the home front. Students will explore author's craft and closely analyse vocabulary, linguistic and structural methods. Alongside their analysis of craft, students will be taught the context in which the poems were written, allowing them to contextualise their ideas and appreciate how poems can be valued as historical accounts that retell important moments in history. | | <ul style="list-style-type: none"> - Who's for the Game? By Jessie Pope - The Happy Warrior - Leaving for the Front | | convey their ideas? | <ul style="list-style-type: none"> - Factual, historical accounts of battles and wars - The analysis of more complex and sophisticated poetic methods |
| Links between Units: Language (Development of writing skills through a range of text types). Literature: (Development of analytical skills from fictional texts to poetry). | | | | | | | | |
| Spring Term 1 & 2 January – March | English Language: Other Cultures (Writing focus) | <i>How can we convey our opinions through written pieces of work?</i> | Continuing to draw upon the theme of identity, established in Year 7, this scheme of work aims to encourage students to reflect upon who they are as individuals whilst promoting the school's ethos of thriving individualism within a community. Students will engage with a range of non-fiction texts on the themes of identity and culture, developing their inference skills and making sense of the world we live in today. Students will develop a wider understanding of others' life journeys through employment of comparative skills, and appreciate differing attitudes towards another's plights. As well as honing comparative skills, students will consolidate their ideas and definitions of culture and identity through practising of writing skills in the form of an opinion column. | <ul style="list-style-type: none"> - Debating skills (vocalising opinions in a class/ group setting) - Planning and re-drafting of written non-fiction pieces | <ul style="list-style-type: none"> - Article on London's culture - Relevant, up-to-date articles relevant to culture - Opinion columns exploring societal issues | <ul style="list-style-type: none"> - Writer - Journalist - Campaigner and activist | <ul style="list-style-type: none"> - How writers convey opinions on important topics through written pieces - An understanding of the conventions of non-fiction writing - Linguistic methods that can be used to successfully convey opinion | <ul style="list-style-type: none"> - An understanding of current news stories/ world issues that could inspire opinion writing - Famous campaigners and activists who successfully communicate opinion through fiction |
| Spring Term 2 February – March | English Literature: What the Dickens? | <i>How is the work of Charles Dickens still relevant today?</i> | As our students have been given the opportunity to develop their reading and inference skills through the study of class readers in Y7 and at the start of Year 8, our aim with this unit is to familiarise our students with the wonders and complexities of 19 th century literature. As students will go on to study Dickens in KS4 through the study of <i>A Christmas Carol</i> , this topic will allow students to become familiar with Dickens' use of language, the characters he crafts, the backdrop in which he sets his texts, and the importance of the topics he includes in his writing. Students will be taught a unit that interweaves the analysis of extracts from some of Dickens' most celebrated works, whilst appreciating the historical contexts in which they were written. Perhaps most importantly, our students will be encouraged to reflect on and discuss why the work of Dickens is still relevant today and the importance of studying such a fundamental figure in English Literature. | <ul style="list-style-type: none"> - Analysis of language in a range of extracts - Analysis of character, plot and structure - Retrieval of key contextual factors from 19th century articles - Contextualising analysis | <ul style="list-style-type: none"> - Extracts from the works of Dickens: 'Bleak House,' 'Hard Times,' 'A Tale of Two Cities' etc - Historical accounts of the time period - | <ul style="list-style-type: none"> - Novelist - Historian - Reporter - Charity worker - | <ul style="list-style-type: none"> - An understanding of the context in which Dickens was writing - How Dickens uses language in his writing - How Dickens structures his works | <ul style="list-style-type: none"> - An awareness of other 19th century writers - An appreciation of changing attitudes across time - Other interpretations of Dickens' work, such as stage and film interpretations |

| Links between Units: Language (Development of writing skills utilising non-fiction texts). Literature: (Analysis of texts from modern literature to 19 th century literature). | | | | | | | | |
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| Spring Term 1 & 2 April – July | English Language: Magazine – Hear all about it! | <i>How do writers convey opinions and attitudes through articles?</i> | <p>Articles are everywhere. As they grow into adulthood, our students are likely to read articles more than any other type of written text because of their wide availability. Articles are not what they once were. Twenty years ago, we would have studied newspapers and magazines, but a study of articles in the 21st-Century, it should also encompass blogs, social, online journalism and podcasts. Regardless of the source, articles help us to stay aware of what is happening in the world. They also help us to form opinions and see situations and event from different perspectives: they might even amuse or entertain us. Well-written articles can open our eyes, challenge our minds and change our views, but not all articles are truthful, accurate, balanced or helpful. In a world of 24-hour news, we are bombarded with more information than we could possibly handle. Social media platforms push articles in front of us constantly and it would be easy to believe that if we trust the platform, we can trust what is sent. A study of articles is essential for equipping our students to navigate their way through the wall of news that they are relentlessly faced with. This is a life skill that our students cannot be without.</p> | <ul style="list-style-type: none"> - Retrieval of key ideas - Analysis of language - Comparison of opinions - Spoken language skills – debating ideas - Writing to convey ideas and opinions | <ul style="list-style-type: none"> - Articles exploring a wide range of topic and issues - Understanding of methods used specifically in article writing | <ul style="list-style-type: none"> - Social media influencer - Journalist - Solicitor - Policy writer - Event management | <ul style="list-style-type: none"> - The analysis of articles - Explicit links between what we read and what we write - Implicit and explicit information in the articles - Understanding the conventions of different forms of articles | <ul style="list-style-type: none"> - An awareness of current news stories - Appreciating readers from different backgrounds - Integrating irony, humour and satire into article writing |
| Summer Term 1 & 2 April – July | English Literature: A Midsummer Night's Dream | <i>How does Shakespeare craft his play to engage audiences of any time period?</i> | <p>This topic will build on the skills developed by our students during their study of a play in Year 7. At this stage in KS3, it is crucial students begin to develop confidence with the writings of William Shakespeare and therefore, our students will study 'A Midsummer Night's Dream.' The unit will not only give our students opportunities to decode and analyse the complexities of Shakespeare's language, but will also ignite a passion for performance within our students; encouraging them to reflect on performance and stage craft. Our students will read and perform the play whilst analysing character, plot and theme. Our students will be encouraged to explore the wider themes and topical issues Shakespeare interweaves in his play and will be encouraged to discuss and debate in the classroom. As our final unit of study in Year 8, we hope students will approach this unit with maturity and a greater grasp of the English language,</p> | <ul style="list-style-type: none"> - Increased confidence in performance - Understanding of dramatic features and stagecraft - Understanding the effect different staging and performance directions can have on a play - Appreciation of spoken mode and analysis of mode to explore character, plot and theme | <ul style="list-style-type: none"> - The plot of the play - The characters crafted by Shakespeare - An understanding of the themes and wider ideas interweaved in the plot of the play - A contextual understanding of the time in which the play was written and performed | <ul style="list-style-type: none"> - Playwright - Novelist - Screenwriter - Actor - Historian | <ul style="list-style-type: none"> - Plot - Character - Themes - Contextualising ideas | <ul style="list-style-type: none"> - Other works of Shakespeare - Film interpretations of the play - An appreciation of how audiences of different time periods could receive the play |

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| | | | which will aid them in the decoding and analysis of one of Shakespeare’s most celebrated plays. | | | | | |
| | <p>Links:</p> <p>Revisiting of conventions of adventure genre through teaching of “The Quest” and “Class Reader”</p> <p>Development of writing skills through stronger emphasis on non fiction writing and writing for different purposes.</p> <p>Strengthening of wider cultural capital through development of different people’s lives and experiences in “Other Cultures” SOW.</p> <p>Revisiting of dramatic conventions through greater challenge of full Shakespeare play.</p> <p>Development of understanding of poetic form through more sophisticated and mature theme of “War”.</p> | | | | | | | |

IMPACT – What do we want students to know at the end of Year 8?

- Students will know a range of approaches the starting stories and make independent decisions in crafting their own stories for desired effect
 - Students will be able to draw upon features of other writers’ works and utilise and consider their impact within their own writing
 - Develop their vocabulary as they engage with more challenging class readers and non fiction texts
 - Understand what like was like in Britain at the turn of the 19th century
 - Understand how language has changed over the last 500 years
 - Develop the confidence to access whole Shakespeare texts
 - Write in detail about some linguistic and structural choices made by writers

Year 9 Intent

The Year 9 curriculum acts as a consolidation of the key stage 3 program of study, refining and developing students’ analytical, writing and communicative skills in preparation for key stage 4. Pupils revisit topics and similar text types with a greater level of maturity and skill. Once again, texts are selected for their greater degree of challenge, spanning a wider period of time and exposing students to more complex ideas, concepts and use of language.

Verbal communication continues to be utilised as a means to support learners in articulating new ideas, practising application of new knowledge and skill, and as a means to support one another in their progression as users of the English language. As writers, independency continues to be encouraged and supported as approaches to planning and redrafting become more meaningful and embedded within everyday practice.

Conventions of different text types are identified and commented upon more readily as students build upon their understanding of poetry, Shakespeare and texts from different time periods.

IMPLEMENTATION

| Term | Unit Title | Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i> | Intent <i>Purpose of the specific unit.</i> | Core Disciplinary (Skills) Knowledge Gained | Core Substantive (Content) Knowledge Gained | Careers Links | “Need to Know” <i>Core content required to be covered during this unit.</i> | “Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i> |
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| Autumn Term 1 & 2 September – December | English Language: The Writer in Me | <i>How can writer's craft be utilised to capture memories and shape the retelling of experiences?</i> | <p>The writer in me should focus on bringing real or imagined experiences to life for the reader. It should cause students to realise that there are no accidents in good stories – everything happens because the writer wills it.</p> <p>There are opportunities in this unit to look at the way great short story writers have built their narrative, created a sense of character and place and made choices all with the reader in mind. This is the art of storytelling.</p> <p>As students continue their KS3 education, it is important to reflect on the work studied in Year 7 and 8 and build on these skills with natural next steps. This is their opportunity to experiment with new words, and ideas and perhaps begin to find a unique style of their own. Students will also be encouraged to reflect on their own experiences and lives in their writing and learn to write about their own memories in an imaginative and informative way.</p> | <ul style="list-style-type: none"> - Exploration of writers' crafts - Experimentation with syntax and patterning for effect - Paragraphing for impact - Vocabulary selection: is it fit for purpose? - Planning, writing and redrafting | <ul style="list-style-type: none"> - How writers shape the opening of texts to capture attention - Reflection upon key moments in students' lives over the course of the adolescence - Recognition that events in life can shape us as people and the way we view the world moving forward | <ul style="list-style-type: none"> - Writer - Counsellor - Philosopher - Sociologist - Anthropologist - Biographer | <ul style="list-style-type: none"> - Writing choices are intentional - Speech Punctuation - Shapes of narratives and planning for shape - Paragraph switches - Clause constructions | <ul style="list-style-type: none"> - Writing to capture different moods and tones - Exploration of other pieces of writing by authors outlined in the SOW |
| Autumn Term 1 & 2 September – December | English Literature: Poetic Study | <i>How do writers across time use poetic features to present ideas about culture and identity?</i> | <p>The unit intends to serve as a transitional unit, honing the higher order skills and analysis for the end of KS3 and developing some of the key skills students will need to successfully access the GCSE Literature course. Students will develop skills such as annotation, supported analysis, interpretation and comparison, as introduced in earlier KS3 units. However, this unit seeks to reinforce the importance of synthesising ideas and methods (as opposed to mechanically feature spotting), differentiating between the various perspectives and viewpoints within a text, appreciating the importance of contextual factors and exploring the effects of methods. Beyond the academic, this unit provides an important insight into other cultures and beliefs, making students appreciative of cultural differences in the world and an opportunity to reflect on their own values, morals and identity. It aims to develop a critical understanding of the ways in which literary texts are a reflection</p> | <ul style="list-style-type: none"> - Poetic features - Structural feature - Contextual factors - Key themes and ideas - The poet's message - Distinction between person and persona - Developing an argument - Forming comparison | <ul style="list-style-type: none"> - Poets from other cultures and information about their cultures: apartheid, natural medicine, traditional dress - Bilingualism - Pre/post 19th century poets: attitudes towards love and relationships, attitudes towards war, moral decisions and actions | <ul style="list-style-type: none"> - Poet - Poet Laureate - Soldier - Activist - Relationship coach - Human rights lawyer - Police officer | <ul style="list-style-type: none"> - How to approach annotating a poem - Secure knowledge of poetic and structural features - How to compare - How to summarise texts | <ul style="list-style-type: none"> - Other poems written by the same poet - Opposing attitudes to key themes and ideas presented in the poem studied - Further exploration of how time may have moved on and attitudes and viewpoints may have changed – what may have caused this? |

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| | | | of, and exploration of, the human condition, the study of which develops empathic understanding of human nature. | | | | | |
| Links between Units: Development of writing skills and analysis of key texts | | | | | | | | |
| Spring 1 & 2 January – March | English Language: What it is to be Human | <i>How can we considerably present ideas about the impact mankind has on our planet?</i> | The world in which we live is rapidly changing and whilst we're experiencing some change for the greater good of mankind, as humans we could certainly be doing more to improve our lives and those around us. Through engagement with current issues within society, this unit aims to raise students' awareness of what is happening in the world, what they can do to help the world, and what it means to live a good and prosperous life. This unit supports students in appreciating that unfortunately, not everybody in this world shares a common vision of how to take care of our planet, that people may abuse their positions of power and that there may be a threat to human life as we continue make technological advances and take the environment for granted. Students will develop their reading skills through quality extracts, written by those with power and take inspiration from such texts to plan and write their own responses in a non-fiction style. They will also be encouraged to actively participate in group and whole class discussion in order to develop their confidence as speakers and have their own voices heard. | <ul style="list-style-type: none"> - How writers use language to present a point of view - How writers shape their writing and words to have a desired impact on their audience - How vocabulary choices can impact our audience - How to generate and shape sophisticated ideas to support an overarching viewpoint | <ul style="list-style-type: none"> - Who is Michelle Obama? - Attitudes towards education - Should everybody go to university? - Mankind's attitude towards the natural world: taking nature for granted; animals under threat of extinction - The rise of social media and its impact in terms of: body image, forming relationships, manners and respect | <ul style="list-style-type: none"> - Journalist - Lawyer - Politician - Scientist - Environmentalist - Content creator - Influencer | <ul style="list-style-type: none"> - How sensitive topics and issues of concern are reported in the press - Presentation of ideas in print and spoken mode for impact - Ongoing practice of planning, paragraphing and syntactic patterning for impact | <ul style="list-style-type: none"> - Topics within the immediate time period that humans need to take responsibility for - Statistics and information relating to mankind's impact upon the planet |
| Spring 1 & 2 January – March | English Literature: Shakespeare – Romeo and Juliet, The Tempest or Twelfth Night | <i>How does Shakespeare craft his play to engage audiences of any time period?</i> | Students will continue their studies of Shakespeare through engagement with either <i>Romeo and Juliet</i> , <i>The Tempest</i> , or <i>Twelfth Night</i> . Students should continue to develop their knowledge of contextual factors motivating the play's production and develop in confidence and familiarity of the language of this time period. Students will explore key themes, character presentation, dramatic features and their effect, as well as how Shakespeare has shaped his plays to attain audience interest. Students will continue to make links between Shakespeare's time and their own lives in order to appreciate | <ul style="list-style-type: none"> - Increased confidence in performance - Understanding of dramatic features and stagecraft - Understanding the effect different staging and performance directions can have on a play - Appreciation of spoken mode and analysis of mode to explore | <ul style="list-style-type: none"> - The plot of the play - The characters crafted by Shakespeare - An understanding of the themes and wider ideas interweaved in the plot of the play - A contextual understanding of the time in which the play was written and performed | <ul style="list-style-type: none"> - Playwright - Novelist - Screenwriter - Actor - Historian | <ul style="list-style-type: none"> - Plot - Character - Themes - Contextualising ideas | <ul style="list-style-type: none"> - Other works of Shakespeare - Film interpretations of the play - An appreciation of how audiences of different time periods could receive the play |

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| | | | the ongoing relevance Shakespeare has to today's society. | character, plot and theme | | | | |
| Links between Units: Development of writing skills and analysis of key texts, progressing to Shakespeare | | | | | | | | |
| Summer 1 & 2 April – July | English Language: Short Stories Across Time | <i>How has English, in written mode, changed over time?</i> | <p>Short stories are a fantastic resource to enthuse and engage learners when time is of the essence. Over the course of the KS3 curriculum students have engaged with a range of class readers, narrative extracts and poetry and this unit aims to consolidate knowledge and understanding of narrative and descriptive features through a range of short prose across the 19th, 20th and 21st century.</p> <p>The unit of work should act as a bridging unit, guiding learners towards the demands of the KS4 GCSE English language Paper 1 skills, supporting students in developing their confidence to engage with more archaic texts and the challenge that comes with older pieces of writing. Each story has a linguistic focus so as to hone students' analytical skills from a range of perspectives, as is required at KS5, and enables students to spend a realistic amount of time studying each text selected, without the issue of time looming over them.</p> <p>The short stories are typical of those found at GCSE and cover themes and ideas linked to their literature set texts.</p> | <ul style="list-style-type: none"> - Analysis of texts under specific framework headings - How to approach texts with different linguistic frameworks - How to develop more conceptualised analysis - Contextual factors linking to set texts and how we can embed this information to strengthen interpretations | <ul style="list-style-type: none"> - Plot, themes and ideas of each short story - How language has changed over time - How attitudes towards life in Britain has changed over time | <ul style="list-style-type: none"> - Writer - Private Investigator - Lawyer - Undertaker - Pathologist - Soldier - Technician | <ul style="list-style-type: none"> - How to approach analysis of texts under different linguistic frameworks - How texts and attitudes have changed over time - How to embed contextual factors into our analysis - How writers structure texts in different ways for reader pleasure | <ul style="list-style-type: none"> - Wider reading of short stories within the literary cannon - Writing of their own short stories inspired by texts studied - How productions of the texts differ in their delivery and style |
| Summer 1 & 2 April – July | English Literature: 19th Century Class Reader | <i>How do pre 19th century writers capture societal issues through the art of storytelling?</i> | <p>Staff will primarily need to teach key plot and character information. The intentions of the SOW are to develop an acute sense of social and moral responsibility and for students to understand their role. Key messages of kindness, compassion and empathy are particular poignant in today's current climate and this text should help students relate to and make sense of what is going on in the world around them today. More widely, this relationship between the novella and the modern world should consolidate the importance of literature and why reading is so fundamentally important to us all.</p> | <ul style="list-style-type: none"> - Contextual factors relating to the industrial revolution - Exploration of key themes - Exploration of key characters - Plot development - Structure of a novel | <ul style="list-style-type: none"> - Understanding of plot - Appreciation of where the text sits within the literary canon – how English has changed since the turn of the 19th century - Exploration of how attitudes towards: family, religion, charity, responsibility have changed over the last 200 years | <ul style="list-style-type: none"> - Novelist - Charity worker - Banker - Apprenticeship trainer | <ul style="list-style-type: none"> - How writers structure texts - How writers create and develop plot and theme - How contextual factors shape the production of texts | <ul style="list-style-type: none"> - Wider reading of texts produced at the turn of the century - Short stories and articles written by Charles Dickens - Texts relating to social issues of the time period |
| Links between Units: Revisiting of memory writing from Y7 through the delivery of "The Writer in Me" so as to demonstrate maturation in writing and a stronger sense of personal style. | | | | | | | | |

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| | <p>A continued emphasis on the development of cultural capital if delivered through “What it is to be Human” to ensure a stronger sense of self-awareness and the role of mankind globally – this prepares students for the more challenging topics and ideas they will be expected to explore at GCSE and equips them with a broader base of ideas to draw upon within their own writing.</p> <p>Poetry continues to be promoted within Year 9, continuing to build upon knowledge and skills from Years 7 and 8, a stronger emphasis on texts across time and cultural issues experienced within some societies and throughout history. This also links to and builds upon students’ understanding of cultural and identity from Year 8.</p> <p>We continue to deliver a range of Shakespeare plays at KS3 to ensure a greater confidence in accessing the set text at GCSE, as well as promoting the ongoing relevance that Shakespeare still plays in today’s society.</p> <p>Our short story scheme of work also consolidates understanding of key methods and prepares students for a more focused “framework” approach as they progress towards KS4.</p> |
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IMPACT – What do we want students to know at the end of Year 9?

- Conventions of different writing forms
- Apply conventions to a range of different writing styles utilising planning and redrafting strategies to support writing output
- Development of cultural capital through engagement with a wide range of fiction and non fiction texts with a strong emphasis on culture and life experiences
 - Identify a range of structural and linguistic methods and be able to compare and comment in detail about the intent of such features
 - Draw upon knowledge about Dickens and Shakespeare to develop further understanding of texts produced by both writers
 - Be able to have a reasoned opinion on a range of topics and about texts studied so as to support extended responses