

ENGLISH

Curriculum intent:

Literacy/Reading/Oracy opportunities:

Curriculum rationale Year 7 - 11	Autumn	Spring	Summer
Year 7	<p>The Origins of Literature BIG QUESTION! Why do we tell stories?</p> <ul style="list-style-type: none"> • Origins of language – vocabulary and idioms • Myths and Legends • Creation myths • Drama – create own creation myths • The Greeks • Norse Mythology • Myths and Legends from around the World • The Role of Women in Literature • Compare myths with modern stories/interpretations • Creative writing based on mythology 	<p>Salt to the Sea – Contemporary Novel Study</p> <ul style="list-style-type: none"> • Whole novel study • Characterisation (main focus) • Relationships • Themes • Continuing to look at the theme of Childhood Experiences • How are the main characters presented? • How are the themes initially established and then portrayed throughout the novel? • How are the relationships initially established and portrayed throughout the novel? 	<p>Planet Earth</p> <ul style="list-style-type: none"> • Non-fiction writing: <ul style="list-style-type: none"> – Letter – Speech – Article • Exploration of global issues and concerns: <ul style="list-style-type: none"> – Deforestation – Plastic pollution – Global warming – Over population – Endangered species – Creative writing opportunities – Introduction to persuasive devices

	<p style="text-align: center;">Childhood Poetry</p> <p>BIG QUESTION! How have the lives and experiences of children through time been presented in poetry?</p> <ul style="list-style-type: none"> • Explore how childhood is presented through poetry • Study a range of different poets • Study a range of different perspectives on how childhood has been • Analysis on how the poet has presented childhood through language, structure and form. 		<p style="text-align: center;">Our Day Out</p> <p>Big Question – How is childhood experience of school presented in a drama text?</p> <ul style="list-style-type: none"> • What is context? How has the context influenced the playwright? • How is the character of Mrs Kay presented? • How is the character of Mr Briggs presented? • How are the minor characters presented? • How do I write a formal letter of complaint? • What are Mrs Kay’s and Mr Briggs’ views of education? • How is Carol Chandler a symbolic character?
Why?	<ul style="list-style-type: none"> • Year 7 journey begins with early stories • How and why stories are created • Knowledge of literary heritage – eg how mythology influences 	<ul style="list-style-type: none"> • Knowledge of how characterisation is established in a dual narrative novel • Knowledge of how settings are established 	<p style="text-align: center;">Planet Earth</p> <ul style="list-style-type: none"> • Understanding how to correctly structure a range of non-fiction texts

	<p>Shakespeare drama and characters</p> <ul style="list-style-type: none"> • How writers have drawn influence from myths and legends • Prepare students for the study of literature themes • Select and retrieve information • Analyse writers' structural choices • Evaluate the effects of text • Synthesise information from different texts to compare and contrast <ul style="list-style-type: none"> • Introduction to poetic techniques • Understanding of how poetry is presented • Understanding of structure of poems • How poets influence their readers on a given topic • Preparation for analysis on a single poem • Evaluation of how effects are created 	<ul style="list-style-type: none"> • Understanding of how key themes are interwoven into a text • Knowledge of how writers achieve effects with language and structure choices • Synthesis of information from throughout the text to understand how characters have been achieved 	<ul style="list-style-type: none"> • Developing an ability to write for purpose and audience within the provided form • Knowledge of how to correctly introduce and develop an argument and counterargument • Establishing an understanding of the wider world • Cultural capital <p style="text-align: center;">Our Day Out</p> <ul style="list-style-type: none"> • To study the presentation of children in Literature • To trace the development of a character in a text • To practise the skills of knowledge retrieval • To develop skills of inference and deduction • To analyse the effects of language • To develop transactional writing skills • To develop skills of writing in a critical style
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How parents / carers can support

- Look at Myths and Legends homework booklet
- Recommended reads on Knowledge Organiser
- Discuss the 'Big Lecture' at the start of the unit
- Look through the knowledge booklets
- Read Stephen Fry's 'Mythos'/Neil Gaiman's 'Norse Mythology'/ Percy Jackson series.
- Watch some of the Horrible Histories (Greeks / Vikings)
- Discuss Marvel films e.g. 'Thor – Ragnarok' and DC films like 'Wonder Woman' to explore links with mythology
- Discussion on childhood memories
- Engage with the homework booklet
- Discuss the 'Big Lecture' at the start of the unit
- Engage with the Knowledge Organiser provided
- Watch relevant historical documentaries on childhood in different eras

- Look at the Salt to the Sea support booklet
 - Engage with the homework booklet
 - Discuss the 'Big Lecture' at the start of the unit
 - Engage with the Knowledge Organiser provided
 - Watch relevant historical documentaries on that era
- Discussions on how childhood has changed

Planet Earth

- Actively engage with parental support booklet
- Support when completing homework
- Encourage use of key words
- Encourage use of knowledge organiser for revision

Read:

- Your Planet Needs You! A Kid's Guide to Going Green by Dave Reay
- Under The Weather: Stories About Climate Change by Tony Bradman

Our Day Out

- Work through the tasks in the Parental Support booklet Watch 'Our Day Out' by Willy Russell on YouTube:
<https://www.youtube.com/watch?v=yC941OtTJrc>

	<ul style="list-style-type: none"> Discussions on how childhood has changed 		<ul style="list-style-type: none"> Discuss key quotations and provide assistance in learning them
	Autumn	Spring	Summer
Year 8	<p style="text-align: center;">Dystopian Fiction</p> <ul style="list-style-type: none"> Study pre 20th Century and contemporary texts of the genre Explore narrative and creative writing Develop basic writing skills Integrated language skills <p style="text-align: center;">Romantic Poetry</p> <p>Big Question: What defines Romantic Poetry?</p> <ul style="list-style-type: none"> Pupils will study 6 poems in total written by three Romantic poets: <ul style="list-style-type: none"> Robert Browning Percy Shelley William Blake 	<p style="text-align: center;">The Bone Sparrow</p> <p>How can writers show the power of storytelling?</p> <ul style="list-style-type: none"> Study of 21st century text <p>Exploration of characters, themes and relationships</p>	<p style="text-align: center;">Disasters – Non-Fiction Unit</p> <p>Big Question for the term: What makes a writer’s viewpoint compelling and effective?</p> <ul style="list-style-type: none"> Explore ideas about the natural cost of disasters Explore ideas about the human cost of disasters Improve reading skills through a range of non-fiction texts Learn the features of a number of forms of transactional writing Create new skills and build on existing skills in transactional writing <p style="text-align: center;">The Shakespeare Festival – The Tempest</p> <ul style="list-style-type: none"> Study of Shakespeare text Explore character, relationships and themes

<p>Why?</p>	<ul style="list-style-type: none"> • Study of quality fiction that inspire students to be creative in their narrative and descriptive writing • Consider how writers use language and structure • Introduction to the differences between pre 20th Century and contemporary texts <p style="text-align: center;">Romantic Poetry</p> <ul style="list-style-type: none"> • Recap/Introduction to poetic techniques • Develop the skills needed to effectively analyse language and structure • Understanding of authorial intent, considering how historical/political and social events directly impact literary works. • Consideration of how poets influence their readers. 	<ul style="list-style-type: none"> • Exposure to new texts, beyond the horizon of the limited GCSE curriculum <ul style="list-style-type: none"> • Consider how context can influence a story • Understanding of life beyond our school <p>Richness of a new, diverse text</p>	<ul style="list-style-type: none"> • Understanding how to correctly structure a range of non-fiction texts • Developing an ability to write for purpose and audience within the provided form • Knowledge of how to correctly introduce and develop an argument and counterargument • Establishing an understanding of the wider world • Cultural capital <ul style="list-style-type: none"> • Provides them with the tools to analyse Shakespeare’s language, form and structure • Explore universal themes that will be explored further in GCSE
<p>How parents / carers can support</p>	<ul style="list-style-type: none"> • Look at the parent support booklet with your child • Watch ‘Hunger Games’ / ‘Divergent’ and discuss 	<ul style="list-style-type: none"> • Look at the parental support booklet • Read: 	<ul style="list-style-type: none"> • Actively engage with parental support booklet • Support when completing homework

	<p>dystopian conventions and themes</p> <ul style="list-style-type: none"> • Watch HG Wells 'War of the Worlds' <p style="text-align: center;">Romantic Poetry</p> <ul style="list-style-type: none"> • Actively engage with parental support booklet. • Support when completing homework. • Encourage use of key vocabulary. • Encourage use of Knowledge Organiser for revision 	<ul style="list-style-type: none"> o 'Wisp: A Story of Hope' by Zana Fraillon o 'The 1000 Year Old Boy' by Ross Welford o 'Running on the Roof of the World' by Jess Butterworth <ul style="list-style-type: none"> • Watch: <ul style="list-style-type: none"> o 'Born in Syria' on Netflix (PG) <p>'Our World: The Day Moira Burned' on BBC iPlayer (documentary about a refugee camp: https://www.bbc.co.uk/iplayer/episode/m000nr9n/our-world-the-day-moria-burned</p> <ul style="list-style-type: none"> o 'Burma with Simon Reeves' on BBC iPlayer (documentary about Rohingya people: https://www.bbc.co.uk/programmes/b0b3g1nm) <ul style="list-style-type: none"> • Go: <ul style="list-style-type: none"> o Migration Museum in London o Virtual visit to the Imperial War Museum's exhibition entitled 'Refugees': 	<ul style="list-style-type: none"> • Encourage use of key words • Encourage use of knowledge organiser for revision <ul style="list-style-type: none"> • Visit the RSC and watch a performance • Read a Shakespeare play • Watch 'Gnomeo and Juliet' • Watch Baz Luhrman's version of 'Romeo and Juliet' • Look through the knowledge booklet with your child
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		http://refugeehistory.org/blog/2021/1/25/refugees-at-the-imperial-war-museum-a-virtual-round-table	
		<ul style="list-style-type: none"> o Visit charity shops such as 'Save the Children' and 'Oxfam'. Make a donation towards to the refugee crisis. 	
	Autumn	Spring	Summer
Year 9	<p style="text-align: center;">Romeo and Juliet</p> <ul style="list-style-type: none"> • Study of Shakespeare text • Explore character, relationships and themes <p>Gothic Fiction</p> <ul style="list-style-type: none"> • Creative writing study • Study of key Gothic literature short extracts • Study of key famous Gothic poems 	<p style="text-align: center;">Heroes</p> <ul style="list-style-type: none"> • Analyse character, relationships and themes • Embedding of context • Awareness of writer's craft • Language questions embedded throughout 	<p style="text-align: center;">Words that Burn</p> <ul style="list-style-type: none"> • Non-fiction text study • Awareness of writer's craft • Understanding of text forms <p>Writing to Revolt</p> <ul style="list-style-type: none"> • Modern poetry study • Exploration of theme and purpose
Why?	<ul style="list-style-type: none"> • Build on the Shakespeare festival in Year 8 • Provides them with the tools to analyse Shakespeare's language, form and structure 	<ul style="list-style-type: none"> • Exposure to wider texts • Link to themes in GCSE Poetry • Develop analytical responses • Comparison and connection to modern issues 	<ul style="list-style-type: none"> • Study the impact of words and phrases. • Understand the importance of language and the impact of words

	<ul style="list-style-type: none"> • Explore universal themes that will be explored further in GCSE • Study of quality Gothic fiction that inspire students to be creative in their narrative and descriptive writing • Consider how writers use language and structure • Introduction to the differences between pre 20th Century and contemporary texts 	<ul style="list-style-type: none"> • Explore teenage life • Discuss issue of morality • Cultural capital • Discuss issues of consent 	<ul style="list-style-type: none"> • Understand how words can be a powerful tool to inspire change, revolution and social justice. • Study the impact of words and phrases. • Understand the importance of language and the impact of words • Raise awareness of literature's place in history • Understand how poetry can be a powerful tool to inspire change, revolution and social justice.
<p>How parents / carers can support</p>	<ul style="list-style-type: none"> • Visit the RSC and watch a performance • Read a Shakespeare play • Watch 'Gnomeo and Juliet' • Watch Baz Luhrman's version of 'Romeo and Juliet' • Look through the knowledge booklet with your child • Look through the homework booklet with your child. • Look at the parent support booklet • Look through the homework booklet. 	<ul style="list-style-type: none"> • Actively engage with parental support booklet. • Support when completing homework. • Encourage use of key vocabulary. • Encourage use of Knowledge Organiser for revision. 	<ul style="list-style-type: none"> • Actively engage with parental support booklet. • Support when completing homework. • Encourage use of key vocabulary. • Encourage use of Knowledge Organiser for revision. • Read the parental support booklet. • Discuss homework tasks with students • Watch and discuss news programmes

	<ul style="list-style-type: none"> • Watch the 2020 TV Series 'Dracula' on Netflix/BBC1 • Watch the series 'Dark Tourist' on Netflix • Read a classic Gothic book such as Frankenstein or Dracula • Visit the following: <ul style="list-style-type: none"> • Leasowes Park, Dudley → Lots of Gothic style architecture • The statue of Prince Albert in Wolverhampton City Centre (also known as "The Man on the Horse") • Nottingham's General Cemetery (one of the original "Gothic Cemeteries") 		<ul style="list-style-type: none"> • Speak about where you were during important events in modern history • Encourage non-fiction reading around social issues • Read newspapers/newspaper websites • Discuss bias and stereotypes in real life.
	Autumn	Spring	Summer
Year 10	<p>An Inspector Calls and A Christmas Carol</p> <ul style="list-style-type: none"> • Explore stage craft • Analyse character, relationships and themes <p>Make links with other texts previously read (Family conflict, 7 deadly sins, words that burn)</p>	<p>English Language Paper 1</p> <ul style="list-style-type: none"> • Exposure to unseen texts from a diverse range of writers, covering a range of topics • Make links with skills covered in English Literature (analysis, inference, etc.) 	<p>Poetry Anthology & Unseen Poetry</p> <ul style="list-style-type: none"> • Study of poems featured in the poetry anthology • Anthology and unseen part of the GCSE English Literature curriculum <p>Explore poets' use of language, form and structure</p>

<p>Why?</p>	<ul style="list-style-type: none"> • GCSE set text • Great hook to GCSE English Literature • Explores the theme of 'class' 'poverty' 'gender' which reoccur in other GCSE Literature texts 	<ul style="list-style-type: none"> • GCSE • Students familiar with skills as they have been covered in KS3 • Great hook to English Language GCSE 	<ul style="list-style-type: none"> • GCSE requirements to cover poetry through the anthology and unseen • Students familiar with skills from KS3 Heritage poetry, and others
<p>How parents / carers can support</p>	<ul style="list-style-type: none"> • Watch a production of the play • Read the text yourself • Explore the concept of capitalism and socialism • Discuss how current news stories reflect societies concerns with poverty and class. • Research historical periods e.g. Edwardian period and post-World War II • Purchase a revision guide • Quiz your child on quotes from each act 	<ul style="list-style-type: none"> • Actively promote newspapers and experience world news for students to be familiar with contemporary topics • Watch the local news to see current issues in area • Purchase a revision guide • Use the Blended Learning Journey on the school website 	<ul style="list-style-type: none"> • Research historical periods, such as WWI and WWII to understand the war poems • Research the meaning of the poppy • Understand who Ozymandias was and his influence <p>Research the named poets and the influence of their poems</p>
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 11</p>	<p>Macbeth & English Language Paper 2</p> <ul style="list-style-type: none"> • Explore stage craft • Analyse character, relationships and themes • Make links with other texts previously read (e.g. ambition, gender, power, supernatural, violence) 	<p>Revision (An Inspector Calls, A Christmas Carol, Poetry Anthology & Unseen, plus English Language)</p> <p>Coverage of all aspects of the course to consolidate understanding</p>	

<p>Why?</p>	<ul style="list-style-type: none"> • Students write in a critical style and explore the writer's choice of language and structural devices to convey his ideas 	<ul style="list-style-type: none"> • Critical time in the academic year to recap work covered • Engages meta-cognition and long-term memory <p>Reinforces previous ideas</p>	
<p>How parents / carers can support</p>	<ul style="list-style-type: none"> • Watch the animated tales on You Tube • Watch a production of the play • Discuss the themes in the texts and how these connect to modern world leaders • Purchase a revision guide • Quiz your child on quotes from each act 	<ul style="list-style-type: none"> • Use the Blended Learning Journey on the school website • Purchase a revision guide <ul style="list-style-type: none"> • Watch productions of 'Macbeth'; BBC adaptation of 'An Inspector Calls', and Disney's version of 'A Christmas Carol' <p>Watch revision videos on YouTube through 'Mr Bruff' for English Language</p>	