

Year 7 Curriculum Planning – English

	Autumn Term 1	Autumn Term 2	Spring Term 1 – 7	Spring Term 2 - 5	Summer Term 1 - 6	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p>Introduction to narrative – building reading and writing skills using a range of short extracts from novels and short stories.</p> <ol style="list-style-type: none"> 1. Assess and build on prior learning – introduction to narrative reading and writing. 2. Inferring meaning – identifying and understanding explicit and implicit meaning in texts. 3. Identifying and using word types and language techniques. 4. Identifying and using a range of sentence structures in narrative writing. 5. Begin to analyse a writer’s use of language and the effect on the reader. 6. Examine how characters are presented in a range of extracts. Create your own fictional character. 7. Assessment: write a short story using a range of language techniques with a focus on character. 	<p>Introduction to non-fiction building reading and writing skills using a range of articles, speeches etc – Campaigns Theme</p> <ol style="list-style-type: none"> 1. Finding information and identifying quotes: Can I extract information from a text? 2. Analyse how language impacts the reader: Language analysis of campaign literature 3. Identify and analyse features of language: Identify language devices used in a newspaper article 4. How can language be used to effect change? Social media campaign 5. What makes a speech effective? What would you include in a speech? 6. Using a range of punctuation – punctuation for effect 7. Assessment: comparison of two campaign speeches 	<p>Novel: Skellig – David Almond</p> <ol style="list-style-type: none"> 1. To make predictions about the genre, story and characters in Skellig 2. To identify and analyse the writers use of personification 3. To learn how the author uses effective description 4. To explore and apply different points of view in a text 5. To understand how and why David Almond uses foreshadowing in ‘Skellig’. 6. To understand and explore the characters Mina and Skellig 7. Assessment: To plan and write a new chapter, applying understanding of character 	<p>Conspiracy theories Non-Fiction - focus on writing</p> <ol style="list-style-type: none"> 1. Developing knowledge of using connectives and linking ideas 2. Developing use of paragraphing 3. Organise writing – plan and write a narrative piece Writing to suit task, audience and purpose. 4. Successfully evaluating a non-fiction text 5. Assessment: Write a newspaper report using a variety of language devices 	<p>Introduction to poetry – a range of poems depicting different life experiences.</p> <ol style="list-style-type: none"> 1. Identify and analyse features of language: metaphors, similes, personification, alliteration 2. Focus on gesture, expression and body language to express ideas? Write own poem using figurative language 3. Identify and analyse features and structure of a poem 4. Develop understanding of connotations. 5. Use contextual knowledge to write descriptively - The Chimney Boy’s story 6. Analyse how language and structural devices impact the reader. 7. Assessment: Analyse an unseen poem using skills learned in this half-term. 	<p>Science Fiction writing - a range of extracts and video clips.</p> <ol style="list-style-type: none"> 1. To develop writing for task, audience and purpose – character descriptions 2. To develop writing for task, audience and purpose – setting descriptions 3. Developing understanding of inference and comprehension skills. 4. Analyse the structure of texts; how writers create suspense. 5. Analyse how the writer’s use of language impacts the reader 6. Evaluate a piece of Science Fiction writing. 7. Assessment: Write a Science Fiction short story showing understanding of using structure to create tension.

Year 8 Curriculum Planning – English

	Autumn Term 1	Autumn Term 2	Spring Term 1 –	Spring Term 2 - 5	Summer Term 1 -	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p>Gothic Horror - range of extracts from Gothic Novels e.g. Frankenstein</p> <ol style="list-style-type: none"> Students examine and show understanding of the conventions of Gothic Horror in a range of texts and clips. Analyse the use of similes and personification in Gothic writing. Use this knowledge to describe images. Analyse the use of similes and personification in Gothic writing. Use this knowledge to describe images. Identify the use of pathetic fallacy in Gothic writing. Use this knowledge to create a descriptive piece of writing. Examine how characters are portrayed in a range of extracts/clips. Create and voice your own character showing understanding of Gothic conventions. Analyse Shelley’s use of language and the effect on the reader in Frankenstein. Assessment: Write a Gothic Horror story including similes, personification and pathetic fallacy. 	<p>Journeys and discovery</p> <p>1. A variety of non-fiction texts e.g. articles, journals</p> <ol style="list-style-type: none"> Understand how a writer conveys factual information through descriptive language. Identify and analyse language techniques used in a travel diary. Identify explicit and implicit information in a non-fiction text. Evaluating a text: reading a text critically. Analyse how a writer uses language and structural techniques to engage the reader. Using knowledge of language techniques, plan an effective speech. Assessment: Finding and retrieving information to write a persuasive argument 	<p>Ghost boys – Parker Rhodes</p> <ol style="list-style-type: none"> To develop an understanding of how the author presents the protagonist in the opening chapters. To explore and understand how Parker Rhodes introduces the theme of friendship To understand how Parker Rhodes introduces Sarah and uses her character to explore the theme of compassion and the idea of privilege. To explore how Parker Rhodes creates and builds suspense and tension To understand the conventions of a newspaper article and to use this knowledge to write an article Assessment: Write a book review for Ghost Boys 	<p>Poetry from Different Cultures</p> <ol style="list-style-type: none"> Identify and analyse language techniques used in poetry. Analyse the use of imagery in ‘Island Man’ by Grace Nichols. Develop understanding of why poets use alliteration and sibilance. Analyse the purpose of poetry: Benjamin Zephaniah - The British. Explore how the structure of a poem reinforces its purpose. Identify and explain the writer’s viewpoint: Sujata Bhatt – ‘Search for my Tongue’ <p>Assessment: Using connectives to compare two poems.</p>	<p>Macbeth – William Shakespeare</p> <ol style="list-style-type: none"> Understand the historical context of Macbeth focusing on supernatural beliefs. Examine the importance of the witches in Macbeth. Why does Shakespeare choose to introduce the play this way? Identify and analyse the themes in Macbeth. Show understanding of character in a diary entry. Focus on the character of Lady Macbeth – analyse language used and write a letter in character to show how she feels. Examine the themes of guilt and madness. Create a reality TV show script for Macbeth and Lady Macbeth. Assessment: Use evaluation skills to write a review of Macbeths. 	<p>Non-fiction writing: Fame and Celebrity</p> <ol style="list-style-type: none"> Explore what makes a successful autobiography. Focus on sentence structure and type - clause, phrase and subordinate clause Understand how an autobiography is structured – focus on language and structural devices. Opportunity for autobiographical writing. Comparing texts and contexts of texts. – Turing and Franklin Constructing an argument – Fake News Explore the features that make advice writing effective. Create a piece of writing to advise parents about online safety and young people. Assessment; Using understanding of language techniques, evaluate how speakers persuade their audience

Year 9 Curriculum Planning – English

	Autumn Term 1	Autumn Term 2	Spring Term 1 – 7	Spring Term 2 - 5	Summer Term 1 - 6	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p><i>Dystopian Fiction - Extracts from a range of novels and short stories e.g. 'What the Dead Man Said by Chinelo Onwualu and 'Noughts and Crosses' by Malorie Blackman</i></p> <ol style="list-style-type: none"> Introduction to Dystopian fiction – develop understanding of conventions of Dystopian fiction through a range of clips, images and extracts. Analysing a writer's use of language and the effect on the reader Using knowledge of language to produce a piece of narrative writing following the conventions of Dystopian fiction. Analyse how a writer structures a text to interest the reader Evaluation skills - 'To what extent do you agree with the following statement about the text?' Recap on language, structure and evaluation. Self-assess progress and targets. Assessment – students show understanding of language and structure to create a Dystopian short story for a teenage audience. 	<p><i>Conflict: A range of non-fiction texts relating to conflict from differing viewpoints and perspectives e.g. soldiers. Journalists, refugees etc</i></p> <ol style="list-style-type: none"> Introduction to the theme of conflict. Develop understanding of differing viewpoints and perspectives. Analysing a writer's use of language and the effect on the reader with a focus on personal perspective. Use knowledge of language to produce a diary entry/letter from a give perspective. Summarise similarities and differences between two texts. Start to compare <u>how</u> writers convey their different viewpoints. Recap on language, summarising and comparing viewpoints. Self-assess progress and targets. Assessment – Students write a balanced article: "All school-leavers should join the army for a year. It would teach them discipline and provide them with more job opportunities." 	<p><i>Romeo and Juliet - William Shakespeare</i></p> <ol style="list-style-type: none"> Develop contextual understanding of relationships in Act 1. Retrieving relevant information from the text Analyse how Shakespeare uses language in extracts from Act 1 and 2. Show understanding of how character is presented in a diary entry for Romeo. Show understanding of characters' relationships in Act 3. Use evaluation skills and show understanding of foreshadowing in Act 3. Analysing the theme of tragedy in Romeo and Juliet. Use knowledge of language and structure to write a newspaper report based on events in Romeo & Juliet. Analyse Shakespeare's use of structure in the whole play. Show understanding of the play by writing a letter from the parents' point of view. Assessment – Students write a review of Romeo and Juliet to assess evaluation skills and writing skills. 	<p><i>Writing to persuade, argue, entertain and inform</i></p> <ol style="list-style-type: none"> Assess and build on prior learning of language techniques and writing for form, audience and purpose. Analyse short texts and create your own persuasive article based on reality TV. Develop skills in how to build a balanced and effective argument. Write a speech about teenagers' rights. Develop skills in informative writing. Analyse short texts and create a guide to Manchester for a website. Focus on Form, audience and purpose. Analyse and evaluate a selection of articles; Compare how the writers convey their viewpoints in order to entertain the reader. <p>5. Assessment: Students write a balanced and entertaining speech from a selection of titles.</p>	<p><i>Refugee Boy – Benjamin Zephaniah</i></p> <ol style="list-style-type: none"> Develop contextual understanding of what it means to be a refugee. Assess and build on prior knowledge. Analyse how Zephaniah uses language to influence the reader's opinion about a character's motives. Use knowledge of text, context and language to write postcards between Alem and his father. Focus on descriptive writing. Use evaluation skills to show how Zephaniah creates sympathy for Alem. Analyse how Zephaniah structures the novel to create interest for the reader. 6. Assessment: Students write a short story influenced by 'Refugee Boy.' Students will produce emotive writing using a range of techniques. 	<p><i>Extremes – A range of non-fiction texts relating to the theme of 'extremes' e.g. extracts from Touching the Void</i></p> <ol style="list-style-type: none"> Introduction to the concept of 'Extremes' Students analyse images and clips and use descriptive writing to convey their ideas. Analysing a writer's use of language in newspaper articles. Examining bias in newspaper articles. Analysing the writer's use of language in 'Touching the Void.' Using knowledge of language techniques to write a report on an extreme activity. Comparing writers' viewpoints and perspectives in two pieces of non-fiction writing. Evaluation skills – 'To what extent do you agree with the following statement about the text?' 'This part of the text shows that the writer was in a life-threatening situation.' 6. Assessment – Questions from AQA past paper on extreme weather to assess skills and to prepare for Year 10 learning.

Year 10 Curriculum Planning – English

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2 -	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p><i>Paper 1, explorations in creative reading and writing.</i></p> <p><i>Dystopian Fiction - Extracts from a range of novels and short stories e.g. 'I am legend by Richard Matheson and Brave New World & Island by Aldous Huxley</i></p> <ol style="list-style-type: none"> 8. Build on prior knowledge of Dystopian fiction, introducing Utopian fiction. 9. Analysing a writer's use of language and the effect on the reader 10. Using knowledge of language to produce a piece of narrative writing following the conventions of Dystopian/Utopian fiction. 11. Analyse how a writer structures a text to interest the reader 12. Evaluation skills - 'To what extent do you agree with the following statement about the text?' 13. Recap on language, structure and evaluation. Self-assess progress and targets. 14. Assessment – students show understanding of language and structure to create a Dystopian/Utopian description piece for a teenage audience. 	<p><i>Paper 2 – Writers' Viewpoints and Perspectives. A selection of non-fiction texts including George Orwell, Down and out in Paris and London, and current articles on contemporary issues.</i></p> <ol style="list-style-type: none"> 1. Introduction to the theme of homelessness. Develop understanding of differing viewpoints and perspectives. 2. Analysing a writer's use of language and the effect on the reader with a focus on personal perspective. 3. Use knowledge of language to produce a diary entry/letter from a given perspective. 4. Summarise similarities and differences between two texts. 5. Start to compare <u>how</u> writers convey their different viewpoints. 6. Recap on language, summarising and comparing viewpoints. Self-assess progress and targets. 7. Assessment – Students write a balanced article on how "homeless people are to blame for their own situation and don't deserve our money or resources" 	<p><i>Paper 1 – Explorations in Creative Reading and Writing (A selection of short stories and extracts focused on the theme of 'Love and relationships' e.g. Running on Dreams by Herb Heiman.)</i></p> <ol style="list-style-type: none"> 1. Using a range of novel extracts, students further develop knowledge of using inference to understand and empathise with characters' experiences and emotional responses. 2. Students build on knowledge of analysing language, showing a greater understanding of a range of terminology and the intended effect of the reader. 3. Students to build on previous knowledge of structural techniques and how they contribute to effect. 4. Use knowledge of language and structure to write a Twitter Thread about teenage emotions and unrequited love. 5. Students will start to evaluate using film trailers and short texts. E.g Prom (LGBTQ) and He's All That. 6. Assessment – Students to write a short story about a teenage romance with a twist 	<p><i>Writing to persuade, argue, entertain and inform</i></p> <ol style="list-style-type: none"> 1. Assess and build on prior learning of language techniques and writing for form, audience and purpose. Analyse short texts and create your own persuasive article based on reality TV. 2. Develop skills in how to build a balanced and effective argument. Write a speech about "Does what is 'right' and 'wrong' change from generation to generation" 3. Develop skills in informative writing. Analyse short texts and create an informative leaflet on 'climate change and how we have a responsibility to future generations' 4. Analyse and evaluate a selection of articles; Compare how the writers convey their viewpoints in order to entertain the reader. <p>5. Assessment: Students write a balanced and entertaining speech from a selection of titles.</p>	<p><i>Paper 1 – Explorations in Creative Reading and Writing – 'Past, Present and Future' Introducing Charles Dickens and Sherlock Holmes (19c language) A Thousand Splendid Suns All writers and fiction with a social commentary theme</i></p> <ol style="list-style-type: none"> 1. Develop contextual understanding of society and language and ideas progression. Assess and build on prior knowledge. 2. Analyse how Dickens uses language to influence the reader's opinion about a character's motives. 3. Use knowledge of text, context and language to write a letter exchange between a character from the 'future' describing to Khaled Hosseini explaining how things have changed. Focus on descriptive writing. 4. Use evaluation skills to show how Dickens creates sympathy for characters. 5. Analyse how Dickens structures the novel to create interest for the reader. 6. Assessment: Students write a short crime fiction story influenced by Oliver Twist and Sherlock Holmes. 7. Students will produce emotive writing using a range of techniques. 	<ol style="list-style-type: none"> 1. <i>Paper 2 – Writers' Viewpoints and Perspectives: Diversity</i> 2. Developing students' knowledge and contextual understanding of Diversity. Students analyse images and clips and use descriptive writing to convey their ideas. 3. Analysing a writer's use of language in newspaper articles. Examining bias in newspaper articles. 4. Analysing the writer's use of language in Benjamin Zephania's 'young and Dyslexic? You've got it going on' Using knowledge of language techniques to write a report on overcoming barriers. 5. Comparing writers' viewpoints and perspectives in two pieces of non-fiction writing. 6. Evaluation skills – 'To what extent do you agree with the following statement about the text?' 'The negative responses to Marcus Rashford's free school meals campaign were driven by Racism.' 7. Assessment – Questions from AQA past paper on extreme weather to assess skills and to prepare for Year 10 learning.

ending. Focusing on dialogue to show understanding of characters.

Year 11 Curriculum Planning – English

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p><i>Paper 2 – Writers’ Viewpoints and Perspectives. We will study a range of non-fiction texts on the theme of ‘Class and Masculinity’</i></p> <ol style="list-style-type: none"> Using a range of articles and film clips, students will further develop skills in interpreting implicit information in order to understand a writer’s viewpoint. Students will build on their knowledge of summarising differences in a text. Students will develop skills in comparing viewpoints across two texts. They will be able to use their knowledge of recognising differences in tone and use of language. Students will analyse the use and effect of language in a 19th Century non-fiction text Using a range of articles, letters etc, students will further develop skills in analysing a writer’s choice of language and the effect on the reader. Students build on Year 10 learning to produce a range of non-fiction writing, considering format, audience and purpose. Students will use a sophisticated range of language techniques in order to engage the reader. 	<p><i>Paper 1 – Explorations in Creative Reading and Writing (Extract from City of the Beasts by Isabel Allende etc)</i></p> <ol style="list-style-type: none"> Introduction to text, and explicit/implicit information. Using a specific part of the text, students annotate, identify and analyse the effect of the language used. Analyse a writer’s use of language to create impressions on the reader. Using the whole text, students will annotate, identify structural features and comment on how the writer builds the text to create interest Students will respond to a given statement about the text and will be able to identify and evaluate the writer’s methods Using an image as a starting point, students develop their writing skills building on their knowledge of creating character, using structural and language techniques. Assessment – Students will complete a mock Paper 1 which will assess all the skills learned and developed this half-term. 	<p><i>Paper 2 – Writers’ Viewpoints and Perspectives. (Festivals and Fairs)</i></p> <ol style="list-style-type: none"> Students will show understanding of contemporary and 19th Century texts using contextual clues to help with unfamiliar language or concepts. Students will further develop skills in summarising specific similarities and differences between contemporary and 19th Century texts. Students will analyse the use and effect of language in a 19th Century non-fiction text. ICT- Students to prepare PowerPoint for presentation on the differences between 19C festivals and contemporary festivals. Students will develop skills in comparing viewpoints across two texts. They will be able to use their knowledge of recognising differences in tone and use of language. Students build on Year 10 learning to produce a range of non-fiction writing, considering format, audience and purpose. Assessment – Students will complete a mock Paper 2 which will assess all the 	<p><i>Paper 1 – Explorations in Creative Reading and Writing (Jamaica Inn and Tell-Tale Heart)</i></p> <ol style="list-style-type: none"> Using a specific part of the text, students annotate, identify and analyse the effect of the language used. Using the whole text, students will annotate, identify structural features and comment on how the writer builds the text to create interest Students will respond to a given statement about the text and will be able to identify and evaluate the writer’s methods Using an image as a starting point, students develop their writing skills building on their knowledge of creating character, using structural and language techniques. Assessment – Students will complete a mock Paper 1 which will assess all the skills learned and developed this half-term. This will measure all the assessment objectives 	<p><i>Students will work through a selection of Past Papers (undecided as yet). Working with Teacher and TA, peer and self-assessing, using AQA mark scheme to strengthen and consolidate skills developed through KS3 &KS4.</i></p>	<p>EXAMS</p> <p>Revision sessions made available throughout exam period.</p>

	7. Assessment End of term exam-style question 'Compare how the writers convey their different attitudes to the responses to 'toxic masculinity'	This will measure all the assessment objectives.	skills learned and developed this half-term. This will measure all the assessment objectives			
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