

Year 7 Curriculum Intent ENGLISH LITERATURE

	Autumn Term	Spring Term		Summer Term	
	1 & 2	1	2	1	2
Key Concepts	NOUGHTS & CROSSES by Malorie Blackman	CONFLICT POETRY: TENNYSON TO ARMITAGE	WHITE POPPIES	ROMEO & JULIET	ROMEO & JULIET VS NOUGHTS 7 CROSSES
Knowledge & Understanding <i>(National Curriculum)</i>	Modern, contemporary prose. Whole book.	Reading a wide range of, poems with a wide coverage of genres, historical periods, forms and authors.	Modern play	Shakespeare play	Re-reading books encountered earlier to increase familiarity with them and provide a basis for making critical comparisons.
	<p><i>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</i></p> <p><i>Making inferences and referring to evidence in the text.</i></p> <p><i>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</i></p> <p><i>Checking their understanding to make sure that what they have read makes sense.</i></p> <p><i>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</i></p> <p><i>Recognising a range of poetic conventions and understanding how these have been used studying setting, plot, and characterisation, and the effects of these.</i></p> <p><i>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</i></p> <p><i>Making critical comparisons across texts.</i></p> <p><i>Studying a range of authors, including at least two authors in depth each year.</i></p>				
Assessment	TEACHER: How is Sephy presented in the novel?	TEACHER: Compare how the poets present war.	TEACHER: Which character do you admire the most in the play and why?	TEACHER: how does Shakespeare present the theme of love in Romeo and Juliet	TEACHER: How is Romeo and Juliet similar to Noughts & Crosses?
Why this? Why now?	This will help them to develop an appreciation and love of reading and to read increasingly challenging material independently They will learn to understand setting, plot and characterisation and the effects of these looking closely at how a writer shapes meaning. Pupils will get the opportunity to read a whole novel something they may not have done at KS2. Noughts and Crosses, both culturally and academically celebrated, will bring to light issues around race, class and conflict through	Pupils will recognise a range of poetic conventions and understand how these have been used. They will explore how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning. They will read a wide range of poetry and cover a wide range of genres, historical periods, forms and poets. . Pupils will have the opportunity to write their own poetry, applying their growing knowledge of vocabulary, grammar and text structure to their writing. Following from their study of modern prose and the issues brought to light through	Pupils will study a play – again a requirement of KS3 and KS4 but not necessarily touched upon at KS2. Content allows pupils to access a different form of literature, consolidate analysis skills from term 1 and 2.1 and now apply them to drama. Pupils are introduced now to dramatic techniques for effect whilst following the thread of conflict situations in literature.	Pupils will study one of Shakespeare's most famous plays; appreciating the Bard's enlightening and absorbing manner. Year 7 will benefit reading whilst inspiring them to gain knowledge about past histories and enhance their imagination. Challenging Content allows pupils to access a different form of literature, consolidate analysis skills from term 1.2 and now apply them to drama. Pupils are introduced now to dramatic techniques in Shakespearean Literature (they will have some understanding of drama from studying White Poppies 7) for	Pupils will use their knowledge of Romeo and Juliet and revisit their study of Noughts & crosses. Re-reading texts is an integral skill and allows students to appreciate texts with more insight. This unit will enable students to 'revise' and 'recall' – skills important for KS/4. Pupils will be able to consolidate all of their analytical skills from year 7 and apply them, critically as they

	the medium of literature helping pupils to expand their cultural capital and learn about wider political and international issues.	that study, year 7 pupils will be introduced to new genres and forms as they explore and expand on ideas about the presentation of conflict, identity and other world issues through poetry. They will read study a wide range of poets, including some from the canon, as they broaden their knowledge of poetry and poetic conventions.		effect whilst also considering how the context can shape interpretations.	compare two very different forms of literature in terms of their plot, characters and themes.
Skills & Characteristics	<p>Resilience Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Learning from their mistakes Staying Positive- acting on feedback given with stamina and tenacity when studying literature across a challenge range of texts Reading challenging texts and decoding meaning.</p> <p>Collaboration Group work and speaking and listening activities. Demonstrating leadership in group work tasks Questions, feedback, drama and role play. Think, pair, share Communicating ideas effectively and succinctly with clarity of meaning. communicating orally and in the written format in peer assessments.</p> <p>Creativity Applying ideas and interpretations to dystopian writing Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations. Using problem solving strategies to work through poetical meanings. Pupils will develop their own writing style</p>				
Aspirations & Careers	<p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres. CDI: 1, 2, 3 Throughout year KS3, pupils will have opportunities to extend the learning outside of the classroom through a creative writing club which runs once a week over a lunch time. Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween Christmas and Easter time. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure</p>				
	<p>Racial tensions and awareness of racism Wider reading of 'Across the Barricades' Enhancing knowledge of the wider world and developing Cultural capital exploring the themes of: social hierarchies, racism, relationships And law and order. Independent research</p>	Incorporating trips – virtual productions of Shakespeare's plays.	Cultural Capital Class system/patriarchy/ social hierarchies Religion Relationships Law and order Historical – Life in Jacobean England	Wider reading: Novels from Malorie Blackman Cultural capital: Historical – Life in Jacobean England Racial tensions and hierarchies	

Year 7 Curriculum Intent ENGLISH LANGUAGE

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	Autumn Term	Spring Term		Summer Term	
	1 & 2	1	2	1	2
Key Concepts	<p>Considerations & Creations: Dystopian fiction. Extracts from 1984, The Hunger Games, The Lottery and The Maze Runner.</p>	<p>Considerations & Creations: war through language. Pupils will explore a range of fiction and nonfiction, looking at extracts from Birdsong by Sebastian Faulks to letters by Wilfred Owen.</p>	<p>Considerations & Creations: war through language. Pupils will explore a range of fiction and nonfiction, looking at extracts from Birdsong by Sebastian Faulks to letters by Wilfred Owen.</p>	<p>Considerations & Creations: nonfiction texts. Pupils will explore a range of nonfiction looking at newspapers, editorials, letters and adverts.</p>	<p>Considerations & Creations: nonfiction texts Pupils will explore a range of nonfiction looking at newspapers, editorials, letters and adverts.</p>
Knowledge & Understanding (National Curriculum)	<p>WRITING: <i>write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays stories, scripts, poetry and other imaginative writing notes and polished scripts for talks and presentations a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness paying attention to accurate grammar, punctuation and spelling;</i></p> <p>READING: <i>understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension Checking their understanding to make sure that what they have read makes sense. read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i></p>				
Assessment	TEACHER; Create a dystopian story.	TEACHER: How does the writer present the horrors of war?	TEACHER; Description of a war zone	TEACHER: reading response to a nonfiction text.	TEACHER; article writing.
Why this? Why now?	Build on KS2 skills. Pupils will already have an ability to read	Build on skills of retrieval of information, inference of explicit	Pupils are now secure in understanding a writer's craft –	Pupils will already have an ability to write different types of fiction. Pupils are now extending their writing skills to a range	

	<p>for meaning. Skills of analysis are now extended to retrieval of information, inference of explicit and implicit information. Introduction to focusing on writer's methods examine language choices for effect. Pupils are encouraged to write creatively and imaginatively across a range of ideas and contexts. Applying different techniques for effect but also adapting their style to write in different genres and for different purposes.</p>	<p>and implicit information. Focusing on writer's methods examine language choices for effect. Pupils are secure in reading and understanding but are encouraged to probe texts for deeper levels of meaning and are now considering how a writer's choice of language can effect meaning. Pupils are encouraged to write creatively and imaginatively across a range of ideas and contexts. Applying different techniques for effect but also adapting their style to write in different genres and for different purposes.</p>	<p>how writers can shape meaning through the lexical choices. Pupils are confident at recognising how language is used and can identify techniques in a text using the correct subject terminology. Now they are introduced to how a texts structure and organisation can also be used by a writer to shape meaning and add interest. Pupils are encouraged to write creatively and imaginatively across a range of ideas and contexts. Applying different techniques for effect but also adapting their style to write in different genres and for different purposes.</p>	<p>of nonfiction. Pupils are encouraged to write creatively and imaginatively across a range of ideas and contexts. Applying different techniques for effect but also adapting their style to write in different audiences and for different purposes Pupils are writing a range of nonfiction types. Introduced to writing newspaper editorials, leaflets and reports as well as speeches and letters. Pupils are actively encouraged to adopt different sentence and punctuation types whilst varying the choices of language for impact and effect. Pupils are taught how their choices will impact the meaning and subsequent impact of their writing. Pupils encouraged to consider different tones and perspectives.</p>
Skills & Characteristics	<p>Resilience Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Learning from their mistakes Staying Positive- acting on feedback given with stamina and tenacity when writing becomes difficult. Reaching for thesaurus to learn from mistakes and remain positive. Aiming for excellence in writing through the re drafting process. Writing independently without support mechanisms in timed conditions.</p> <p>Collaboration Group work and speaking and listening activities. Demonstrating leadership in group work tasks Communicating ideas effectively and succinctly with clarity of meaning. Communicating orally and in the written format in peer assessments. Communicating with clarity of punctuation and well chosen vocabulary for effect</p> <p>Creativity Applying ideas and interpretations to dystopian writing Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations. Using problem solving strategies to work through poetical meanings. Pupils will develop their own writing style</p>			
Aspirations & Careers	<p>Throughout year KS3, pupils will have opportunities to extend the learning outside of the classroom through a creative writing club which runs once a week over a lunch time. Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas and Easter time. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure.</p> <p>Cultural capital: to explore and widen knowledge of Political issues, Independent research, Social issues, International issues, Historical – WWI Life in the trenches, World Leaders. Pupils actively encouraged to undertake independent research and watch documentaries from bitesize and The National history website.</p> <p>Wider reading: Private Peaceful / War Horse by Michael Morpurgo. Where the world ends by Geraldine McCaughrean.</p> <p>Raising aspirations: creative writing club and seasonal competitions</p> <p>Careers: pupils will problem solve and use skills of creativity and be asked to consider, though reflect activities, what careers these skills could apply to. CDI: 1, 2, 3</p> <p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.</p>			

Year 8 Curriculum Intent ENGLISH LITERATURE

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	SEMINAL LITERATURE MYTHS & LEGENDS From Beowulf to Chaucer: exploring the origins of language	THE Fall of the House of Usher by Edgar Allen Poe	SOCIAL PROBLMS OF 19TH CENTURY LITERATURE	POETRY FROM OTHER CULTURES	ANIMAL FARM by George Orwell	
Knowledge & Understanding (National Curriculum)	<i>Seminal world literature</i>	<i>19th century prose – American</i>	<i>Pre 19th century prose: wide coverage of genres, historical periods, forms and authors</i>	<i>Pre 19th century and modern poetry: wide coverage of genres, historical periods, forms and authors</i>	<i>Seminal world literature – Modern prose</i>	
	Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension Checking their understanding to make sure that what they have read makes sense. Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Recognising a range of poetic conventions and understanding how these have been used studying setting, plot, and characterisation, and the effects of these. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Making critical comparisons across texts. Studying a range of authors, including at least two authors in depth each year.					
Assessment	TEACHER: how is Beowulf presented?	SUMMATIVE EXAM: How does the writer use Gothic	TEACHER: How do the writers present education in the 19 th century?	SUMMATIVE EXAM: Compare how do the poets use language and	TEACHER: How does Orwell present the character of Napoleon?	

		conventions to create suspense?		structure to present their feelings?	
Why this? Why now?	Pupils will grasp the origins of the English language and appreciate how its form and structure have developed over the centuries. Pupils will already have an ability to read for meaning and analyse writer's craft. Pupils are now extended by applying those skills to more challenging texts and concepts, helping them to foster a love of literature and an appreciation of the British literary canon.	<p>Pupils will read a whole text focusing on a different genre and international author. Ambitious content designed to give all learners the knowledge of the literary canon and cultural capital in terms of their contextual and historical understanding stretching outside of Great Britain.</p> <p>The content is coherently planned to extend skills of analysis and inference. Pupils will be able to identify and interpret information, explain comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.</p>	Having an awareness of contextual issues can enlighten pupils on their understanding of how and why characters, settings and plots are shaped in the way they are. The Victorian period was an integral part of British history and this is reflected in the many famous pieces of literature that come from this era. This unit will enable students to appreciate the works of Bronte, Dickens etc. whilst also forming an awareness of the major economic, political and social changes of the time. Pupils will be already familiar with how context can shape characterisation, plot and settings. They will now start to consider writer's purpose and how the history of the time is integral to their understanding of a text	Building on inference skills from previous terms, pupils will now apply this to works of poetry. Content designed to give all learners the knowledge of poetry from other cultures and countries, looking closely at language and structure. Pupils consolidating poetic analysis skills and gaining cultural capital. Pupils are also beginning to place poems in the context which they were written applying cultural and historical awareness where applicable.	Pupils will read a whole text and be introduced to challenging texts with allegorical natures. Ambitious content designed to give all learners the knowledge of the literary canon and cultural capital in terms of their contextual and historical understanding. The content is coherently planned to extend skills of analysis and inference. Pupils will be able to identify and interpret information, explain comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. Pupils will also be considering the importance of context and relating novels to the historical.
Skills & Characteristics	<p>Resilience Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Learning from their mistakes Studying challenging texts from the English canon of literature. Staying Positive- acting on feedback given with stamina and tenacity when studying literature across a challenge range of texts Reading challenging texts and decoding meaning in pre twentieth century texts.</p> <p>Collaboration Group work and speaking and listening activities. Demonstrating leadership in group work tasks Questions, feedback, drama and role play. Think, pair, share Communicating ideas effectively and succinctly with clarity of meaning. Communicating orally and in the written format in peer assessments.</p> <p>Creativity Applying ideas and interpretations to dystopian writing Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations. Using problem solving strategies to work through poetical meanings.</p>				

	Pupils will develop their own writing style				
Aspirations & Careers	Cultural capital Greek Mythology Anglo-Saxon Culture Development of English Language Religion Medieval Context Animated version of tales Wider reading: Sir Gawin and the Green Knight	Cultural capital Historical – life in the 19th Century. Supernatural Power of humanity/ what it means to be human Mental illness	Cultural capital Historical – life in the 19th Century. Social, political factors and how they affect literature Independent research Documentaries - Wider reading - Oliver Twist by Charles Dickens, Jane Eyre by Charlotte Bronte.	Cultural capital History – British colonialism and its impacts. Religion. World geography. Other cultures. Independent research. Documentary footage. Extension activity creating poetry.	Cultural capital Politics Russian Revolution Power/ Abuse of Power Class system and social hierarchies Alternative adaptations of the text.
All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres. CDI: 1, 2, 3					

Year 8 Curriculum Intent ENGLISH LANGUAGE				
	Autumn Term	Spring Term		Summer Term
	1 & 2	1	2	1 & 2
Key Concepts	Considerations and Creations: Gothic fiction (for year 8 2021) Considerations & Creations: nonfiction texts (for year 8 2020)	Considerations and Creations: Speeches that changed the world Pupils will explore a range of speeches on varying topics from Martin Luther King to Greta Gunberg.	Considerations and Creations: Travel Writing Pupils will explore a range of travel writing form looking at holiday brochures, reviews and extracts from Michael Palin, David Attenbrough and Bill Bryson.	Considerations and Creations: nonfiction presentations of life in conflict Pupils will explore a variety of texts from newspaper reports, letters, diary entries and extract from books such as American Sniper.
Knowledge & understanding <i>(The National Curriculum)</i>	WRITING: write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays stories, scripts, poetry and other imaginative writing notes and polished scripts for talks and presentations			

	<p>a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarising and organising material, and supporting ideas and arguments with any necessary factual detail</p> <p>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> <p>considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>paying attention to accurate grammar, punctuation and spelling;</p> <p>READING:</p> <p>understand increasingly challenging texts through:</p> <p>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>making inferences and referring to evidence in the text</p> <p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> <p>Checking their understanding to make sure that what they have read makes sense.</p> <p>read critically through:</p> <p>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</p>				
Assessment	TEACHER: write the opening to a Gothic story.	TEACHER: write a persuasive speech	TEACHER: produce a piece of travel writing	TEACHER: letter writing	TEACHER: article writing
Why this? Why now?	<p>Build on knowledge from year 7 but EXTEND skill set. Retrieval of information, inference of explicit and implicit information. Focusing on writer’s methods examine language choices for effect. Pupils are secure in reading and understanding but are encouraged to probe texts for deeper levels of meaning and are now considering how a writer’s choice of language can effect meaning. Pupils writing in the style of gothic fiction. Learning how to use language and structure for effect. Focusing on use of imagery and effective word choices. Pupils encouraged to create effective descriptions of setting and characters to add meaning and tension in writing.</p> <p>Analyses hidden meaning and effects of language/devices in some depth, exploring multiple interpretations. Explores wider themes and context to develop analysis. Draws conclusions using evidence across different parts of a text in order to develop a sense of argument. Can make links between different texts to develop interpretation. Can effectively compare how language, structure and form are used for different or similar purposes and meanings. Can identify and analyse why the writer has made certain structural choices. Starting to explore authorial purpose and effects on the reader.</p>		<p>Pupils will consolidate their skills of comparing, contrasting, analysing and inferring across a range of nonfiction. Challenge increases as complexity of nonfiction texts grows. Pupils are writing a range of nonfiction types. Introduced to writing newspaper editorials, leaflets and reports as well as speeches and letters.</p> <p>Pupils are actively encouraged to adopt different sentence and punctuation types whilst varying the choices of language for impact and effect.</p> <p>Pupils are taught how their choices will impact the meaning and subsequent impact of their writing.</p> <p>Pupils encouraged to consider different tones and perspectives.</p> <p>Pupils will gain a secure understanding of the layout requirements of a range of nonfiction and get the opportunity to practice and embed this often.</p>		
Skills & Characteristics	<p>Resilience</p> <p>Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Learning from their mistakes</p> <p>Studying challenging texts from the English canon of literature.</p>				

	<p>Staying Positive- acting on feedback given with stamina and tenacity when studying literature across a challenge range of texts Reading challenging texts and decoding meaning in pre twentieth century texts.</p> <p>Collaboration Group work and speaking and listening activities. Demonstrating leadership in group work tasks Questions, feedback, drama and role play. Think, pair, share Communicating ideas effectively and succinctly with clarity of meaning, discussions on the social problems through the medium of poetry Communicating orally and in the written format in peer assessments.</p> <p>Creativity Applying ideas and interpretations to dystopian writing Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations. Using problem solving strategies to work through poetical meanings.</p>
<p>Aspirations & Careers</p>	<p>Throughout year KS3, pupils will have opportunities to extend the leaning outside of the classroom through a creative writing club which runs once a week over a lunch time. Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas and Easter time. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure</p> <p>Cultural capital World Leaders, Political issues. Independent research, Social issues, International issues Historical – WWI/ Life in the trenches</p> <p>Wider reading: 'The Black Cat', Dr.Jekyll and Mr.Hyde, The legend of Sleepy Hollow' Year 8 trip Year 8 Spring competition - TBC Year 8 club – raising aspirations - TBC Extension activity project – Term 3</p> <p>Documentaries: BBC bite size, Michael Palin 'around the world in 80 days'. David Attenborough documentaries.</p> <p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres. CDI: 1, 2, 3</p>

Year 9 Curriculum Intent ENGLISH LITERATURE

	Autumn Term	Spring Term	Summer Term			
	1 & 2	1&2	1 & 2			
Key Concepts	A Christmas Carol	Blood Brothers	Macbeth			
Knowledge & Understanding <i>(National Curriculum)</i>	Pupils will read a range of full texts, including a novel and two plays and develop an appreciation of challenging reading material. They will learn new vocabulary and understand it with the help of context. From the texts, they will make inferences and make reference to evidence from the texts. They will read critically, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meanings. They will study setting, plot and characterisation and the effects of these. They will study a range of authors. When reading texts, pupils will study setting, plot and characterisation and the effects of these. They will understand the contextual impact on the texts and meaning. <i>They will develop an understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</i>					
Assessment	<i>Teacher 1.1 Dickens wrote 'ACC' as an allegory to reflect the negative upper class values. How is this evident in the first two staves?</i>	<i>Teacher 1.2 Transformation of Scrooge.</i>	<i>Teacher 2.1 How does Russell present Mrs Johnstone in the opening? How does Russell present differences between the Johnstone and Lyons family?</i>	<i>Teacher 2.2 Mickey and Eddie are twins. Why are there such differences between them at the beginning of act 2? How does Russel present inequality in the play?</i>	<i>Teacher 3.1 Character of Macbeth extract question. Theme question on the supernatural.</i>	<i>Teacher 3.2 Character of Lady Macbeth extract question.</i>
Why this? Why now?	Building on pupils' study of gothic fiction, they will now develop their understanding and appreciation of the novel through reading a whole text and be introduced to challenging texts with allegorical natures. Ambitious content designed to give all learners the knowledge of the literary	Pupils last studied a modern play in year 7 but in year 8, they developed their understanding of how writers present meaning in a text. By studying Blood Brothers, pupils read the moral play and gain further insight into the author and how the 1960s Liverpoolian context helps develop meaning in the play. They will explore wider themes in the play, such as social class to develop analysis and draw		Pupils will have already studied Shakespeare's tragedy play 'Romeo and Juliet' to appreciate the Bard's enlightening and absorbing manner. Year 9 will further benefit reading 'Macbeth', experiencing another tragedy. This will also inspire them to gain knowledge about past histories. Challenging Content allows pupils to access a different form of literature, consolidate analysis skills from years 7 and 8 and apply them to a different		

	<p>canon and cultural capital in terms of their contextual and historical understanding. The content is coherently planned to extend skills of analysis and inference. Pupils will be able to identify and interpret information, explain comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. Pupils will also be considering the importance of context and relating novels to the historical.</p>	<p>conclusions using evidence across different parts of a text in order to develop a sense of argument. They will analyse language and structure and how meaning is presented through this. They will begin to develop interpretation and explore authorial purpose.</p>	<p>drama. Pupils will develop their knowledge of dramatic techniques in Shakespearian Literature. They will also consider how the context can shape interpretations. Pupils will consider how meaning is presented through Shakespeare's language and structure. They will be able to consider a range of interpretations.</p>
<p>Skills & Characteristics</p>	<p>Resilience Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Learning from their mistakes Studying challenging texts from the English canon of literature. Staying Positive- acting on feedback given with stamina and tenacity when studying literature across a challenge range of texts Reading challenging texts and decoding meaning in pre twentieth century texts.</p> <p>Collaboration Group work and speaking and listening activities. Demonstrating leadership in group work tasks Questions, feedback, drama and role play. Communicating ideas effectively and succinctly with clarity of meaning, discussions on the social problems through the medium of poetry. Communicating orally and in the written format in peer assessments.</p> <p>Creativity Applying ideas and interpretations of plays and novels, characters and themes. Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations. Using problem solving strategies of language change to decode language from other eras.</p>		
<p>Aspirations & Careers</p>	<p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres. CDI: 1, 2, 3 Cultural capital Wider reading: 'The Black Cat', Dr.Jekyll and Mr.Hyde, The legend of Sleepy Hollow' Year 8 Spring competition - TBC Year 8 club – raising aspirations - TBC Extension activity project – Term 3 Documentaries: BBC bite size, Michael Palin 'around the world in 80 days'. David Attenborough documentaries.</p>		

Year 9 Curriculum Intent ENGLISH LANGUAGE

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Seminal World Literature	Descriptive Writing (Christmas focus)	Social Issues – Great Britain from WW2 to now Reading and writing non-fiction	Narrative Writing (with a link to poetry of WW1 as stimulus)	Fiction paper 1 reading and writing. Non-fiction reading and writing.	Spoken Language (people and places)
Knowledge & Understanding <i>(National Curriculum)</i>	<p>Reading Pupils will read a range of texts, including seminal world literature and develop an appreciation of challenging reading material. They will learn new vocabulary and understand it with the help of context. From the texts, they will make inferences and make reference to evidence from the texts. They will critically, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meanings. They will study setting, plot and characterisation and the effects of these. They will study a range of authors. When reading texts, pupils will study setting, plot and characterisation and the effects of these. They will make critical comparisons across the texts.</p> <p>Writing Pupils will learn to write with accuracy, fluently and at length. They will learn to organise their work Pupils will write imaginatively. They will write for a wide range of purposes and audiences across the SOL. They will apply their growing knowledge of vocabulary, grammar and text structure to their writing. Pupils will plan, draft, edit and proofread their work, with a focus on improving their work. Pupils will consolidate and build on their knowledge of grammar and vocabulary Pupils will draw on their knowledge of literary devices to enhance their own writing. Writing for a wide range of purposes and audiences.</p> <p>Speaking and Listening Pupils will speak confidently and effectively using standard English, giving a short presentation, expressing their own ideas and keeping to the point. They will select from a repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners. They will tailor variety of processes through the selection and adaptation of appropriate dramatic conventions, techniques and styles.</p>					
Assessment	<u>Teacher</u> Fiction – reading		<u>Teacher</u> <u>Non-fiction</u>		<u>Teacher</u> <u>Narrative writing</u>	

	<p>Teacher: Descriptive language Teacher will assess a description based on a Christmas based image. Leading up to this, there will be a range of self, peer and teacher assessment of the different paragraphs leading up to this.</p>	<p>Write about an event that you have attended using agreed success criteria Both writers tell us about the famous 1970 Miss World competition. What are their views on this beauty pageant? Write a diary entry on a good/ funny but disastrous day in your life! Or Write a diary entry about something spectacular you have seen</p>	<p>Teacher will assess a narrative based on a war based image. Leading up to this, there will be a range of self, peer and teacher assessment of the different paragraphs leading up to this.</p> <p><u>Spoken language</u> Teacher to assess pupil presentation based on a person or a place.</p>
Skills & Characteristics	<p>Resilience Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Learning from their mistakes Studying challenging texts from the English canon of literature. Staying Positive- acting on feedback given with stamina and tenacity when studying unseen fiction and non-fiction across a challenge range of texts Reading challenging texts and decoding meaning in pre twentieth century texts.</p> <p>Collaboration Group work and speaking and listening activities. Demonstrating leadership in group work tasks Questions, feedback, drama and role play. Communicating ideas effectively and succinctly with clarity of meaning, discussions on the social problems in society and speaking in formal and informal occasions. Communicating orally and in the written format in peer assessments.</p> <p>Creativity Blue sky thinking – narrative and descriptive writing; using arguments to be persuasive and entertaining. Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations. Using problem solving strategies of language change to decode language from other eras.</p>		
Aspirations & Careers	<p>Cultural Capital; How British values have changed since WW2. Women’s role in society, the world of work and the changing roles of men and women. The rise of the music industry, the role of the Royal family across the decades. Careers: expectations men and women across the class systems. Compare to expectations and opportunities of today’s youth</p> <p>Extension opportunities: Prepare a podcast on life in Britain in 2020. Documentaries: Raising aspirations: What has changed for women? The glass ceiling. Opportunities to go to University. Wider reading: Year 9 Summer competition: Public speaking – prepare a speech to be delivered to your peers on the theme: Covid 19: this time last year. Year 9 Summer club: Film club to extended cultural capital: the 1980s</p> <hr/> <p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres. CDI: 1, 2, 3</p>		

