

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 Alln Poe	SOCIAL PROBLMS OF 19TH CENTURY LITERATURE	POETRY FROM OTHER CULTURES	ANIMAL FARM by George Orwell	
Knowledge & Understanding <i>(National Curriculum)</i>	Seminal world literature	19th century prose – American	Pre 19th century prose: wide coverage of genres, historical periods, forms and authors	Pre 19th century and modern poetry: wide coverage of genres, historical periods, forms and authors	Seminal world literature - Modern prose	
	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?	TEACHER: How does Edgar Allan Poe use conventions of the gothic to create a tense and scary atmosphere?	TEACHER; How do the writers present education in the 19th Century?	TEACHER: How does the poets use language and structure to convey their feelings?	TEACHER: How does Orwell present the character of Napoleon in Animal farm?	
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	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	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	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 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	

	texts and concepts, helping them to foster a love of literature and an appreciation of the British literary canon.	stretching outside of Great Britain. 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.	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	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.	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 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.</p>				
Aspirations & Careers	<p>Cultural capital exploring the themes of: Greek Mythology , Anglo-Saxon Culture Religion Medieval Context Animated version of tales</p> <p>Wider reading Alternative adaptations of the text</p>	<p>Historical – life in the 19th Century. Supernatural Power of humanity/ what it means to be human Mental illness Extension activity</p>	<p>Historical – life in the 19th Century. Social, political factors and how they affect literature Independent research Documentaries Wider reading</p>	<p>History – British colonialism and its impacts. Religion. World geography. Other cultures. Independent research. Documentary footage. Research. Homework.</p>	<p>Politics Russian Revolution Power/ Abuse of Power Class system and social hierarchies Documentaries Wider reading Alternative adaptations of the text.</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.

Year 8 Curriculum Intent ENGLISH LANGUAGE

	Autumn Term	Spring Term		Summer Term
	1 & 2	1	2	1 & 2
Key Concepts	<p>Considerations and Creations: Gothic fiction (for year 8 2021)</p> <p>Considerations & Creations: nonfiction texts (for year 8 2020)</p>	<p>Considerations and Creations: Speeches that changed the world</p> <p>Pupils will explore a range of speeches on varying topics from Martin Luther King to Greta Gunberg.</p>	<p>Considerations and Creations: Travel Writing</p> <p>Pupils will explore a range of travel writing form looking at holiday brochures, reviews and extracts from Michael Paling and Bill Bryson</p>	<p>Considerations and Creations: nonfiction presentations of life in conflict</p> <p>Pupils will explore a variety of texts from newspaper reports, letters, diary entries and extract from books such as American Sniper</p>
Knowledge & understanding <i>(The National Curriculum)</i>	<p>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 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;</p> <p>READING: 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:</p>			

	knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning				
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. 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 must look at a range of different texts in order to grasp the confidence and ability to read for meaning, infer, think critically and process the world around them. The study of language at Ks3 will provide the foundations for our students as they encounter a variation of fiction and nonfiction, looking at a plethora of authors, genres and text types. This unit will further enhance our student's ability to learn the rules of spelling, punctuation and grammar and to communicate effectively in both a written and verbal form. Students will understand how the written word can carry meaning and purpose as they consider a writer's use of language, form and structure for desired effect.</p>	<p>Pupils must look at a range of different texts in order to grasp the confidence and ability to read for meaning, infer, think critically and process the world around them. The study of language at Ks3 will provide the foundations for our students as they encounter a variation of fiction and nonfiction, looking at a plethora of authors, genres and text types. This unit will further enhance our student's ability to learn the rules of spelling, punctuation and grammar and to communicate effectively in both a written and verbal form. Students will understand how the written word can carry meaning and purpose as they consider a writer's use of language, form and structure for desired effect.</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. 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. 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>Aiming High- Writing detailed responses to questions in strict timed conditions Staying Positive- acting on feedback given. Think, pair, share Peer assessment Group work Independent Study Plan, create, redraft, and improve a piece of creative writing using texts as a stimulus.</p>				
	Improve ability to communicate clearly both orally and written.				

Aspirations & Careers	Improve ability to explain ideas and perspective World Leaders. Political issues. Independent research Social issues International issues Historical – WWI/ Life in the trenches Independent research Documentaries Wider reading
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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</i> how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.		

<p>Assessment</p>	<p><i>Teacher 1.1</i></p> <p><i>Dickens wrote 'ACC' as an allegory to reflect the negative upper class values. How is this evident in the first two staves?</i></p>	<p><i>Teacher 1.2</i></p> <p><i>Transformation of Scrooge</i></p>	<p><i>Teacher 2.1</i></p> <p><i>How does Russell present Mrs Johnstone in the opening.</i></p> <p><i>How does Russell present differences between the Johnstone and Lyons family?</i></p>	<p><i>Teacher 2.2</i></p> <p><i>Mickey and Eddie are twins. Why are there such differences between them at the beginning of act 2?</i></p> <p><i>How does Russel present inequality in the play?</i></p>	<p><i>Teacher 3.1</i></p> <p><i>Character of Macbeth extract question.</i></p> <p><i>Theme question on the supernatural.</i></p>	<p><i>Teacher 3.2</i></p> <p><i>Character of Lady Macbeth extract question.</i></p>
<p>Why this? Why now?</p>	<p>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 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>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 Liverpudlian context helps develop meaning in the play. They will explore wider themes in the play, such as social class to develop analysis and draw 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>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 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>Analysis Comprehension, understanding and interpretations. Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Group work and speaking and listening activities. Questions, feedback, drama and role play. Applying ideas and interpretations Adapting writing style and employing a range of different language and structural techniques for effect. Writing detailed, extended responses to questions Staying Positive- acting on feedback given. Reading challenging texts and decoding meaning. Think, pair, share Peer assessment</p>					

	<p>Group work Pupils will develop their own independent ideas and analysis of texts. Pupils will develop their own writing style</p>				
Aspirations & Careers					
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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 – 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 <i>Pupils will write imaginatively.</i> <i>They will write for a wide range of purposes and audiences across the SOL.</i> <i>They will apply their growing knowledge of vocabulary, grammar and text structure to their writing.</i> <i>Pupils will plan, draft, edit and proofread their work, with a focus on improving their work.</i> <i>Pupils will consolidate and build on their knowledge of grammar and vocabulary</i> 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	Teacher	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	Teacher	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.	Teacher to assess pupil presentation based on a person or a place.	

		different paragraphs leading up to this.			
<p>Why this? Why now?</p>	<p>Seminal World Literature - Pupils will build on their skills in both reading and writing from years 7 and 8 but will be becoming more sophisticated in their understanding. 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 affect meaning in a more challenging variety of texts.</p> <p>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>Describe. Pupils will build on their knowledge of writing imaginatively from year 8 (Gothic writing). They will build on the planning skills they have already acquired but will base their writing on a stimulus image. They will know and understand the rules of all punctuation as well as for a range of sentence structures and will also look at where writers might break these rules for effect. Vocabulary will become more sophisticated and will be used to present specific meaning. During the SOL, pupils will become skilful in shaping meaning and effects through language and structural choices, with a fluent style and a range of ambitious vocabulary employed convincingly to meet purpose. This will prepare them for looking at narrative writing later in the term and will build up the skills in preparation for</p>	<p>Reading and writing non-fiction. Pupils will build on their inference skills from year 8 study of non-fiction. They will gain confidence in writing in a variety of non-fiction forms and for a variety of purposes. They will make further progress in their application of vocabulary for effect, becoming skilful in shaping their meaning and effects through language and structural choices. In reading, pupils will develop annotation skills with more independence in using SQL chains. They know and can identify a range of language and structural features. Pupils will learn to analyse hidden meaning and effects of language/devices in some depth, exploring multiple interpretations.</p>	<p>Narrative: Pupils will build on their knowledge of writing imaginatively from year 8 (Gothic writing) as well as descriptive writing from earlier in the term. They will build on the planning skills they have already acquired but will base their writing on a stimulus image but will also use inference skills in looking at how ideas can be taken from poetry on the same topic. They will know and understand the rules of all punctuation as well as for a range of sentence structures and will also look at where writers might break these rules for effect. Vocabulary will become more sophisticated and will be used to present specific meaning. During the SOL, pupils will become skilful in shaping meaning and effects through language and structural choices, with a fluent style and a range of ambitious vocabulary employed convincingly to meet purpose. This will build up the skills in preparation for further development at KS4.</p>	<p>Reading and writing consolidation based on people and places. Spoken language on the same theme.</p> <p>In spoken language, pupils will use the information from the consolidation of paper 1 and 2 (people and places). They will use the skills and select from a repertoire of resources and ways of organising and structuring their talk to present information persuasively. This will further pre</p>

		further development at KS4.			
Skills & Characteristics	<p>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 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;</p> <p>READING: 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</p>				
Aspirations & Careers					
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