

# Year 7

Teaching of tier 2 and 3 vocabulary, sentence structure, spelling and punctuation are ongoing. A minimum of 2 class readers are studied each year at Key stage 3.

Our curriculum builds on procedural knowledge, whilst also building upon core knowledge our pupils will need throughout the five-year pathway. This is woven through – a golden thread – with each unit designed to enrich our students’ learning, spaced year on year, with opportunities to retrieve and develop. We also aim to expose our students to the world around them, allowing them to become critical, empathetic young people.

Term 1		Term 2		Term 3	
Transactional Writing and Reading	Novel Study – Animal Farm	Poetry - Identity	Shakespeare Study – The Tempest	Gothic Reading and Writing	Speaking and Listening
How can we campaign for change?	How can a text convey a message to a reader?	What is ‘identity’ and how can we express ourselves?	Do we always have heroes and villains?	How and why do we create stories?	Can I challenge the Literary Canon?
<p>Rationale</p> <p>To begin our journey in English, pupils will have the opportunity to explore how we can express our opinion persuasively. After exploring some inspirational works and the roots of rhetoric, pupils will have the opportunity to write and perform their own speech on something they are passionate about.</p>	<p>Rationale</p> <p>After reading about persuasive language and the purpose of non-fiction texts, we now develop our understanding of how a fiction text can be used to convey a warning or message to a reader. Moreover, we explore the importance of context when studying a novel.</p> <p>Character types, theme and context are explored before studying ‘The Tempest’.</p>	<p>Rationale</p> <p>Building on understanding the purpose of texts, we explore how writing can also be a means to express ourselves. This offers an opportunity to explore how others have defined parts of their identity and allows us to consider our own.</p> <p>There is a focus on the key components of poetry – with a specific focus on language and rhythm.</p>	<p>Rationale</p> <p>As we understand the purpose of texts and understand typical character types, we now focus on how characters can be multi-dimensional. We look at how characters are created, their response to different situations, and the influence of context on their actions. Here, we begin to introduce an element of criticality when studying Literature.</p> <p>Here, students will also get a good understanding of Shakespearean context, the structure of plays specifically, and builds on analysis of texts. Opportunity to use drama in the classroom.</p>	<p>Rationale</p> <p>As we have studied two literary texts and considered why an author consciously crafts character and plot. Now, we consider what makes an interesting and exciting story for a reader with a focus on fear.</p> <p>Pupils will then have an opportunity to use what they have discovered in seminal Gothic literature in their own stories. Here, the focus is on creating atmosphere using language. This is placed at this point in the year to ensure pupils have been exposed to good texts and vocabulary before creating their own stories.</p>	<p>Rationale</p> <p>After being exposed to examples of the literary canon throughout the year, we use this as an opportunity to explore and develop knowledge of our canon. We then introduce an element of criticality, alongside continually developing oracy skills, to create a speech based on the canon.</p>
<p><i>Texts:</i></p> <p><i>Martin Luther King</i></p> <p><i>Malala</i></p> <p><i>Greta Thunberg</i></p>	<p><i>Read whole novel</i></p>	<p><i>Poems:</i></p> <p><i>Originally – Duffy (Accent)</i></p> <p><i>Checking Out My History – Agard (History of Identity)</i></p> <p><i>Brothers – Forster (Siblings)</i></p> <p><i>Before You Were Mine – Duffy (Parents)</i></p>	<p><i>Read whole play</i></p>	<p><i>Texts:</i></p> <p><i>Dracula</i></p> <p><i>The Woman in Black</i></p> <p><i>Frankenstein</i></p>	<p><i>Timeline of study:</i></p> <p><i>Beowulf</i></p> <p><i>Shakespeare</i></p> <p><i>Mary Shelley</i></p> <p><i>Charlotte Bronte</i></p> <p><i>Rudyard Kipling</i></p> <p><i>George Orwell</i></p>
<p>Enrichment Opportunities</p> <p>Introduction to Debate Club from Year 10</p>	<p>Enrichment Opportunities</p> <p>Film Afternoon</p>	<p>Enrichment Opportunities</p> <p>Opportunity to take part in ‘Poetry by Heart’ – internal competition with opportunity for external entry</p>	<p>Enrichment Opportunities</p> <p>Opportunity to take part in ‘Shakespeare ESU competition’ – internal competition with opportunity for external entry</p>	<p>Enrichment Opportunities</p> <p>Short story competition</p> <p>Gothic Film Afternoon</p> <p>Attend Creative Writing Club</p>	<p>Enrichment Opportunities</p> <p>Year 9 Debate Club will work with each Year 7 class to aid oracy and debating skills</p>
				YA Class Reader: Freak the Mighty, Pig Heart Boy, Wolf Hollow, Wordsmith	Secret Garden, Boy at the Top of the Mountain
<p>Assessment/MTP</p> <p>Speech to Preston Council on how to improve our city</p>	<p>Assessment/MTP</p> <p>Extract – Squealer – Power/Persuasion</p> <p>MCQ</p>	<p>Assessment/MTP</p> <p>Response to a poem from the anthology</p> <p>Write own poem on identity</p> <p>MCQ</p>	<p>Assessment/MTP</p> <p>Extract: Miranda and Prospero</p> <p>Theme: Power</p>	<p>Assessment/MTP</p> <p>Writing: Short, narrative story using Gothic conventions</p> <p>MCQ</p>	<p>Assessment/MTP</p> <p>Speech on the canon</p> <p>MCQ</p>

# Year 8

Term 1		Term 2		Term 3	
Non-fiction reading and writing  How is our society influenced by the media?	Poetry  How is the world around us presented?	Novel Study – Lord of the Flies  How can a novel be a criticism of society?	Transactional Writing and Reading  How can we express our opinion persuasively?	Classic Short Story and Short Story Writing  Why is the structure of a short story important?	Modern Drama – Our Day Out  Can I make inferences about a character based on context and plot?
<p>Rationale</p> <p>To begin the Year 8 journey, we will retrieve the Art of Persuasion – but will begin to look at how this is used in society to persuade us.</p> <p>Rather than just emulating the skills and analysing the typically great orators, we will now be critical. With a focus on stereotypes, bias, advertisement... students will have the opportunity to analyse texts in detail and begin to create their own.</p>	<p>Rationale</p> <p>Alongside looking at our society and the media in the previous half-term, we build on the idea of expression through poetry that was a man focus in the previous year.</p> <p>Here, we now begin to look at places and opinions, rather than individuals. Moreover, we focus more on structure, as well as continually building language analysis.</p> <p>We also introduce comparing poetry with guidance from the teacher.</p>	<p>Rationale</p> <p>As we become more critical, we will delve into the world of Dystopian Literature. Here, we will see another piece of Literature set on an Island and explore what Goulding may have been trying to convey to an audience.</p> <p>Unlike ‘Animal Farm’, we begin to ask students to find their own meaning (rather than being explicitly told about the allegorical context).</p> <p>Moreover, we continue to develop analysis and inference skills.</p>	<p>Rationale</p> <p>Alongside ‘Lord of the Flies’, we use non-fiction texts that link to the main themes to encourage students to begin making connections between novels and non-fiction texts.</p> <p>Moreover, we use the novel as a springboard for discussions, debates, speeches... Here, we use the knowledge developed over the year to create passionate and persuasive speeches, letters, articles and reports.</p>	<p>Rationale</p> <p>After delving into ‘Lord of the Flies’, we now retrieve our creative writing skills. We develop here by studying seminal short stories in their entirety and considering how their structure influences both the meaning and impact of the story.</p> <p>Pupils will then have the opportunity to write engaging short stories with different types of structure. We also work on creative sentences to vary writing.</p>	<p>Rationale</p> <p>As our focus has been on society, we now study a short drama and use what we know about context and plot to create a monologue.</p> <p>Building on the use of language from both story writing and transactional writing from earlier in the year, students must now infer emotion and write as that character.</p> <p>This also develops oracy skills and confidence as pupils perform to the class. Opportunity to use drama in the classroom.</p>
<p><i>Non-fiction topical articles</i></p> <p><i>Social Media</i></p> <p><i>Presentation of Teenagers</i></p>	<p><i>A Case of Murder – Scannell</i></p> <p><i>Stealing – Duffy</i></p> <p><i>Nothing’s Changed – Afrika</i></p> <p><i>Still I Rise – Angelou</i></p> <p><i>Invictus – Henley</i></p> <p><i>Wind – Hughes</i></p> <p><i>Nettles – Scannell (Assessment)</i></p>	<p><i>Read whole novel</i></p>	<p><i>Texts:</i></p> <p><i>AI</i></p> <p><i>Face recognition</i></p> <p><i>Mob Mentality</i></p> <p><i>Stanford Prison Experiment</i></p>	<p><i>Texts:</i></p> <p><i>The Lottery – Jackson (Building atmosphere/tension)</i></p> <p><i>Tell-tale Heart – Poe (Narrative Voice)</i></p> <p><i>The Landlady – Dahl (Characterisation)</i></p>	<p><i>Read whole play</i></p> <p><i>Poem - Education for Leisure</i></p>
<p>Enrichment Opportunities</p>	<p>Enrichment Opportunities</p> <p>Poetry by Heart</p>	<p>Enrichment Opportunities</p> <p>Trip - Theatre</p>	<p>Enrichment Opportunities</p> <p>‘Our future’ prediction - article competition</p>	<p>Enrichment Opportunities</p> <p>Short story competition</p> <p>Attend Creative Writing Club</p>	<p>Enrichment Opportunities</p> <p>Performing and drama</p> <p>Opportunity to join drama club</p>
YA Class Reader: Stone Cold, Kes Refugee Boy, Noughts and Crosses	The Boy In Striped PJs, Fat Boy Swim A Monster Calls, Billy Elliot				
<p>Assessment</p> <p>Non-fiction Reading – Analysis of an article – Kevin the Teenager.</p> <p>MCQ</p>	<p>Assessment</p> <p>Part A Essay Question - Nettles</p> <p>MCQ</p>	<p>Assessment</p> <p>Extract Question (with opportunity to refer to the novel as a whole)</p> <p>MCQ</p>	<p>Assessment</p> <p>Persuasive Article</p> <p>MCQ</p>	<p>Assessment</p> <p>Short story using one of the structures we have studied – such as the flashback/countdown and narrator types</p> <p>MCQ</p>	<p>Assessment</p> <p>Monologue based on a character from ‘Our Day Out’.</p> <p>MCQ</p>

# Year 9

Term 1		Term 2		Term 3	
Shakespeare Study – Romeo and Juliet	Conflict Poetry	Novel Study – Of Mice and Men	Transactional Writing	Narrative Writing	Speaking and Listening
How can themes be tracked throughout a play?	How can themes be used to compare?	Should ‘Of Mice and Men’ be studied in schools? How can a novella be used to highlight injustice and educate?	How do writers raise awareness of injustice?	Can I create a realistic narrative using both language and structure?	Can I create a passionate speech?
<p>Rationale</p> <p>As our main focus when studying literary texts has been on character, we now ask our students to study a text with themes in mind.</p> <p>Here, we ask students to not only analyse both language and structure in an extract, but also to begin remembering quotes, key words and plot points to track a theme throughout a play and write about it.</p> <p>Students will begin to discern important information relating to a theme against information that is irrelevant.</p>	<p>Rationale</p> <p>Now we have identified the different forms of conflict in ‘Romeo and Juliet’ – both internal and external, we focus our study on poetry linking to conflict.</p> <p>Not only does this give pupils a chance to explore different types of conflict that could impact them in their lives, but also continue to introduce students to seminal poets.</p> <p>We now ask students to begin comparing poetry through thematic links. After working through a short anthology, students will be asked to revise the poems.</p>	<p>Rationale</p> <p>As we have focussed on the idea of Microcosm, students continually develop their understanding of how characters are constructs and what they represent in society.</p> <p>Here, we take the opportunity to not only study the text in a literary manner, we re-introduce students to the idea of questioning the literary canon. We debate the merits of studying this text, whilst also considering why it is controversial. We want to encourage our students to challenge us and our curriculum in order to continually develop it.</p>	<p>Rationale</p> <p>Before we ask students to write about something they are passionate about, we continue to develop our pupils’ opinions (as we began doing with questioning Steinbeck’s part in the canon).</p> <p>We read and write about a variety of relevant topics to encourage our students to have opinions and express themselves eloquently, whilst also building upon analysis skills.</p>	<p>Rationale</p> <p>Now students have studied and emulated both a variety of create language techniques and tried various ways to structure a creative story, pupils now begin the year by retrieving some of this knowledge and creating a short anecdotal piece based on some modern short stories.</p>	<p>Rationale</p> <p>Mirroring their first ever assessment in English, pupils complete their Key stage 3 journey by drawing on all of their knowledge and skills to create another speech based on something that they are passionate about.</p> <p>Pupils are encouraged to consider what we have studied and the different topics raised to find something that they are genuinely interested in and passionate about.</p>
<i>Read whole play.</i>	<p><i>Poems:</i></p> <p><i>Remains - Armitage</i></p> <p><i>War Photographer - Duffy</i></p> <p><i>Poppies - Weir</i></p> <p><i>Winter Swans - Sheers</i></p> <p><i>Love after Love – Walcott</i></p> <p><i>Text - Duffy</i></p>	<i>Read whole novel.</i>	<p><i>Texts</i></p> <p><i>Mrs Peacolia Barge</i></p> <p><i>Black Lives Matter</i></p> <p><i>Women – 1930s vs now</i></p>	<p><i>Texts</i></p> <p><i>I used to live here once</i></p> <p><i>Through the Tunnel</i></p> <p><i>Fun with a Stranger</i></p>	<p><i>Texts</i></p> <p><i>Emma Watson</i></p> <p><i>Mary Fisher</i></p> <p><i>Emma Gonzalez</i></p>
Enrichment Opportunities	<p>Enrichment Opportunities</p> <p>Poetry By Heart Competition</p>	<p>Enrichment Opportunities</p> <p>Film Afternoon</p>	Enrichment Opportunities	<p>Enrichment Opportunities</p> <p>Attend Creative Writing Club</p>	Enrichment Opportunities
<p>Assessment</p> <p>Extract Q – character</p> <p>Essay Q – Theme (Conflict)</p> <p>MCQ</p>	<p>Assessment</p> <p>Poetry Part A and B – Poppies</p> <p>MCQ</p>	<p>Assessment</p> <p>Extract Question – Curley’s Wife</p> <p>Transactional Writing – Should we study ‘Of Mice and Men’?</p> <p>MCQ</p>	<p>Assessment</p> <p>Non-fiction Comprehension</p> <p>Comparison</p>	<p>Assessment</p> <p>Short narrative writing piece</p> <p>MCQ</p>	<p>Assessment</p> <p>Speaking and Listening</p> <p>Assessment</p>