

## YEAR 7 – MASTERY CURRICULUM

### 'Oliver Twist', by Charles Dickens

- Classic novel that has influenced popular culture.
- Engaging and challenging narrative, exploring complex concepts such as – crime and punishment, good versus evil, the plight of the working classes, and morality.
- Knowledge-rich, supporting the development of cultural capital (19<sup>th</sup> century fiction).

### 'A Midsummer Night's Dream', by William Shakespeare

- Introduction to Shakespeare – opportunities for challenge through language and imagery, within the context of an engaging plot.
- Important concepts of drama are introduced – the difference between when a play is set (Ancient Greece) and when it was written (Elizabethan England); the use of speech to reveal character and plot; key vocabulary such as severe, chaos, conflict, unrequited love and soliloquy.

### Poetry Anthology

- Poems selected exemplify the key concept of literal and metaphorical language.
- Themes explored – the natural world, violence, and power.
- The poems represent a range of different time periods, contexts and poets and develop strategies for responding to unseen texts.

### Ancient Tales:

- Students will be exposed to a series of short stories based on ancient tales. This unit will focus on speaking and listening.

## YEAR 8 – MASTERY CURRICULUM

### The Adventures of Sherlock Holmes

- Builds on the study of 'Oliver Twist' in Year 7, developing students' knowledge of 19<sup>th</sup> century fiction.
- Explores key concepts such as scientific developments in the Victorian era, class divisions, the detective genre, and duality.
- Original text used (not supplemented by an abridged version of the text) resulting in increased reading demands.
- Students begin to make connections across texts, with a focus on key characters and themes.

### 'The Tempest', by William Shakespeare

- Builds on the study of Shakespeare in Year 7, developing students' knowledge of the following concepts – the Elizabethan age of exploration, colonialism, nature versus nurture, the form of a comedy, subplots, soliloquy, monologue, Italian city-states (links to 'Romeo and Juliet' at KS4), and duality (links to 'Sherlock Holmes').
- Develops students' ability to analyse extracts in detail, evaluate aspects of genre (is 'The Tempest' a comedy or a tragedy?), and synthesise knowledge of key characters in order to review their development across the whole text.

\*All units interleaved with Mastery Writing and Reading for Pleasure.

## YEAR 10 – INTERLEAVED CURRICULUM

### Literature: Shakespeare [x4]

- 'Romeo and Juliet' chosen due to its relevance to teenage readers – the trials and tribulations of love, the relationship between passion and conflict, teenage rebellion, the struggle against public/social institutions etc.

### Language Paper 1: Explorations in Creative Reading and Writing [x1]

- Students will explore a range of fiction extracts provided by AQA. Students will be focusing on language, structure, evaluation and creative writing skills.

### Literature: 19<sup>th</sup> Century Novel [x4]

- Study of 'A Christmas Carol' builds upon students' knowledge of 19<sup>th</sup> century fiction undertaken at KS3.
- Whilst developing their ability to read critically, students will explore aspects of genre, plot and characterisation, as well as the influence of contextual factors (e.g., the impact of the Industrial Revolution, The Poor Law, Malthusian theory, and Victorian Spiritualism).

### Language Paper 1: Explorations in Creative Reading and Writing [x1]

- Students will explore a range of fiction extracts provided by AQA. Students will be focusing on language, structure, evaluation and creative writing skills.

### Literature: Poetry Cluster [x4]

- 'Power and Conflict' cluster chosen due to its relevance to texts studied at KS3, KS4 and KS5 – power and corruption, the hubristic nature of man, the power of the natural world, the impact of colonialization, etc.

### Spoken Language (NEA) [x1]

- Topics linked to the study of Literature (e.g. the impact of capitalism and globalisation; the changing role of women in society, the influence of the elite).

\*All units interleaved with Mastery Writing and Reading for Pleasure.

## YEAR 9 – MASTERY CURRICULUM

### 'Small Island, National Theatre Play Text' by Andrea Levy

- Builds on the study of playscripts in Year 7 and Year 8, with a focus on – commenting on modern drama and dramatic conventions; analysing the structure of a play; and evaluating the language characters use.
- Themes explored include – ambition, adversity, political influence, prejudice, and classism.
- Acts as an introduction to GCSE Li.

### 'Jane Eyre', by Charlotte Brontë

- Builds on the study of 19<sup>th</sup> century fiction in Year 7 and Year 8, with a focus on the following key skills – sustaining a thesis across an essay and evaluating the presentation of characters.
- Themes explored – childhood, Christianity, morality, hypocrisy, and social class.
- Links to the study of 'Oliver Twist' in Year 7 due to the focus on vulnerable orphans.
- Links to the study of 'Sherlock Holmes' and 'Animal Farm' in Year 8 due to the focus on aspects of morality/corruption and how society is shaped by the beliefs of the period.

### 'Animal Farm', by George Orwell

- Choice of text explores engaging themes, relevant to modern day society – corruption, tyranny, communism/animalism ('An Inspector Calls'), the importance of education (KS4 poetry), propaganda, violence ('Romeo and Juliet'), hopes and dreams.
- Builds students' understanding of the following key concepts – the events of a story can represent historical events, characters can represent particular people or sections of society (Caliban in 'The Tempest'), how to analyse the structure of a novel, and understanding extended metaphors (building on the study of metaphors in Year 7 poetry).
- This unit will also allow students to engage with speaking and listening skills.

## YEAR 11 – INTERLEAVED CURRICULUM

### Literature: Modern Drama [x3]

- Study of 'An Inspector Calls' builds upon the study of 'Animal Farm' completed at KS3.
- Key concepts explored include – blame and responsibility; class politics; political diatribe; morality versus legality.

### Language Paper 2: Writers' Viewpoints and Perspectives [x2]

- Students will explore a range of non-fiction extracts provided by AQA. Students will be focusing on language, summarising, evaluation and creative writing skills.

### Literature: Unseen Poetry [x3]

- The poems selected represent a range of different time periods, contexts and poets and develop strategies for responding to unseen texts.

### Language Paper 2: Writers' Viewpoints and Perspectives [x2]

- Students will explore a range of non-fiction extracts provided by AQA. Students will be focusing on language, summarising, evaluation and creative writing skills.

Revision of Language and Literature – PPE's used to identify priority areas.