



Subject Curriculum – Year 7

Big Ideas & Purpose

Autumn Term

The Worlds of Literature unit aims to combine the two key base elements of English Literature and English Language- reading and writing. Through the medium of exciting, age appropriate texts, we can begin to allow pupils to explore these timeless texts and the language used in them. Pupils will begin to learn the skills needed to analyse a text at GCSE well as develop and enhance their creative writing skills from KS2. Pupils will also class read *Coraline* by Neil Gaiman to develop their confidence.

The poetry unit aims to introduce pupils to the basics of poetry. Arriving from primary school with varied experiences of poetry, we have designed this unit to build a common ground of basic poetry knowledge amongst our pupils. Pupils study the basics of techniques, writing and analysing poetry. Pupils study a variety of poetry, from Shakespeare to modern day, making this unit enjoyable and interesting, yet challenging.

In the first term pupils will look at settings used by writers; look at writer’s craft to interest readers; write their own descriptions; look at a variety of forms and genres or poetry; learn how writers use rhyme and metre; and create our own poems based on what they have read.

Spring Term

These units has been designed to develop pupils’ analysis of text and their reading skills. Throughout the unit pupils will cover a variety of texts; poetry to prose, fiction to non-fiction. This is designed to help pupils build up their arsenal of analysis skills, no matter the text type they are analysing. All texts have different forms, but fall under the same umbrella of the *Detective* genre, a genre which we have found engages students.

One of the key components of English Literature is the study of Shakespeare. We find this unit is essential in helping pupils understand the context, techniques and genres of Shakespeare, before they launch into the studies of full plays later in KS3. This unit has been extended to last two half terms so that pupils are able to explore many aspects of Shakespeare in an increased level of detail. In the Spring Term pupils will learn about the life and works of William Shakespeare; Learn about life in Elizabethan England; read and understand Shakespeare; look at works of detective fiction and poems; and create their own murder mystery articles.

Summer Term

In the final term pupils continue learning about the works and times of Shakespeare but they will also read a wide variety of non-fiction texts based on the theme of survival; learn skills to write to inform/instruct/explain; and also compare texts on a topic.

In the final half-term pupils will study about Survival, which includes poems, fiction and non-fiction text excerpts from the 19th, 20th and 21st centuries. It aims to introduce pupils to a variety of unseen and challenging texts and improve their critical reading skills. It also aims to build on the skills learned in primary school and lay the groundwork for skills required for GCSE. There will be plenty of creative and written opportunities to that pupils can experiment with their writing and create personal responses.

Programme of Study	HT1	HT2	HT3	HT4	HT5	HT6
	The Worlds of Literature	Introduction to Poetry	Detective Fiction	Introduction to Shakespeare	Introduction to Shakespeare	Survival
Key Assessments	<ul style="list-style-type: none"> Writing Assessments: Descriptive writing based on an image; newspaper style report Reading Assessment: Analysing a poem from the anthology; STAR Reading Assessment (Accelerated Reader) 		<ul style="list-style-type: none"> Writing Assessment: Fiction writing for detective genre. Reading Assessment: Analysing the presentation of characters in Shakespeare 		<ul style="list-style-type: none"> Writing Assessment: Write a letter to a friend about their experience at The Globe. Reading Assessment: Analyse one key scene from a Shakespeare play, building on analytical skills from Poetry. 	

Key Skills

The Worlds of Literature:

- Develop basic skills (noun, verb, adjective, adverb, full stops, commas, exclamation mark, question mark, apostrophes)
- Develop creative writing of setting and character
- Comprehension of complex texts
- Non-fiction writing (newspaper articles)

Introduction to Poetry:

- Learn the basics of how to analyse a poem
- Develop ability to work out a poem's rhyme and meter
- Begin to analyse poetic techniques and use of linguistic devices.
- Understanding of similes, metaphors, personification, onomatopoeia and alliteration. Pupils will be able to identify these different linguistic devices, analyse why they have been used and use them in their own writing.
- Use of more advanced punctuation such as ellipsis, brackets and colons.

Detective Fiction

- Understanding of the creation of character through description, using a combination of skills from previous topics (adjectives, adverbs and linguistic devices)
- Use of advanced punctuation such as speech marks and semi-colons.
- Understanding of narrative structures (how a story is put together).
- Understanding of the detective genre.

Introduction to Shakespeare

- Understanding of context: what life was like in Shakespeare's London, including key historic events
- Students will also be introduced to a wide variety of Shakespeare's best loved texts, covering the genres of comedy, tragedy and history.
- Understanding of the form of theatre (speech (dialogue and monologue), staging, use of lighting, use of props and audience participation.
- Understanding of the context of Shakespearean England and how this would impact on the play's performance/writing.

Survival

- Understanding the features of persuasive writing DAFOREST (direct address, alliteration, facts, opinions, rhetorical questions, emotive language, statistics and triples)
- Understanding which texts are non-fiction and the different layout and language features for these (article, leaflet, autobiography/biography, advert, speech and letter)
- Develop ability to create a variety of non-fiction texts in a convincing way

Links to Careers

- Authors
- Poetry/Lyricist
- Police/detective (themes of morality, justice, law and order)
- Theatre roles e.g. sound, costume design
- Advertising and marketing



Subject Curriculum – Year 8

Big Ideas & Purpose

Autumn Term

A blend of reading and writing skills, this Dystopian unit is a true taste of the skills and demands of Language Paper 1, taught through the lens of fun and engaging extracts, some of which pupils know well from film or television. This unit covers the increasingly complex reading skills which pupils need to develop, including analysing language, structure and evaluation. It also recaps creative and descriptive writing skills, revising techniques from Y7 as well as introducing new, more complex ideas to help pupils develop their writing craft. This challenging genre incorporates complex ideas such as oppression, environmentalism and feminism (links to *The Woman in Black* in Year 9). As part of their study they will look at a variety of literature based on dystopia; look at how the writers' craft interests reader; and complete creative writing based on the texts they have read.

This War Poetry topic allows pupils to look at the techniques and form of poetry through a specific lens of war. This helps pupils to develop their poetry analysis skills, but also gives them the opportunity to begin to compare poems across a similar strain. This is to prepare students for the anthology section of the Literature Paper 2 exam in which pupils must be able to read, understand and compare and contrast poems on similar themes and topics. The topic of war has always engaged pupils and we are able to explore poems from a wide variety of time periods and from a wide variety of perspectives. As part of this study, pupils will look at a variety of forms of poetry; learn about the topic of war, including propaganda poetry; and create their own poems for the Holocaust Memorial Service.

Spring Term

By studying the work of Charles Dickens pupils are introduced to Dickensian London and Victorian Britain (links to *A Christmas Carol* in Year 10). They explore challenging vocabulary and sentence construction to depict characters and settings. The key themes of poverty, crime and morality, fate, and social class are link to the texts studied. In the Spring Term pupils will complete a text study of '*Oliver Twist*'; learn about context of Victorian Britain; develop skills to analyse the presentation of characters and themes.

One of the key components of English Literature is the study of Shakespeare. We find this unit is essential in helping pupils understand the context, techniques and genres of Shakespeare, before they launch into the studies of full plays later in KS3. This unit has been extended to last two half terms so that pupils are able to explore many aspects of Shakespeare in an increased level of detail. When studying Shakespeare's Villains, they will learn about the life and works of William Shakespeare; read and understand extract to explore Shakespeare's most famous villains; and write their own convincing villainous characters.

Summer Term

Studying a range of extracts, plots and characters in Year 8 builds on the skills developed in Year 7. Many of the themes explore are linked to other schemes of work, such as: the supernatural (*A Christmas Carol*), masculinity and violence (*Romeo and Juliet*) and corrupting power of ambition (*Macbeth*).

Schemes of work aim to develop a passion and enthusiasm for reading and writing, whilst providing them with the essential knowledge necessary to understand important ideas and themes and intentions of writers from a range of historical and cultural backgrounds. Many pupil feel passionate about the environment. This scheme of learning aims to educate pupils, not only about essential English non-fiction skills, but also to broaden their knowledge of the world around them and the opportunity they have to experience it. Looking at wider issues in the world/community is used as a springboard into transactional writing. Pupils will have the opportunity to study a wide variety of non-fiction texts based on the topic; learn how non-fiction is reported; and learn persuasive devices.

Programme of Study	HT1 Dystopian Fiction	HT2 War Poetry	HT3 Charles Dickens	HT4 Shakespeare's Villains	HT5 Shakespeare's Villains	HT6 Environment
Key Assessments	<ul style="list-style-type: none"> • Writing Assessment: Descriptive Writing based on image • Reading Assessment: Comparing the presentation of two war poems 		<ul style="list-style-type: none"> • Writing Assessment: Introducing a Shakespeare character • Reading Assessment: Analyse an extract - language, structure and viewpoint. 		<ul style="list-style-type: none"> • Writing Assessment: Write a persuasive article on the environment. • Reading Assessment: Analyse the presentation of a character 	
Key Skills	<p>Dystopian Fiction</p> <ul style="list-style-type: none"> • Reading of complex dystopian • Developing spelling of more complex words esp. descriptive vocabulary • SPAG focus: plurals, prefixes, suffixes and homophones • Develop use of linguistic devices incl. similes, metaphors, personification, onomatopoeia, alliteration • Develop understanding and use of pathetic fallacy <p>War Poetry</p> <ul style="list-style-type: none"> • Consolidate ability to analyse a poem for meaning using structure, meaning, imagery, language and effect on reader • Consolidate understanding and use of linguistic devices (above) • Nouns (common and proper) • Pronouns, verbs, adjectives and adverbs (extending vocabulary) <p>Charles Dickens</p> <ul style="list-style-type: none"> • Develop use and confidence of more sophisticated vocabulary e.g. Apostrophes, commas, colons, semi colons, dashes, hyphens, brackets, ellipses, direct speech • Develop understanding of complex terms such as allegory, extended metaphor and satire. • Develop ability to analyse context and authorial intent when studying a piece of literature (AO3) <p>Shakespeare's Villains</p> <ul style="list-style-type: none"> • Develop technical accuracy in language such as sentence types (simple, complex, compound, declarative, interrogative, exclamatory, imperative), tenses, active and passive voice, paragraphing, connectives • Understanding of the form of theatre (speech (dialogue and monologue), staging, use of lighting, use of props and audience participation. • Understanding of the context of Shakespearean England and how this would impact on the play's performance/writing. <p>Environment</p> <ul style="list-style-type: none"> • Revision of key skills/areas of difficulty throughout the year in SPAG • Understanding which texts are non-fiction and the different layout and language features for these (article, leaflet, autobiography/biography, advert, speech and letter) • Develop ability to create a variety of non-fiction texts in a convincing way 					<p>Links to Careers</p> <ul style="list-style-type: none"> • Author/writer • Armed Forces • Politics • Acting/Drama • Journalist • Jobs contacted to renewable energy



Subject Curriculum – Year 9

Big Ideas & Purpose	Autumn Term		Spring Term		Summer Term	
<p>This unit is designed to prepare students for the 19th Century text at GCSE. This unit is placed here so that they are building on the Dickens unit in Year 8 and preparing pupils for the Disturbed Voices poetry and <i>An Inspector Calls</i>. Pupils studying <i>The Woman in Black</i> Pupils will complete a close text study of <i>The Woman in Black</i>; look at the writer's craft to interest readers in the horror genre; complete creative writing based on text read in lesson.</p> <p>For Disturbed Voices pupils will read a range of poems written from different perspectives. The scheme of work will also provide students with an understanding and awareness about mental health and wellbeing in the form of poetry, and from a range of historical and cultural backgrounds. When studying Disturbed Voices, pupils will have the opportunity to look at a variety of forms of poetry from an anthology of poems; learn about techniques used to create a voice in poetry; and create their own poems.</p>	<p><i>An Inspector Calls</i> is a modern play (20th Century) with themes that are closely aligned with 'A Christmas Carol' themes, such as socialism, capitalism, morality and social injustice. For 'An Inspector Calls' pupils will study the play closely and learn about context and dramatic devices. They will develop skills to analyse presentation of characters and themes.</p> <p><i>Romeo and Juliet</i> is studied in depth to prepare pupils for Shakespeare at Key Stage 4 (<i>Macbeth</i>). The key themes of love, parental relationships and friendship are relevant to the students we teach. With the protagonists, Romeo and Juliet, being teenagers themselves and falling in love is a story all students are able to access. Whilst studying 'Romeo and Juliet' pupils will read and understand the play, including key themes and characters.</p>		<p>For the Inspirational Voices scheme of learning, pupils will hear diverse voices and see writer's influences. Pupils need to hear the variation in voice and perspective and be accustomed to the different nuances in the writing of others. They will look at current events and issues of global and national importance. Hopefully, it will help pupils raise their own aspirations and ambitions for their future and the future of the planet, which links to the Environment topic in Year 8. For Inspirational Voices pupils will read, watch and listen to a variety of speeches and consider what makes a good speech; they will plan and write their own speeches; and record speeches for the spoken language element for GCSE English Language.</p>			
Programme of Study	HT1 The Woman in Black	HT2 Disturbed Voices	HT3 An Inspector Calls	HT4 Romeo and Juliet	HT5 Romeo and Juliet	HT6 Inspiring Voices
Key Assessments	<ul style="list-style-type: none"> • Writing Assessment: Language Paper 1 style descriptive/narrative writing • Reading Assessment: Literature Paper 1 style – analyse an extract exploring a character or theme. • Reading Assessment: Unseen Poetry Analysis (style of English Literature Paper 2) • Writing Assessment: Writing different forms of poetry and/or transforming poems e.g. 'Sister Maude' into a narrative. 		<ul style="list-style-type: none"> • Writing Assessment: Write an article of events following Mr Birling's arrest (Language Paper 2 style assessment) • Reading Assessment: Character presentation essay (in the style of Literature Paper 2) 		<ul style="list-style-type: none"> • Writing Assessment: Analysis of an extract from Romeo & Juliet (Literature Paper 1 style) • Reading Assessment: Descriptive/Narrative Writing (Language Paper 2 style) • Spoken Language Assessment - writing and delivering a prepared speech in preparation for Spoken Language Endorsement at Key Stage 4. 	
Key Skills	<p>The Woman in Black</p> <ul style="list-style-type: none"> • Revision of key SPAG from last year- teacher should use this to identify gaps for SPAG focus for the rest of the year. 				<p>Links to Careers</p> <ul style="list-style-type: none"> • Advertising 	

- Consideration of contexts surrounding texts when analysing
- Consideration of language and structure techniques and analysis of this.
- Consideration of gothic conventions, exploration of Victorian gothic genre.

Disturbed Voices

- Developing ability to analyse poems for meaning, built on from prev. year including linguistic devices, rhyme scheme and meter and the effects
- Developing understanding of more complex structures, forms and rhyme schemes
- Key SPAG skills revisited
- Develop understanding of more complex linguistic devices e.g. extended metaphors

An Inspector Calls

- Develop understanding of performance, the theatre and dramatic techniques.
- Develop understanding of the form of the play, incl use of stage directions lighting etc.
- Develop ability to use context when looking at a text for analysing
- Develop understanding of dramatic irony
- Key SPAG skills revisited

Romeo and Juliet

- Understanding of the form of theatre (speech (dialogue and monologue), staging, use of lighting, use of props and audience participation.
- Understanding of the context of Shakespearean England and how this would impact on the play's performance/writing.
- Understanding of themes and how to analyse a theme as the would a character
- Key SPAG skills revisited

Inspiring Voices

- Understanding which texts are non-fiction and the different layout and language features for these (article, leaflet, autobiography/biography, advert, speech and letter)
- Develop ability to create a variety of non-fiction texts in a convincing way
- Develop ability to summarise and compare non-fiction texts

- Marketing
- Policing
- TV and Media Roles
- Researcher
- Biographer

Our Lady and St. Bede Catholic Academy

Subject Curriculum – Year 10



	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	ENGLISH LANGUAGE: We aim for pupils to read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries; read and evaluate texts critically and make comparisons; summarise and synthesise information or ideas from texts; use knowledge gained from wide reading to inform and improve their own writing; write effectively and coherently using Standard English appropriately; use grammar correctly and punctuate and spell accurately; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language; and listen to and understand spoken language and use spoken Standard English effectively.		

ENGLISH LITERATURE: We aim for pupils to read a wide range of classic literature fluently and with good understanding, and make connections across their reading; read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas; develop the habit of reading widely and often; appreciate the depth and power of the English literary heritage; write accurately, effectively and analytically about their reading, using Standard English; acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Programme of Study	HT1	HT2	HT3	HT4	HT5	HT6
	AQA English Language Paper 1 Explorations in Creative Reading and Writing. Texts include: The Lovely Bones; 1984; The Woman in Black; Rebecca; The Old Man and the Sea; Jaws; The Handmaid's Tale	'A Christmas Carol' – AQA English Literature Paper 1	'A Christmas Carol' – AQA English Literature Paper 1 & Revision of English Language Paper 1	'Macbeth' – AQA English Literature Paper 1	'Macbeth' – AQA English Literature Paper 1	Revision of English Literature Paper 1 – 'Macbeth and 'A Christmas Carol'. Start AQA English Literature Paper 2 – Anthology and Unseen Poetry

Key Assessments			
	<ul style="list-style-type: none"> Two GCSE Paper 1 assessments in class Minimum of two English Literature Paper 1 Section B 'A Christmas Carol' Assessments in exam conditions. 	<ul style="list-style-type: none"> Formal mock examination of English Language Paper 1 w/c 13th January 2020. Minimum of two English Literature Paper 1 'A Christmas Carol' and 'Macbeth' examination tasks in exam conditions. 	<ul style="list-style-type: none"> Formal mock examination of English Literature Minimum of two English Literature Paper 1 'A Christmas Carol' and 'Macbeth' examination tasks in exam conditions.

Key Skills

ENGLISH LANGUAGE:

AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts; **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts; **AO4:** Evaluate texts critically and support this with appropriate textual references; **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts; **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.); **AO7:** Demonstrate presentation skills in a formal setting; **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations; **AO9:** Use spoken Standard English effectively in speeches and presentations

ENGLISH LITERATURE:

AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response

Links to Careers

- Author visits
- Theatre visits e.g. 'Blood Brothers', 'The Woman in Black'

use textual references, including quotations, to support and illustrate interpretations. **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **AO3:** Show understanding of the relationships between texts and the contexts in which they were written. **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation



Subject Curriculum – Year 11

	Autumn Term	Spring Term		Summer Term		
Big Ideas & Purpose	<p>ENGLISH LANGUAGE: We aim for pupils to read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries; read and evaluate texts critically and make comparisons; summarise and synthesise information or ideas from texts; use knowledge gained from wide reading to inform and improve their own writing; write effectively and coherently using Standard English appropriately; use grammar correctly and punctuate and spell accurately; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language; and listen to and understand spoken language and use spoken Standard English effectively.</p> <p>ENGLISH LITERATURE: We aim for pupils to read a wide range of classic literature fluently and with good understanding, and make connections across their reading; read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas; develop the habit of reading widely and often; appreciate the depth and power of the English literary heritage; write accurately, effectively and analytically about their reading, using Standard English; acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.</p>					
Programme of Study	<p>HT1 English Literature Paper 2 Section B and C: Anthology poetry and Unseen Poetry.</p>	<p>HT2 English Literature Paper 2 Section A: 'Blood Brothers'</p>	<p>HT3 English Language Paper 2: Writers' Viewpoints and Perspectives</p>	<p>HT4 Revision</p>	<p>HT5 Revision</p>	<p>HT6</p>
Key Assessments	<ul style="list-style-type: none"> Formal mock examination: English Language Paper 1 and English Literature Paper 2 (Section B and C only). Minimum of two formal assessments in classroom in exam conditions on Anthology Poems, Unseen Poetry and 'Blood Brothers' 		<ul style="list-style-type: none"> Formal mock examination: English Language Paper 2 and Eng Lit Paper 1 w/c 3rd Feb Minimum of two formal assessments in classroom in exam conditions on English Language Paper 2. 		<ul style="list-style-type: none"> Formal GCSE Examinations for GCSE English Language and GCSE English Literature. Exam Board: AQA 	
Key Skills	<p>ENGLISH LANGUAGE: AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts; AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts; AO4: Evaluate texts critically and support this with appropriate textual references; AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts; AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must</p>			<p>Links to Careers</p> <ul style="list-style-type: none"> Author visits Theatre visits e.g. 'Blood Brothers' 		

constitute 20% of the marks for each specification as a whole.); **AO7:** Demonstrate presentation skills in a formal setting; **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations; **AO9:** Use spoken Standard English effectively in speeches and presentations

ENGLISH LITERATURE:

AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response

- use textual references, including quotations, to support and illustrate interpretations. **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **AO3:** Show understanding of the relationships between texts and the contexts in which they were written. **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation