

# The Samworth Church Academy

## Curriculum Journey: English

### Year 7

Autumn	<i>Creative Writing</i> This scheme of work is designed to consolidate their understanding of grammatical terms and to introduce the concepts of narrative and descriptive writing.
Spring	<i>Gender</i> This scheme of work is designed to introduce students to the skills needed in order to analyse non-fiction texts.
Summer	<i>The Tempest</i> This scheme of work has been designed to introduce students to Shakespearean literature.

### Year 8

Autumn	<i>Speeches</i> Students will study influential speeches throughout history, including Martin Luther King, Winston Churchill and more contemporary speeches by Steve Jobs, J.K Rowling and Emma Watson
Spring	<i>The Curious Incident of the Dog in the Night Time</i> The scheme of work aims to refamiliarise students with the play form as well as introduce them to a modern text.
Summer	<i>D. H. Lawrence</i> Student knowledge of structure is improved through an exploration of how speech should be punctuated and structured for effect, as well as how punctuation can be used to emulate a local dialect.

### Year 9

Autumn	<i>Unheard Voices</i> Going into this scheme students will know 'how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning'.
Spring	<i>Winter and Weather Poetry</i> This scheme will gain wider their reading and analysis skills. This builds on students' prior knowledge of poetry as students will be given less structure in their final assessment.
Summer	<i>Introduction to the Gothic</i> In preparation for their GCSE Victorian Literature text, students will explore extracts from nineteenth century gothic literature to build on their previous knowledge on language analysis and develop their understanding of context

### Year 10

Autumn	<i>Nineteenth Century Literature</i> Students will begin the year studying a C19th text in full, for AQA Literature Paper 1. The text they study will depend on setting and will be either: Frankenstein, Jekyll & Hyde or A Christmas Carol.
Spring	<i>Introduction to Language Exams</i> An introduction to Language papers 1 and 2. <i>An Inspector Calls</i> Students will study An Inspector Calls in its entirety throughout Summer 1 (Literature Paper 2).
Summer	<i>Romeo &amp; Juliet</i> The summer term will start with students studying a set text from the AQA GCSE Literature text, which will allow them to apply the skills they have developed during An Inspector Calls, which increases in difficult from the use of Shakespearean language, writer's methods and themes

### Year 11

Autumn	<i>Power &amp; Conflict Poetry</i> Students will begin the year studying the Power and Conflict cluster, completing their study of content. Students will have recapped their knowledge of poetry analysis through unseen poetry analysis at the end of year 10, and will now have the opportunity to apply this to their set poetry cluster.
Spring	<i>Mock Exams</i> Students will be sitting their mock exams and will have revision lessons in preparation for this. <i>Language Paper 2 Revision</i> Students will be capable of 'summarising and synthesising ideas and information' in addition to 'drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation' due to the work that they completed in year 10.
Summer	<i>An Inspector Calls</i> Students should be able to identify the themes and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.

GCSE



# Full Overview

## English

### Year 7

Autumn	Spring	Summer
<p><b>Harris Burdick Creative Writing</b> This scheme of work is designed to consolidate their understanding of grammatical terms and to introduce the concepts of narrative and descriptive writing. Whilst students will be well-versed in identifying the accurate use of spelling, punctuation and grammatical features from a multiple-choice list, the emphasis will turn more towards putting it into practice. At the very beginning of the scheme, we will show them an example of how the stimulus for their outcome might be worded and how it relates to what they have done previously. We will then consolidate, and build upon, prior learning, as they grapple with the content listed under 'Key words/Terms'.</p> <p>This scheme of work is ambitious in that some of the titles which illicit their creative thinking are abstract. In addition to this, we aim to enhance their cultural capital by utilising images which reference different parts of the world. We will re-visit these skills in the following year in the D. H. Lawrence scheme of work in order to harbour the cumulative nature of the Key Stage 3 long term plan.</p> <p><b>Secrets of the Henna Girl by Sufiya Ahmed</b> The aim of this scheme is to ensure students are able to combine the skills of close reading and relate to the development of themes and characterisation across a novel. They will know and understand the impact of faith and culture on the way a writer conveys values. How a writer uses structure and language to manipulate the response of a reader. Students will focus on the writer's method in short extracts and across a narrative, moving from word and phrase level analysis to the study of historical and social context, character arcs and thematic development.</p>	<p><b>Gender</b> This scheme of work is designed to introduce students to the skills needed in order to analyse non-fiction texts. Students will apply knowledge gained in KS2 to analysing non-fiction texts and further develop their understanding of how to write a newspaper article. In addition to this, students will further develop the skill of language analysis that they were introduced to during the Secrets of the Henna Girl unit of work.</p> <p>Students will be introduced to the skills of summary, comparison and analysis of writer's methods which will be developed through the unit and can be applied to all future units of work.</p> <p><b>Introduction to Poetry</b> This scheme of work is designed to introduce students to poetry and further literary techniques. Whilst students may identify what a poem is and what it looks like they will acquire further knowledge in identifying the accurate use of poetic features and in turn be able to put it into practice. At the very beginning of the scheme, we will show them a variety of poetic forms and how it relates to what they have done previously. We will then consolidate, and build upon, prior learning, as they grapple with the content in scheme. Students will study a broad and diverse range of poetry to enrich their emotional literacy and deepen their cultural capital with cumulative effects. Poems will contain all the forms, themes, techniques and devices that they will be introduced to later including certain poets and their opus. We will re-visit these skills in year 8 in the WW1 Poetry scheme of work.</p>	<p><b>The Tempest by William Shakespeare</b> This scheme of work has been designed to introduce students to Shakespearean literature. The main feeder schools for the Academy have identified that they do not study Shakespeare in KS2 in detail. Students will be introduced to the importance of contextual features, by focusing on the treatment of Caliban and the play's links to colonialism. The scheme has been designed to familiarise students with Shakespeare's writing style, allowing time to read key scenes as a class and analyse the language via group discussion. Activities have been designed to allow students to explore the writing style in collaborative ways, such as speaking and listening activities, transformation pieces and using film clips as a springboard for discussion. This will prepare students for studying Macbeth and Romeo &amp; Juliet by making Shakespeare more approachable and engaging.</p> <p><b>Sherlock Holmes: The Speckled Band by Arthur Conan Doyle</b> The scheme of work aims to consolidate pupils' knowledge of language analysis and creative writing, as well as setting students up for subsequent topics in future years by introducing them to the verbose nature of Victorian literature that is necessary for pupils to understand for later GCSE texts.</p>

# Full Overview

## English

### Year 8

Autumn	Spring	Summer
<p><b>Speeches</b> In Autumn 1 students will study influential speeches throughout history, including Martin Luther King, Winston Churchill and more contemporary speeches by Steve Jobs, J.K Rowling and Emma Watson. The scheme will serve to remind students of key language techniques and devices they have learnt in the Yr7 Harris Burdick scheme, but push students to use these devices in a non-fiction form. Students will produce their own speech at the end of the SOW to demonstrate an understanding of how to use these features effectively. This scheme also offers students the students an understanding of different issues throughout society, including racism, sexism and equal rights to expand their cultural capital. After studying this topic, students will move onto WWI poetry, which will continue to develop their understanding of emotive techniques used to present real life events in a variety of forms.</p> <p><b>World War One Poetry</b> In year 7, students will have studied a range of different poetry ranging from a Shakespearean sonnet from the 16th Century, poems by William Blake from the 18th/19th Century Romantic era, Edward Lear's limericks from the 19th Century, and contemporary poets, which included Benjamin Zephaniah, Tony Walsh, and the former poet laureate, Carol Ann Duffy. They will be able to recognise different poetic forms: sonnets, limericks, rhymed poetry, blank verse, free verse, dramatic monologues, shape poetry and understand poetic terminology. Students will now study a range of poems that focus on WWI and develop their analytical skills by comparing these poems. They will also consider the idea of propaganda, which links to Autumn 1, which also focuses on real life events. Where Autumn 1 focuses on non-fiction, this allows students to consider how real life events can inspire literature.</p>	<p><b>The Curious Incident of the Dog in the Night Time by Simon Stephens</b> The scheme of work aims to refamiliarise students with the play form as well as introduce them to a modern text. By the end of this scheme students will know how writers can use language effectively in a play to create effect and understand how to express their own views about a writer's choice of language through their own analysis, as well as through their own creative interpretations. The scheme of work set students up for subsequent topic of Macbeth, as it allows students to study a play in full in modern day English. This should increase their confidence with play conventions, before moving onto analysing the language in Shakespeare. There is also regular opportunity to practice speaking and listening skills, which will be a more pertinent skill at the end of year 9 and into KS4. Practicing speaking to an audience in year 8 will allow students to develop confidence and is a life skill that they will need. Students will also benefit from the play's exploration of a protagonist who has Asperger's syndrome and will gain valuable social/cultural understanding through the play's wide themes of family, resilience, etc.</p> <p><b>Macbeth by William Shakespeare</b> Students will be given the opportunity to study Shakespeare in greater depth than they did in year 7. This is because they are studying the text thematically, instead of focusing on the events surrounding one characters. They will study a greater number of scenes to develop an understanding of character archetypes, focusing on the role of the tragic hero. The idea of archetypes and set characters will be introduced to them in Macbeth, while will develop into students identifying and research character archetypes in year 9 through Romeo and Juliet and applying these to characters within the play independently. This SOW also allows students to have a greater understanding of their literary heritage and study more works for the literary canon in greater depth.</p>	<p><b>D. H. Lawrence</b> In year 7, students were taught what is meant by 'form', using high-quality literary and non-literary texts. They developed their understanding of different narrative perspectives before considering the importance of structure: paragraphing and sentence types. In year 8, this knowledge of structure is improved through an exploration of how speech should be punctuated and structured for effect, as well as how punctuation can be used to emulate a local dialect. Similarly to the Harris Burdick scheme of work, in this scheme they are introduced to the high-quality works of D. H. Lawrence. They will also read an extract from a more contemporary text, The Book Thief', which will enhance their knowledge of narrative perspectives by introducing them to an omnipotent narrator. They will build upon their knowledge of structure through the study of Freytag's theory. In this scheme we will broaden the students' knowledge of figurative techniques to include chremamorphism and zoomorphism as well as symbolism.</p> <p><b>Lord of the Flies by William Golding</b> Following on from students creative writing, students will study a novel in its entirety now that they have consolidated their knowledge of language devices, literary techniques and themes. In this SOW students will focus on literary context and how it impacts the writer's purpose. They will build on this knowledge by being introduced to the concept of historical allusions and extended metaphors.</p>

# Full Overview

## English

### Year 9

Autumn	Spring	Summer
<p><b>Unheard Voices by Malorie Blackman</b> Going into this schemes students will know 'how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning'. This SOW will bridge the gap between year 8 and year 9 study by allowing students to recap this knowledge and will build their understanding of context surrounding slavery and oppression in preparation for studying 'Of Mice and Men' whilst reviewing and building upon understanding of how writers create tone and build empathy for characters. Students will be able to appreciate our rich and varied literary heritage.</p> <p><b>Of Mice and Men by John Steinbeck</b> Students will already possess and understanding of both fiction and non-fiction texts and how devices can be used to achieve effect. The first assessment builds on prior knowledge of writing non-fiction texts that they have studied during units in year 7 and 8. Students should be able to analyse the use of language, make evaluative comments on a statement, create a piece of non-fiction writing using appropriate skills for the task. By the end of this scheme students will have the skills needed to analyse both fiction and non-fiction texts, contextual information about attitudes towards different sub-sections of society in 1930's America, how writer's use a range of different techniques to influence a reader's opinion of a character. They should also be able to critically evaluate a text, further develop language analysis skills, consolidate previous learning on non-fiction writing techniques.</p>	<p><b>Winter and Weather Poetry</b> Students now have a vast knowledge of different literary texts through different time periods. This scheme will gain widen their reading and analysis skills. This builds on students' prior knowledge of poetry as students will be given less structure in their final assessment. Previously, students were given two poems with similar themes to compare at the end of the topic. In year 9, students will be given one poem and will have to select a comparative poem from the selection of poems studied in the topic. This gives students more autonomy in their final assessment and encourages them to independently use the analytical skills they have developed.</p> <p><b>Blood Brothers by Willy Russell</b> After focusing on analysing poems, students will continue to develop their literature analysis skills through the modern play Blood Brothers. The scheme of work aims to refamiliarise students with the play form as well as introduce them to a modern text. By the end of this scheme students will know how writers can use language effectively in a play to create effect and understand how to express their own views about a writer's choice of language through their own analysis, as well as through their own creative interpretations. Similarly to Curious Incident, the scheme provides opportunity to practice speaking and listening skills, which will be a more pertinent skill going into KS4. Practicing speaking to an audience in year 9 will allow students to develop confidence and is a life skill that they will need. Students will also benefit from the play's context which will allow students to gain valuable social/cultural understanding through the play's wide themes of family &amp; social class.</p>	<p><b>Introduction to the Gothic</b> In preparation for their GCSE Victorian Literature text, students will explore extracts from nineteenth century gothic literature to build on their previous knowledge on language analysis and develop their understanding of context. They will expand their understanding by mirroring this writing style in their own pieces.</p> <p><b>Non-fiction Analysis</b> To develop their understanding of nineteenth century context further, students will explore non-fiction extracts from the time period. Students will then develop their comparative analysis skills by exploring modern day extracts regarding the same topical issues, such as mental health.</p>

# Full Overview

## English

### Year 10

Autumn	Spring	Summer
<p><b>Nineteenth Century Literature</b> Students will begin the year studying a C19th text in full, for AQA Literature Paper 1. The text they study will depend on setting and will be either: Frankenstein, Jekyll &amp; Hyde or A Christmas Carol. This decision has been made through the analysis of data to see which text benefit different sets and targeted grades. Students will have finished year 9 studying Romeo and Juliet, AQA Lit1, so will have completed this exam by the end of the term. This exam is 40% of the Literature GCSE.</p> <p>Frankenstein: With regards to Frankenstein in particular, knowledge of the tensions between Science and Religion will be crucial, along with an understanding of Galvanism and the Romantic era 'to which it belongs' as a Gothic Horror text.</p> <p>Jekyll &amp; Hyde: Students will develop their understanding of Victorian era by studying Victorian values. They will also gain knowledge on the tensions between Science and Religion through the relationship between the characters Dr Jekyll &amp; Dr Lanyon and the conventions of a Gothic Horror text.</p> <p>A Christmas Carol: With regards to A Christmas Carol in particular, knowledge of the tensions between wealth and poverty will be crucial, along with an understanding of Benthamism vs Malthusian theory.</p>	<p><b>Introduction to Language Exams</b> Language Paper 1: From creative writing based on a known stimulus, students will study extracts of fiction writing as part of their preparation for Language Paper 1, Explorations in Creative Reading and Writing. Students will have to analyse language (Q2) and structural features (Q3) as well as form an opinion on extracts (Q4), then write a creative piece based on a stimulus (Q5). Students will have been introduced to all these questions through assessment points in their Autumn SOWs, have received feedback and will have completed peer and self-assessments on these pieces. Therefore, they should have a working knowledge of how they need to improve their analysis before starting this extract.</p> <p>Language Paper 2: After focusing on Language Paper 1, students will move onto Language Paper 2, Writers' Viewpoints and Perspectives. This paper focuses on the same skills and assessment objectives, with the additional skill of comparing two text. It is also a shift from fiction to non-fiction. Students will complete the LP1 SOW first, as traditionally our students have found this the easier of the two exams and can use the skills they were building for LP2 while they are fresh. Students will have been introduced to the comparison style question from Yr7 Spr2, Yr8 Aut1 &amp; Yr9 Aut2. Students will also have the opportunity to consider and develop their own viewpoints on different cultural issues, such as what prisons were like through reading a piece of literary non-fiction by Oscar Wilde. Students will also have considered English colonialism (previously studied in Yr7 Sum1) through their study of what was Burma, including how attitudes towards animal welfare and conservation have changed. In addition to this, they will also learn how attitudes towards disabilities have changed and become aware of how schools, and education more generally, has also changed.</p> <p><b>An Inspector Calls by J.B Priestley</b> Students will study An Inspector Calls in its entirety throughout Summer 1 (Literature Paper 2). After studying the play in full, they will have two lessons focusing on a Language Paper 1, Question 5 style question to revise the key characters of AIC and refresh their understanding of LP1Q5 in preparation for the approaching mock examinations. Students will explore the ideals of socialism and capitalism, as well as adding to their existing knowledge of gender roles.</p>	<p><b>Romeo &amp; Juliet by William Shakespeare</b> The summer term will start with students studying a set text from the AQA GCSE Literature text, which will allow them to apply the skills they have developed during An Inspector Calls, which increases in difficulty from the use of Shakespearian language, writer's methods and themes. This will be the first topic students complete that will last a whole term, so not only does it test their skill set but also their recall and concentration for studying a text in full. Students will have studied two Shakespearean plays at this point: The Tempest and Macbeth. From these they will have knowledge of: conventions of a script, characterisation, tragedies, the tragic hero, dramatic irony, iambic pentameter, verse, prose, soliloquies, as well as key themes Shakespeare uses (fate, free-will). Students will be reminded of these key terms at relevant points of the play and will focus on developing their alternative interpretation analysis skills, explaining the different impacts of these devices may have as opposed to identifying them and offering one interpretation, as they will have done in the past.</p> <p><b>Language Paper 1 Recap</b> Students will be completing mocks in this half term (traditionally week 3 onwards), so will be given a two week revision scheme on Language Paper 1. To maximise the use of time and impact, students will use extracts from their C19th Fiction to answer LP1 style questions. This gives them opportunity to identify key characters, themes and extracts for Literature Paper 1. Students will not be given the same extract that is used in their mock as to assure that they are not too heavily prompted by the classroom teacher.</p> <p><b>Unseen Poetry</b> In the final two weeks of the year, students will review their knowledge of unseen poetry from years 7-9. This allows them to be introduced to the poetry section of the exam and gives them an awareness of the key terms they will need to revisit for Yr11 Aut 1. Students will gain an awareness of social, historical and cultural context of the poems and explore the literary canon. Students will study a variety of different forms and poetic structures, as this will best prepare them for the unseen section of Literature Paper 2.</p>

# Full Overview

## English

### Year 11

Autumn	Spring	Summer
<p><b>Power &amp; Conflict Poetry</b> Students will begin the year studying the Power and Conflict cluster, completing their study of content. Students will have recapped their knowledge of poetry analysis through unseen poetry analysis at the end of year 10, and will now have the opportunity to apply this to their set poetry cluster. The National Curriculum at Key Stage 4 calls for an awareness of the 'social, historical and cultural context and the literary tradition to which it belongs'. These poems allow students to have a knowledge of different wars and historical figures throughout history.</p> <p><b>Dystopia Literature</b> Students will use the Dystopia scheme to analyse language, form and structure as well as evaluating the effects writer's choice as well as showing an understanding of writer's craft. Students will then apply their knowledge and skills to their own piece of writing.</p>	<p><b>Students will be sitting their mock exams and will have revision lessons in preparation for this. Lessons will not be focused on the topic of the question, in order to support students taking responsibility for their revision.</b></p> <p><b>Language Paper 2 Revision</b> Students will be capable of 'summarising and synthesising ideas and information' in addition to 'drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation' due to the work that they completed in year 10. Students will develop their ability to explain their point of view, give and respond to information and argue their viewpoint in an extended piece of writing, in the form of an article, incorporating counterarguments.</p>	<p><b>Literature Revision</b> Students will recap their knowledge of their C19th set text, with a full awareness of the social, historical and cultural context and the literary tradition to which it belongs.</p> <p><b>An Inspector Calls</b> Students should be able to identify the themes and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. Students should be able to analyse and evaluate how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.</p>