

Year 8 Curriculum

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit:	<u>Heroes, Villains and Visionaries</u>		<u>Belonging</u>		<u>Imagining Futures</u>	
Narrative	We start the year studying 'Heroes, Villains and Visionaries', considering how language can be used powerfully in both the spoken and written form to convey thoughts and generate change, as well as reading the work of the Romantic poets and Dickens' 'A Christmas Carol'. In 'Visionaries', the language of people with 'big ideas' and how they use narrative and words to compel people to do things, such as Steve Jobs, is juxtaposed with the Romantic poets; the clamour of Blake's 'London' and his 'dark, Satanic mills' set alongside Silicon Valley; the chimney sweep next to Generation X.		Across this unit, students examine the concept of belonging in a variety of forms including: to another, to a community etc. This provides the basis for Blood Brothers where we investigate the dramatic form and how meanings are conveyed. We explore the relationships within the play, ask questions about stereotypes and consider the portrayal of different types of love and relationships. We also look at the themes of social class, nature vs nurture which lend themselves to the core GCSE texts.		We establish the purpose and effect of literature through a dystopian novel. We consider the ways in which writers present undesirable and oppressive societies through language in a range of Dystopian novels. Under the theme ' Imagining the Future ', students then tackle creative representations of apocalypse. We explore the popularity of dystopian texts in our own time, in the form of <i>The Hunger Games</i> and <i>The Maze Runner</i> as well as studying origins of the genre in 1984 and Animal Farm.	
Core text:	A Christmas Carol – Charles Dickens		Blood Brothers – Willy Russell		The Hunger Games	
Writing:	Viewpoint		Spoken Language		Analytical	
Skills:						
Supplementary texts/resources::	<ul style="list-style-type: none"> - Martin Luther King's speech - Malala Yousufzai 'I am Malala' - Bram Stoker's 'Dracula' - Carol Ann Duffy 'Medusa' - William Blake's 'London' 		<ul style="list-style-type: none"> - Billy Elliot - Anita and Me 		<ul style="list-style-type: none"> - The Hunger Games - Animal Farm - 1984 - The Maze Runner - The Handmaid's Tale 	
Homework:	English homework in KS3 is project based where students are provided with a homework menu containing a wide variety of activities. These activities are designed to enrich their wider learning of the focus theme and could involve a range of writing forms; reading extracts; exploring music; film and theatre and art. They are provided with a project book for presenting their work. This is checked by class teachers and formally assessed. Students will be awarded Epraise points alongside a grade based on their effort.					
Connected Curriculum:	Year 8 L4L theme: Please Sir!		Year 7 L4L theme – Citizen Me		Year 8 L4L theme – Over the Top	

	Immersive Experience (Making Memorable Moments) Trip: Black Country Museum	Immersive Experience (Making Memorable Moments) Trip: Blood Brothers Digital Theatre+	Immersive Experience (Making Memorable Moments)
Careers:	<ul style="list-style-type: none"> - Philanthropy - Health care worker - Civil rights activist 	<ul style="list-style-type: none"> - Dramatist - Actor 	-

Assessment

Assessments	<u>Lang p1</u>	<u>Lang paper 2B</u>	<u>Literature paper 1A</u>	<u>Literature paper 2B</u>	Lang 2B
-------------	----------------	----------------------	----------------------------	----------------------------	---------

Summative Exams

Baseline:

- Language paper 2A
- Language paper 2B

Autumn:

- Literature P1A
- GL PTE English 12

Summer:

- Language paper 2B
- GL PTE English 13

Year 9

Curriculum

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit:	<u>Creative Worlds</u>		<u>Outsiders</u>		<u>War and Conflict</u>	

<p>Narrative:</p>	<p>This unit combines ghost stories, fairy-tales, myths and legends from the ancient world, 'The Castle of Otranto' and 'Wuthering Heights' alongside contemporary ghost stories like 'The Woman in Black'. We ask how a writer can compel, frighten and speculate. We ask how the epistolary 19th century novel might continue to resonate in film ('the events you are about to see are based on a true story...'). Moving into crime fiction, students will focus on a range of reading skills using the short story form. Poetry and modern novels to: infer, deduce, examine writer's methods and purpose, analyse structure and critique characterisation. Finally, students will concentrate on writing skills: description, characterisation, viewpoints and perspectives, vocabulary, punctuation, and sentences for effect.</p>	<p>We explore Shakespeare's 'Othello' to develop an understanding of the conventions of a tragedy. To study the context and evaluate the creation of the plot and characters of a tragedy and analysing key extracts in detail. We examine the themes of race and begin to consider the outsider. This leads into wider discussions about the where students consider the notion of 'Outsiders', reading literature from different cultures and traditions, as well as prose that explores life on the 'outside' of power and privilege. We explore the experiences of those on the margins of privilege with novels such as To Kill A Mockingbird and The Outsiders alongside current events that depict the experiences of the marginalised from across a broad cross-section of time right up to the present day and wide across the world.</p>	<p>We finalise the year by moving onto the theme of conflict. As our core text we focus on the 'conflict' poems from the AQA GCSE anthology 'Power and Conflict'. We examine types of conflict and the effects of conflict. We chronologically move through seven poems and in addition to contextualising them, we explore the themes within. We place non-fiction alongside fiction for students to empathise with the narratives of the poems by considering the real-world events which inspired them.</p>
<p>Core text:</p>	<p>Gothic Extracts</p>	<p>Othello – William Shakespeare</p>	<p>Conflict Poems</p>
<p>Writing:</p>	<p>Creative</p>	<p>Viewpoint</p>	<p>Analytical</p>
<p>Skills:</p>			
<p>Texts: Supplementary resources</p>	<ul style="list-style-type: none"> - Wuthering Heights - Dracula - Frankenstein - The Woman in Black - The Dark Night - The Red Room 	<ul style="list-style-type: none"> - Outsiders - To Kill a Mockingbird - Simron Reeve - Prisoners of Geography - Where the Crawdads Sing 	<ul style="list-style-type: none"> - The Not Dead - Alfred's War - Willy Russell's report
<p>Homework:</p>	<p>English homework in KS3 is project based where students are provided with a homework menu containing a wide variety of activities. These activities are designed to enrich their wider learning of the focus theme and could involve a range of writing forms; reading extracts; exploring music; film and theatre and art.</p>		

	They are provided with a project book for presenting their work. This is checked by class teachers and formally assessed. Students will be awarded Epraise points alongside a grade based on their effort.		
Connected Curriculum:	Immersive Experience:		
Careers:	<ul style="list-style-type: none"> - Detective/CSI/forensics/criminology/psychology - Novelist 	<ul style="list-style-type: none"> - Stage Director 	<ul style="list-style-type: none"> - Armed forces/border control/immigration - War photographer - Therapist

Assessment

Assessment:	Language paper 1A Language paper 1B	Language paper 2B Literature paper 1A	Language P2A Literature paper 2B
Assessment objectives to cover:	Lang: AO1, AO2, AO5, AO6	Lang: AO3, AO4 Lit: AO1, AO2, AO3	Lit: AO1, AO2, AO3

Summative Exams

Spring:

- Language paper 1B
- GL PTE English 13

Summer:

- Literature paper 2B
- GL PTE English 14

Year 10

Curriculum

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit:	<u>Ambition</u>		<u>Division</u>		<u>Power</u>	
Narrative:	<p>We begin year ten with our in depth reading of Shakespeare’s Macbeth. Deep thought is given to the impact of greed and tyranny. Furthermore, we explore the Jacobean life to contextualise the significance of the events in the tragedy. We move through the play studying the presentation of key themes and characters, context and structure. We then begin exploring the power of. We then move into people and power and transition into ‘An Inspector Calls’. This allows for deeper thought to be given to the impact of power, control, corruption, and tyranny which was initialised in studying Macbeth at the start of term 1.</p>		<p>We move onto division in An Inspector Calls. “We don’t live alone. We are members of one body. We are responsible for each other”. — Inspector Goole, <i>An Inspector Calls</i>. Despite having been written over seventy years ago, its focus on social responsibility and its message that we are ‘members of one body’ remain relevant, particularly in the light of the polarised politics and divisive rhetoric of current global trends. This scheme of work seeks to align the GCSE specification with intellectual rigour with ethical reflection and emotional engagement.</p>		<p>Students work through the power cluster of the AQA anthology exploring poems such as ‘Storm on the Island,’ ‘Ozymandias’ and the extract from ‘The Prelude’, which depict the power of the nature and other poems which convey ideas about people in power and power of place. Having reflected on people who use power in Macbeth and An Inspector Calls, we move through the new texts and compare the presentation of each. This will inform the viewpoint writing in both preparation for language paper 2 section B as well as the spoken language component of the GCSE course.</p>	
Core text:	Macbeth		An Inspector Calls		AQA Power and Conflict Anthology	
Writing	Creative		Viewpoint		Analytical	
Texts and supplementary resources						

Assessment

Assessment:	Language Paper 1B (revisited) Literature paper 1A (revisited)	Language Paper 2B Literature P2A	Language Paper 2A Literature P1B
Assessment objectives to cover:	Language paper 1B: AO5, AO6 Lit: AO1, AO2, AO3	Lang: A05, AO6, AO7, AO8, AO9 Lit: AO1, AO2, AO3	Lang: AO1, AO2, AO3, AO4 Lit: AO1, AO2, AO3

Summative Exams

Spring:

- Language paper 1

Summer:

- Literature paper 2

Year 11

Curriculum

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit:	<u>Duality</u>		<u>Re-learning</u>			
Narrative:	Year 11 begins with an introduction to Language paper 2 section A as we consider Victorian texts alongside modern non-fiction in order to draw comparisons of language and ideas. We then explore the theme of duality greater depth when reading The Strange Case of Dr Jekyll and Mr Hyde. Dr. Jekyll is the picture of social class and professional excellence, while Mr. Hyde is the embodiment of Jekyll's		At this point students will have explored all the core texts and the exam papers and will spend the term re-visiting each in turn in order to prepare for their Terminal examination.			

	otherwise hidden evil nature. In the novel, Stevenson creates a hero in Dr. Jekyll, who aware of the evil in his own being, and sick of the duplicity in his life, succeeds by way of his experiments on himself in freeing the pure evil part of his being as Mr. Hyde, so that each can indulge in a life unfettered by the demands of the other. We then explore extracts from both fiction and literary non-fiction and looking at structures for great creative writing.		
Core text:	Jekyll and Hyde	All	The Strange Case of Dr Jekyll and Mr Hyde
Writing	Analytical	All	Analytical
Assessment			
Assessment:	Language Paper 1B (revisited) Literature paper 1A (revisited)	Language Paper 2B Literature P2A	Language Paper 2A Literature P1B
Assessment objectives to cover:	Language paper 1B: AO5, AO6 Lit: AO1, AO2, AO3	Lang: AO5, AO6, AO7, AO8, AO9 Lit: AO1, AO2, AO3	Lang: AO1, AO2, AO3, AO4 Lit: AO1, AO2, AO3
Summative Exams			
Spring:			
<ul style="list-style-type: none"> • Literature paper 1 • Language paper 2 			