

# *English* 5 Year Curriculum Plan

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## Trust Curriculum Policy Extract

The Trust curriculum ensures all students in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of 'Enriching lives, transforming futures'. **We want all our students to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character **through the acquisition of life skills**. We are preparing all our students to contribute positively to modern British society **and have a suitable career and destination**. All students have the entitlement to study a rich and varied curriculum

### The Trust values permeate the curriculum

**Excellence:** a curriculum of the highest quality to ensure excellent outcomes

**Dedication:** we believe there is dignity in hard work

**Ambition:** we want the very best for all of our students.

**Integrity:** moral purpose will underpin the curriculum decisions we make for our students

**Tradition:** British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what students have learned. The curriculum is the progression model, enabling students to **know more, remember more and be able to do more**.

## Teaching and Learning Vision

*Knowledge is power. Information is liberating.*

**Kofi Annan**

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the *English* Department

ENRICHING **LIVES**; TRANSFORMING **FUTURES**

*'Know Yourself, Know the World, Know Your Power'*

*While studying English at Smith's Wood, students will be given the opportunity to develop their understanding of themselves as people, the world at large and their individual and collective power by engaging critically with a wide range of Literature and non-fiction texts. They will become confident readers, writers and articulate communicators with the resilience and knowledge to excel in the wider world.*

We can turn every learner into an expert in **English** at the same time as developing a love for the subject.

At the end of Year 11 students in **English** will....

### Know...

- The social, historical & political background to the texts studied, specifically key events & beliefs in the Victorian and Jacobean era; Orwellian concerns in the 20<sup>th</sup> C and 19<sup>th</sup> and 20<sup>th</sup> C global conflicts.
- The various cultural, gender, class and age divisions within society, historically through to modern day issues.
- That characters and, often, settings are constructs, that is, they have no real existence but **are** created by the writer and given characteristics for a particular purpose.
- The meaning of the words that will allow students to access texts and explain their ideas with sophistication.
- The skills that are needed to read, write and speak accurately and articulately.
- The 'expected' conventions for different texts and genres as well as how to recognise when they are subverted by writers.
- That authors use different language and structural devices for specific reasons.
- That the reader also brings meaning to a text and that texts may have different interpretation depending on the perspective of the reader or audience

### Understand...

- The importance the social/historical/political context has upon inferred meaning and the writer's intention.
- How the impact of divisions within society are often reflected and commented on within specific texts.
- That characters and settings are often reflective of the world they were constructed in and can often, give an insight into the writer's beliefs and ideals.

- How and when to use specific skills to read, write and speak accurately and articulately
- How to apply the conventions of writing to suit purpose, audience and form
- Why authors may subvert the 'expected' conventions and what the intended impact is.
- Why authors use different language & structural devices and what the intended impact is.
- How to make creative language/structural choices to have a specific impact on the audience.
- Why different audience may receive a text in different ways based on their contexts and historical period they are received
- That words have power and can be used to influence listeners and readers

### Be able to...

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing
- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wider reading to inform and improve their own writing.
- Write effectively and coherently using Standard English.
- 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.
- Listen to and understand spoken language and use spoken Standard English effectively.
- 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, seminal world literature and modern literature
- 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.

### Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

At Smith's Wood, we want our students to leave school with the skills and knowledge required to move on to further study of English Literature and/or Language at A-level and beyond if they so

wish. Therefore, our approach will be to equip them with a rich foundation of knowledge and understanding that will compliment any further study they decide to embark on.

Most Post 16 English Literature courses follow a historicist approach to the study of literature - this rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, students will be encouraged to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

In terms of Post 16 English language courses, they offer further opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. Students continue to study English Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, analyse texts produced by others and debate different views. In order to prepare students for Language study, we will develop students critical analyse skills and world knowledge beyond the specification that will open up their curiosity, explorative thinking and communication skills.

In order to develop students ability to engage with texts as constructs that are created as social commentary the social/political/historical context of all texts that are studied within the curriculum are taught and explored, these include: British & World politics – including different types of political ideologies: Capitalism, Communism (Leninism/Stalinism/Marxism/Trotskyism) & Socialism; key historical events/movements such as: World Wars 1 & 2, post-colonialism , the reformation of the church, the Russian revolution, the Industrial revolution, Malthus and Romanticism; and key features of the context in which it was produced including: Elizabethan/Jacobean England (including Puritan settlers in America); Victorian England and the British colonial legacy.

At Smith's Wood we aim to encourage students to debate and challenge the interpretations of other readers as they develop their own informed personal responses to texts. To enable them to do this, we introduce students to various types critical theory, throughout the course of the curriculum, these include and tragedy: Aristotle (including Hamartia & Hubris), Marxism, Feminism, Liberalism (Locke), Nature vs Nurture & Psychoanalytical theory, post-colonial literary theory. Students are encouraged to investigate, debate and challenge them and use this wider reading to support them coming to their own personal conclusions.

We also aim to present children with seminal world literature in a meaningful way by presenting it in relation to the world today. We want to bring classic texts alive for young people to connect with introducing well-known texts as well as seminal texts from around the world that challenge stereotypical views of other cultures and traditions. We aim to avoid focusing on victimhood of marginalised groups and encourage students to focus on the power of imagining a better world where everyone has a voice and the power to create change.

By providing students with this knowledge it not only gives them a greater understanding of history and how this has affected the world around them, but also prepares them for post 16 studies should they choose to follow this route.

## Developed their cultural and social capital through the following extra-curricular work

The impact of poverty and disadvantage on educational outcomes is well-documented. At Smith's Wood Academy we have a responsibility to give all of our students as many opportunities as possible to increase their cultural and social capital to enable them to be socially mobile, resilient and motivated enough to overcome any disadvantages they face. The largely homogenous background of the cohort also suggests that students would benefit from developing their understanding of the diverse nature of British society as a whole, particularly that of the West-Midlands, preparing them to enter into wider society with confidence, understanding and resilience without resentment or prejudice. A diverse curriculum also allows all groups within Smith's Wood to be seen and understood.

There are a variety of ways we, as an English Faculty, can do this. Firstly, our English curriculum is: broad and balanced; it is coherent and well-sequenced; it is sufficiently knowledge-rich so that students can develop the cultural capital necessary to prosper in the changing world they inhabit; it is both age and needs appropriate and it is relevant and bespoke to our students, while remaining aspirational and challenging. Furthermore, it promotes character-building qualities that lead to creating well-rounded, global citizens, and of course it builds to providing our students with recognised and meaningful qualifications that will open up doors to paths in later life.

However, we know that to fully develop the social and cultural capital we need to provide plenty of opportunities to explore new activities, through after-school clubs and enrichment opportunities, all of these are not only to develop an understanding, love and passion for the subject, but it is also important to:

- Teach children about a wide variety of arts including literature and theatre.
- Provide plenty of opportunities for questioning, curiosity and creativity.

Activities vary depending on funding, opportunities available and the needs of the cohort, but these are the opportunities we aim to offer to all students at Smith's Wood:

- Theatre trips.
- Poetry Live event.
- RSC live streaming events.
- Debate mate.
- Various trips in conjunction with Aim Higher (activities change every year).
- Various enrichment day activities
- Competitions – internal and external.
- World Book Day.
- Various cultural trips including museum and gallery visits and visits to historical sites of interest
- Working with published authors, poets & playwrights (where available).

## 5 Year Curriculum Plan



## Year 7 English at Smith's Wood Academy: 'Know Yourself!'

In year 7, we aim to ensure that all students within the cohort are given an equal opportunity to develop their knowledge and skills no matter what level they begin with. In order to ensure all pupils have equal foundation, two important things will happen; subject specific knowledge, particularly grammar, will be retained and consolidated during the KS2/KS3 transition period and all students will be given an opportunity to gain and solidify their knowledge of the fundamentals of English study; knowledge of spelling, punctuation and grammar in particular as well as reading with fluency and understanding. This will allow a clear baseline of knowledge to be established within the first term of study. Developing student's spoken and written communication is also imperative at this stage in their development to lay strong foundations for the rest of their KS3 study and to prepare them for KS4 and life beyond the classroom. This will be achieved through a formative approach to teaching writing and reading analysis, where students will be given opportunities to be formatively assessed and to repeat and practice skills within the term and across the Key stage.

Furthermore, The Smith's Wood Year 7 English curriculum will allow students to retain key grammar skills and knowledge learnt at KS2 and prepares them to apply this knowledge to the KS3 curriculum. It will build on their reading and writing skills through a thematic curriculum aiming to develop students confidence, empathy and understanding of self. This will create a solid foundation for the development of evaluative and critical language analysis as well as varied and informed writing needed at KS4.

The Slogan for Year 7 is '**Know Yourself**' each Term takes this concept from a different angle allowing students to reflect on themselves, their values and the lives of others.

**Term 1: 'Don't Judge a Book by its Cover'**, begins the year by exploring and comparing how characters from two novels are affected by the way they are judged based on their appearance, developing an understanding of the impact our words and treatment of others can have on their self-esteem. Students will explore how people view and judge others who are different drawing on real life examples to develop personal response and contextual consideration of texts. They will also consider the importance of friendship, family and acceptance particularly to people who do not fit into societies view of 'normal'. Most importantly for Smith's Wood students, they will be invited to reflect on their own experiences of starting a new school, making friends and developing feelings of acceptance helping to develop their feeling of self-worth and emotional intelligence needed to be confident members of society.

These themes and ideas will be taught through character and language analysis and comparison of contemporary literature, non-fiction and 19<sup>th</sup> Century Seminal World Literature. They will read the novel '**Wonder**' by **R.J. Polacio** and extracts from '**Frankenstein**' by **Mary Shelley** developing a comparative consideration of themes and ideas presented in both texts. This unit will begin to develop student's understanding of human intrinsic and extrinsic motivation and the debate regarding 'nurture vs nature' necessary for in depth character analysis at KS4 Literature. It will lay foundations for character study in **Shakespeare's 'The Tempest' in Year 8** It will also **consolidate KS2 writing skills** and formulate a strong foundation for literacy in preparation for **KS4 Language** where accuracy makes up 20% of the marks.

Writing Knowledge, Skills and Assessment: Writing to Express a Viewpoint – Letters	
<b>Autumn One: Fundamentals</b> <ul style="list-style-type: none"> <li>- <b>KS2 consolidation:</b> Using paragraphs; Using connectives; fundamentals of Spelling, punctuation and grammar – getting the basics right.</li> <li>- <b>KS2 consolidation:</b> sentence structure – compound and complex sentence, clauses and sub-ordinate clauses, simple sentences for effect.</li> <li>- <b>KS2 consolidation and development:</b> Understanding the conventions of the letter form and apply to writing with cohesion and purpose</li> </ul>	<b>Autumn Two: Next Steps</b> <ul style="list-style-type: none"> <li>- <b>Interleave and Develop:</b> Using and varying paragraphs for effect</li> <li>- <b>Interleave and Develop:</b> Using AFOREST CRISP to persuade– Rule of three and contrast.</li> <li>- <b>Interleave and develop:</b> Using commas accurately when embedding clauses, following connectives and in lists.</li> </ul>

- **KS2 consolidation and development:** Forming and Expressing a clear opinion in discursive writing
- **New Knowledge/Consolidation:** Introduction to AFOREST/CRISP focusing on rhetorical questions and short sentences for effect
- **New knowledge:** Using interrogative, exclamatory and declarative sentences.

**Formative Assessment:** Students will be assessed on their application of spelling, punctuation and grammar in a writing task based on writing a personal letter from the point of view of a character from the novel discussing the pros and cons of going to school 'Wonder' by R.J. Polacio.

**Summative Assessment:** Write an open letter to the public persuading them to accept the monster into society from the monster's Point of View

### Reading Skills: What, How, Why...why...why?

#### **Autumn One: Fundamentals**

- **KS2 Consolidation:** grammar knowledge and word class identification
- Identify the difference between implicit and explicit meaning
- **KS2 Consolidation:** basic P.E.E. structure through Introduction to 'what' 'how' 'why...why...why?' analysis to express implicit understanding in a text
- Skimming and scanning for key information
- Identifying relevant and pertinent quotations
- Creating a clear 'What?' statement and matching relevant 'How?' quotation

**Formative Assessment:** Students will be assessed on their knowledge of key terms taught at KS2 and their ability one detailed 'What' 'How' 'Why...Why...Why?' paragraph.

#### **Autumn Two: Next Steps**

- Identify and compare writer's methods using word classes (**interleaved knowledge of word classes and grammar**)
- Identify and Compare viewpoints explaining implicit information clearly
- Commenting on reader reaction
- Developing the 'Why...why...why?' Considering interesting ideas about character, reader reaction and writer intention.

**Summative Assessment:** Two 'What' 'How' 'Why...why...why?' Paragraphs with comparative sentence to connect ideas between texts

**Term 2: 'The Origins of Good and Evil'**, will continue the year by exploring ideas about good and evil and where these ideas originated in literature starting with Bible stories and how they are alluded to in modern Literature. Students will consider how villains and heroes are presented in Greek Myths to make the reader identify negative traits in human nature like jealousy, greed, fear and rage. Students will begin to question antiquated perceptions of women in literature as the bringers of evil and consider the origins of sexism. These themes and ideas will feed into their study of strong female characters in **'The Hunger Games' in year 8 and 'Children of Blood and Bone' in year 9** leading to the study of **Lady Macbeth in year 10**. It will also feed into their study of the world at large, allowing them to question those who are hailed as heroes and those who are vilified in the media, students will be able to apply these considerations to how they judge themselves and others with a critical and empathetic eye in their own lives and in further study of both language and literature, building a sense of confidence and empowerment imperative for social mobility.

The second half of the term will allow students to develop their knowledge through the analysis of poetry from around the world. This scheme aims to broaden the horizons of student's knowledge and understanding of other cultures as well as make connections between the way that biblical allusion, religious imagery and natural imagery are used in poetry from around the world laying foundation for the skills and knowledge required for further **poetry study in year 8, 9 and 11**. Students will be encouraged to consider how similar we are in our perceptions of the world regardless of where we come from, it will also celebrate the diversity of Britain and introduce the concept of the legacy of colonialism from a positive perspective in preparation for a more **critical exploration in years 8 and 9**.

Finally, students will be introduced to anthropomorphism in Aesop's fables, which **links to their study of 'Animal Farm' in year 11**, and explore the development of literature from the oral tradition to written



moral instruction further linking traditions from around the world. The purpose of this is to allow students to consider the purpose of literature considering works as constructs and the impact Literature has in challenging and shaping reader's world view, values and emotions, students will be encouraged to explore and express their own moral values and express them creatively developing confidence and a positive sense of self. It will also allow students to exercise their skills in using language with specific intentions while describing characters, events and places.

### Writing Skills: writing to describe

#### Spring One: Describing People

- **New Knowledge:** Choosing vocabulary for effect and developing characterisation (show not tell)
- *Developing word choice*
- **KS2 fundamentals consolidation:** Using figurative language (simile/metaphor)
- **KS2 fundamentals consolidation:** Sensory description
- **Interleaved and develop:** Using a variety of sentences within a paragraph to achieve effect – crafting and re-drafting
- Consolidating SPaG skills

**Summative Assessment: Write a detailed description of a mythological hero and/or villain that you could use to create your own myth– 100 - 150 words**

#### Spring Two: Describing Places and events

- **Interleave and develop:** Writing to describe using figurative language (prose and poetry writing as stimulus)
- **Interleave and develop new vocabulary:** Using vocabulary to create tone and build atmosphere
- **Interleave and develop:** Using imagery for effect
- **Interleave and develop:** Varying sentence structure
- Building scenes and shifting focus

**Formative Assessment: Describe a place that you love. (100 words)**

### Reading Skills: Allusion and Imagery in poetry and prose

#### Spring 1: Building Knowledge of Literary Context

- **New Knowledge:** Developing knowledge of historical context and genre
- **New Knowledge:** Explore narrative structure using Freytag's pyramid
- **Interleaved Skill:** Identifying the 'what' and the big ideas in a text that leads to authors language choices
- (Break down into sub-skills)
- **Interleaved knowledge:** Commenting on the effect of methods (word level)
- **New Skill:** 'zooming in' using the synonym method to develop complexity of 'what' 'how' 'why' paragraph

**Formative assessment: One paragraph developing What, how, why? – Provide example on the beginning of a story – students analyse the ending.**

#### Spring 2: Analysing poetry, linking words to context

- **Interleaved knowledge** Developing comments on impact of specific methods (What? and How?)
- **Interleaved knowledge and develop application:** Analysing the use of allusion/imagery/metaphor in a text (How)
- **Interleave knowledge:** Linking ideas to context
- **Developing skill:** the 'how' – linking knowledge of the origins of literature into analysis of methods and writer's choices
- **Interleave skill and knowledge:** Developing 'What, How, Why...why...why?' through thorough language analysis – exploding quotations and consolidating the synonym method.
- Introduce ideas about structure commenting on how text change and develop from the beginning to the end (shifting focus)

**Summative Assessment: Poetry analysis**

**Three 'What, How, Why...why...why?' paragraphs – commenting on language in the beginning, middle and ending of a poem.**

**Term 3: 'Speak Up!'**, Year 7 will conclude the year by considering how what we say and how we say it reflects our beliefs and values through studying the use of rhetoric in famous speeches building skills required for **English language paper 2: writing, studied at KS4** as well as beginning to build confidence with speaking and listening which is an essential life skill. Students will consider how imagery is used for different effects depending on the era and audience of a speech introducing them to considerations of points of view and considering non-fiction texts based on their context necessary for **English language Paper 2 comparison study** at KS4. Students will develop their comparison skills and begin to evaluate the methods used by different speakers considering the era and the audience. They will consider how these factors impact on the choices writers make, in particular, considering the religious imagery used by MLK in comparison to the scientific approach used by Greta Thornberg. This allows students to develop an appreciation for the impact that audience has on choices made by speakers and writers as a whole.

This will connect themes and ideas introduced at the beginning of the year and allow students to express how they feel about important topics building confidence and cultural capital and students reference intertextuality and allusion learned in term 2. Students will then apply this knowledge to the study of '**Julius Caesar**', consider the presentation of characters, relationships and the effect of power, authority, greed and betrayal as well as the use of rhetoric to influence people tying together the Literature skills students have developed across the year. Students will also consider different productions of the play and how this impacts the audience building cultural capital in relation to the arts and live theatre.

#### Writing Skills: Power of Persuasion

##### Summer 1: Writing a speech

- **Interleave discursive writing knowledge and develop New Skills:** Clear Coherent five part argument structure
- Planning a detailed response
- **Interleave and develop:** Using connectives to organise writing
- **Interleave and develop:** AFOREST CRISP developing use of imagery, repetition and personal pronouns
- **New skill:** Creating cohesion – linking the end to the beginning
- **Interleaved:** Varying sentence structure – reinforce and consolidate previous learning

##### Summative Assessment:

**MLK once said, "In the end, we will remember not the words of our enemies, but the silence of our friends." Write a Speech that expresses your viewpoint on this statement.**

##### Summer 2: Practicing the use of rhetorical language (interleaved from previous learning)

- Paragraphs and structure
- Using rhetorical devices
- Expressing a clear opinion
- Varying sentence structures
- Using figurative language

**Formative Assessment: Re-write a speech from a character from the play in your own words. Using at least 5 examples of AFOREST CRISP that you've learnt this year.**

#### Reading Skills: Essay writing

- **Summer 1: Consolidation**
- **Texts:** Malala/Emma Watson/ MLK (three evils of society)
- **Interleaved Skill/application of Knowledge:** Consolidate 'What', 'How', 'Why...why...why?' paragraph writing skills
- **Interleaved Skill/application of Knowledge:** Identify and compare speeches considering historical context and viewpoints
- **Interleaved/ new knowledge:** Power of religion (MLK) vs Science (Greta Thornburg)
- **Interleaved/New knowledge:** Developing an understanding form and structure of the text
- Shifts in focus, sentence level structure, paragraph level (link to GCSE writing)

##### Spring 2: Reading focus: Comparison

- **Interleave writing skills spring 1:** Essay Skills – identify an effective structure and create your own in a Literature essay (thesis statement and 3 part structure)
- **Interleaved language study knowledge:** Consolidation of language analysis and 'what' 'how' 'why' principles of analysis
- Consolidate skills with linking to historical context and literary context (ADD SPECIFICS)

**Summative Assessment: Essay (2 weeks planning and redrafting – drama activities)**

- **Interleaved skill/knowledge application:** How do different audience s react to religion and science how did you convince them then vs how do we convince them now – persuasion
- Text: 'Greta Thornburg' Little book of speeches. 'no one is too little to make a difference'
- **New Skill/knowledge:** thesis statements and supporting ideas to link into

**Formative Assessment: Comparative paragraph between two speeches (comparing audience and context)**

- 1 detailed comparative paragraph or two separate 'what, how, why' paragraphs with comparative sentence to link

- Compare two speeches from two different characters
  - OR compare a speech from the beginning and the end of the play
  - Clear structure
  - presenting and developing an argument clearly
- connecting ideas between paragraphs

These units are studied in this order because it is vital to build on what students have learned at KS2 and develop skills incrementally through focused grammar, punctuation and spelling instruction linked to themes and texts. Furthermore, each unit is designed to both increase student's awareness of literary tradition, apply it to a global modern context and reflect on their own morals and influences giving them the confidence needed to progress. Thus is laid the foundations for evaluative and knowledgeable literary criticism.

The enrichment opportunities available to year 7 students allow students off timetable to watch a full production of Julius Caesar, either live or a BBC televised production. Students will also be taken to the museum to explore the history of Good and Evil in art and explore the history of the industrial revolution through a museum visit.

## Year 7 Units of Study

Year 7 Units of Study		Length of unit
Unit 1: <b>'Don't Judge a Book By its Cover'</b>	Big Read: 'Wonder' by R.J Polacio and non-fiction	8 weeks
	'Wonder' vs Frankenstein by Mary Shelly: a comparison	8 weeks
Unit 2: <b>'The Origins of Good and Evil'</b>	Literary tradition: Biblical allusion, myths, legends and fables.	5 weeks
	Poetry from Around the World	6 weeks
Unit 3: <b>'Speak Up!'</b>	Speech writing mini-Unit - Rhetoric and Persuasion	4 weeks
	Big Read: 'Julius Caesar' by William Shakespeare	10 weeks

## Year 8 English at Smith's Wood Academy (+ Year 9 2020)

The Smith's Wood Year 8 English curriculum prepares all students to develop their skills **beyond the fundamentals** that were solidified in **year 7** and begin to zoom-out considering the implications of historical context and societal issues that texts are constructed within. Our students are studying these units because they develop key knowledge that will prepare them for **GCSE study** and broaden their knowledge of the world preparing them to consider their power within it in **year 9**.

The Slogan for year 8 is: **'Know the World!'**. The collection of units will foster a respect and love for Literature emphasising the power it has to teach us about the world and allows students to consider the

world from different perspectives. It will allow students to make connections between political choices and the impact on people and how this is reflected in Literature, non-fiction and literary non-fiction.

**Unit 1: 'The future is...?'**, explores American dystopian literature and English dystopian science fiction from the 21<sup>st</sup> and early 20<sup>th</sup> Century through the novel **'The Hunger Games' by Suzanne Collins** and extracts from the novella **'The Machine Stops' by E.M. Forster**. It builds students' knowledge and understanding of genre and convention as well as considering the historical context within which the texts were written. It considers the messages or warnings that are held within the texts developing students understanding and engagement with the writer's intention. It will draw comparison between the writer's concerns in the 20<sup>th</sup> C and the early 21<sup>st</sup> C across the western world also drawing on non-fiction texts considering different viewpoints. The unit will also focus on the presentation and comparison of key characters in the texts; it will consider how women are presented in different eras and also compare how protagonists in two texts are presented. Considering the power of those who are disenfranchised by society in both narratives will develop a sense of empowerment and hope for the students at Smith's Wood.

This unit builds on the knowledge of narrative and character analysis introduced in **Year 7 Autumn 1**, developing more critical and reflective consideration of texts as constructs. **It builds on the knowledge solidified in 'Origins of Good and Evil' scheme** considering how biblical allusion is used to challenge ideas in the novella; it also builds on ideas from the **spoken language scheme 'Speak Up!'** considering the importance of speeches and how they are used by key characters in the novel the **'The Hunger Games'**. **This unit prepares students for the novel study in year 9** introducing the conventions of dystopian literature and Orwellian concerns regarding tyrannical state power needed for **'Animal Farm' study in year 11**.

#### Writing Focus: Narrative Writing

Autumn 1:

##### Writing Focus: Narrative Writing

- **New Knowledge:** Introduction to Freytag's pyramid
- **Interleave and develop punctuation** – using speech marks accurately
- **Interleave and practice:** Use a range of sentence structures for effect
- **New Knowledge:** Building tension and creating a climax through language and structural choices
- **Interleave and develop:** use of figurative language (personification/extending a metaphor or simile)
- Planning skills

**Summative Assessment: Write a short story that includes somebody doing something brave to save someone they care about.**

Autumn 2: In addition to autumn 1

##### Writing Focus: Narrative/Descriptive writing

- **Interleave and develop:** Apply genre conventions learned in Autumn 1 to own writing

##### Formative Assessment:

**Write the opening to a dystopian story, end on a cliff hanger.**

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#### Reading Focus: What are you trying to say? Developing an appreciation for writer's intentions.

Autumn 1:

##### Reading Focus: zooming out to zoom in

- **Interleave and consolidate:** Zooming in on words and developing word level analysis consolidating the synonym method (How)
- **New Knowledge:** Understand the use of literary devices in prose (e.g. motifs/allegory) (How using tier 3 vocabulary)
- **Interleave and develop analysis skills:** use of What, how, why responses to questions by expanding the why linking to writer's intention

Autumn 2:

##### Reading Focus: Comparison (in addition to autumn 1)

- Detailed language comparison
- **Interleave and practice:** Comparing writer's methods
- **Interleave and develop:** How writers use different methods to express similar viewpoints with differing contexts
- **Interleave and develop:** Compare protagonists and antagonists considering writers methods

- **Interleave knowledge of structure:** effect of writers methods in relation to genre and structure (character development)
- **Interleave and develop knowledge:** Representation – gender – female protagonist vs traditional hero – link to modern day 'heroes' e.g. Greta and Malala (personal response/ critical analysis)
- **New Knowledge:** Comparison between context and audience (microcosm vs macrocosm)

**Formative Assessment:** Mini Essay on 'Hunger Games' – Explore how Katniss develops as a hero in the novel 'The Hunger Games'. Intro/2 paragraphs/conclusion (1st reaping/mockingjay symbolism)

#### Assessment: Comparative Essay

- Compare How writer's convey a powerful message through narrative choices and character development /contrasting character.
- 2 paragraph comparing narrative choices, 2 paragraph comparing characters.

**Unit 2: 'Tales of Travel, Triumph and Travesty'**, is a unit that draws student's attention to key events from the 20<sup>th</sup> and 21<sup>st</sup> C that have shaped the world today through poetry and non-fiction texts considering '**Events that Shook the World**'. Students will be invited to develop a critical consideration of media narratives as well as develop empathy and a sense of how historical events impact our perceptions and understanding of people and places. Students will also consider Literary non-fiction and creative writing concerning '**Immigration**'. Students will build their skills of zooming-out when considering and analysing texts from Caribbean and British writers from different cultures.

The unit begins with the exploration of '**Events that Shook the World**' from 9/11 and the rise of Islamophobia considering poetry by British Pakistani poet Imtiaz Dhakar and looking at the events from differing perspectives through non-fiction texts. Following this is a study of non-fiction and literary non-fiction from South Africa and Nelson Mandela considering and comparing how he was presented at the time and how he is presented today. Finally, students will explore poetry and non-fiction relating 'The troubles' in Northern Ireland considering the term 'terrorist' vs 'Freedom Fighter' in relation to modern conflicts. Students will develop their critical consideration of language choices and the impact words can have on our perceptions. The unit will go on to consider '**Immigration**' and the experiences of those who emigrate to the UK, focusing on the Windrush generation and linking to pre-20<sup>th</sup> C travel of Mary Seacole during the Crimean War, the contribution of Caribbean towards war efforts and the Windrush scandal looking at short stories, novel extracts and literary non-fiction. Finally, students will consider the lives and experiences of refugees while developing their own transactional writing skills.

The consideration of these events and considering different viewpoints will develop student's emotional intelligence, empathy and cultural awareness developing interpersonal tools that will help them navigate and thrive in British society by building students awareness of their own community in and around Birmingham. Through this students will practice skills of **poetry and language analysis introduced in year 7**; be prepared for **critical analysis of non-fiction in the 'Race and Rebellion' unit in year 9** and **Language GCSE study in year 10 and 11**. It will also develop their contextual knowledge of conflicts in the 19<sup>th</sup> and 20<sup>th</sup> C that will inform their '**Power and Conflict**' poetry study in year 11.

Writing Focus: Feature Articles – discursive and persuasive writing

Spring 1:

#### Writing Focus: Writing a feature article - Discursive

- **New Knowledge:** conventions of a feature article
- **Interleave and develop:** Discursive writing considering complex ideas and presenting a balanced argument

Spring 2:

#### Writing: Express a viewpoint: Persuasive feature article

#### in addition to spring 1

- **Interleave and practice:** Using emotive language for persuasive effect



<ul style="list-style-type: none"> <li>- <b>Interleave and develop:</b> rhetorical devices - presenting facts, stats and opinions (AFOREST/CRISP)</li> <li>- <b>Interleave and practice:</b> Using a variety of sentence structures for effect at the beginning and at the end of paragraphs</li> <li>- <b>Interleave and practice;</b> Using a variety of punctuation—colon before a list and in between linked independent clauses.</li> <li>- <b>Interleave and develop:</b> varying vocabulary</li> </ul> <p><b>Summative Assessment:</b>  <b>'There is never an excuse for doing something violent. Even if someone has been violent towards you, you should find a way to fix the problem peacefully.'</b></p> <p><b>Write an article for a Broadsheet newspaper exploring this topic.</b></p>	<ul style="list-style-type: none"> <li>- <b>Interleave and practice:</b> Varying and choosing vocabulary for persuasive effect</li> <li>-</li> </ul> <p><b>Formative Assessment: Amnesty International advertisement:</b>  <a href="https://www.youtube.com/watch?v=OUpsWCvE38">https://www.youtube.com/watch?v=OUpsWCvE38</a>        As stimulus for a feature article</p> <p><b>'Everyone in the world needs to take care of each other because you never know when we might need help.'</b></p> <p><b>Write the opening of a feature article that expresses your viewpoint on this statement.</b></p>
<p>Reading Focus: Linking text to context</p> <p>Spring 1:</p> <p><b>Reading Skills: developing what, how, why...why?</b></p> <ul style="list-style-type: none"> <li>- <b>New Knowledge:</b> world events and historical context relevant to Literature study (preparing to connect the why?)</li> <li>- <b>Interleave and develop:</b> Exploring and comparing viewpoints in non-fiction texts (How and why)</li> <li>- <b>Interleave and develop:</b> Commenting on writer's methods in non-fiction texts (What and how)</li> <li>- <b>Interleave and develop:</b> Zooming out to zoom in (developing the how and why?)</li> <li>- <b>Develop and practice:</b> What, how why? Paragraphs to include 3 sentences for why...)</li> <li>- <b>Interleave and practice:</b> Connecting ideas using comparative sentences.</li> </ul> <p><b>Formative Assessment: Compare the way the same or similar event is described by two different people with different viewpoints. American Vs Afghan writer for example. Autobiography vs article – compare form and language:</b></p> <p><b>'Compare how the writer and film maker present the horror of events and how they create a sense of hope.'</b></p>	<p>Spring 2:</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Interleave and practice skills:</b> Linking context to language choices (How and why... zooming in to zoom out)</li> <li>- <b>Interleave and Practice:</b> Commenting on structure of a text and character development and change (how and why?)</li> <li>- <b>New Knowledge:</b> Exploring how writer's use humour to explore complex issues (What and how)</li> <li>- <b>New Knowledge:</b> The significance of dialect in dialogue</li> </ul> <p><b>Summative assessment: comparing opposing Viewpoints</b></p> <ul style="list-style-type: none"> <li>- <b>Writers methods and the impact of writer's choices</b></li> <li>- <b>How language is used to trigger an emotional response</b></li> </ul> <p><b>Developing the 'why' Introduce the 4 pathies – sympathy, empathy, antipathy, apathy (reader reaction)</b></p> <p><b>Extract from 'The wonderful adventures of Mary Seacole' by Mary Seacole and 'Small Island' by Andrea Levy</b></p> <ul style="list-style-type: none"> <li>- <b>Compare the ways that writers present experiences and attitudes towards travel and immigration.</b></li> </ul>
<p><b>Term 3: 'What a tragedy!'</b>, will focus primarily on developing student's knowledge of dramatic form and techniques interleaving and developing language, structure and form analysis introduced in year 7 with <b>'Julius Caesar'</b>. Students will begin with a mini-unit focusing on understanding the tragedy genre and the</p>	



role of the tragic hero with monologue and dialogue from the Greek tragedy 'Antigony' by Sophocles and soliloquies from 'Othello' by Shakespeare exploring ideas around 'hubris' and 'harmatia'. Students will develop an understanding of soliloquy, dialogue and dramatic irony as key techniques used by dramatists and playwrights using extracts from both plays, this knowledge will be built on through the rest of the term year 8 term were it will be applied to a full text study of '**The Tempest**' leading to study in **year 9 'The Crucible' by Arthur Miller** and the study of '**Macbeth**' by Shakespeare in **year 10**.

The rest of the unit will be a study of the Tragi-comedy '**The Tempest**' by Shakespeare. This text was chosen due to it shared themes with KS4 material as well as an opportunity to explore Shakespeare's differing genres beyond the GCSE specification. The themes of the 'supernatural' provide key historical context that will inform the study of '**The Crucible**' in **year 9** and the study of '**Macbeth**' in **year 10**. The text also deals with themes of travel and colonization which will lay a strong foundation for the study of '**Children of Blood and Bone**' by Tomi Adeyemi, extracts from '**Death and the King's Horsemen**' by Wole Soyinka and the '**Broken Britain**' units in **year 9**. It will also provide key contextual knowledge and thematic exploration of power and 'man vs nature' that will inform '**Power and Conflict**' Poetry study in **year 10 and 11**. Students will consider the text in regard to the historical context at the time as well as consider the audiences reaction to the play at different points in history considering the context of the audience as much as the writer looking at the text from a post-colonial perspective.

The study of these texts is important for Smith's Wood students as it focuses on a weakness in relation to understanding the dramatic form as different from prose and poetry. It gives students opportunity to develop cultural capital through experiences with theatre and exposure to seminal world literature. It also further develops contextual knowledge that will help students understand the wider world and their place within it as well as challenging prejudice.

#### Writing Focus: Dramatic writing

##### Summer 1: Writing in Character

##### Summative Assessment: Writing in character

- Developing

Students develop their own tragic hero and write a soliloquy/monologue from their point of view

OR

Students choose a character they have been introduced to and write a monologue/soliloquy from their point of view

##### Summer 2: script writing

Choose words and phrases that contrast to achieve different effects

Formative assessment: Writing from a viewpoint: describing an event from the perspective of two different people.

#### Reading Focus: 'Let's get critical' + Considering the impact dramatic devices

##### Summer 1: Exploring dramatic – methods of the playwright

##### Reading Focus:

- Developing understanding of form and genre – evaluating the impact writer's methods
- Making connections between modern (post-colonial) texts and seminal world Literature.
- Focus on dramatic irony, soliloquy and dialogue in a variety of play extracts

Formative Assessment Reading: Analyse and evaluate the methods used to present tragic heroes in 'Antigone' and 'Othello' -

**Summative Assessment Full Essay: Analysing 3 techniques the playwright has used to present the character – conflict How has Shakespeare chose dramatic techniques to convey a message (dramatic irony, soliloquy and dialogue)**

These units are studied in this order because it is vital to allow students to apply knowledge learned in year 7 regularly throughout year 8, beginning with the narrative form and character analysis, then developing their skills of zooming out of a text and considering audiences and their reactions in the modern world before exploring seminal world literature critically through a modern day lens.

The enrichment opportunities available to year 8 students are a theatre visit in summer term aimed at making the study of drama come alive for students as plays were not written for reading but for watching!

## Year 8 Units of Study: 'Know the World' (Also to be studied by Year 9 2020 cohort)

Length of unit

Unit 1: 'The Future is...dystopian?'	Modern Prose: 'The Hunger Games' by Suzanne Collins	8 weeks
	Short Story comparison: 'The Machine Stops' – by E.M. Forster	8 weeks
Unit 3: 'Tales of Travel, Triumph and Travesty'	Non-fiction and poetry - 'Events that Shook the world'	5 weeks
	'Immigration' Literary non-fiction and 19 <sup>th</sup> C non-fiction	7 weeks
Unit 3: 'Drama!'	'What a tragedy!' exploration of dramatic conventions and techniques	4 weeks
	'The Tempest' by William Shakespeare	10 weeks

## Year 9 English at Smith's Wood Academy (beginning September 2021)

The Smith's Wood Year 9 English curriculum prepares all students to consider and engage with Literature and non-fiction texts critically and intellectually allowing them the power to make choices and draw informed conclusions about the writer's intentions and reader/audience reactions. It also encourages students to use language to influence those around them with informed creativity and sophistication.

The Slogan for year 9 is: '**Know Your Power!**' encouraging students to consider language and writing as a tool for change.

Our students are studying these units because they open up critical conversations about society, humanity and culture which will give students the resilience to manage and excel within the world at large. It also intends to develop students' sense of empowerment considering and appreciating the power that literature has to change the world and change perceptions.

**Unit 1: 'Race and Rebellion'**. The unit will begin with novel study: '**Children of Blood and Bone**' by **Tomi Adeyemi** students will develop their study of allegoric texts that deal with pertinent themes around race, institutionalised racism, tyrannical power and fear induced prejudice through Dystopian fantasy utilising substantive and disciplinary knowledge from **year 8 scheme 'The Future is...Dystopian?'**. Students will consider non-fiction texts concerning protests around the world in the 20<sup>th</sup> C and also consider rebellion from the 19<sup>th</sup> Century through non-fiction and Literary non-fiction making substantive and disciplinary links with the **year 8 scheme 'Travel, Triumph and Travesty'**. They will also learn about Nigerian pre- colonial civilization, kingdoms and culture and the legacy of colonialism in Africa through comparison with the seminal text '**Death and the King's Horseman**' by Wole Soyinka considering how dialogue and author surrogate is used in drama to address societal issues. This will build on considerations introduced in the

study of **'The Tempest' in year 8** and **'Poetry from other cultures' in year 7** developing students world knowledge, empathy and critical skills necessary for developing literary argument in year 10 and 11.

This unit will develop contextual understanding of imperialist morality that will be used when exploring Victorian values in **Unit 2 'The Picture of Dorian Gray'** and build substantive and disciplinary knowledge needed for GCSE Literature study of **'Animal Farm', 'Macbeth' and 'A Christmas Carol'**; develop thematic connection to **'Power and Conflict Poetry at KS4** and develop comparison skills for **AQA Language: Paper 2** and **for AQA Literature Paper 2**.

Writing: Writing to express a viewpoint	
Autumn 1: Essay/Blog	Autumn 2: Speech Writing
<b>Summative Assessment</b>	<b>Formative Assessment/Re-drafting</b>
Reading: Comparative Analysis for Language and Literature	
Autumn 1: Language comparison (critical analysis in response to a reader statement (paper 1 questions 4)	Autumn 2: Literature analysis and Comparison
<b>Formative Assessment</b>	<b>Summative Assessment</b>

**Unit 2: 'Power of Flash Fiction'**, will begin with interleaving and consolidating descriptive writing skills developed in year 7 **'origins of good and evil'** and narrative writing skills developed in year 8 **'The Future is...Dystopian?'** with a mini-unit introducing skills required to write excellent 300 word pieces of writing preparing students for **AQA Language Paper 1: Section B** this unit will use visuals, lyrics and poetry as stimulus for creative writing allowing students to craft and re-draft their writing. Writing stimulus will share a common theme exploring power: personal power, power of change and abuse of power. Students will be introduced to the 'Genre-action-word' strategy to help focus and shape their writing. Following this students will embark on a study of the modern drama **'The Crucible' by Arthur Miller** where students will be expected to explore the text as a construct that reflects the time of writing and the writer's criticisms of the political climate and abuses of power that occurred during the McCarthy Era. They will also develop an understanding of the historical context in which the text is set which will be interleaved in preparation for **'Macbeth'** study in year 10. Substantive and disciplinary knowledge from previous drama study of the tragedy genre through **'It's a Tragedy!'** and Shakespeare's **'Julius Caesar'** and **'The Tempest'** will be drawn upon and will continue to prepare students for drama study in year 10.

Writing: Creative Writing – crafting 300 word stories	
Spring 1: drafting and crafting a story from a stimulus.	Spring 2: consolidate and practice
<b>Summative Assessment</b>	<b>Formative Assessment</b>
Reading: Answering exam style questions	
Spring 1: Language – considering creative texts – short response to Language and structure questions (marks).	Spring 2: Literature Character/theme analysis Essay of Drama text using an extract (Exam style)
<b>Formative Assessment</b>	<b>Summative Assessment:</b>

**Unit 3: Broken Britain**, will begin with a study of extracts from 19<sup>th</sup> Century prose **'The Picture of Dorian Gray'** this text was chosen as it gives students an opportunity to develop their understanding of the Victorian context they will need for study of **'A Christmas Carol'** and 19<sup>th</sup> Literary-non fiction required for **Language Paper 2: Section A**. The study of this text will interleave substantive and disciplinary knowledge introduced in the **'origins of Good and Evil'** in year 7 considering the biblical allusion in the text that will then be drawn on again in the study of **'Macbeth'** in year 10. Students will be exposed to both 19<sup>th</sup> C and

20/21<sup>st</sup> C non-fiction to draw comparison between societal issues in the 19<sup>th</sup> C and with the modern day develop their ability to critically analyse texts from different eras in preparation for **'Language Paper 2: section A'**. Following this, students will develop their knowledge and skills in poetry analysis and comparison as well as drawing on knowledge of conflicts introduced in **'Travel, Triumph and Travesty'** in **year 8**. They will also develop their knowledge of WW1 and WW2 use of propaganda considering WW1 Poetry and poetry inspired by 20/21C global conflicts. This unit is designed to prepare students for the study of **'Power and Conflict' poetry in Year 10 and 11**. Contextual knowledge learned earlier in KS3 will be interleaved to consolidate knowledge. Students will also be introduced to the wider works of poets they will encounter in KS4 laying a solid foundation.

<b>Writing: Transactional Writing</b>	
Summer 1: Persuasive/ discursive writing task	Summer 2: Poetry writing and justification
<b>Summative Assessment</b>	<b>Formative Assessment</b>
<b>Reading: Poetry comparison Essay writing + Comparison of non-fiction and Literary non-fiction</b>	
Summer 1: Comparison of non-fiction and Literary non-fiction – methods/language/structure	Summer 2: Poetry comparison and unseen poetry (Exam Style)
<b>Formative Assessment</b>	<b>Summative Assessment</b>

These units are studied in this order because, by introducing students to critical analysis of modern prose at the beginning of the year, students will be able to practice their skills with an accessible, engaging and exciting text. This will lay solid foundations for the skills required to tackle 19<sup>th</sup> C prose later on in the year and build their critical analysis and confidence of both zooming in and zooming out when analysing literature. Language skills are addressed at both the beginning and at the end of the year to consolidate key skills that will be essential for KS4 Language study. Year 9 at Smith's Wood will be a bridge between KS3 and KS4 Language and Literature study. It will consolidate and develop the skills they need to succeed as well as foster a sense of empowerment.

The enrichment opportunities available to year 9 students will be to take a trip to key historical sites that will bring the texts alive such as the army barracks in Lichfield or art exhibition arranged for Black History Month dependent on availability.

<b>Year 9 Units of Study: 'Know Your Power'</b>		<b>Length of unit</b>
<b>Unit 1: 'Race and Rebellion'</b>	Modern Prose - <b>'Children of Blood and Bone'</b> by Tomi Adeyemi	<b>12 weeks</b>
	Drama extract - <b>'Death and the King's Horseman'</b> by Wole Soyinka – a Literature comparison + non-fiction	<b>4 weeks</b>
<b>Unit 2: TBC</b>	<b>'Fight the Power'</b> OR <b>'Power of Emotion'</b> or <b>'Power of change'</b> - mini-unit – writing flash-fiction	<b>4 weeks</b>
	Drama - <b>'The Crucible'</b> by Arthur Miller	<b>10 weeks</b>
<b>Unit 3: 'Broken Britain'</b>	19 <sup>th</sup> C Prose - <b>'The Picture of Dorian Gray'</b> by Oscar Wilde and pre- 19 C non-fiction.	<b>5 weeks</b>
	<b>'The power of propaganda'</b> - literary non-fiction + War Poetry	<b>7 weeks</b>

## Year 10 English Language at Smith's Wood Academy

English Language is taught parallel to English Literature taking up two out of five lessons per week. This allows students to practice and develop their skills and knowledge throughout the course solidifying their understanding of the papers in time for their exams in year 11.

The Smith's Wood Year 10 English Language curriculum prepares all students to read fluently and write effectively. When reading, the curriculum will give them the ability to access a wide variety of texts of varying complexity and students will develop their ability to critically consider the viewpoints of others and how they are communicated. When writing, students will be able to employ a wide variety of linguistic and structural devices; they will also be able to vary the register and tone of their writing based on audience, purpose and form. Students will be able to use vocabulary judiciously.

Students will study the **AQA English Language Syllabus**, we have chosen this exam board because it is rigorous and enables students of all abilities to analyse a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries as well as clearly, coherently and accurately use a range of vocabulary and sentence structures. Each unit for English Language brings together the KS3 skills that have been taught thematically into a coherent study of each element of the exam while engaging students in a varied study of language.

The first two units focuses on **Paper 1: Explorations in Creative Reading and Writing**, the reading element of the unit will draw on the **thriller, dystopian and adventure** genres and how writers use language and structure to build tension, create effects and develop sense of person and place in their writing. We have chosen this focus to engage student's imaginations and enthusiasm for genres they love. It also allows us access to a wide variety media to engage students. This draws on skills learned in year 7 writing element of **'The Origins of Good and Evil'**, year 8 **'The Future is...Dystopian?'** unit and year 9 **'Flash-Fiction'** mini-unit. The writing element of this unit will draw on the analysis of the reading and will develop students use of specific techniques to create their own creative writing pieces. Building on the narrative and descriptive skills taught at KS3 particularly **year 9 'The Power of Flash Fiction'** they will continue to develop their use of the 'Genre-action-word' strategy.

The second two units will focus on **Paper 2: Writer's viewpoints and perspectives**, the reading element of this unit will focus on **travel writing**, including autobiographical writing and articles relating to experiences of travel drawing on the experiences of people from across the globe at differing periods in time. This unit requires the comparison of a non-fiction text and a literary non-fiction text from different time periods and genres to allow students to analyse and compare the impact of linguistic and structural features as well as the impact of changes in attitudes over time. This unit will draw on skills understanding developed throughout KS3 such as **year 8 'Events that Shook the World'** and **year 9 'Broken Britain'** as well as knowledge and understanding of travel in **'The Tempest' in year 8** and themes of immigration and ideas of home in **year 7 'poetry from other cultures'**. The writing element of the study focuses on persuasive and discursive writing for particular audience and purpose. Students will bring together their knowledge of writing articles, blogs and essays to express a viewpoint in this unit commenting on current global issues developing their sense of global citizenship and responsibility.

The final term will draw developing key **reading skills** that will allow students to achieve in both **Paper 1 and paper 2**: Students will hone and practice key skills that will be identified through mock exams they will also be taught to develop their ability to comment on writer's methods with precision and develop their critical understanding of texts skills they often lack in mock exams at Smith Wood. This unit will draw from text that share themes regarding modern conflicts to support the teaching of **'Power and Conflict'** poetry running parallel to the unit.

The second half of the term will focus on speech writing for Paper 2 section B and fulfill the **speaking and Listening** requirements of the specification. The theme 'Positive Power' will allow students to compare speeches between Trump and Obama, John Boyega, Michelle Obama and others considering the



positive influences that speeches can have on others. Students will be exposed to a variety of speeches from different periods in time drawing on skills learnt in year 7 and developed in year 9 while writing their own speech which will then be performed in front of a group and assessed. This unit builds students confidence and sense of empowerment as they choose issues that are important to them to speak about.

These units are studied in this order because students have been building the required reading and writing skills throughout KS3 and now need to apply them in the context of the examinations that they will be taking in year 11. Exam skills are a key weakness at Smith's Wood and we need to give students repeated opportunities to complete full exam papers so they understand the structure and requirements of each questions and apply timings. Speaking and Listening is a key skills that students will need when they leave school and it is important that it is covered in year 10 to allow students to complete the assessment and develop the skills needed to be successful.

The enrichment opportunities available to year 10 students will be to invite key guessed into school who can give an insight to students on careers in writing such as authors, journalists and bloggers. This would allow students to understand the relevance of their studies and the availability of opportunity for them if they chose a career in writing.

Year 10 AQA English Language Units of Study		Length of unit
Unit 1	Paper1 Section A: Explorations in Creative Reading – <b>'adventure, thriller and the dystopian texts'</b>	8 weeks
Unit 2	Paper 2 Section B: Explorations in Creative Writing <b>'making pictures with words'</b>	8 weeks
Unit 3	Paper 2 Section A: Writer's Viewpoints and Perspectives <b>'See the World Through My Eyes'</b>	6 weeks
Unit 4	Paper 2 Section B: Writing for Different Audience and Purposes <b>'Global Citizen'</b>	5 weeks
Unit 5	Question 4 - Reading Skills: Critical analysis, comparison and commenting on Writers methods (targeted intervention scheme)	6 weeks
Unit 6	Paper 2 Skills and Speech Writing <b>'Positive Power'</b> : Speaking and Listening Internal Assessment	7 weeks

### Year 10 AQA English Literature at Smith's Wood Academy

English is taught parallel to English Language taking up 3 out 5 lessons per week in order to ensure an in depth coverage of each text. Texts have been chosen to appeal to the needs of students at Smith's Wood and knowledge required to engage with historical context and themes have been mapped across KS3.

Students will begin by studying **AQA Paper 1: 19<sup>th</sup> C text: 'A Christmas Carol' by Charles Dickens** which was chosen as it is accessible to students at Smith's Wood allowing all students the opportunity to succeed as well as having scope for challenge. Students will apply knowledge from **'The Origins of Good and Evil' scheme taught in year 7** and consider how Scrooge, as a hero and a villain, is presented in the novella. Themes such as family, acceptance and judgement explored in **'Don't Judge a Book by it's**



**Cover** as well as redemption, poverty, social disparities, reputation explored in **'Broken Britain' and 'events that shook the world'** will be explored in relation to the text. Students will also apply theories such as Malthus Theories, Marxism/socialism, Locke and psychoanalytical theory to the text building on their world knowledge developed throughout KS3. They will apply knowledge of narrative and narrative structure considered in **years 7, 8 and 9 novel study**. Links will be made to the historical context explored through the **'Broken Britain'** study of the novella **'Dorian Gray' by Oscar Wilde in year 9** in relation to the Victorian era, morality and social responsibility. Students will apply their knowledge and understanding of how the writer's own beliefs inform their writing considering the text as a construct and critically exploring the writer's methods and choices. This will be studied in the autumn term in order to coincide with the Christmas period to increase student engagement and enjoyment of the text.

The second unit will continue with **AQA Paper 1: Shakespeare: 'Macbeth'** this study follows on well after **'A Christmas Carol'** as we develop our exploration of tragic heroes who, rather than redeeming themselves as Scrooge does, they facilitate their own demise. Students apply substantive and disciplinary knowledge developed throughout KS3 **year 7 study of the play 'Julius Caesar', year 8 Shakespeare study in 'What a Tragedy!', year 9 drama: 'The Crucible' and extracts from 'Death and King's Horseman'** where knowledge of the Shakespearean and Greek tragedy genre has been interweaved, students will be able to consider Macbeth and Lady Macbeth's tragedy within the wider literary landscape allowing them a deep knowledge base to draw conclusion and interpretations from. They will explore role of the tragic villain and apply knowledge of female roles in Literature considering feminist theory in relation to Lady Macbeth learned in **'The Origins of Good and Evil' in year 7** and considered further in novel and drama studies in year 8 and 9. They will consider themes of ambition, betrayal, status and power, seen in **'The Tempest' and 'Julius Caesar'**; monarchy and inherited power seen in **'Children of Blood and Bone', 'Death and the King's Horseman'**; the supernatural and natural order seen in **'The Tempest', 'The Crucible', 'Children of Blood and Bone'** and the study of the supernatural in **'The Crucible' in year 9**.

The Third Unit will focus on **AQA Paper 2 Sections B and C: Seen and Unseen Poetry**. We have chosen the power and conflict cluster to appeal to all students as they are dynamic and thought provoking allowing students to consider how global conflicts, internal conflicts and relational conflicts impact us and the world around us. The poems also raise questions about how power can be abused at an institutional level and within the family as well as considering the power of nature and man. Themes that have been explored throughout KS 3 such as identity and culture, the impact of conflict, war and propaganda, expectation vs reality, the illusion of power, man vs nature, gender conflicts will be explored through the range of poetry. Students will apply knowledge of key world events learnt in **year 8: 'Events that Shook the World' scheme as well as Year 9 'War Poetry' study**. They will apply their understanding of themes of immigration, identity, societal power, the power of nature addressed in KS3 schemes such as **'Poetry from other cultures' in year 7, 'The Tempest' and 'Events that shook the world' in year 8 and 'Broken Britain', 'race and rebellion' in year 9**. Comparative analysis has been interwoven throughout the KS3 syllabus and will enable students to critically engage with poetry from the cluster developing their own interpretations and interesting connections between texts.

Units have been taught in this order to help with retaining knowledge, beginning with a shorter text to help to consolidate key GCSE skills that can later be applied to longer texts where more time will be needed to cover content. Followed by a more complex and challenging study of Shakespeare in year 10 will give students the time to develop and hone their knowledge and understanding of the text while ideas are interleaved throughout to help students retain ideas. Finally, we will cover half of the poetry in year 10 to ensure we are practicing the skills needed to analysis and compare poetry in preparation for mock exams and further poetry study in year 11.

Enrichment opportunities for year 10 students will be to be involved in 'Poetry live! 'events where available, as well as inviting in drama groups to perform key texts such as 'A Christmas Carol' and 'Macbeth'. It is particularly important for students to see dramatic texts performed and adapted in order to bring the text alive and develop a love for the form.

## Year 10 English Literature Units of Study

Unit 1:	'A Christmas Carol' by Charles Dickens	12 weeks
Unit 2	'Macbeth' by William Shakespeare	13 weeks
Unit 3	Poetry: Seen AQA 'Power and Conflict' cluster and Unseen	12 weeks

## Year 11 Language at Smith's Wood Academy (2021 entry)

The Smith's Wood Year 11 English curriculum prepares all students for further English study should they choose to continue it at KS5 as well as preparing students for their exams. Our students study AQA English Language because it offers both challenge and support giving all students the opportunity to succeed.

Year 11 Language is designed to consolidate key language skills and pick up on student's weaknesses as identified in summative assessments.

Students begin the year with **'We could be Heroes!' - AQA Paper 1 and 2: Key Reading Skills** where students focus on the most challenging reading questions from both Paper 1 and Paper 2 picking up from the **year 10 reading skills intervention** unit allowing students to apply and practice feedback in preparation for mock exams. The theme is designed to continue to build students sense of empowerment built into year 9 through non-fiction, literary non-fiction and creative fiction that describe and report on global natural disasters and the unlikely or unsung heroes that respond to them from Britain and around the world. Students practice and develop their understanding of identifying and evaluating writer's methods in **Paper 1 Question 4** as well as developing their comparative skills in **Paper 2 questions 4** while having opportunity to practice shorter questions. Traditionally Smith's Wood students struggle with these questions therefore it is important to give them the opportunity to gain confidence through practice and formative assessment throughout this unit. Developing comparison, language analysis, and structure analysis skills have been interweaved throughout KS3, particularly in the novel comparison studies in year 7, 8 and 9. Skills needed for comparing viewpoints interweaved from year 7, 8 and 9 19<sup>th</sup> and 21<sup>st</sup> C fiction and Literary non-fiction.

Next, students will focus on transactional writing for **AQA Paper 2: Part B**, and develop their rhetorical writing. Relevant skills have been developed throughout KS3 through the writing elements of the schemes: **'Speak up! Year 7; 'Events that shook the World' year 8 and 'Broken Britain' Year 9**, The thematic focus of this unit will be **'What can we do?'** considering local issues and engaging students by using their writing in real life scenarios such as writing to their local MP and learning about issues pertinent to Chelmsley Wood and Birmingham. This unit will be driven by a sense of social justice and encourage students to use their political and social power to make changes and giving them confidence to express themselves in an articulate and informed manner.

Following this, students will focus on **Creative Writing for AQA Paper 1** with the theme **'Be Inspired!'**. Here students will explore approaches to creative writing using stimulus to create description and micro-fiction (300 word stories) through the 'Genre-action-word' strategy introduced and developed in year 9 and 10 encouraging a creative engagement with exam style stimulus. Skills will be interweaved from description in year 7 **'Origins of Good and Evil'** narrative writing from year 8 **'The Future is...Dystopian?'** and year 9 **'The Power of Flash Fiction'** schemes. This unit will consolidate those schemes and fuel student's creativity by giving them access to wide range of visual imagery as stimulus and past exam papers.

Finally, data from mock exams will be used to tailor learning to specific classes based on Question level analysis. Teachers will create individual learning journeys for each group based on the findings of the data analysis. Master classes will be offered with students being coached through exam questions to

build skills and confidence followed by specific revision and independent practice and formative self/peer and teacher assessment.

These units are studied in this order because studying reading first, as per the structure of the exam allows students to see models of the language they are to employ in the writing sections of the exams. Reading skills are practiced together to allow for short term interleaving and skills practice with formative assessment designed to fill in any gaps in skills that have been identified in mock exams. Writing skills then follow with the aim to iron out technical inaccuracies and with successive practicing and formative assessment. The final element is important to ensure students individual needs are met in preparation for their exams.

Year 11 Units of Study		Length of unit
Unit 1	'Mastering Reading Skills for Paper 1 and Paper 2' – <b>'We could be heroes!'</b>	4 weeks
Unit 2	Mastering Writing Skills for Paper 2: <b>'What can we do?'</b>	4 weeks
Unit 3	'Mastering Writing Skills for Paper 1': <b>'Be inspired'</b>	4 weeks
Unit 4	Master Classes and Exam Practice – Class specific and based on data analysis	6 weeks
Unit 5	Revision and exam Practice – Class specific and based on data analysis	6 weeks

## Year 11 English Literature

The Smith's Wood Year 11 English curriculum prepares all students to critically consider Literature, formulate literary argument and develop their interpretation of texts that will not only prepare them for their examinations but will also foster an appreciation for Literature and its ability to draw a spotlight on issues within society. It will leave students with the skills necessary to take Literature study into KS5 and beyond if they choose to.

Students will begin with a study of **'Animal Farm' by George Orwell for AQA Paper 2: section A**. substantive and disciplinary knowledge has been interweaved throughout KS3 with common themes being explored from different angles to ensure a breadth and depth of understanding that will inform this unit. Starting with year 7 introduction to Aesop's fables in the **'Origins of Good and Evil' in year 7** considering the impact of anthropomorphism; dystopian literature and Orwellian ideas around power and control comparison of **'The Hunger Games'** and **'The Machine Stops' in year 8**; themes of power and corruption from **'The Crucible'** and **'Children of Blood and Bone' in year 9** and **'The Tempest' in year 8**. Literature study of the texts mentioned have prepared students to consider texts as constructs and often allegoric tales that represent a microcosm of society. Students have also been exposed to knowledge and understanding around rebellion, revolution and self-determination seen in **year 9 'Race and Rebellion'** and **'Events that Shook the World' year 8** that are important for understanding **'Animal Farm'**. **Animal Farm** engages and consolidates much of the study that has taken place both in KS3 and in year 10 particularly looking at ideas of corruption and power in **'Macbeth'**.

The second unit of study will complete the **AQA Poetry: 'Power and Conflict'** cluster and Unseen Poetry that started in year 10. Knowledge of poems will be interweaved throughout year 11 and will be drawn upon to form comparisons with the remaining poems. Knowledge of context from **'Race and Rebellion'**, **'Broken Britain'** and **'Events that Shook the World'** will be drawn on to contextualise poems and allow students to draw interpretations and understanding from depth of understanding and knowledge.

Students will also practice the unseen poetry skills that have introduced in **year 7 'Poetry from Other Cultures'** and their study of **war poetry in year 9**.

The third unit will be revision of the texts that have been studied across KS4 and will develop students' exam skills, particularly reading and interpreting the questions. Each teacher will plan the remainder of the Learning Journey based on the mock exam results so that learning and revision is tailored to the strengths and weaknesses of each group individually.

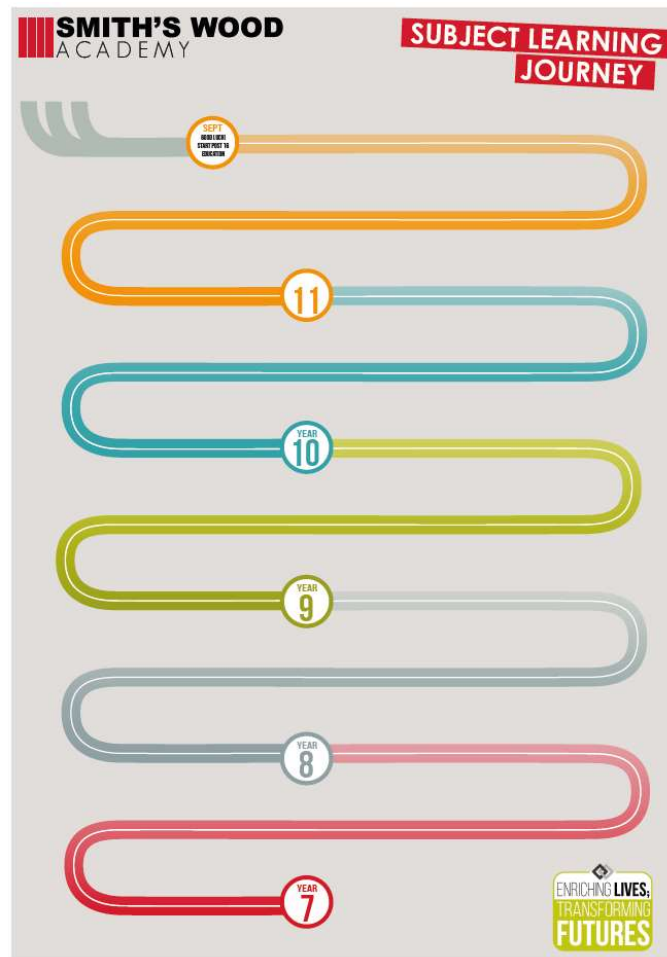
These units are studied in this order because they allow students to consolidate and apply skills from previous units while interweaving knowledge introduced in year 7 and throughout KS3 and year 10.

The enrichment opportunities available to year 11 students are being exposed to live productions and poetry performances to bring texts to life.

## Year 11 English Literature Units of Study

Unit 1	<b>Paper 2: Modern Prose 'Animal Farm'</b> by George Orwell	16 weeks
Unit 2	<b>Poetry 2: AQA 'Power and Conflict'</b> poetry and unseen poetry	5-8 weeks
Unit 3	<b>Revision:</b> Class teacher individual planning to inform units based on mock exam results.	

The *Subject* Department Learning Journey at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.