

Subject	English
Term	Cycle 1
Duration (approx.)	12 weeks
Module	Dystopian Literature

Skills and concepts to be developed and assessed (linking to identified AOs)

The three core skills in English are taught and assessed in this comprehensive unit.

Reading – analysis of language, structure and form. Comparison.

Writing creatively - using text as a stimulus for ideas. Paying attention to genre, audience and purpose and how this affects language choices. Technical accuracy.

Spoken language – performance/ presentational skills

All skills are revisited throughout the English curriculum and assessed at GCSE (English Language and English Literature)

Conceptual focus:

An introduction to the newly reinvigorated Dystopian genre. Pupils should read, and engage with, challenging literature by reading in depth for pleasure and information in order to develop an appreciation and love of reading. By being given the opportunity to study a range of dystopian novel openings, pupils will increase familiarity, learn new vocabulary, make inferences and make reference to ‘bigger ideas’. They will demonstrate an understanding of purpose, audience and context by drawing on knowledge to support comprehension. Furthermore, pupils will know how language presents meaning and be able to make critical comments and know how to structure and formulate an analytical essay.

Factual knowledge to be taught (including subject specific vocabulary– this is not an exhaustive list):

Foreshadowing/ Freytag’s Arc / Form Oppressive / Totalitarian /Social Control/ Nation state/ Social stratification/ social mobility/castes system/ Conformity / Propaganda
 Utopia / Dystopia
 Repression /Egalitarian/ Coercion

Formative Assessment/key pieces of work prior to end of unit:

Spoken Language: Group discussions

Writing: Ongoing crafting and drafting of their own Dystopian opening chapter

Reading Analysis of how a writer has used language and/or structural devices which will be spread over a range of extracts.

Summative Assessment

Spoken language: Paired discussion evaluating how a writer has been successful in engaging the reader

Writing: ongoing crafting and drafting of their own dystopian opening chapter

Reading: Analysis of how a writer has used language and structural devices within a set extract.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Reading: the analytical skills taught during the Year 7 curriculum are revisited, developed and applied to a different form here.

Writing: pupils embed and develop their creative writing skills (by applying them to a new form of writing in this unit .

Spoken language: builds upon the discussions and presentations carried out in year 7.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Expectation of proof reading and self - correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct.

Accuracy in spelling of key words.

Link forward: where next for the learning?

The three core skills addressed in this unit are revisited regularly throughout Year 8 and beyond to embed and develop learning. This also helps to bridge the learning to the year 9 GCSE curriculum.

Subject	English
Term	Cycle 2
Duration (approx.)	7 weeks
Module	Novel—'Of Mice and

Skills and concepts to be developed and assessed (linking to identified AOs)

The three core skills in English are taught and assessed in this comprehensive unit.

Reading – analysis of language, structure and form. Comparison.

Writing creatively - using text as a stimulus for ideas. Paying attention to genre, audience and purpose and how this affects language choices. Technical accuracy.

Spoken language – performance/ presentational skills

All skills are revisited throughout the English curriculum and assessed at GCSE (English Language and English Literature)

Conceptual focus:

An opportunity and introduction to studying a whole novel as a Literary text. Pupils shall be given the opportunity to explore themes which enrich their social and emotional awareness and to track character developments and journeys. Pupils will also be given the opportunity to explore and research relevant social and historical context and to examine how this might be important in understanding the writer's intentions.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Keywords: Of Mice and Men

Setting Plot Character Theme
 Allegory Context Language
 Structure Freytag's Arc Foreshadowing
 Symbolism Femme Fatale American
 Dream

Formative Assessment/key pieces of work prior to end of unit:

Writing: 200 word challenges presenting a point of view

Reading Analysing and explaining how language and structure is used to present a theme or character within an extract (PEAR paragraphs to structure an essay response)

Summative Assessment

Spoken Language: Group and pair discussions, with opportunity to role play

Writing: Write a speech to present a point of view on a related theme or issue within the novel studied

Reading Analysing and explaining how language and structure is used to present a theme or character within an extract. This will be in the style of a literature essay.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Reading: the analytical skills taught during the 'Dystopian' unit are revisited, developed and applied to a different form here.

Writing: pupils embed and develop their non-fiction writing skills assessed in the Year 7 'Don't Get Me Started' unit.

Spoken language: Building upon the spoken language work of Year 7 and 8 so far.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Expectation of proof reading and self - correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct.

Accuracy in spelling of key words and learning the definitions.

Link forward: where next for the learning?

The three core skills addressed in this unit are revisited regularly throughout Year 9 and beyond to embed and develop learning.

The next time a novel, specifically, will be revisited is in Year 9, where they begin to explore one of their GCSE set texts.

Subject	English
Term	Cycle 3
Duration (approx.)	12 weeks
Module	Poetry of Nature

Skills and concepts to be developed and assessed (linking to identified AOs)

The three core skills in English are taught and assessed in this comprehensive unit.

Reading – analysis of language, structure and form. **Writing** - gathering and summarising information in order to write a literary non-fiction biography. Style and technical accuracy will be key.

Spoken language – performance/ presentational skills as a group

All skills are revisited throughout the English curriculum and assessed at GCSE (English Language and English Literature)

Conceptual focus:

The study of poetry is vital in encouraging pupils to understand and appreciate the importance of a writer’s craft and language choices. Pupils will be able to explore a range of poems that deal with the theme of nature and they will be encouraged to carry out a number of creative learning activities, as well as analytical ones. They will also be exposed to works from the Literary Heritage, to increase the level of challenge.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Keywords:

Devices	Plosive consonants
Language	Alliteration
Structure	Symbolism
Form	Metaphor
Impact	Simile
Nature	Personification
Attachment	Imagery
Memory	Connotations
Emotion	Oxymoron
Relationship	
Power	

Formative Assessment/key pieces of work prior to end of unit:

Writing: Creative writing response to an image or poem line as stimulus. This will be drafted.

Reading Explore how poets use language to present Nature in one of the poems studied. A double bubble will also be done to introduce the concept of comparison, which is expected at GCSE.

Summative Assessment:

Spoken Language: Transform one of the poems into a news report, to be performed

Writing: Creative writing response to an image or poem line as stimulus. This will be drafted.

Reading Academic essay response to the task: Explore the ways in which nature is presented in one of the poems.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Building on the study of poetry in Year 7 ‘Gothic Literature’. Analytical/ comparative and evaluative skills are regularly revisited throughout the English curriculum in incrementally more challenging contexts. This unit will see students being required to compare and write academically about poems.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Expectation of proof reading and self - correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct.

Accuracy in spelling of key words and learning the definitions.

Link forward: where next for the learning?

The three core skills addressed in this unit are revisited regularly throughout GCSE, which begins in Year 9, and form the basis for the skills required in their final examinations and beyond.