



# Programme of Learning

**KS3**

**English**

# Our Curriculum

- A** **Ambitious** Our students reach their full potential
- S** **Spiritual** Our students develop a strong moral compass and integrity
- P** **Purposeful** Our students experience a broad and balanced curriculum that prepares them for the next stage of education and life
- I** **Inclusive** Our students needs and talents are recognised and nurtured
- R** **Rich** Our students access a range of academic, creative and cultural opportunities
- E** **Engaging** Our students are motivated and develop a love of learning



**In English, passionate subject experts teach reading, writing, and oracy skills through a diverse range of ambitious texts to engage students, enrich cultural capital, promote empathy, and inspire a life-long love of reading.**

We believe that achievement in English underpins wider success in all subjects and walks of life. The English department's main aim is to develop confident users of English, able to write clearly and accurately for a range of audiences and purposes, and to read with enjoyment and understanding.

In Key Stages 3 and 4, students develop reading and writing skills across fiction, drama, poetry, media and nonfiction, in order to enrich their cultural capital. We teach texts that are challenging, life-enhancing and supportive of students' moral development, covering the history of English to the present day.

We believe that writing is a skill that needs to be explicitly taught and practised; therefore, students follow schemes focusing on writing successful narratives and non-fiction texts. The department also teach technical accuracy both within schemes of learning and through the Seneca homework platform.

The development of students' speaking and listening skills are vital for both their enjoyment and engagement in the subject at school and for their long-term confidence in using English in the world beyond. As such, opportunities for discussion and debate are built into every scheme of learning and are a feature of lessons.

# English Progress Grid



## All Hallows English Department KS3 Progress Grid:

### Reading skills:

- A. making points
- B. selecting quotations
- C. analysing language and structure
- D. using tier 3 vocabulary
- E. making comparisons
- F. linking to context
- G. evaluating ideas and perspectives

### Writing skills:

- H. clarity of communication
- I. ideas
- J. vocabulary choices
- K. sentence structure
- L. organisation of ideas
- M. accuracy
- N. form/register/tone/purpose

Year 9	Limited, brief, descriptive, occasional success.	Attempts, generalised, narrow focus, comments on, undeveloped.	Straightforward, some focus, obvious, valid, relevant.	Clear, some detail, appropriate, explanatory, focused.	Well-considered, thorough, apt, exploratory, secure, developed.	Assured, analytical, thoughtful, detailed, sophisticated, some insight.	Outstanding, evaluative, methodical, perceptive, critical, exemplary, mature, meticulous. (for Y9)
Year 8	Limited, brief, simple, some success.	Some attempts, descriptive, occasional success.	Generalised, narrow focus, undeveloped.	Straightforward, obvious, valid, coherent, some detail.	Clear, considered, detailed, explanatory, appropriate, focused.	Well-considered, thorough, apt, exploratory, secure, developed.	Outstanding, methodical, analytical, assured, sophisticated, critical, exemplary, mature. (for Y8)
Year 7	Limited, brief, simple.	Some awareness, undeveloped.	Generalised, descriptive, straightforward, some appropriate ideas.	Relevant, comments on, appropriate, some success.	Valid, informed, coherent, clear, some detail, successful.	Clear, considered, explanatory, detailed, successful, focused.	Outstanding, exploratory, methodical, thorough, sophisticated, exemplary. (for Y7)
Target :	<4	4	5	6	7	8	9

Year 7

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 7

**TERM:** Autumn

**TITLE OF UNIT:** Sense of Identity (reading)

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•Definitions of: biography, autobiography, implicit and explicit information, tone, formal and informal writing, chronological order, anecdotes, simile, metaphor, personification, paragraph, sympathy, humour.</li> <li>•Difference between language and structure.</li> <li>•Structure of language and structure assessments.</li> <li>•Different non-fiction text types related to autobiography – diary entries, novel extracts, poetry, articles.</li> <li>•Different kinds of people that exist in the world and the challenges they face, including people of different genders, skin colours and religions, and brief coverage of Vietnam, the Taliban/Afghanistan, postcolonial racism (and Civil rights movement), and the holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify implicit and explicit information</li> <li>•Select relevant information</li> <li>•Synthesis information from across texts</li> <li>•Identify the purpose (to persuade, entertain, inform) and effect of a text (humour, sympathy, awe)</li> <li>•Use features to identify genre/text type</li> <li>•Develop personal responses to texts</li> <li>•Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</li> <li>•Use relevant subject terminology (see knowledge for list of terms)</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Develop empathy

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy:</b> Development of vocabulary Ability to construct coherent paragraphs of analysis and evaluation</li> <li>•<b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> <li>•<b>Numeracy:</b> Identifying patterns Sorting information into sets and subsets Use of graphical representation Dates, timelines and chronology Interpretation of (numerical) data</li> </ul>	<ul style="list-style-type: none"> <li>•Journalism</li> <li>•Writer</li> <li>•Copywriter</li> <li>•Lawyer/legal profession</li> <li>•Marketing/advertising/public relations</li> <li>•Teaching/education/academia</li> <li>•Research</li> <li>•Curation</li> <li>•Careers in the Arts</li> <li>•Politics/diplomacy/international relations</li> <li>•Economist</li> <li>•Civil servant</li> <li>•Sociologist/psychologist</li> <li>•Managerial/leadership</li> </ul>

**How will this topic be assessed?**

- AfL opportunities in each lesson
- Lesson 3 Hope in a Ballet Shoe reading assessment

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 7

**TERM:** Autumn

**TITLE OF UNIT:** Sense of Identity (writing)

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•Developing students' understanding of:</li> <li>•biography, autobiography, implicit and explicit information, tone, formal and informal writing, chronological order, anecdotes, simile, metaphor, personification, paragraph, sympathy, humour.</li> <li>•Definitions of accent, idiolect and dialect.</li> <li>•How to define Standard English.</li> <li>•How anecdotes are used in writing.</li> <li>•Requirements of language and structure assessments.</li> <li>•Different non-fiction text types related to autobiography – diary entries, novel extracts, poetry, articles.</li> </ul>	<ul style="list-style-type: none"> <li>•Selecting vocabulary for effect</li> <li>•Drafting, editing and improving written work</li> <li>•Structuring and organising a written piece clearly and effectively</li> <li>•Varying sentence structure for effect</li> <li>•Using a wider range of punctuation for effect</li> <li>•Planning techniques</li> <li>•Exploring the way other writers organise their ideas for effect</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view discerning truth and fact from opinion Issues of social justice and equality Develop empathy

Literacy/Reading/Numeracy	Careers
<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>•Development of vocabulary</li> <li>•Ability to construct coherent paragraphs of analysis and evaluation</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>•Skimming, scanning, selecting information, close reading, inference</li> <li>•Evaluation</li> <li>•Comparison and synthesis</li> <li>•Comprehension</li> <li>•Analysis of language, form and structure.</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>•Identifying patterns</li> <li>•Sorting information into sets and subsets</li> <li>•Use of graphical representation</li> <li>•Dates, timelines and chronology</li> <li>•Interpretation of (numerical) data</li> </ul>	<ul style="list-style-type: none"> <li>•Journalism</li> <li>•Writer</li> <li>•Copywriter</li> <li>•Lawyer/legal profession</li> <li>•Marketing/advertising/public relations</li> <li>•Teaching/education/academia</li> <li>•Research</li> <li>•Curation</li> <li>•Careers in the Arts</li> <li>•Politics/diplomacy/international relations</li> <li>•Economist</li> <li>•Civil servant</li> <li>•Sociologist/psychologist</li> <li>•Managerial/leadership</li> </ul>

**How will this topic be assessed?**

- AfL opportunities in each lesson
- Lesson 10 writing assessment: write about a time when you made something.



# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 7

**TERM:** Summer

**TITLE OF UNIT:** Myths and Legends – Shakespeare's 'A Midsummer Night's Dream'

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Life in Shakespeare's time</li> <li>• Plot of MSND</li> <li>• Characters of MSND</li> <li>• Detailed knowledge of the following characters: Fairies, Puck, Oberon, Titania</li> <li>• Oberon and Titania's argument</li> <li>• Oberon's revenge / tricks</li> <li>• Shakespeare's use of monologues and metaphors</li> <li>• Oberon and Puck's relationship</li> <li>• Titania's response to the love potion and Bottom</li> <li>• The final benediction of the play</li> <li>• Iambic pentameter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding Shakespeare</li> <li>• Interpreting symbols</li> <li>• Selecting quotations</li> <li>• Close language analysis (including form/rhythm)</li> <li>• Character inference and analysis</li> <li>• PEE paragraphs</li> <li>• Tracking character development/change</li> <li>• Constructing a character analysis essay</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Exposure to British cultural capital - Shakespeare Develop empathy Understanding spiritual and cultural perspectives on nature and art Promoting a love of drama and theatre

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b></li> <li>• Development of vocabulary</li> <li>• Ability to construct coherent paragraphs of analysis and evaluation</li> <li>• Reading:</li> <li>• Skimming, scanning, selecting information, close reading, inference</li> <li>• Evaluation</li> <li>• Comparison and synthesis</li> <li>• Comprehension</li> <li>• Analysis of language, form and structure</li> <li>• <b>Numeracy:</b></li> <li>• Placing texts in time and context</li> <li>• Identifying patterns</li> <li>• Sorting information into sets and subsets</li> <li>• Use of graphical representation</li> <li>• Dates, timelines and chronology</li> <li>• Interpretation of (numerical) data</li> <li>• Venn diagrams for comparing poems</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer, poet, critic</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

**How will this topic be assessed?**

- AfL opportunities in every lesson
- Lesson 6: How does Shakespeare use language to convey the effect of Oberon and Titania's argument?

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 7

**TERM:** Summer

**TITLE OF UNIT:** Myths and Legends Poetry

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Definitions and meaning of poetic literary terms: stanza, imagery, personification, metaphor, simile, alliteration, sonnet, couplet, iambic pentameter, form, rhythm, rhyme, volta, context.</li> <li>• Context – relevant knowledge of English language development through key historical developments. Development of English language through poetry of Beowulf, Chaucer and Shakespeare and their contemporary influences.</li> <li>• Knowledge of how to write an effective poetry analysis response</li> </ul>	<ul style="list-style-type: none"> <li>• To develop and express a personal response to a poem</li> <li>• To make accurate and relevant predications about a poem</li> <li>• To select relevant and precise evidence to support ideas</li> <li>• To apply accurate subject terminology</li> <li>• To explore how meaning is created through language, structure and form</li> <li>• To identify literary techniques</li> <li>• To understand how context influences a poem</li> <li>• To explain links between context and meaning</li> <li>• To convey ideas coherently and in an appropriate register.</li> <li>• To convey ideas embedding relevant evidence</li> <li>• To make clear, explained comparisons across texts</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> <li>• Respecting points of view</li> <li>• Issues of social justice and equality</li> <li>• Exposure to British cultural capital and artistic and historical movements (Romantics, Enlightenment, Industrial Revolution);</li> <li>• Develop empathy</li> <li>• Understanding spiritual and cultural perspectives on nature and art</li> </ul>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Ability to construct coherent paragraphs of analysis and evaluation</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> <li>• <b>Numeracy:</b> Placing texts in time and context identifying patterns Sorting information into sets and subsets Use of graphical representation Dates, timelines and chronology Interpretation of (numerical) data Venn diagrams for comparing poems</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer, poet, critic</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>• AfL opportunities in each lesson</li> <li>Lesson 7 - English Literature Paper 1 style question: How does the poet present a hero?</li> </ul>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 7

**TERM:** Spring

**TITLE OF UNIT:** The Detectives: 'The Speckled Band'

**WEEKS:** 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The plot of The Speckled Band</li> <li>• The plot of The Red-Headed League</li> <li>• 19<sup>th</sup> Century historical context</li> <li>• Literary context – Detective fiction and key conventions of the genre</li> <li>• Narrative language and structure techniques</li> <li>• Detective fiction and mystery plot structures</li> <li>• Facts about Arthur Conan Doyle's life and background</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences-based on evidence from the text</li> <li>• Making predictions based on evidence from the text</li> <li>• Close reading skills and decoding ambitious vocabulary</li> <li>• Analysis of language, form and structure</li> <li>• Using subject terminology accurately in responses</li> <li>• Linking to 19<sup>th</sup> century context</li> <li>• Exploring the writer's intentions</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> <li>• Respecting points of view</li> <li>• Issues of social justice and equality – 19<sup>th</sup> Century Britain</li> <li>• Commenting on morality by examining the criminal's actions</li> <li>• Consideration of Victorian beliefs</li> <li>• Commenting on the way justice is achieved in the text</li> <li>•</li> </ul>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> <li>• <b>Numeracy:</b> Identifying patterns Sorting information into sets and subsets</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer/legal profession</li> <li>• Marketing/advertising/public relations</li> <li>• Teaching/education/academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics/diplomacy/international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist/psychologist</li> <li>• Managerial/leadership</li> </ul>

Use of graphical representation Dates, timelines and chronology Interpretation of (numerical) data	
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<b>How will this topic be assessed?</b>
<ul style="list-style-type: none"><li>• AfL opportunities in each lesson</li><li>• Lesson 6 - Extract analysis: how is language and structure used to present Dr Roylott as the villain?</li></ul>

Year 8

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 8

**TERM:** Autumn

**TITLE OF UNIT:** The Gothic: 'A Christmas Carol'

**WEEKS:** 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•The plot of A Christmas Carol</li> <li>•Scrooge's moral transformation</li> <li>•Tiny Tim, Bob Crachit and the Victorian poor</li> <li>•19<sup>th</sup> Century context – life in Victorian times, the workhouse, social class, religion, etc.</li> <li>•The Victorian origins of Christmas traditions.</li> <li>•Literary context – the Gothic, allegories and morality tales.</li> <li>•Facts about Dickens' life and background</li> </ul>	<ul style="list-style-type: none"> <li>•Making inferences based on evidence from the text</li> <li>•Exploring the writer's intentions</li> <li>•Writing analytical paragraphs.</li> <li>•Close reading skills</li> <li>•Making predictions based on evidence from the text</li> <li>• Analysis of language, form and structure</li> <li>•Using subject terminology accurately in responses</li> <li>•Linking to 19<sup>th</sup> century context</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Respect Courage Responsibility Consideration Intellectual Curiosity	Respecting points of view Issues of social justice and equality – 19 <sup>th</sup> Century Britain Commenting on morality by examining Scrooge's actions Tracking Scrooge's journey to redemption Consideration of Victorian Christmas beliefs Commenting on Dickens' social commentary throughout the novella



Literacy/Reading/Numeracy	Careers
<p><b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</p> <p><b>•Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</p> <p><b>•Numeracy</b> Identifying patterns Sorting information into sets and subsets Use of graphical representation Dates, timelines and chronology Interpretation of (numerical) data</p>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>Managerial / leadership</li> </ul>

<b>How will this topic be assessed?</b>
<ul style="list-style-type: none"> <li>• AfL opportunities in every lesson.</li> <li>• Lesson 6 - English Literature Paper 2 style question: How does Dickens present attitudes towards the poor?</li> </ul>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 8

**TERM:** Autumn

**TITLE OF UNIT:** The Gothic

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<p>An overview of Gothic texts and their contexts, more specifically extracts from:</p> <ul style="list-style-type: none"> <li>- Frankenstein</li> <li>- Dracula</li> <li>- The Tell-Tale Heart</li> <li>- The Strange Case of Jekyll and Hyde</li> </ul> <ul style="list-style-type: none"> <li>• Know the key features of Gothic Literature.</li> <li>• Know how writers use language and structure choices to fit a chosen genre.</li> <li>• Understand Victorian context and how it affects our reading of texts.</li> <li>• Know how to write a description in the style of Gothic literature.</li> <li>• Know how to identify different types of narrators, and more specifically explore the role of the unreliable narrator.</li> <li>• Know how to structure and write a newspaper article with a reliable narrator.</li> <li>• Know how to structure, plan and draft a Gothic short story.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality

Literacy/Reading/Numeracy	Careers
<p>• <b>Literacy:</b>  Development of vocabulary  Accuracy and fluency in grammar, punctuation and spelling  Proof-reading and editing  Writing with coherence and cohesion</p> <p>• <b>Reading:</b>  Skimming, scanning, selecting information, close reading, inference  Evaluation  Comparison and synthesis  Comprehension  Analysis of language, form and structure</p> <p>• <b>Numeracy</b>  Identifying patterns  Sorting information into sets and subsets  Use of graphical representation  Dates, timelines and chronology  Interpretation of (numerical) data</p>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>• AfL opportunities in every lesson</li> <li>• Lesson 10 - Language paper 1 style question – write about a time you felt frightened.</li> </ul>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 8

**TERM:** Spring

**TITLE OF UNIT:** War Poetry

**WEEKS:** 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•The American Revolution.</li> <li>•The Crimean War.</li> <li>•The Boer War.</li> <li>•World War 1.</li> <li>•World War 2.</li> <li>•Vietnam War.</li> <li>•War reporters and photographers.</li> <li>•Poetic subject terminology.</li> <li>•Poetic language and structure techniques</li> </ul>	<ul style="list-style-type: none"> <li>•Conveying coherent analysis.</li> <li>•Using a range of pertinent quotations.</li> <li>•Analysing how meaning is shaped by poetic devices</li> <li>•Using precise subject terminology.</li> <li>•Referring to the relationships between texts and contexts.</li> <li>•Comparing similarities and differences between poems.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Writing with coherence and cohesion</li> <li>•<b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Comparison and synthesis Comprehension Analysis of language, form and structure</li> <li>•<b>Numeracy</b> Identifying patterns Sorting information into sets and subsets Dates, timelines and chronology</li> </ul>	<ul style="list-style-type: none"> <li>•Journalism</li> <li>•Writer</li> <li>•Copywriter</li> <li>•Lawyer / legal profession</li> <li>•Marketing / advertising / public relations</li> <li>•Teaching / education / academia</li> <li>•Research</li> <li>•Curation</li> <li>•Careers in the Arts</li> <li>•Politics / diplomacy / international relations</li> <li>•Civil servant</li> <li>•Sociologist / psychologist</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>•AfL opportunities in every lesson.</li> <li>•Lesson 8 - Poem analysis, making links to relevant historical/social context.</li> </ul>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 8

**TERM:** Spring

**TITLE OF UNIT:** Shakespeare: The Merchant of Venice

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Understanding of the plot of TMOV</li> <li>• Understanding of characters, their traits and function in the plot</li> <li>• Understand relationships between characters and how this creates tension/sympathy</li> <li>• Overview of the play's themes and what message Shakespeare is giving his audience</li> <li>• Explore the theme of victim/villain and how the issue is not always clear-cut.</li> <li>• Social historical context of Shakespeare/Merchant including prejudice / treatment of minorities.</li> <li>• Iambic pentameter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding Shakespeare</li> <li>• Interpreting imagery</li> <li>• Selecting quotations</li> <li>• Close language analysis (including form/rhythm)</li> <li>• Character inference and analysis</li> <li>• PEE paragraphs</li> <li>• Tracking character development/change</li> <li>• Constructing a thematic essay</li> <li>• Performing an extract in front of an audience</li> <li>• Carrying out independent research</li> <li>• Preparing an argument</li> <li>• Presenting an argument in debate</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Promoting a love of drama and theatre Exposure to Shakespeare – cultural capital development

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> </ul>	Journalism Writer Lawyer / legal profession Teaching / education / academia Careers in the Arts Politics / diplomacy / international relations Managerial / leadership

**• Numeracy**

Identifying patterns

Sorting information into sets and subsets

Use of graphical representation

Dates, timelines and chronology

**How will this topic be assessed?**

- Lesson 3 - What does Shylock's speech suggest about the relationship between Christians and Jews in Venice?
- AfL opportunities in every lesson.
- Additional assessment opportunities:
  - Further extract analyses (teacher's choice)
  - Speaking and listening assessment of performances
  - Debate contribution

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP 8**

**TERM** Summer

**TITLE OF UNIT:** Non-Fiction Writing

**WEEKS :**6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•Difference between language, form and structure</li> <li>•Definitions of: audience, purpose, form</li> <li>•Features of review writing, letter writing, article writing</li> <li>•Media terminology</li> <li>•Different genres in film</li> <li>•Genre conventions and being able to identify these</li> <li>•Structural terms (zooming, focus, shifts, etc.)</li> <li>•What target audience is and how writers appeal to their target audience</li> <li>•Knowledge of the term's 'perspective' and 'viewpoint'</li> </ul>	<ul style="list-style-type: none"> <li>•Adapting tone to suit purpose and audience</li> <li>•Deliberately selecting vocabulary for effect</li> <li>•Using punctuation accurately and for effect</li> <li>•Inference</li> <li>•Using language and structure for effect</li> <li>•Writing to present a clear viewpoint</li> <li>•Writing to persuade and inform</li> <li>•Using DAFOREST persuasive techniques</li> <li>•Expressing clear and coherent ideas</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Cultural development – exposure to film genres Develop an appreciation for the arts – media Discussing opinions and contemporary issues

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion Selecting vocabulary for deliberate effect</li> <li>•<b>Reading:</b> Inference based on words / image / colours Evaluation Analysis Making inferences when reading model letters/reviews/articles</li> <li>•<b>Numeracy:</b></li> </ul>	Journalism Writer Media Marketing / advertising Teaching / education Research Film industry Film analyst Directing / editing Journalist Copy Writer Lobbyist

Identifying patterns Use of graphical representation Chronology and the ordering of ideas	
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<b>How will this topic be assessed?</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• AfL opportunities in every lesson.</li><li>• Lesson 8 - Write a letter to your headteacher, persuading them that homework causes more harm than good.</li></ul> |
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# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 8

**TERM:** Summer

**TITLE OF UNIT:** The Tragic – Reading

**WEEKS:** 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Students will read a range of non-fiction texts from different times about adventures and explorations, examining the typical features of the genre.</li> <li>• Students will explore a range of texts which will introduce them to exploration of different regions of our planet</li> <li>• Language and structure devices and how to use these terms in our analytical writing</li> <li>• They will develop their understanding of the genre and why people choose to write about their adventures and explorations.</li> <li>• Students will develop their ability to work together to analyse texts, giving extended and thoughtful explanations/analyses, which will support the accuracy and detail of written analysis. They will develop further their ability to write extended analytical responses, planning key points before writing and then writing structured analytical paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the main ideas in the text by skimming, scanning, continuous and close reading</li> <li>• Identifying who is writing the text (viewpoint/perspective) and their purpose in writing</li> <li>• Analysing the construction of the text at text, sentence and word level to comment on the creation of meaning</li> <li>• Analysing the construction to explore how different readers might interpret the text (linked to colonisation and Eurocentric readings)</li> <li>• Synthesising and comparing information from two or more texts</li> <li>• Planning techniques and considering how to approach an analytical response</li> <li>• Structuring analytical paragraphs</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Developing cultural capital through our range of extracts

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Editor</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> </ul>

Evaluation  
Comparison and synthesis  
Comprehension  
Analysis of language, form and structure

- Economist
- Civil servant
- Sociologist / psychologist
- 

**•Numeracy**

Identifying patterns  
Sorting information into sets and subsets  
Use of graphical representation  
Dates, timelines and chronology  
Interpretation of (numerical) data

**How will this topic be assessed?**

- AfL opportunities in every lesson.
- Lesson 7 - How does the writer use language and structure to interest and engage the reader?

Year 9

# Scheme of Learning

**YEAR GROUP:** 9

**TERM:** Autumn

**TITLE OF UNIT:** Visions: Dystopian Reading Animal Farm

**WEEKS:** 6

**TERM:** Autumn

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The plot of Animal Farm</li> <li>• Historical context: <b>Soviet Russia, George Orwell and Communism</b></li> <li>• Literary context relating to dystopian fiction genre</li> <li>• Understanding of key terms (socialism, communism, capitalism, totalitarianism, allegory, symbolism, propaganda)</li> <li>• Understanding the writer's key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Making inferences based on the text</li> <li>• Making predictions based on the text</li> <li>• Analysis of language, form and structure</li> <li>• Linking to relevant historical context</li> <li>• Using subject terminology accurately</li> <li>• Panning, structuring and writing analytical paragraphs.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view – analysing different characters' perspectives and motives Discerning truth and fact from opinion – consideration of propaganda and manipulation of the truth, importance of social engagement Issues of social justice and equality – discussion of exploitation and nature of freedom

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comprehension Analysis of language, form and structure</li> <li>• <b>Numeracy:</b> Use of graphical representation Dates, timelines and chronology</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>• AfL opportunities in every lesson.</li> <li>• Lesson 9 - How does Orwell create a sense of fear in chapter 5? Literature paper 2 style question.</li> </ul>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Autumn

**TITLE OF UNIT:** Dystopian Writing

**WEEKS:** 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>•Dystopian genre conventions</li> <li>•Consider current affairs, societal problems and scientific advancements to develop ideas</li> <li>•Understand how to create an effective narrative opening to engage the reader.</li> <li>•Understand how to use emotive language to evoke feelings and emotions in the reader.</li> <li>•Use dialogue to effectively and accurately to develop and shape the narrative</li> <li>•Use varied sentence structures and punctuation to effectively create fear and tension.</li> <li>•To understand a narrative arc as a way of organising information and ideas for effect.</li> </ul>	<ul style="list-style-type: none"> <li>•Selecting vocabulary for effect</li> <li>•Using a range of punctuation for effect</li> <li>•Adapting tone appropriately</li> <li>•Organising information and ideas clearly and effectively</li> <li>•Accuracy in spelling</li> <li>•Writing with coherence and cohesion</li> <li>•Choose imagery and vocabulary to create a strong narrative voice and register.</li> <li>•Planning and structuring an effective narrative</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>•<b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>•<b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> <li>•<b>Numeracy:</b> Identifying patterns Sorting information into sets and subsets Use of graphical representation Dates, timelines and chronology Interpretation of (numerical) data</li> </ul>	<ul style="list-style-type: none"> <li>•Journalism</li> <li>•Writer</li> <li>•Editor</li> <li>•Marketing / advertising / public relations</li> <li>•Teaching / education / academia</li> <li>•Research</li> <li>•Careers in the Arts</li> <li>•Politics / diplomacy / international relations</li> <li>•Economist</li> <li>•Civil servant</li> <li>•Sociologist / psychologist</li> <li>•Managerial / leadership</li> </ul>

**How will this topic be assessed?**

- AfL Opportunities in every lesson
- Lesson 6 - Language Paper 1 style: write the opening of a dystopian narrative

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Spring

**TITLE OF UNIT:** A View from the Bridge

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The historical context of the play:               <ul style="list-style-type: none"> <li>- Arthur Miller</li> <li>- Italian immigration</li> <li>- Red Hook, Brooklyn</li> <li>- the history of the play <i>A View from the Bridge</i></li> <li>- the theme of tragedy and the common man</li> <li>- McCarthyism</li> <li>- The American Dream</li> </ul> </li> <li>• The literary context of the play – Greek tragedy</li> <li>• How to answer an extract question</li> <li>• How to answer an essay question</li> <li>• How to write about themes, characters, symbolism and writer's techniques</li> <li>• How to write about aspects of form specific to the play (dialogue, staging and stage directions, characterisation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Researching historical context</li> <li>• Close reading and annotation of the text</li> <li>• Writing an effective analytical paragraph</li> <li>• Writing creatively – including news reports, letters and narratives – and accurately – including how to punctuate direct speech</li> <li>• Making useful notes</li> <li>• Creating a character mind map and essay plan</li> <li>• Reviewing, assessing and improving their own work</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Commenting on morality – exploring the relationship between Eddie and Catherine Commenting on social issues through links to contextual background

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b>                Development of vocabulary                Accuracy and fluency in grammar, punctuation and spelling                Proof-reading and editing                Writing with coherence and cohesion</li> <li>• <b>Reading:</b>                Skimming, scanning, selecting information, close reading, inference                Evaluation                Comparison and synthesis                Comprehension                Analysis of language, form and structure</li> <li>• <b>Numeracy:</b>                Identifying patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

Sorting information into sets and subsets Use of graphical representation Dates, timelines and chronology Interpretation of (numerical) data	
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<b>How will this topic be assessed?</b>
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| <ul style="list-style-type: none"><li>• AfL opportunities in every lesson.</li><li>• Lesson 6 - Extract assessment on a character relationship. Literature Paper 2 style.</li></ul> |
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# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Summer

**TITLE OF UNIT:** Issues and Debates – Reading

**WEEKS:** 5

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To better understand real-world issues and their application in society; be introduced to the work of charities and the techniques used to persuade audiences, to fundraise, raise awareness and get their voice heard.</li> <li>• To understand the role of charities and not-for-profit organisations in society, their purpose and how they work</li> <li>• To understand and identify writing techniques used by charities to persuade, engage and affect audiences through use of register, tone, emotive language, facts, statistics and case studies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieving information</li> <li>• Inferring and identifying tone, meaning, purpose and register</li> <li>• Analysing reader effect and authorial intention</li> <li>• Analysing how writers use language and structure to interest and engage readers</li> <li>• Evaluating information presented to them</li> <li>• Synthesising, comparing and summarising information – direct link to GCSE English Language Paper 2, Non Fiction.</li> <li>• Study a range of real-life communication materials relating to charities and their work, focus on key reading skills A01 and A02 across:             <ul style="list-style-type: none"> <li>• Press Releases</li> <li>• Letters</li> <li>• News articles</li> <li>• Campaign materials</li> <li>• Press Releases</li> <li>• Letters to members</li> <li>• Case studies</li> </ul> </li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Morality of 'giving' and obligations to broader society Development of the notion of 'charity' and philanthropy

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> </ul>

• **Numeracy:**

Identifying patterns  
Sorting information into sets and subsets  
Use of graphical representation  
Dates, timelines and chronology  
Interpretation of (numerical) data

• Managerial / leadership

**How will this topic be assessed?**

- AfL opportunities in every lesson.
- Lesson 4 - Reading assessment - How does the writer use language and structure to persuade readers

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Summer

**TITLE OF UNIT:** Issues and Debates – writing scheme

**WEEKS:** 5

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Understand how to use their voice as a citizen in society, and where to use it</li> <li>• Discerning opinion and point of view from fact</li> <li>• How to conduct a debate, including debating rules, rhetoric devices, terminology and etiquette</li> <li>• Learn about great speakers of the 21<sup>st</sup> century campaigning for tolerance and justice, Churchill, Boris Johnson, Dr Martin Luther King, Malala</li> <li>• Different forms of non-fiction writing</li> <li>• Indicators of form in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• How to write a formal letter, a letter of complaint, a campaign letter, and a speech</li> <li>• How to persuade and inspire through well-constructed speeches</li> <li>• How to construct an argument, how to respect different points of view</li> <li>• How to write an opinion piece, e.g. in a newspaper article; discerning and identifying point of view over fact</li> <li>• Drafting and editing work to make improvements</li> <li>• Choosing vocabulary for effect</li> <li>• Incorporating various persuasive devices to achieve a particular effect</li> <li>• How to adapt tone and register to suit audience and purpose</li> <li>• Presentation skills</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Cultural capital – exposure to great speakers in recent times

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> <li>• <b>Numeracy:</b> Identifying patterns Sorting information into sets and subsets Use of graphical representation</li> </ul>	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Motivational speaker Editor

Dates, timelines and chronology  
Interpretation of (numerical) data

Managerial / leadership

**How will this topic be assessed?**

- AfL opportunities in every lesson.
- Lesson 7 – In the style of GCSE speaking and listening assessments. Perform your written speech on a topic of your choice to an audience.

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Spring

**TITLE OF UNIT:** Relationships Modern Poetry

**WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The meanings and contexts of: Duffy – 'Quickdraw'; Scannell – 'Nettles'; Carson 'Belfast Confetti'; Agard – 'Checking out me History'; Angelou – 'Still I Rise'; De Kok – 'Sharpsville'; Heaney – 'Follower'; Armitage – 'About his person'; Rumen – 'The Emigree'; Auden – 'If I could Tell You'</li> <li>• Poetry terms – caesura, enjambment, stanza, rhyming couplet, etc.</li> <li>• Terms to describe forms of poetry (<b>sonnet, elegy, verse, ballad</b> etc)</li> <li>• Contexts of the poems</li> <li>• How to develop an argument in a poetry response</li> <li>• The key elements of a successful poetry essay</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a personal response to a poem</li> <li>• To make accurate and relevant predications about a poem</li> <li>• To select relevant and precise evidence to support ideas</li> <li>• To use accurate subject terminology</li> <li>• To explore and evaluate how meaning is created through language, structure and form</li> <li>• To identify literary techniques</li> <li>• To understand how context influences a poem</li> <li>• To explain links between context and meaning</li> <li>• To convey ideas coherently and in an appropriate register</li> <li>• To convey ideas embedding relevant evidence</li> <li>• To make clear, explained comparisons across texts</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Exploring themes about relationships / moral issues within poetry Cultural capital – exposure to poems

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• <b>Literacy:</b> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion</li> <li>• <b>Reading:</b> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure</li> <li>• <b>Numeracy:</b> Identifying patterns Sorting information into sets and subsets</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

Use of graphical representation for comparisons Dates, timelines and chronology to understand the context of different poems	
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<b>How will this topic be assessed?</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• AfL opportunities in each lesson</li><li>• Lesson 6 – analysis of a single poem in assessment week Literature Paper 1 style. (Nettles for 2024)</li></ul> |
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# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Summer 2

**TITLE OF UNIT:** Macbeth

**WEEKS:** 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Understanding of the plot of Macbeth</li> <li>• Understanding of characters, their traits and function in the plot</li> <li>• Understand relationships between characters</li> <li>• Overview of the play's themes and what message Shakespeare is giving his audience</li> <li>• Iambic pentameter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding Shakespeare</li> <li>• Interpreting imagery</li> <li>• Selecting quotations</li> <li>• Close language analysis (including form/rhythm)</li> <li>• Character inference and analysis</li> <li>• Tracking character development/change</li> <li>• Performing an extract in front of an audience</li> <li>• Preparing an argument</li> <li>• Presenting an argument in debate</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Exploring equality in society Issues of social justice Treatment of others, including forgiveness/vengeance Issues to do with law / legality / victimisation and criminality.

Literacy/Reading/Numeracy	Careers
<p><b>Literacy:</b>            Development of vocabulary            Accuracy and fluency in grammar, punctuation and spelling            Proof-reading and editing            Writing with coherence and cohesion</p> <p><b>Reading:</b>            Skimming, scanning, selecting information, close reading, inference            Evaluation            Comparison and synthesis            Comprehension            Analysis of language, form and structure</p> <p><b>Numeracy</b>            Identifying patterns            Dates, timelines and chronology</p>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>• AfL opportunities in every lesson.</li> <li>• No teacher marked assessment. This takes place in year 10.</li> </ul>

# English Department Feedback Statement

Type of feedback	How?	How often?
<b>Verbal Feedback</b>	<ul style="list-style-type: none"> <li>• Starter: How much do you know about...? / Where? When? Why? Who? What?</li> <li>• Questioning</li> <li>• Cold calling</li> <li>• Students reading written work out loud</li> <li>• General teacher circulation of room during independent tasks</li> <li>• Formal speech presentations assessed in year 9 only</li> </ul>	Every lesson, throughout lesson
<b>Peer- and Self-assessment</b>	<ul style="list-style-type: none"> <li>• Guided whole class feedback on the board using 'success criteria' either self or peer marked</li> <li>• Use of self and peer assessment against an exemplary model answer</li> </ul>	Every other lesson
<b>Knowledge-based assessment</b>	<ul style="list-style-type: none"> <li>• Spelling/definition-based test on key terms (could be set as homework to learn)</li> <li>• Knowledge based test using one word/statistic-based answers to check knowledge</li> </ul>	Every other lesson In Seneca homework according to timetable
<b>Written Assessment</b>	<ul style="list-style-type: none"> <li>• Skills based assessment of reading or writing skills</li> </ul>	X6 in the year in each scheme of learning
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Checked, verbal praise/advice given based on visual effort made and recorded by teacher in mark book on due date</li> <li>• Seneca self-marking quizzes giving average score as a percentage</li> <li>• Lesson follow-up on homework with either a quiz 10 questions quiz, model answer, live marking of a sample of answer when appropriate</li> <li>• When relevant homework can be peer/self-assessed based on clear feedback directed on the board by teacher</li> </ul>	Set in line with homework timetable