

Curriculum Plan

Department/subject: English

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 9	Autumn 1- Creative Writing 'Exploring Fiction'	Autumn 2- Narrative Analysis 'Animal Farm'	Signpost/notes
Knowledge to be taught	<ul style="list-style-type: none"> • Media analysis skills- camera shots and movements; sound, colour, lighting, composition • Conventions of the genre • Developing language and structural analysis • Developing and understanding of context and writers' ideas/intention. • Creative writing skills- descriptive and narrative • Stylistic skills • Adapting writing to suit purpose, form and audience 	<ul style="list-style-type: none"> • Narrative structures and techniques and their effect. • Language analysis • Structural analysis • Developing and understanding of context and writers' ideas/intention. • Identifying and analysing the impact on the reader/readers reaction to a text. • Identifying themes within a literary text. 	<ul style="list-style-type: none"> • Sequencing • Strategies to embed concepts in long term memory • Careers • SMSC • Mental/physical development • Literacy • Numeracy • Extra-curricular
Key words	Camera shot, camera angle, long shot, close up, wide shot, extreme close up, diegetic, non-diegetic, contrapuntal, score, incidental, score, literary, fiction, non-fiction, hero, villain, protagonist, antagonist, simile, metaphor, pathetic fallacy	narrative, narrative voice, first person, second person, third person, generic conventions, analyse, theme	
Links to prior knowledge	<ul style="list-style-type: none"> • Prior descriptive writing skills • Previous textual analysis 	<ul style="list-style-type: none"> • Reading skills • Character analysis 	
How knowledge is assessed	Development of creative writing skills <i>'You are going to enter a creative writing competition. Your entry will be judged by a panel of young people of your own age. Write a description suggested by this picture.'</i>	Analytical essay focussing on the writer's use of language and the effect of this in presenting a key theme/idea. <i>'How does the writer use language to present [-] in this extract from the novel?'</i>	

<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> • Formative marking of narrative writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece 	<ul style="list-style-type: none"> • Formative marking of analytical writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece 	
<p>Cultural capital lessons</p>	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> • Narratives from different cultures- link to Colonialism. • Narratives from different time periods • Exploration of the theme of being cultural displaced. • Exploration of hero/villain stereotypes and what makes someone heroic or villainous. 	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> • Exploration of context-different cultures, different time periods and key historical events e.g. Russian Revolution- Animal Farm • Character analysis to explore empathy and character motivation • Analysis of writer's intentions and ideas and how/why these are formed and expressed. 	

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Year 9	Spring 1- 'An Inspector Calls'	Spring 2- 'Much Ado about Nothing'	Signpost/notes
Knowledge to be taught	<ul style="list-style-type: none"> • Narrative structures and techniques used in drama and their effect. • The features and conventions of a drama text • Developing and understanding of context and its impact on the writers' ideas/intention. • Developing language and structural analysis • Identifying and analysing the impact on the audiences' reaction to a text. • Developing persuasive writing techniques and Oracy skills 	<ul style="list-style-type: none"> • Developing and understanding of context and its impact on the writers' ideas/intention. • Narrative structures and techniques used in drama and their effect. • Identifying and analysing the impact on the audiences' reaction to a text. • Identifying themes within a literary text. • Developing language and structural analysis. • Recall of key information, plot and quotations. 	<ul style="list-style-type: none"> • Sequencing • Strategies to embed concepts in long term memory • Careers • SMSC • Mental/physical development • Literacy • Numeracy • Extra-curricular
Links to prior knowledge	<ul style="list-style-type: none"> • Drama texts studied • Dramatic skills and techniques • Narrative structures • Persuasive writing techniques 	<ul style="list-style-type: none"> • Previous Shakespearian plays and texts studied. • Previous drama texts and skills studied • Previous language and structural analysis skills. 	
How knowledge is assessed	Speaking and listening with a focus on empathy <i>Write a speech explaining who you believe is to blame for Eva/Daisy's death?</i>	Textual analysis using the play text and a film version <i>'How does Shakespeare present [-] in this scene and the wider play?' (closed book)</i>	
How gaps will be addressed	<ul style="list-style-type: none"> • Formative marking of narrative writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. 	<ul style="list-style-type: none"> • Formative marking of analytical writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. 	

	<ul style="list-style-type: none"> Planning for assessment piece 	<ul style="list-style-type: none"> Planning for assessment piece 	
Cultural capital lessons	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> Exploration of context- different time periods and political issues- Capitalism vs Socialism Character analysis to explore empathy and character motivation Analysis of writer's intentions and ideas and how/why these are formed and expressed. 	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> Narratives from different time periods- exploration of context. Exploration of the conventions of the genre. Explorations of themes of deceit and reputation. Empathy- understand character motivation and reaction. 	

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Year 9	Summer 1- Human Endurance	Summer 2- Oracy	Signpost/notes
Knowledge to be taught	<ul style="list-style-type: none"> Developing language and structural analysis in non-fiction and poetry texts. Developing and understanding of context and writers' ideas/intention. Identifying and analysing the impact on the reader/readers reaction to a text. Identifying themes within a text Poetic structures and techniques and their effect. Developing language and structural analysis of a poem. 	<ul style="list-style-type: none"> Explorations of the origins of Oracy and rhetorical devices/conventions used today. Identifying different rhetorical styles and devices Exploration and analysis of speeches. Language and structural analysis Developing and understanding of context and writers' ideas/intention. Identifying and analysing the impact on the audience reaction to a text. 	<ul style="list-style-type: none"> Sequencing Strategies to embed concepts in long term memory Careers SMSC Mental/physical development
Links to prior knowledge	<ul style="list-style-type: none"> Non-fiction text analysis Poetry analysis 	<ul style="list-style-type: none"> Speech related units- Persuasive speeches Language and structural analysis 	<ul style="list-style-type: none"> Literacy Numeracy

	<ul style="list-style-type: none"> Forming an opinion Inference and deduction skills 		<ul style="list-style-type: none"> Extra-curricular
How knowledge is assessed	Textual analysis- A range poetry, fiction and non-fiction texts focussed around human endurance. <i>'How does Maya Angelou present the theme of Human endurance in her poem 'Still I rise'?</i>	Exploration and development of Oracy skills. <i>'Write and give a speech on someone who has been an inspiration to you.'</i>	
How gaps will be addressed	<ul style="list-style-type: none"> Formative marking of narrative writing skills Feedback lessons focussing on areas of improvement/missing knowledge/skills. Planning for assessment piece 	<ul style="list-style-type: none"> Formative marking of narrative writing skills Feedback lessons focussing on areas of improvement/missing knowledge/skills. Planning for assessment piece S+L assessment 	
Cultural capital lessons	Embedded within scheme of work. <ul style="list-style-type: none"> Exploration of current and historic events effecting humanity. Empathy- exploration of how humans 'endure' tragedy and difficult times. Shifting the focus to positive- Finding positive points in difficult situations. Exploration of narrative/writers voice 	Embedded within scheme of work <ul style="list-style-type: none"> Exploration of different historical and culturally important speeches and events. Understanding of the skills and effects of successful Oracy skills. Empathy skills- Understanding the emotion and motivation behind good speeches. 	