

## ENGLISH Curriculum Overview English KS3 AUGUST 2020

	Term 1.1 Writing NON-FICTION	Term 1.2 Reading NOVEL	Term 2.1 Reading SHAKESPEARE PLAY	Term 2.2 Writing NON-FICTION FORMS OF WRITING	Term 3.1 Reading POETRY	Term 3.2 Writing CREATIVE WRITING
<b>YEAR 7</b>  <b>THEME:</b> <b>PLACE</b>	Week 1 testing/screening  Weeks 2-4 Transition unit <b>Formal Letter</b> to primary school 9 lessons  NOVEL "The Boy in the Striped Pyjamas" by John Boyne Lessons 1-12	NOVEL "The Boy in the Striped Pyjamas" by John Boyne Lessons 13-32	INTRODUCTION TO SHAKESPEARE Stages of Man Romeo Shylock Iago Richard III Genre: comedy/tragedy Heroes/villains	STIMULUS TRAGEDY "ROMEO AND JULIET" WILLIAM SHAKESPEARE Non-fiction reading about Shakespeare <b>Guide to place:</b> Stratford / London <b>Diary entry</b> about place <b>Informal letter</b> about place	INTRODUCTION TO POETRY EXPLORATION OF POETIC FORMS; SONNET BALLAD HAIKU LIMERICK IMAGE POETRY SOUND POETRY CREATIVE POETRY Unseen Poetry	Y7 narrative Creative Writing skills STIMULATING SHORTS 7 narratives... CREATIVE WRITING: TO IMAGINE, DESCRIBE, ENTERTAIN
READING Y7	Class reader / AR		"WONDER" / AR		"HOLES" / AR	
LIBRARY	Silent reading Spelling tests Skills					
<b>YEAR 8</b>  <b>THEME:</b> <b>PEOPLE</b>	Non-fiction writing unit: Icons in the Media <b>Form: Article</b> Novel: "My Sister Lives on the Mantelpiece" by Annabel Pitcher	Novel: "My Sister Lives on the Mantelpiece" by Annabel Pitcher	Shakespeare's Comedies: "Much Ado About Nothing" "A Midsummer Night's Dream"	Shakespeare study continued Writing tasks: forms: <b>Report</b> life for people in Jacobean Society <b>Review</b> of the play	PLACE POETRY WORLD WAR ONE POETRY PLACE POETRY / BRITISH POETRY UNSEEN POETRY	CREATIVE WRITING: STIMULUS CHARLES DICKENS SHORT STORIES "THE SIGNALMAN" / 19 <sup>TH</sup> CENTURY EXTRACTS
READING Y8	Class reader	Class reader Non-fiction stock	CURIOUS INCIDENT NOUGHTS CROSSES	NON-FICTION STOCK Other Shakespeare play	JOURNEY'S END	Short story stock

LIBRARY	Silent reading Spelling tests Skills					
YEAR 9 <b>THEME: IDENTITY</b>	Non-fiction unit: Travel Writing <b>Form: Travel: personal writing</b>  PROSE TEXT "CORAM BOY"	PROSE TEXT "CORAM BOY"	SHAKESPEARE'S COMEDIES MERCHANT OF VENICE	Shakespeare study continued Writing tasks: forms: <b>Speech</b> Writing to argue, persuade, advise	DIVERSITY POETRY: POEMS FROM OTHER CULTURES UNSEEN POETRY	STIMULUS FOR CREATIVE WRITING SHERLOCK HOLMES Hound Baskervilles Red Headed League Speckled Band Task for assessment? Eg opening of detective novel?
READING Y9	Class reader	Class reader Non-fiction stock	Another Shakespeare	Stock non-fiction	Old poetry anthologies/	Of Mice and Men
Y9 LTIE	Let's Think In English (ORACY)					

# CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS4

Year 10	English Language					
	READING Non-fiction	READING Non-fiction	READING 19 <sup>th</sup> Century fiction	WRITING Imaginative writing	WRITING Transactional writing	WRITING Language for work
Half-term	Autumn – 1.1	Autumn – 1.2	Spring – 2.1	Spring – 2.2	Summer – 3.1	Summer – 3.2
Curriculum content	<p>We explore the requirements of this paper, which is based on non-fiction texts across two different time periods. Students will cover general reading skills and understanding how to approach each question. This half-term will cover skills in information retrieval, language analysis and evaluation of texts.</p> <p>This unit has a strong focus on practising the questions.</p>	<p>We will follow a scheme of learning to complete and consolidate the introduction to the skills needed to approach the reading section of paper 2 in the English Language qualification.</p> <p>This half-term will cover synthesis skills in establishing perspectives and viewpoints across two separate texts and comparing these.</p> <p>This unit has a strong focus on practising the questions.</p>	<p>Capitalising on the skills developed on paper two, we will move on to the reading section of paper one, which is based on 19<sup>th</sup> century fiction. This could be extracts from novels or short stories written by British authors including Charlotte Bronte, Dickens, Wells, Poe etc.</p> <p>This unit will focus on further developing skills in language and structural analysis and evaluation and applying these to exam-style questions on a wide range of 19<sup>th</sup> century texts.</p>	<p>This will directly follow the reading section of the fiction paper, so students will have a grounding in the requirements for a good story.</p> <p>We will focus on developing skills in generating ideas, creating effective settings, plots and characters and experimenting with different story structures. There will also be explicit writing skills lessons</p> <p>This unit will be driven by deliberate practice, with students having plenty of opportunity to experiment with their own writing.</p>	<p>Using exemplar texts, students will learn about the requirements for all seven of the possible forms they may be asked to write in an exam. This unit will also include lessons which enable students to work on building an argument in their writing and establishing a firm viewpoint – all important skills for life after school. The forms are: Formal letter Informal letter Report Leaflet/guide Speech Article Review</p>	<p>Students will use this unit to prepare speeches for the spoken language assessment, which is required as part of their English Language qualification. They will build on persuasive writing skills learned in the previous unit and develop skills in confident delivery. As part of this unit, students will also prepare CVs and covering letters ahead of mock interviews. They will also be given the chance to complete applications for a prestigious work placement with KPMG.</p>

<p>Curriculum Intent</p>	<p>This unit is the most heavily weighted of all elements of the language GCSE and covers the full range of reading skills. By beginning the year with this, it allows students to begin developing the full range of skills through looking at a diverse range of non-fiction texts. Texts will cover a broad range of time periods, topics, audiences and forms, so will expose students to mature writing of all kinds. This will prepare them for the challenge of facing unseen texts in the exam.</p> <p>By beginning the unit with analysis, students will be developing a skill they already have</p>	<p>In this unit, students will continue their non-fiction work, with a specific focus on understanding how perspective and bias are communicated through writing and developing synthesis and comparison skills which are essential not only for English but also other subjects which use source texts. By allowing students to learn about perspective and bias in text, we aim to make them critical readers, a vital skill in a world of fake news and competing viewpoints. Students will also have the chance during this unit to practice a full paper two reading</p>	<p>This unit will build on the analysis and evaluation skills developed in the first term, applying them to 19<sup>th</sup> century fiction. Students will have been exposed to this type of text earlier in the school (specifically Dickens in y8 and Conan Doyle in y9), and we will use these as a springboard to expose students to a variety of texts, preparing them for the unseen element of the exam. Beginning paper one with reading allows students to build confidence as they have already practised their analysis and evaluation skills in the previous term. This will reduce cognitive load and allow them to focus</p>	<p>Using the reading section to springboard into the writing element of this paper means students will have some understanding of what makes good fiction writing. By running through structure, character, setting, plot and the drafting process, students should gain a good grasp of narrative writing, which can be built on through year 11. The intention throughout this unit is to ensure students have plenty of opportunity to practise writing skills. The skills lessons will also enable them to develop their work, improving both their VSPAG grade in this element of the AOs and improving their</p>	<p>This section of the course has real world applications from the start. By developing non-fiction writing skills, students will be able to improve communication in their lives during and after school. They will learn how to write a speech, a formal letter, a report and other important forms which they will use in their lives. This element of the course will use some of the skills developed through the previous unit and will build on the development of writing skills. Once again, there is a strong focus on practising the skills which have been learned.</p>	<p>This is another 'real-work unit', completed in partnership with careers work taking place in the school. Students will build on the non-fiction writing skills developed in the previous unit to develop speeches for assessment. This links to the workplace as it supports the development of presentation skills. In addition, the development of CVs and covering letters will also link with better understanding of formal communication developed through the previous unit. The</p>
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	experience of, before moving into more challenging evaluation skills.	section over two lessons, allowing them to become familiar with the format of the exam.	on applying the skills to these new texts, rather than attempting to master them from scratch.	writing skills more generally.	Furthermore, by teaching students how to build and develop an argument and write from a specific point of view, they will learn an important life skill in relation to expressing themselves clearly and appropriately.	increased confidence in using formal and professional language will also support students to perform well in their mock interviews, and perhaps help to secure success in the KPMG application process.
Core Skills	<p>Close reading and active reading skills will help across all subjects.</p> <p>Exploration of a variety of text types, topics and writing styles.</p> <p>Understanding of perspective and bias.</p> <p>Analytical skills building on those developed at KS3</p>	<p>Continued exposure to a wide variety of texts.</p> <p>Comparison and synthesis skills are the focus in this half-term.</p> <p>Development of closer reading and interpretation of meaning and perspective.</p>	<p>Exposure to challenging 19<sup>th</sup> century texts, building on work completed in KS3. Building vocabulary and understanding of different sentence types and story structures.</p> <p>Further development of analysis skills and application of SPITE mnemonic to</p>	<p>VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives.</p> <p>Skills in expression.</p> <p>Creative writing skills – generating ideas; developing plot, characters, setting.</p> <p>Skills in understanding the</p>	<p>VSPAG skills in developing a bank of ambitious vocabulary, which can be used to improve the effectiveness of non-fiction writing skills.</p> <p>Skills in expression.</p> <p>Increased understanding of persuasive writing, formal registers and structuring non-</p>	<p>Practical preparation for work, including presentation skills developed in readiness for the spoken language assessment.</p> <p>Development of letter writing skills for covering letters needed for job applications.</p>

	<p>to become increasingly sophisticated.</p> <p>Evaluation skills supporting critical thinking.</p> <p>Essay structure</p>	<p>Essay structure for comparative questions.</p>	<p>deepen evaluative responses.</p> <p>Further development of sophisticated analytical skills.</p>	<p>effect created by manipulating language can be applied to other types of writing.</p>	<p>fiction texts for effectiveness.</p> <p>Skills in understanding the effect created by manipulating language can be applied to other types of writing.</p> <p>Practical skills in writing texts which will be used later in life.</p>	<p>Further development of skills in writing for a purpose.</p> <p>Development of drafting skills.</p>
Main Assessment	Each skill assessed after teaching.	Full paper 2 reading section at the end of the unit.	Full reading section at the end of the unit.	Full question at the end of the half term – compared to a baseline story completed at the start.	Full writing section at the end of the unit with a choice of task.	Spoken language assessment (graded for GCSE qualification)
Cross curricular	<p>Nature of the non-fiction texts means there may be links across whole curriculum.</p> <p>Potential for science, geography,</p>	<p>Nature of the non-fiction texts means there may be links across whole curriculum.</p> <p>Synthesis skills may be useful for source</p>	<p>Themes in 19<sup>th</sup> century literature may link to work completed in history.</p>	<p>Creative links with drama.</p> <p>Images used as stimulus may link in with art.</p> <p>Possible link with PSHE in supporting</p>	<p>Potential cross-curricular links created through topics written about. Reviews could link with drama.</p>	<p>Clear link to careers education here. Speech topic may link to a number of other subjects.</p>

	<p>computer science, drama, art, history, D&amp;T.</p> <p>Links throughout to PSHE, as current issues are addressed.</p>	<p>questions in humanities subjects.</p>		<p>students to express themselves.</p>	<p>PSHE in terms of supporting students to write to express an opinion and to write for a purpose.</p>	<p>Presentation skills developed in this unit may be useful in other subjects.</p>
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# CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS4

Year 11	English Language 6 lessons each fortnight.					
	READING Non-fiction and transactional writing (paper two – reading and writing sections)	READING Fiction and imaginative writing (paper one reading section)	WRITING Imaginative writing	WRITING Transactional writing	Revision of all skills.	
Half-term	Autumn – 1.1	Autumn – 1.2	Spring – 2.1	Spring – 2.2	Summer – 3.1	Summer – 3.2
Curriculum content	<p>We explore the requirements of this paper, which is based on non-fiction texts across two different time periods. Students will cover general reading skills and understanding how to approach each question. Beginning with the reading section, students will review and develop analysis skills by reviewing full texts and looking in detail at the writer's choices. They will also develop evaluation and synthesis skills using a range of texts</p>	<p>Capitalising on the skills developed on paper two, we will move on to the reading section of paper one, which is based on 19<sup>th</sup> century fiction. This could be extracts from novels or short stories written by British authors including Charlotte Bronte, Dickens, Wells, Poe etc.</p> <p>This unit will focus on further developing skills in language and structural analysis and evaluation and applying these to exam-style questions on a wide range of 19<sup>th</sup> century texts.</p>	<p>This will directly follow the reading section of the fiction paper, so students will have a grounding in the requirements for a good story.</p> <p>We will focus on developing skills in generating ideas, creating effective settings, plots and characters and experimenting with different story structures. There will also be explicit writing skills lessons</p> <p>This unit will be driven by deliberate practice, with students having plenty of opportunity to</p>	<p>Using exemplar texts, students will learn about the requirements for all seven of the possible forms they may be asked to write in an exam. This unit will also include lessons which enable students to work on building an argument in their writing and establishing a firm viewpoint – all important skills for life after school. The forms are: Formal letter Informal letter Report Leaflet/guide Speech Article</p>		



	<p>from the 20<sup>th</sup> and 21<sup>st</sup> century.</p> <p>There is a strong focus on understanding the meaning and perspective of these texts, as well as understanding bias and writer perspective. We will use this as a springboard to develop transactional writing skills (building on work completed for speech writing at the end of year 10) in preparation for the mock exam.</p>		<p>experiment with their own writing.</p>	<p>This will build on skills developed ahead of the November mock exams.</p>		
Curriculum Intent	<p>This unit is the most heavily weighted of all elements of the language GCSE and covers the full range of reading skills. By beginning the year with this, it allows students to begin developing</p>	<p>This unit will build on the analysis and evaluation skills developed in the first term, applying them to 19<sup>th</sup> century fiction. Students will have been exposed to this type of text earlier in the school</p>	<p>Using the reading section to springboard into the writing element of this paper means students will have some understanding of what makes good fiction writing.</p>	<p>This section of the course has real world applications right from the start. By developing non-fiction writing skills, students will be able to improve communication in their lives during</p>	.	

	<p>the full range of skills through looking at a diverse range of non-fiction texts. Texts will cover a broad range of time periods, topics, audiences and forms, so will expose students to mature writing of all kinds. This will prepare them for the challenge of facing unseen texts in the exam.</p> <p>By allowing students to learn about perspective and bias in text, we aim to make them critical readers, a vital skill in a world of fake news and competing viewpoints.</p> <p>By beginning the unit with analysis, students will be developing a skill they already have experience of,</p>	<p>and also through literature texts introduced in year 10, and we will use these as a springboard to expose students to a variety of texts, preparing them for the unseen element of the exam.</p> <p>Beginning paper one with reading allows students to build confidence as they have already practised their analysis and evaluation skills in the previous term. This will reduce cognitive load and allow them to focus on applying the skills to these new texts, rather than attempting to master them from scratch.</p>	<p>By running through structure, character, setting, plot and the drafting process, students should gain a good grasp of narrative writing, which can be built on through year 11. The intention throughout this unit is to ensure students have plenty of opportunity to practise writing skills. The skills lessons will also enable them to develop their work, improving both their VSPAG grade in this element of the AOs and improving their writing skills more generally.</p>	<p>and after school. They will learn how to write a speech, a formal letter, a report and other important forms which they will use in their lives more broadly.</p> <p>This element of the course will use some of the skills developed through the previous unit and will build on the development of writing skills.</p> <p>Once again, there is a strong focus on practising the skills which have been learned.</p> <p>Furthermore, by teaching students how to build and develop an argument and write from a specific point of view, they will learn an important life skill in relation to</p>		
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	before moving into more challenging evaluation skills.			expressing themselves clearly and appropriately		
Core Skills	<p>Close reading and active reading skills will help across all subjects.</p> <p>Exploration of a variety of text types, topics and writing styles.</p> <p>Understanding of perspective and bias.</p> <p>Analytical skills building on those developed at KS3 to become increasingly sophisticated.</p> <p>Evaluation skills supporting critical thinking. Synthesis skills.</p> <p>Essay structure</p>	<p>Exposure to challenging 19<sup>th</sup> century texts, building on work completed in KS3. Building vocabulary and understanding of different sentence types and story structures.</p> <p>Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses.</p> <p>Further development of sophisticated analytical skills.</p>	<p>VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives.</p> <p>Skills in expression.</p> <p>Creative writing skills – generating ideas; developing plot, characters, setting.</p> <p>Skills in understanding the effect created by manipulating language can be applied to other types of writing.</p>	<p>VSPAG skills in developing a bank of ambitious vocabulary, which can be used to improve the effectiveness of non-fiction writing skills.</p> <p>Skills in expression.</p> <p>Increased understanding of persuasive writing, formal registers and structuring non-fiction texts for effectiveness.</p> <p>Skills in understanding the effect created by manipulating language can be applied to other types of writing.</p>		

				Practical skills in writing texts which will be used later in life.		
Main Assessment	Mock exam	Full reading section completed at the end of the unit.	Full writing section at the end of the unit.	Full question at the end of the half term – with a choice of task		
Cross curricular	<p>Nature of the non-fiction texts means there may be links across whole curriculum.</p> <p>Potential for science, geography, computer science, drama, art, history, D&amp;T.</p> <p>Links throughout to PSHE, as current issues are addressed.</p>	Themes in 19 <sup>th</sup> century literature may link to work completed in history.	<p>Creative links with drama.</p> <p>Images used as stimulus may link in with art.</p> <p>Possible link with PSHE in supporting students to express themselves.</p>	<p>Potential cross-curricular links created through topics written about. Reviews could link with drama.</p> <p>PSHE in terms of supporting students to write to express an opinion and to write for a purpose.</p>		

Year 12	1:1		1:2		2:1		2:2		3:1		3:2	
	Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B
	Beloved & The Picture of Dorian Gray Comparison		Beloved & The Picture of Dorian Gray Comparison		'A Streetcar Named Desire'	'King Lear'	'A Streetcar Named Desire'	'King Lear'	Coursework: The Great Gatsby	'King Lear'	Coursework: The Great Gatsby – Introduction of the second text	'King Lear'
									Reteach Period			Reteach Period
	<b>Assessment:</b> -Introductory Assessment: presentation of supernatural in the opening of the novels -Bridging Unit		Assessment: Comparative essay <b>(Mock - Assessment Point 1)</b>		Assessment: Timed Essay SMHW	Assessment: Timed Essay SMHW	Assessment: Timed Essay <b>(Mock - Assessment Point 2)</b> Assessment: Timed Essay		SMHW knowledge test TGG	Assessment: Timed Essay <b>(Assessment Point 3)</b>	Assessment: Introduction Assessment	Assessment: Timed Essay SMHW
	Cross-curricular links: American and Victorian History Geography (history of slavery: locations)				Cross-curricular links 'King Lear': British History Drama Numeracy – rhythm & Meter		Cross-curricular links 'A Streetcar Named Desire': American History Drama Philosophy & Ethics			Cross-curricular links The Great Gatsby: American History Philosophy & Ethics		
Beloved & The Picture of Dorian Gray Careers: -Presentation skills -Team building -Extended writing opportunities				King Lear Careers: -Presentation skills -Team building -Extended writing opportunities -University lectures to heighten aspirations and grasp career of a lecturer		'A Streetcar Named Desire' Careers: -Presentation skills -Team building -Extended writing opportunities -University lectures to heighten aspirations		Coursework Careers: -Presentation skills -Team building -Research & Library skills -Independence building				

					-RSC visit and theatre careers discussed through teaching drama element.	and grasp career of a lecturer			
Year 13	Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B	End of Academic Year
	Poems of the Decade: Modern Anthology	The Wife of Bath's Prologue	Poems of the Decade: Modern Anthology	The Wife of Bath's Prologue	Poems of the Decade: Modern Anthology	The Wife of Bath's Prologue	Revision	Revision	
	<b>Assessment Week (week 5)</b>		Assessment: SMHW	Assessment: SMHW	<b>(Mock – assessment Point 1)</b>		Reteach Period		
	Cross-curricular Modern Anthology: Numeracy – rhythm & meter/stanzas			Cross-curricular The Wife of Bath: Medieval history					
	Careers – Modern Anthology: Poet's backgrounds discussed extensively in terms of previous careers and influence on poem.			Careers – The Wife of Bath:					

Impact: To ensure that all students successfully master the use of a broad and wide-ranging bank of ambitious vocabulary, methods, terms and concepts, formative assessment will take place for KS5 in the form of fortnightly knowledge organiser quizzes (SMHW). Teachers will additionally monitor and assess the application of this core knowledge within termly and half-termly formative extended writing assessments which meet and mirror the expectations of the KS5 exams. Assessment data is used to judge the success of the curriculum and progress towards academic success, with teaching time allocated to the re-teaching of specific knowledge. Through the regular fortnightly reading quizzes and termly reading tests, students' progress in reading will be judged and reviewed, ensuring that all students are challenging themselves to read purposefully and keenly in order to positively impact their confidence in approaching the set texts and independent coursework preparation, as well as in their cross curricular studies. The impact of building students' communication skills will be assessed through students' participation in presentations, guided reading and trips. In addition, students

will pushed to excel and maximise their potential by attending Sovereign Education lectures. Sixth Form teaching is aspirational to encourage applications at Russell Group Universities / Oxbridge level and additional career opportunities with KPMG.