

English



KS3 Curriculum Breakdown 2018/19



	Year 7	Year 8	Year 9
HT1 (8 weeks)	<p>Transition Unit: 'The Island'</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> Nouns & Pronouns: (to include concrete/abstract, hyphenated and collective nouns). Possessive, personal (both subject and objective). Relative pronouns Modal verbs and prepositional phrases <p>AFI Common Assessment Titles</p> <ul style="list-style-type: none"> Paper 1, Question 5: 'Create a description using the image as a 	<p>Media/Non-Fiction Newspaper Articles</p> <ul style="list-style-type: none"> Cyberbullying Social media – Youtubing/Facebook/Snapchat/Instagram Inequality Human rights Animal cruelty <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> AFOREST Discourse markers Wide range of punctuation – for effect <p>AF/S Common Assessment Titles</p>	<p>Dystopian Unit - The Hunger Games - Writing</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> Nouns & Pronouns: (to include concrete/abstract, hyphenated and collective nouns). Possessive, personal (both subject and objective). Relative pronouns Modal verbs and prepositional phrases <p>AFL Common Assessment Titles</p> <ul style="list-style-type: none"> Paper 1, Section A

stimulus to describe the island.' or 'Create a narrative exploring what life is like on the island.'

AOs (English Language and English Literature)

- AO5, AO6 and AO7, AO8 and AO9

Stretch and Challenge

- 'Box to Argue' – create a written argument to justify why you should stay on the island. Students to consider other people's perspectives.
- Problem solving – rationalise how you would survive on the island with more people but few provisions.
- Imagine being governor of the island. Create a speech outlining your plans and how you plan on supporting everyone on the island.

Homework (x1 homework per week: x1 extended project each half term)

- Doodle (1 per week)
- Takeaway Project - Biography (Minions)

Performing & Creative Arts

- Introduce basic drama tools and techniques (Hot seating, Freeze

- Paper 2, Question 5 – writing to argue, persuade and/or explain your views on a topic.
- 'Social media should be used more positively and frequently in the classroom.' Explain your viewpoint to your peers outlining your reasons why.

Stretch and Challenge

- Use extensive and ambitious vocabulary with sustained crafting of linguistic devices.
- Maintain a sophisticated and compelling viewpoint

AOs (English Language and English Literature)

- AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8 and AO9

Homework (x1 homework per week: x1 extended project each half term)

- Doodle (1 per week)
- Takeaway Project – Media

Creative & Performing Arts

- Images used by charities and persuasive leaflets advertisers
- Presentation to imagine target audience
- Developing vocal and presentation skills through role play
- Voice projections exercises

Whole Academy Literacy Focus

- Focusing on one character and how they are introduced or developed by Collins. Students to analyse Katniss Everdeen or Peeta Mellark's character.
- Q1 – Find 4 things from extract
- Q2 – Language
- Q3 – Structure Collins uses in extract
- Q4 – Evaluate Katniss Everdeen

Stretch and Challenge

- Use sophisticated terminology (e.g. anaphora – language, prolepsis and analepsis for structure)

AOs (English Language and English Literature)

- AO1, AO2, AO3, AO4

Homework (x1 homework per week: x1 extended project each half term)

- Doodle (1 per week)
- Takeaway Project – The Hunger Games

Creative & Performing Arts

- Images used by charities and persuasive leaflets advertisers
- Presentation to imagine target audience

	<p>frame etc.) to explore students feelings when stranded on the island.</p> <ul style="list-style-type: none"> Focus on the skills a good actor needs: students to make a list of ten essential skills: voice, projection, facial gestures, etc. If students were to play the part of a 'Castaway'. <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> Spelling (RR lesson embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> Line graphs to chart students' emotional responses Time - to explore how emotions change and develop <p>Cross-Curricular</p> <ul style="list-style-type: none"> Identity and cultural diversity Community participation (letters sent to primary schools) Creativity and critical thinking 	<ul style="list-style-type: none"> 'Paragraphs' (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> Statistics and facts in the media Asking for an appropriate amount Calculations for money to satisfy the need <p>Cross-Curricular</p> <ul style="list-style-type: none"> Identity and cultural diversity Healthy lifestyles Enterprise (the business behind the media) Technology and media (writing media articles) Creativity and critical thinking 	<ul style="list-style-type: none"> Developing vocal and presentation skills through role play Voice projections exercises <p>Whole Academy Literacy Focus 'Paragraphs'</p> <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> Calculate how many seconds Katniss got to wait before she can leave the podium Consider the time frame that Katniss is in the Hunger Games – link it to reality theme <p>Cross-Curricular</p> <ul style="list-style-type: none"> Identity and cultural diversity Healthy lifestyles Enterprise (the business behind the media) Technology and media (writing media articles) Creativity and critical thinking
<p>HT2 (7 weeks)</p>	<p>Introduction to Shakespeare</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p>	<p>Shakespeare's Villains</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> Sentence Structures to include simple, complex and compound 	<p>Dystopian Unit - The Hunger Games - Writing</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p>

	<ul style="list-style-type: none"> • Sentence structures to include simple, complex and compound. • Stretch and Challenge: 4 sentence types – declarative, imperative, interrogative and exclamatory. • Imperative verbs <p>AFI Common Assessment Titles</p> <ul style="list-style-type: none"> • Paper 1, Qs 1 – 4. • Focusing on one character and how they are introduced or developed by Shakespeare. Students to analyse Lady Macbeth’s character. • Q1 – Find 4 things about Lady Macbeth (question to be taken from a prose version of Lady Macbeth with explanation of who she is and what role she plays in the play, Macbeth) • Q2 – Language Lady Macbeth uses to demonstrate she has power. • Q3 – Structure Shakespeare deploys in the extract to demonstrate LM’s character. • Q4 – Evaluate LM and why she has been presented as a powerful in the beginning of the play. <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Relate context to the character 	<ul style="list-style-type: none"> • Stretch and Challenge: 4 sentence types – declarative, imperative, interrogative and exclamatory • Imperative verbs <p>AF/S Common Assessment Titles</p> <ul style="list-style-type: none"> • Paper 2, Qs 1 – 4 with students comparing Caliban and Prospero (The Tempest) • Q1 – True or False • Q2 – Compare differences between characters • Q3 – Language used to present character • Q4 – Compare the differences and similarities between the two characters and why Shakespeare presents them this way. <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Compare modern villains with Shakespeare villains • Compare Gollum to Caliban or Gru to Caliban • Maleficent to Lady Macbeth • Evaluate which character has been portrayed more villainous (between modern day and Shakespeare or two Shakespeare characters) and why. <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3, AO4, AO7, AO8 and AO9 	<ul style="list-style-type: none"> • Sentence structures • Modal verbs and prepositional phrases <p>AFL Common Assessment Titles</p> <ul style="list-style-type: none"> • Paper 1, Question 5 • Narrative or description writing – students given a choice • Image of a dystopian society for description to be included in exam. <p>Stretch and Challenge</p> <ul style="list-style-type: none"> • Use sophisticated and impressive vocabulary • Use punctuation judiciously and effectively • Use a range of linguistic devices effectively <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3, AO4 <p>APP Results</p> <ul style="list-style-type: none"> • Completed by: 19 December 2018 • Submitted by: 9 January 2019 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – The Hunger Games <p>Creative & Performing Arts</p>
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<ul style="list-style-type: none"> • Develop an understanding of why Shakespeare created certain characters. • Evaluate the character's effectiveness and purpose in the play. <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3 and AO4 <p>APP Results</p> <ul style="list-style-type: none"> • Completed by: 19 December 2018 • Submitted by: 9 January 2019 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – Shakespeare <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Dramatic approaches to Shakespeare focussing on the role of the director. Act out specific Shakespeare scene. Students to take turns in directing. Focus on delivering/staying in character <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • ‘Sentence Structures’ (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p>	<p>APP Results</p> <ul style="list-style-type: none"> • Completed by: 19 December 2018 • Submitted by: 9 January 2019 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – Shakespeare <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Design, examine costumes and architecture in relation to Elizabethan drama – compare how they’ve changed. • Evaluate differences in style – Shakespeare v modern • Students to watch late 20th/early 21st century drama – compare differences <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • ‘Sentence Structures’ (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Stage positions/set plans • Timelines for events • Graphs for plotting changes in characters or tone <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Community participation (theatre visit) • Creativity and critical thinking 	<ul style="list-style-type: none"> • Images used by charities and persuasive leaflets advertisers • Presentation to imagine target audience • Developing vocal and presentation skills through role play • Voice projections exercises <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • ‘Sentence Structures’ (AR lessons embedded in English time, 40 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Calculate how many seconds has Katniss got to wait before she can leave the podium • Consider the time frame that Katniss is in The Hunger Games – link it to reality theme <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Healthy lifestyles • Enterprise (the business behind the media) • Technology and media (writing media articles) • Creativity and critical thinking
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	<ul style="list-style-type: none"> • Graphs plotting poem’s shifts in tone or events per frequency in words between Shakespeare and present day. • Rhyme counting syllables and couplets. • Time lines for prompts, cues, lighting and music etc. Length, area of The Globe. • Drawing to scale <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Global dimension and sustainable development • Creativity and critical thinking 		
<p>HT3 (6 weeks)</p>	<p>Novel: Outsiders Trash or My Sister Lives on the Mantelpiece</p> <p>Exploring for Language Paper 2 only. Whole novel also to be read during RR and extracts from novel used to explore language and how writers create comparisons of characters, scenes, settings, thoughts and feelings.</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Adjectives (to include comparative and superlative) and Adverbs: (to include adverbs of place and time) 	<p>Novel: War Unit Private Peaceful</p> <p>Exploring for Language Paper 1 only. Whole novel also to be read during RR and extracts from novel used to explore language and structural devices.</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Adjectives (to include comparative and superlative) and Adverbs: (to include adverbs of place and time) <p>AF/S Common Assessment Titles</p> <ul style="list-style-type: none"> • Paper 1, Questions 1 – 4 <p>Stretch and Challenge</p> <ul style="list-style-type: none"> • How does the main character develop? 	<p>Writer’s Viewpoints and Perspectives Writing: Crime and Punishment Reading</p> <ul style="list-style-type: none"> • Compare two articles and understand writers’ viewpoints • Dickens articles (19th Century language) <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Nouns & Pronouns: (to include concrete/abstract, hyphenated and collective nouns). Possessive, personal (both subject and objective). Relative pronouns

<p>AFI Common Assessment Titles</p> <ul style="list-style-type: none"> Adapted from AQA's KS3 'Dalmatians' Paper 2. Students assessed using Paper 2, Questions 1 – 4. Compare two characters/settings <p>Stretch and Challenge</p> <ul style="list-style-type: none"> How do writers use juxtaposition to compare a character's thoughts and feelings? Explore antithesis and how it's used. Compare the writer's viewpoints on specific issues. Compare and evaluate how viewpoints are presented in 19th Century and modern texts.. <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> AO1, AO2, AO3 and AO4 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> Doddle (1 per week) Takeaway Project – Novel <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> Embed drama techniques as a way of exploring character, setting and plot. Basic script writing techniques explored <p>Whole Academy Literacy Focus</p>	<ul style="list-style-type: none"> Why do characters need to develop and change? Critique a character's development and evaluate if the writer was correct in his development or change of the character. Change the ending of the story or what happens to the protagonist. <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> AO1, AO2, AO3, AO4, AO7, AO8 and AO9 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> Doddle (1 per week) Takeaway Project – Novel <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> Using drama tools and techniques to explore and understand character, context and plot. Deeper exploration of improvisational skills building on prior learning. Exploring significance of role play Explore accent, costume and blocking <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> 'Punctuation' (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> Line graphs charting the emotional response or character's shifts in tone 	<ul style="list-style-type: none"> Modal verbs and prepositional phrases <p>AF/S Common Assessment Titles</p> <ul style="list-style-type: none"> Paper 2, Section A Qs 1 – 4 <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> AO5, AO6 and AO7, AO7 and AO9 <p>Stretch and Challenge</p> <ul style="list-style-type: none"> Compare real life murder mysteries and explore how and why people get away with murder (Jack the Ripper) Explore the Ballad of Charlotte Dymond – write from both the young man's perspective explaining why he killed Charlotte and Charlotte's perspective after she had been killed. Justifying and evaluating reasons. <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> Doddle (1 per week) Takeaway Project – Extended writing task <p>Performing & Creative Arts</p> <ul style="list-style-type: none"> Writing drama: script-writing techniques and conventions.
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	<ul style="list-style-type: none"> • Punctuation (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Timeline of events. • Line graphs of characters' feelings • Focus on the structure of an extract/character <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Healthy lifestyles (reading about healthy lifestyles) • Technology and media (writing media articles) • Creativity and critical thinking 	<ul style="list-style-type: none"> • Time lines for events in the novel <p>Cross Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Healthy lifestyles (reading about healthy lifestyles) • Technology and media (writing media articles) • Creativity and critical thinking 	<ul style="list-style-type: none"> • Film and evaluate final performance. • Use art as a medium for discussing emotions, feelings and language devices <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • Spelling (AR lesson embedded in English time, 40 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Graphs used to plot emotional response. Ordering and sequencing for a plan of events <p>Cross Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Creativity and critical thinking
<p>HT4 (6 weeks)</p>	<p>Novel: Outsiders – Poetry ‘Cultures’</p> <ul style="list-style-type: none"> • Presents From My Aunts • Limbo • Island Man • Unknown Girl • Two Scavengers <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Verbs: (to include tense construction). 	<p>War Unit: War Poetry:</p> <ul style="list-style-type: none"> • Describing life during the war • Creating narratives based on the life of a soldier <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Verbs: (to include tense construction). • Modal verbs • Plural nouns • Rhetorical questions • Declarative sentences • ISPACE 	<p>Crime and Punishment Reading – Paper 2, Section B</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Verbs: (to include tense construction). • Modal verbs • Plural nouns • Rhetorical questions • Declarative sentences

- Dialect and idiolect
- Sentence structure

AFI Common Assessment Titles

- Paper 2, Question 5
‘People should learn to experience other cultures.’
Write an article to your peers explaining your viewpoint on the statement.

Stretch and Challenge

- Use juxtaposition, pathetic fallacy and hyperbole in your writing
- Consider creating an extended metaphor – e.g. describe hell as an extended metaphor for how someone would feel in an unfamiliar culture to their own (ideas taken from PFMA)
- Use three poetic examples from any poem of your choosing to include in your narrative or description.
- Comparison of two poems of teacher’s choosing

AOs (English Language and English Literature)

- AO1, AO2, AO3 and AO4

APP Results

- Completed by: 12 April 2019
- Submitted by: 26 April 2019

AF/S Common Assessment Titles

Paper 1, Question 5:

- Describe a battle scene/life on the front line.
- Create a narrative based on the life of a soldier in WW1.

Stretch and Challenge:

- Explore propaganda
- Use impressive and sophisticated vocabulary
- Use quotations from poems in descriptions/narratives

AOs (English Language and English Literature)

- AO1, AO2, AO3 and AO4

APP Results

- Completed by: 12 April 2019
- Submitted by: 26 April 2019

Homework (x1 homework per week: x1 extended project each half term)

- Doodle (1 per week)
- Takeaway Project – Poetry of the First World War

Creative & Performing Arts

- Contrasting role play: empathic and non-empathic characters.
- Using poetry as stimuli to create and develop a dramatic characterisation

- AFOREST devices

AF/S Common Assessment Titles

- Paper 2, Section 5

AF/S Common Assessment Titles

- Paper 2, Question 5:
‘Punishments aren’t tough enough in society and young people think that the law is lenient.’ Write an article on this topic in which you give your viewpoint on punishment for young people.

Or:

- Paper 2, Question 5 'Home is where the heart is, but some of us have never set foot out of our town.' Explain your viewpoint about your hometown and why you value where you live or were born

Stretch and Challenge

- Compare the differences between how and why crime and punishment has changed between the 19th Century and 21st Century.
- Explain why such things as crime and punishment have changed and why they needed to change.

<p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – Cultures Poetry <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Using a poem as a stimulus for devising drama • Music, Art, Food and Dance on a cultural theme. Scripts that reflect cultural diversity • Contrasting role play: empathic and non-empathic characters. • Using poetry as stimuli to create and develop a dramatic characterisation <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • ‘Connectives’ (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Beats and syllables in poetry. • Rhyme and rhythm. • Graphs plotting a poem’s shift in tone or events per stanza <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Creativity and critical thinking • Global dimension and sustainable development 	<p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • ‘Connectives’ (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Beats and syllables in poetry • Rhyme and rhythm • Graphs plotting a poem’s shift in tone or events per stanza <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Creativity and critical thinking • Political education 	<p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO5, AO6 <p>APP Results</p> <ul style="list-style-type: none"> • Completed by: 12 April 2019 • Submitted by: 26 April 2019 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – 19th Century • Create a timeline of events spanning from 19th Century through to the modern day. Pick one of the themes above. <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Using improvisational techniques to explore a story’s atmosphere and setting • Script adaptation • Sepia imagery to convey time and empathy with content <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • ‘Writing Structure (VCOP)’ (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p>
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	<ul style="list-style-type: none"> Political education 		<ul style="list-style-type: none"> Beats and syllables in poetry Rhyme and rhythm Graphs plotting poem's shift in tone or events per stanza comparisons in sentence structures and word length Graphs to plot character's feelings <p>Cross-Curricular</p> <ul style="list-style-type: none"> Identity and cultural diversity Global dimension and sustainable development Creativity and critical thinking
<p>HT5 (6 weeks)</p>	<p>Introduction to the 19th Century Novel: 'The Gothic' Unit Reading</p> <p>Novel extracts from:</p> <ul style="list-style-type: none"> 'The Picture of Dorian Gray' 'Frankenstein' 'Dracula' 'Jane Eyre' 'Dr Jekyll and Mr Hyde' 'The Tell Tale Heart' 'Wuthering Heights' <p>Stretch and Challenge extracts:</p> <ul style="list-style-type: none"> 'The Fall of the House of Usher' 'The House by the Churchyard' <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> Ellipsis 	<p>Further Introduction to the 19th Century Novel: life in 19th Century Vs life in 20th/21st Century</p> <p>Writing</p> <ul style="list-style-type: none"> Poor Vs rich - poverty Education Housing Work Travel/Transport Inventions - tele Communications Welfare <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> Ellipsis Semi-colons and colons Short, simple sentences Long, complex and compound sentences Paragraphing (TIPTOP) 	<p>Unseen Poetry: Love and Relationships</p> <p>Love and Relationships: AQA Poetry Cluster taught as unseen poetry.</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> Semi-colons and colons Vocabulary Spellings <p>AF/S Common Assessment Titles</p> <ul style="list-style-type: none"> Literature Paper 2, Question 3 <p>Stretch and Challenge</p> <ul style="list-style-type: none"> Compare two poems

<ul style="list-style-type: none"> • Semi-colons and colons • Short, simple sentences <p>AFI Common Assessment Titles</p> <ul style="list-style-type: none"> • Paper 1 – Section A • Qs 1 – 4 <p>Stretch and Challenge</p> <ul style="list-style-type: none"> • How does the writer use language and structure to create setting and/or atmosphere? • Evaluate which text is more effective in exploring the themes of the gothic. • Compare two gothic characters • Compare The Woman in Black to a 19th Century gothic text and explore how both texts use gothic conventions (linked to Paper 2) <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3 and AO4 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – 19th Century <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Using photographs and art to explore emotions and feeling especially images of 19th century living, Artists such as: Rossetti 	<p>AF/S Common Assessment Titles</p> <ul style="list-style-type: none"> • Paper 2 – Section B • Question 5 <p>Stretch and Challenge</p> <ul style="list-style-type: none"> • Use MYFOREST devices judiciously • Use declarative, imperative, interrogative and exclamatory sentences effectively <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3 and AO4 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – 19th Century • Create a timeline of events spanning from 19th Century through to the modern day. Pick one of the themes above. <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Using improvisational techniques to explore a story's atmosphere and setting • Script adaptation • Sepia imagery to convey time and empathy with content <p>Whole Academy Literacy Focus</p>	<p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3 and AO4 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – 19th Century • Create a timeline of events spanning from 19th Century through to the modern day. Pick one of the themes above. <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Using improvisational techniques to explore a story's atmosphere and setting • Script adaptation • Sepia imagery to convey time and empathy with content <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • 'Writing Structure (VCOP)' <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Beats and syllables in poetry • Rhyme and rhythm • Graphs plotting poem's shift in tone or events per stanza comparisons in sentence structures and word length
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	<p>and the Pre-Raphaelite Brotherhood as well as Haynes King and other artistic social biographers of the time</p> <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • 'Writing Structure (VCOP)' (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Timeline of events. Line graphs of characters' feelings or tone and emotion <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Creativity and critical thinking 	<ul style="list-style-type: none"> • 'Writing Structure (VCOP)' (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Rhyme and rhythm • Graphs plotting poem's shift in tone or events per stanza comparisons in sentence structures and word length • Graphs to plot character's feelings <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Global dimension and sustainable development • Creativity and critical thinking 	<ul style="list-style-type: none"> • Graphs to plot character's feelings <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Global dimension and sustainable development • Creativity and critical thinking
<p>HT6 (6 weeks)</p>	<p>Creative writing: 'The Gothic' Unit Writing</p> <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • ISPACE • Discourse markers • Wide range of punctuation – for effect • AFI Common Assessment Titles • Paper 1, Section B Question 5 	<p>Further Introduction to the 19th Century Novel: life in 19th Century Vs life in 20th/21st Century Reading</p> <ul style="list-style-type: none"> • Poor Vs rich - poverty • Education • Housing • Work • Travel/Transport • Inventions - tele • Communications • Welfare <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Ellipsis 	<p>Shakespeare's Tragedies</p> <ul style="list-style-type: none"> • Romeo and Juliet • Antony and Cleopatra • Hamlet • Julius Caesar • King Lear • Othello <p>S.P.a.G (weekly prescribed work to be integrated and embedded in SOW lessons)</p> <ul style="list-style-type: none"> • Vocabulary • Discourse markers • Semi-colons • Paragraphing (TIPTOP)

<ul style="list-style-type: none"> • Create a description or story (narrative) based on ‘The Gothic’. • Script and role play • S&L create and present a news broadcast <p>Stretch and Challenge</p> <ul style="list-style-type: none"> • Use extensive and ambitious vocabulary with sustained crafting of linguistic devices. • Maintain a sophisticated and compelling register/voice <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8 and AO9 <p>APP Results</p> <ul style="list-style-type: none"> • Completed by: 28 June 2019 • Submitted by: 8 July 2019 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Developing presentational and listening skills. What ‘good’ group work involves. Importance of evaluation stressed <p>Whole Academy Literacy Focus</p>	<ul style="list-style-type: none"> • Semi-colons and colons • Short, simple sentences • Long, complex and compound sentences • Paragraphing (TIPTOP) <p>AF/S Common Assessment Titles</p> <ul style="list-style-type: none"> • Paper 2, Section A • Qs 1 - 4 <p>Stretch and Challenge</p> <ul style="list-style-type: none"> • Compare the differences between how and why society has changed between the 19th Century and 21st Century. • Explain why such things as welfare have changed and why they needed to change. • Explore the development of inventions and why they were necessary. Explain the importance of inventions and how they have impacted on the world. <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO5, AO6 <p>APP Results</p> <ul style="list-style-type: none"> • Completed by: 28 June 2019 • Submitted by: 8 July 2019 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – 19th Century 	<p>AF/S Common Assessment Titles</p> <ul style="list-style-type: none"> • Literature Paper 1, Question 1 <p>Stretch and Challenge</p> <ul style="list-style-type: none"> • Compare the differences between two of Shakespeare’s tragedies and possibly tragic characters <p>AOs (English Language and English Literature)</p> <ul style="list-style-type: none"> • AO1, AO2, AO3 and AO4 <p>APP Results</p> <ul style="list-style-type: none"> • Completed by: 28 June 2019 • Submitted by: 8 July 2019 <p>Homework (x1 homework per week: x1 extended project each half term)</p> <ul style="list-style-type: none"> • Doodle (1 per week) • Takeaway Project – 19th Century <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Using improvisational techniques to explore a story’s atmosphere and setting • Script adaptation • Sepia imagery to convey time and empathy with content <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • ‘Writing Structure (VCOP)’
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	<ul style="list-style-type: none"> • 'Writing Structure (VCOP)' (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Statistics used in the Media • Facts and figures • Analysing data <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Enterprise (the business behind newspapers) • Technology and media (writing media articles) • Creativity and critical thinking 	<ul style="list-style-type: none"> • Create a timeline of events spanning from 19th Century through to the modern day. Pick one of the themes above. <p>Creative & Performing Arts</p> <ul style="list-style-type: none"> • Using improvisational techniques to explore a story's atmosphere and setting • Script adaptation • Sepia imagery to convey time and empathy with content <p>Whole Academy Literacy Focus</p> <ul style="list-style-type: none"> • 'Writing Structure (VCOP)' (RR lessons embedded in English time, 50 minutes each week) <p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Beats and syllables in poetry • Rhyme and rhythm • Graphs plotting poem's shift in tone or events per stanza comparisons in sentence structures and word length • Graphs to plot character's feelings <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Global dimension and sustainable development • Creativity and critical thinking 	<p>Numeracy Focus English Department Specific</p> <ul style="list-style-type: none"> • Beats and syllables in Shakespeare's language • Rhyme and rhythm • Graphs plotting poem's shift in tone or events per stanza comparisons in sentence structures and word length • Graphs to plot character's feelings <p>Cross-Curricular</p> <ul style="list-style-type: none"> • Identity and cultural diversity • Global dimension and sustainable development • Creativity and critical thinking
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