



Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning	<p><b><u>Frankenstein</u></b> Students study the Victorian context of this text in addition to analysing the effect of setting and language choices. Students learn how to extract key information from a text and how to study the development of a character.</p> <p><i>Novel for sets 1 and 2. Play for sets 3 and beyond.</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Victorian/Gothic</li> <li>- Character</li> <li>- Information retrieval</li> <li>- Comprehension</li> <li>- Setting</li> <li>- Language features</li> <li>- Word class</li> </ul>	<p><b><u>Character and setting</u></b> Students study famous characters and settings from a range of well-known literature, with a focus on the language choices used to describe them. Students are encouraged to infer and to form opinions about what they read. A range of characters will be studied with a focus on Victorian literature.</p> <p><i>Great Expectations for sets 1 and 2, after the study of initial extracts. Sets 3 and beyond focus on extract work.</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Setting</li> <li>- Character</li> <li>- Language features</li> <li>- Word class</li> <li>- Inference</li> <li>- Tone</li> <li>- Atmosphere</li> <li>- Victorian texts</li> </ul>	<p><b><u>Dystopian writing</u></b> Students study extracts from this fascinating genre and then focus on improving their own writing through punctuation choices and sentence crafting.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Sentence crafting</li> <li>- Punctuation</li> <li>- Language features</li> <li>- Word class</li> <li>- Weather description</li> </ul>	<p><b><u>Speeches over time</u></b> Students study a range of famous speeches from the 16<sup>th</sup> Century to modern day. Again there is a focus on speeches from the Victorian era. Students then move into crafting persuasive speeches of their own.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Transactional writing framework to embed</li> <li>- Persuasive features</li> <li>- Language features</li> <li>- Sentence crafting</li> <li>- Punctuation</li> <li>- Victorian speeches</li> </ul>	<p><b><u>Poetry of World War 1</u></b> Students study the historical context of this significant era. They then study poems from this time with a focus on inference and the analysis of language and poetic devices. Students will research and analyse a poem and present their findings.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- WW1 context</li> <li>- Information retrieval</li> <li>- Inference</li> <li>- Language features</li> <li>- Word class</li> <li>- Poetic devices</li> <li>- <u>Spoken Language focus</u> – students work in groups to present key ideas about a poem of their choice.</li> <li>- <u>Creative writing focus</u>- students spend one lesson a week looking at crafting a piece</li> </ul>	<p><b><u>'A Midsummer Night's Dream'</u></b> Students study the life of Shakespeare, the stage at the time and the gender issues of the day. Students study the key moments of the play with an appreciation of the full play in its context as a comedy.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Elizabethan Era- Context</li> <li>- Shakespeare's use of language</li> <li>- Character and theme</li> <li>- Effects of comedy and plot</li> <li>- <u>Creative writing focus</u>- students focus on creating a piece of narrative writing with a set six-part structure. They will also focus on ambitious vocabulary choices as they create a</li> </ul>



					<b>of descriptive writing with a focus on figurative language and a range of sentence types.</b>	<b>narrative of their own.</b>
How is this learning being assessed?	Knowledge test on context in early weeks of unit.  Quote explosion task at the end of the unit - language features and word class assessed as students explore the meanings behind key quotations.	Victorian context recap questions.  Focused questions on atmosphere, tone and language choices in a Victorian text.	Knowledge test on new vocabulary from the unit and previous terms. This is followed by students rewriting a passage with a focus on sentences and punctuation. Students continue to write on from the passage in the style of the extract.	Knowledge test on Victorian beliefs followed by students writing their own speech on a given topic.	Knowledge tests on WW1 context and poetic devices.  Students will sit their annual exams on reading and writing in this half term. Their writing exam will be on describing a setting and their reading exam will be the analysis of language in an extract.	Students will be assessed on their understanding of Shakespeare's language and the significance of a key scene from the play.
<b>Year 8</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Learning	<b>Macbeth</b> Students study the beliefs about the supernatural, the monarchy and the political landscape at the time of Shakespeare. The focus is mainly on the characters and the author's intentions in the creation and structure of this play. Students will also learn how to craft an analytical paragraph – Idea, quote, development.  <b>Focus:</b> - Shakespearean context	<b>The Gothic Genre</b> Students will learn about the features of Gothic texts and their origin in Art and culture. They will analyse language and structure in a range of texts. The scheme also focuses on writing skills using gothic texts and pictures as stimulus.  <b>Focus:</b> - Sentence crafting - Punctuation - Language features	<b>Engaging openings</b> Students look at what makes an effective opening. They then look at a range of openings in text form and moving image form looking at the structural features used and the author's aim in using them.  <b>Focus:</b> - Media and text - Structural features – close focus on what they are and the different types	<b>Culture Poetry</b> Students study poems and poets from cultures outside of their own. The focus is on the analysis of language and structure and deducing the meanings authors were trying to create.  <b>Focus:</b> - Context of different cultures – apartheid 'District 6' etc.	<b>Mystery genre</b> This unit will focus on mystery stories of the Victorian era. Students will enhance their skills in writing analytical paragraphs (referred to as IQD). Students will analyse the author's choices of setting, language and structure and deduce meanings.  <b>Focus:</b> - Victorian texts - Author's intention	<b>Travel writing</b> Students will learn about the features of travel writing and also create their own piece using the features of the genre. The main focus is comparing how different writers tell their stories and summarising these findings.  <b>Focus:</b> - Comparison - Summary - Language features



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	<ul style="list-style-type: none"> <li>- Author's intention</li> <li>- Character</li> <li>- IQD</li> <li>- <u>Spoken Language focus</u>- students debate the question 'Who is responsible for the downfall of Macbeth?'</li> </ul>	<ul style="list-style-type: none"> <li>- Word class</li> <li>- Weather description and beginning the weather paragraph</li> <li>- Structure features</li> <li>- Vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>- of features that are structural</li> <li>- Author's intention</li> </ul>	<ul style="list-style-type: none"> <li>- Poetic devices, language and structure</li> <li>- Author's intention</li> <li>- Inference</li> </ul>	<ul style="list-style-type: none"> <li>- Structural features and their effect</li> <li>- Setting</li> <li>- Character</li> <li>- Language features</li> <li>- IQD</li> <li>- <u>Transactional writing focus</u> – students study the features of an article and write about a specific crime. Focus is paragraphing and developing sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Persuasive features</li> <li>- Inference</li> <li>- Information retrieval</li> <li>- Punctuation</li> <li>- Sentence crafting</li> <li>- <u>Transactional writing focus</u> – students study persuasive features and write a persuasive letter for a specific audience.</li> </ul>
How is this learning being assessed?	<p>Knowledge test on context early in the scheme.</p> <p>Students complete quote explosions inferring and commenting on a range of quotes from a range of characters in the play.</p>	<p>Recap questions on Shakespeare followed by focused questions on the terms used in a gothic extract. Students then write two paragraphs in response to a gothic picture.</p>	<p>Students will sit their annual exams on reading and writing in this half term. Their writing exam will be on describing a setting and their reading exam will be the analysis of language and structure in an extract.</p>	<p>Students will analyse specific language and structure choices in an unseen poem.</p>	<p>Students produce IQD paragraphs on an unseen extract.</p>	<p>Students will compare the content of two pieces of travel writing, using quotation effectively to support their points.</p>



Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning	<p><b><u>Analysis of a novel- 'Lord of the Flies' or 'Of Mice and Men'</u></b></p> <p>Students will focus on one piece of extended prose, either <i>Lord of the Flies</i> or <i>Of Mice and Men</i>. They will look at character, setting and theme and think about the writer's perspective. Students will be encouraged to evaluate ideas about the text they study.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Character</li> <li>- Setting</li> <li>- Theme</li> <li>- Writer's perspective</li> <li>- Evaluate</li> <li>- Set 1 (possibly 2 and 3 – teacher discretion) do LOTF, 4 and below OMAM</li> </ul>	<p><b><u>Inequality- Writing Rhetoric</u></b></p> <p>Students will identify the writer's perspective in several non-fiction articles on issues past and present. Students will then aim to create pieces of extended writing of their own that argue a point of view or aim to persuade their reader. Students will also prepare for their GCSE Spoken Language Endorsement at the end of the unit, researching and preparing points on a topic of their choice.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Non-fiction</li> <li>- Transactional writing</li> <li>- Comparison of texts</li> <li>- Summary</li> <li>- Synthesis</li> <li>- Writer's perspective</li> <li>- Old and new texts</li> <li>- <u>Spoken Language Focus-</u> students prepare a presentation on a topic of their choice.</li> </ul>	<p><b><u>Texts through time/Depiction of children through time</u></b></p> <p>Students will study a range of extracts from classic texts. They will aim to analyse the choices a writer makes and evaluate ideas about the texts they read.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Context</li> <li>- Writer's perspective</li> <li>- Themes</li> <li>- Author's intention</li> <li>- IQD</li> <li>- Evaluate</li> </ul>	<p><b><u>Power &amp; Conflict Poetry – English Literature GCSE course</u></b></p> <p>Students start their GCSE course at this point in the year. Students are studying the 'Power and Conflict' anthology provided by AQA. They look at six key poems from the collection in depth, focusing on the analysis of language and structure and the significance of context.</p> <p><b>Poems- <i>Exposure, Charge of the Light Brigade, Ozymandias, London, Remains, My Last Duchess</i></b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Context</li> <li>- Writer's perspective and purpose</li> <li>- Language</li> <li>- Structure</li> <li>- Form</li> <li>- Poetic Devices</li> <li>- Comparison</li> </ul>	<p><b><u>Power &amp; Conflict Poetry and J. B. Priestley's 'An Inspector Calls' – English Literature GCSE course</u></b></p> <p>Students complete their coverage of the six key poems, with a focus on essay writing skills and comparison. Students will then begin their study of the modern drama, <i>An Inspector Calls</i> by J.B. Priestley, beginning with context- a study of the beliefs and historical references that are pertinent in the play. Character and theme remain pivotal, in addition to the analysis of language, structure and form.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Context</li> <li>- Writer's perspective and purpose</li> <li>- Language</li> <li>- Structure</li> <li>- Form</li> <li>- Poetic Devices</li> <li>- Comparison</li> <li>- Plot</li> <li>- Character</li> <li>- Setting</li> <li>- Conventions of a play</li> </ul>	<p><b><u>J. B. Priestley's 'An Inspector Calls' – English Literature GCSE course</u></b></p> <p>This half term is dedicated to continuing studying <i>An Inspector Calls</i> in depth. There will be the coverage of plot, character, and theme in addition to the analysis of stagecraft decisions made by the writer.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>- Context</li> <li>- Writer's perspective and purpose</li> <li>- Language</li> <li>- Structure</li> <li>- Plot</li> <li>- Character</li> <li>- Setting</li> <li>- Conventions of a play</li> </ul>



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How is this learning being assessed?	Students will answer a question about character or theme. The question will be centred around an extract from the novel and students will also be expected to refer to the wider text in their response.	Students will be expected to write their own argument on a given topic.  <b><i>Preparation of SLE material for formal teacher assessment.</i></b>	Students will be given an unseen text. They will be asked to analyse and evaluate specific choices made by the writer.	Students will sit their annual exams on reading and writing in this half term. Their writing exam will be creating an argument on a given topic and their reading exam will be focused on the evaluation of a statement made about a piece of prose.	Ongoing formative assessment through teacher feedback during class-discussion and detailed written feedback after extended pieces of writing, along with regular re-cap questions, quiz-based homework and pre-assessment material will ensure that students are rigorously assessed and prepared for a formal assessment comparing two poems from the Power & Conflict Anthology.	Ongoing formative assessment through teacher feedback during class-discussion and detailed written feedback after extended pieces of writing, along with regular re-cap questions, quiz-based homework and pre-assessment material will ensure that students are rigorously assessed and prepared for a formal assessment focused on character and theme in <i>An Inspector Calls</i> .
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