

Curriculum overview: English

Why do we study English at The Earls High School?

English is the language within which we live and work and as such, we need to be confident in the knowledge that our English teachers are preparing our students to leave us with: clear verbal communication skills; an appreciation of the need for clear quality in their written communication skills; a good standard of social skills which they can utilise to work with others; an ability to read texts critically to evaluate information, identify writers' viewpoints, recognise writers' bias and consequently make informed choices and form rational opinions; and finally, the freedom to express their own creativity.

All students study literature alongside language, regardless of their ability, because we feel it is vital to experience a range of texts from across the ages and across continents in order to gain an appreciation of other cultures and beliefs, to understand ourselves and how we fit into our world. We also encourage our students to see reading as a pleasurable experience, a shared experience within which relationships are formed between readers, readers and writers, and readers and characters which in turn develops our emotional intelligence as human beings.

What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

We would expect our new cohorts of year seven students to have reached a standard in literacy and oracy appropriate to their individual ability through familiarity with reading aloud, writing extended responses and participating in speaking and listening activities. We appreciate that while there may be extensive knowledge of SPaG, our year seven students may not always be able to apply this knowledge effectively. We acknowledge that year seven students may well have been taught a range of text types but not necessarily been given the opportunity to produce a range of text types in writing themselves. Therefore, an awareness of the writer's craft may be apparent though being able to comment on the effect of writer's conscious choices may not. Likewise, there may be an awareness of texts as constructs rather than real life but this might not always be clear in their responses to what they have read. We would expect our year seven students to be familiar with working with others for the purposes of discussion and mutual support.

It is highly likely that our year seven students will be familiar with storytelling as a communication skill having been read to or read aloud themselves works by key authors such as: Roald Dahl, Julia Donaldson, Michael Morpurgo, David Walliams, Nina Bawden, Michael Rosen, David Almond, Malorie Blackman, Jacqueline Wilson, Cathy Cassidy, Morris Gleitzman, Dick King-Smith, Jean Ure, Charlie Higson and Anthony Horowitz. In reading these texts, a familiarity with a range of genre conventions would be expected as well as a burgeoning ability to make connections between fact and fiction using their knowledge of the Victorians, World War Two, the environment, other countries and cultures to make sense of the worlds presented in these texts.

What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

Ideally, our young people will leave school with a standard of literacy and oracy that is appropriate for success in life, in work and in play. We will have enlightened them to explore their creativity in reading and writing by studying at least three plays by Shakespeare; a collection of pre—1900

prose fiction, prose non-fiction and poetry texts; the poetry of WW1; and contemporary (20th & 21st century) drama, prose fiction, prose non-fiction and poetry.

To be equipped for life, our young people should be able to utilise an extensive vocabulary range and construct a coherent text to not only express themselves convincingly but also to defend their viewpoint both in written and verbal communications. They should also feel confident in their ability to deconstruct texts, understand a writer’s perspective and explore the effects of the writer’s craft without feeling confused or misled.

Year 7 Curriculum Map: English

Autumn Term	Spring Term	Summer Term
<p>Unit 1: Travel To learn about: In this unit, students will begin by developing their writing skills, ensuring that they are ‘Secondary ready’; they will produce a piece of descriptive writing. Students will then study ‘Boy Overboard’ by Morris Gleitzman analysing the writer’s use of language. It is important here that students learn how to write a cohesive essay about the text. The unit is interspersed with non-fiction accounts of life as a refugee, poetry and opportunities for speaking and listening activities. The unit ends with a return to descriptive writing, so that students can revise and practise these skills.</p> <p>Main home learning tasks: <i>Reading</i> – Research a holiday suited to a specific target audience and create a fact file or report. Be prepared to present your destination to the class; assessment tasks as listed below. <i>Writing</i> – Write a descriptive piece about your ideal holiday destination.</p> <p>Key assessments:</p>	<p>Unit 2: Nature To learn about: Students will study and explore how writers use language in a range of literature about nature and our environment. They will study a selection of Romantic poetry by famous Romantic poets such as Coleridge, Wordsworth and Tennyson; as well as non-fiction material and a selection of extracts from Shakespeare’s ‘The Tempest’. Students will develop their retrieval and inference skills and will be assessed on how well they can synthesize information. They will also learn how to select appropriate and relevant textual detail to support their ideas and interpretations. Students will also develop both their analytical, persuasive and creative writing.</p> <p>Main home learning tasks: <i>Reading</i> - Create an informative poster on Romantic Poetry using your research. Use image and text. <i>Writing</i> – Imagine you are a sailor and have been on the sea for the last six months with no land in sight. You are aware of all the myths surrounding the sea. Write an eye-witness account of seeing a ‘sea monster’.</p> <p>Key assessments:</p>	<p>Unit 2: School To learn about: Students will explore the topic of school through the ages by studying extracts from Charles Dickens’ <i>Hard Times</i> and <i>Nicholas Nickleby</i>, Bronte’s <i>Jane Eyre</i> and the Willy Russell play <i>Our Day Out</i>. Other cultures will be experienced through exploring art and a collection of poems on the theme of education. Students will reflect on the role of teachers in their lives and their influence on their development and progress as individuals. Students will explore the changing face of education over time through a selection of Heritage texts and non-fiction news articles. Students will be given opportunities to use drama to interpret text as well as drawing to explore other visual representations of writers’ meanings.</p> <p>Main home learning tasks: <i>Reading</i> - Read the extract from <i>Nicholas Nickleby</i>. How does Dickens use language to describe the pupils? <i>Writing</i> – Students create their own poem about a teacher. The poem must include metaphors and similes.</p> <p>Key assessments:</p>

<p><i>Reading</i>- How does Gleitzman use language to describe this moment at the football stadium on pgs. 61-62? <i>Writing</i>- Write a description inspired by this image (boat on sea) or Write a narrative with the title 'The Incredible Journey'.</p> <p>Assessment conditions: In class.</p>	<p><i>Reading</i>- Synthesising two sources which report on what island life is like: Summarise the writers' experiences of island life in Source A and Source B. <i>Writing</i> - Write an article expressing your point of view on the benefits of young people spending more time outdoors.</p> <p>Assessment conditions: In class.</p>	<p><i>Reading</i> - "Mr Briggs is a better teacher than Mrs Kay." To what extent do you agree? <i>Writing</i> - Write a description inspired by an image of boys suffering a detention punishment OR write a story entitled 'The Detention'.</p> <p>Assessment conditions: In class.</p>
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Year 8 Curriculum Map: English

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Unit 1: Conflict To learn about: During this programme of study students will be exploring the theme of conflict in relation to war, studying WW1 propaganda material, war poetry from a range of poets both contemporary and heritage, as well as reading 'Private Peaceful' by Michael Morpurgo. Students will develop their writing skills throughout, by writing in different forms and for different audiences: this will include writing creatively and responding critically to the texts they have studied. They will develop their reading skills through closely analysing passages within the text and analysing the language, structure and form of the texts. Students will develop their spoken language skills through class discussions and presenting.</p> <p>Main home learning tasks <i>Reading</i> - Research the historical context of the novel 'Private Peaceful'; analysis of writers' methods and intended effects on readers; comparison of writers' attitudes conveyed through use of language, form and structure. <i>Writing</i> – Descriptive writing from a character's point of view; writing based on an image; persuasive writing; evaluative writing.</p> <p>Key assessments: <i>Reading</i> - Explore how Morpurgo uses language and structure for effect.</p>	<p>Unit 2: Adventure To learn about: Students will explore the concept of adventure by researching different explorers' experiences across the centuries and the purpose for exploring. Students will gather opinion on whether the explorers' achievements should be celebrated or condemned as we evaluate whether adventurous exploration is a selfish pursuit or a necessity for our understanding of our world and beyond. Students will collaborate to create and pitch their idea for a new adventure holiday. Students will read a range of poems connected to the theme of adventure alongside studying the 19th century novel 'Treasure Island' making connections between adventures in fact and fiction. Students will write their own original adventure story.</p> <p>Main home learning tasks <i>Reading</i> – Wider reading of different explorers' experiences across the centuries; poems related to the theme of adventure to make the connection with 'Treasure Island'; short story 'A Sound of Thunder' by Ray Bradbury to explore other ways to spend an adventure holiday. <i>Writing</i> – Speech for a presentation on a given explorer to persuade the audience that this person's achievements are worthy of celebration and not condemnation; planning for a quest story.</p>	<p>Unit 3: Fantasy To learn about: Students will study Shakespeare's 'A Midsummer Night's Dream'. They will study a range of non-fiction texts linked to advertising and the science behind the perfume industry. Students explore the key conventions of the fantasy genre such as the use of magic and the creation of mythical creatures and portals that link real worlds with fantasy worlds. They will explore how theatre companies create effective stage productions. They will also be assessed on their ability to compare writers' ideas and perspectives using extracts from the Harry Potter series and making connections with selected scenes from the play. Students will also develop their academic writing by producing an extended essay response to the comparison task. Students should be encouraged to develop their imaginations to produce effective descriptions in several creative writing pieces. Finally, students will be expected to participate in drama activities and stage a formal presentation and face questions from their audience.</p> <p>Main home learning tasks: <i>Reading</i> - Find out about other plays written by Shakespeare which contain 'clown' roles; make connections between texts in terms of themes and writers' methods. <i>Writing</i> – Continue to develop descriptive writing skills by imagining characters with magical powers and fantasy settings.</p> <p>Key assessments:</p>

<p><i>Writing</i> - Write a speech arguing your views on the conscription of young men to the war effort.</p> <p>Assessment conditions: In class.</p>	<p>Key assessments:</p> <p><i>Reading-</i> Synthesising two female explorers' experiences across the centuries to understand the similarities and differences between them.</p> <p><i>Writing-</i> Write an original adventure story set in another time and place that includes a quest for discovery.</p> <p>Assessment conditions: In class.</p>	<p><i>Reading-</i> Using analysis of key scenes from 'A Midsummer Night's Dream' focusing on evaluating how the writer's choices of language and structure may influence and audience's opinion.</p> <p><i>Writing</i> – write a description inspired by an image of a magical transformation or write a fantasy story using the word 'curious' in your opening line.</p> <p>Assessment conditions: In class.</p>
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Year 9 Curriculum Map English

AUTUMN TERM	SPRING TERM	SUMMER TERM
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<p>Unit 1: Dystopia To learn about: Students will study and explore dystopian fiction in a range of guises: non-fiction, fiction and poetry. They will study non-fiction material linked to the key themes and issues that arise from their study of dystopian fiction. They will focus on the novel 'The Hunger Games' by Suzanne Collins and extracts of '1984' by George Orwell. They will develop their retrieval and inference skills, evaluation skills, learn how to select appropriate and relevant textual detail to support their ideas and interpretations, develop their writing skills throughout, by writing in different forms and for different audiences and purposes and develop their spoken language skills through discussion, drama and formal presentations.</p> <p>Main home learning tasks: <i>Writing tasks</i> - writing a postcard from your own dystopian world; an alternative opening to a popular dystopian novel; a response to a news article based on opinions on the use of CCTV. <i>Reading tasks</i> - reading key sections of 'The Hunger Games'; analysing effects of writer's craft.</p> <p>Key assessments: <i>Writing</i> – Write a description inspired by an image of a Dystopian world OR Write the opening to a short story that begins with the sentence: "Slowly, I looked around the wasteland that I had once called home." <i>Reading</i> - After reading this section, a student commented: 'I really like the way the writer conveys Katniss' shock at her sister Prim being chosen in the reaping. It encourages us to feel sympathy for them both.' How far do you agree? <i>Spoken Language</i> – Role play based on characters and events in 'The Hunger Games'</p> <p>Assessment conditions:</p>	<p>Unit 2: Horror To learn about: Students will explore the key features and conventions of 'Gothic Literature'. They will study E.T.A Hoffman's short story 'The Sandman' as an introduction to gothic and be able to identify typical gothic themes. Students will read a selection of Poe short stories and poetry looking closely at how language is used to create horror and fear in the reader. Students will be taught how to write accurately and imaginatively to produce engaging stories using a wider range of vocabulary and methods learned from studying a range of short stories and extracts.</p> <p>Main home learning tasks: <i>Writing tasks</i> - include a piece of creative writing based on a still image from the film 'The Sandman' and the opening of a short story using typical gothic/horror features. <i>Reading tasks</i> – investigating how texts conform to the gothic genre; analysing effects of writer's craft.</p> <p>Key assessments: <i>Writing</i> – Write a short horror story that would be suitable for a collection entitled 'Tales of the Unexpected' OR write a description inspired by this image. <i>Reading</i> - How does Poe create horror in this extract and in the story as a whole? <i>Spoken Language</i> - Students to work in small groups and give a formal presentation about Poe/the gothic genre.</p> <p>Assessment conditions: In class.</p>	<p>Unit 3: Identity To learn about: Students will explore the theme of 'identity' in relation to the individual, collective and cultural. Students will focus on how to write an extended poetry comparison to prepare them for GCSE Eng Lit. Students will develop their spoken language skills through class discussions, a range of drama activities, a 'story exchange' and a formal presentation linked to a written speech which argues their viewpoint on identity. All students will take part in a poetry workshop with professional performance poets linked to the theme of identity.</p> <p>Main home learning tasks: <i>Writing tasks</i> – diary entries based on personal experiences, thoughts and feelings of themselves and characters present in extracts and poems read in lessons; writing their own poems. <i>Reading tasks</i> - short stories and poems about growing up, relationships and finding where we fit into our world.</p> <p>Key assessments: <i>Writing</i> – 'Your identity has nothing to do with the town or country or continent you come from. Being British, European, Asian or African makes no difference to who you are.' Write a speech which could be delivered to your peers in a school assembly in which you argue for or against this statement. <i>Reading</i> - Compare how poets present ideas about growing up in 'Divorce' and 'Mother, any distance' <i>Spoken Language</i> – presentation about their life, likes and dislikes.</p> <p>Assessment conditions: In class.</p>
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In class.