



Academic Overview 2017-18

English						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Literary Periods and Movements	Novel: <i>'A Christmas Carol'</i>	Shakespeare: <i>'Romeo and Juliet'</i>		Incredible Stories and Extracts	Poetry Cluster: Love and Relationships
Year 8	Shakespeare: <i>'Much Ado About Nothing'</i>	19th Century Settings Extracts	Novel: <i>'Of Mice and Men'</i>		Travel Writing: Viewpoints and Perspectives	Poetry Cluster: Character and Voice
Year 9	Literature Paper 2: Modern drama: <i>'An Inspector Calls'</i> Language Paper 1 - descriptive and narrative Writing		Literature Paper 1 Shakespeare: <i>'Macbeth'</i> Language Paper 2: Writing to present a viewpoint		Power and Conflict Poetry Themes: Power of <i>Nature</i> and <i>Humanity</i> Revision for PPE: An Inspector Calls and Macbeth	
Year 10	19 TH Century Novel: <i>'The Strange Case of Dr. Jekyll and Mr. Hyde'</i> Language paper 1: Descriptive – using the text as a stimulus. Literature paper 1- Academic/exam style writing		Power and Conflict Poetry Themes: Reality of conflict, sadness and loss of conflict Unseen Poetry	Revision Lit Paper 1 Shakespeare Revision Lit Paper 2 Poetry: Power and Conflict	Revise all Literature	Language Paper 2: Writing to present a viewpoint Spoken language- presentation of speech
Year 11	Paper 1: Section A Explorations in Creative Reading and Writing Paper 1: Section B Descriptive and Narrative <i>'Crafting Writing'</i>		Paper 2: Section A Examining Writers Viewpoints and Perspectives Paper 2: Section B Writing to present a viewpoint		Revision of Key Skills	



Year 8 Curriculum Content Overview 2017-18

English – Year 8				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> • Read, understand and respond to texts. • Develop a personal response to pieces of text using evidence, including quotations, to support ideas. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. • Show an understanding of how texts are affected by contexts in which they were written (time period, place). • Communicate clearly, effectively and imaginatively. • Select and change tone and style for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features (tense, person) to make sure writing is clear and logical. • Use a range of vocabulary and sentence structures for clarity, purpose and effect. • Make sure spelling and punctuation is accurate. 	Reading <ul style="list-style-type: none"> • Variety of texts including: plays, poetry, 19th Century fiction, modern extracts. • Variety of fiction and non-fiction texts • Accelerated Reader programme 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing Exit strategies	2 mastery skills assessments completed in the academic year to inform reports. Timed tasks throughout each half term which are medalled and missioned.	Challenging texts of 'Much Ado About Nothing', 19 th century extracts and poetry taken from the GCSE specification. All set questions are GCSE style. Range of Language and Literature based skills to prepare for GCSE.
	Numeracy <ul style="list-style-type: none"> • Tension and emotion graphs • Ranking • Ordering events 	Voting Debates for viewpoints		
	Oracy During the year students will complete 2 spoken language assessments. <ul style="list-style-type: none"> • Socratic debate: Based upon a question formed by the class • Group presentations: In groups, create a persuasive pitch to advertise a holiday to your chosen audience. 	Peer and self-assessment of written work		



Assessment Skills, Knowledge and Concepts Map

Key Learning Questions/Tasks	'Much Ado About Nothing'	Language of Learning
<ul style="list-style-type: none"> • How does Shakespeare present Don John as a villain? • How does Shakespeare present attitudes towards women in Much Ado About Nothing? 	<ul style="list-style-type: none"> • To understand the plot and themes in 'Much Ado About Nothing'. • To analyse how the characters are presented within the play: Claudio, Hero, Beatrice, Benedick and Don John. • To explore how the play relates to its context. 	<ul style="list-style-type: none"> • Elizabethan • Patriarchal • Deception • Relationships • Villain • Stereotypes
Key Learning Questions/Tasks	19 th Century Settings Extracts	Language of Learning
<ul style="list-style-type: none"> • Having read this extract, a student said 'the writer makes the setting seem mysterious and makes you think something bad is going to happen'. To what extent do you agree? • "Scientific experiments can go too far and disrupt natural life." Write an article for a broadsheet newspaper arguing your point of view. 	<ul style="list-style-type: none"> • To analyse extracts from the 19th century focusing on setting description. • To develop understanding of the gothic genre and emulate the writers' styles in students' own work. • To develop viewpoint writing skills through practice of language devices and building a repertoire of sophisticated vocabulary. 	<ul style="list-style-type: none"> • Gothic • Atmosphere • Perspective • Conventions • Setting • Mystery
Key Learning Questions/Tasks	'Of Mice and Men'	Language of Learning
<ul style="list-style-type: none"> • Read both sources which describe accounts of slavery. Use details from both sources to write a summary of the differences. • "Steinbeck presents Lennie as innocent and childlike." How far you agree with this opinion? • How does Steinbeck use language to describe Crooks' room? • How does Steinbeck explore the theme of dreams in the novella? 	<ul style="list-style-type: none"> • To understand the key plot moments in 'Of Mice and Men'. • To develop analysis skills focusing on key ideas and themes within the text: dreams, friendship, loneliness. • To explore how the context of 1930s America has an impact on the novella and the writer's intentions. • To analyse the characters and empathise with them through writing. 	<ul style="list-style-type: none"> • Society • Discrimination • Aspiration • Empathy • Loneliness • Hierarchy
Key Learning Questions/Tasks	Travel Writing: Viewpoints and Perspectives	Language of Learning
<ul style="list-style-type: none"> • How do the different writers convey their distinct attitudes to the places they describe? • How can you use vocabulary and devices to make your descriptions of settings more enticing? 	<ul style="list-style-type: none"> • To analyse the use of language and devices within extracts of travel writing. • To evaluate writers' viewpoints of the places they visit. • To create pieces of description and travel writing focusing on the use of effective vocabulary. 	<ul style="list-style-type: none"> • Persuasive • Audience • Viewpoint • Vocabulary • Advertising • Destination
Key Learning Questions/Tasks	Poetry Cluster: Character and Voice	Language of Learning
<ul style="list-style-type: none"> • Write the opening to a story about a character who is an outsider. • Compare the ways Duffy presents the characters' voices in 'Medusa' and 'Havisham' 	<ul style="list-style-type: none"> • To analyse how character and voice is presented in various forms of poetry. • To relate poems to their contexts and explore writers' intentions. • To present clear character in narrative writing. 	<ul style="list-style-type: none"> • Voice • Tone • Fictional • Homelessness • Outsider • Interpretation



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