

Our Curriculum Intent:

Our aim is to inspire all through the study of Language and Literature and to develop a lifelong love of reading. We will nurture curiosity, empathy, creativity and academic excellence within our students to create confident and articulate global citizens.

Curriculum Design and Rationale:

- We have designed a curriculum that empowers students through the study of Language and nurtures a curiosity, empathy and creativity through Literature
- We provide teaching of prose, drama and poetry
- It is important that all students study whole texts in depth
- We provide time in the curriculum for students to read and write for pleasure
- We want students to feel empowered to experiment when writing creatively
- We embed the skills needed for both English Language and Literature GCSE into our Key Stage Three curriculum
- We have selected the texts (Boy in striped PJs, Stone Cold, Of Mice and Men, TKMB, Tempest, Romeo and Juliet) because they allow us to build on the skills set needed for GCSE and beyond. It gives us the opportunity to introduce Shakespeare and then study a whole text - The Tempest. As a comedy, this provides a different approach to Y9 and GCSE where we look at tragedies. We study American Literature in Y9, following the GCSE reforms, as we want students to be prepared for American Literature at A level. Both texts are seminal novels and explore ideas of empathy, morality and worldviews that we feel are essential to explore and discuss. The novels also allow for thematic links as well as links to the wider school curriculum through context.
- Media-non fiction enables us to explore an understanding of the mechanics of language, empowering students to experiment. We also explore non-fiction in context - understanding how it is being used in the real world - empowering our students as citizens.
- Writing poetry gives students a way of expressing themselves, experimenting with form, as well as helping with analysis of poetry
- We set homework that teaches revision strategies, interleaves knowledge, explores context, uses online resources and enables students to be creative and original in the ways they present ideas.

Year 7 SOW Overview

Term	SOW	Classroom Marked Piece and Assessment	Assessment focus
1a	<p><u>Autobiography/biographies</u></p> <p>SOW introducing the terms autobiography and biography Students understand and can use the key terminology for the topic. Students become familiar with the style and content of autobiographies reading a range of extracts. Students write using the formal letter layout. Introduce MEE and begin to write about effects of writers' methods. Students write creatively using the style and form of an autobiography. Look at discrimination/holocaust through Anne Frank - leading into next half term and Boy in the Striped PJs.</p>	<p>C: Formal Letter A: Ensuring you use the features (and write in the style of) an autobiography, write about two important life events.</p>	<p>AO5 -content and organisation AO6- SPaG</p>
1b	<p><u>The Boy in the Striped Pyjamas</u></p> <p>SOW introducing the study of a novel Students understand and can use the key terminology for the topic. Students become familiar with exploring the ways in which a novelist presents characters and themes. Students use MEE to write about effects of writers' methods. Students explore the effect on the reader Students learn to make comparisons Look at discrimination/holocaust through the study of context including audio from holocaust survivors speaking about the discrimination towards homosexuals.</p>	<p>C: How does Boyne present the character of Bruno in the opening of the novel? MEE paragraph. A: Extract based question.</p>	<p>AO1 and AO2 - reading and responding to a text. Analysis of writer's methods</p>
2a	<p>First half: continue to study TBITSP Second half: <u>Poetry</u></p> <p>SOW introducing the study of poetry Students understand and can use the key terminology for the topic. Students become familiar with different forms of poetry using examples and experimenting with writing in these forms. Students to use a stimulus to write own poetry. To understand and use the acronym CLAPS to analyse poetry (Context, Language, Atmosphere, Poetic Devices, Structure) Students to begin to consider the effect of CLAPS on the reader.</p>	<p>Poetry Assessment: Write a sonnet.</p>	<p>AO5 -content and organisation</p>
2b	<p><u>Media/non-fiction</u></p> <p>SOW introduce the topic of media non-fiction skills. Students understand how to write for a particular genre, audience, purpose and style - persuasive speech and newspaper article. Students analyse examples of media non-fiction writing. Students learn and confidently use subject terminology.</p>	<p>C: Paragraph of Mayor's speech A: Write a newspaper article about a fictional event involving your superhero ad villain.</p>	<p>AO5 -content and organisation AO6- SPaG</p>

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3a	<p>Start introduction to Shakespeare</p> <p>Last few weeks - revise TBITSP in preparation for the EOY exam.</p> <p>SOW introduce the topic of Shakespeare.</p> <p>Students learn about the globe and experience extracts from a range of plays - particular focus on comedies and histories (as tragedies are the focus in Y9, KS4 and KS5)</p> <p>Students use speaking and listening skills including drama and spoken language presentations linked to extracts from plays.</p> <p>Students learn and confidently use subject terminology.</p>	C: Romeo and Juliet MEE paragraph.	AO1 and AO2 - reading and responding to a text. Analysis of writer's methods
3b	Introduction to Shakespeare	Marking of EOY exam	

A lesson overview and knowledge organiser is available on OneDrive for each SOW

Year 8 SOW Overview

<u>Term</u>	<u>SOW</u>	<u>Assessment</u>	<u>Assessment focus</u>
1a	<p><u>'The Tempest' by William Shakespeare</u> SOW builds on introduction to Shakespeare in Y7. Students understand and can use the key terminology for the topic. Students become familiar with the structure and language of a Shakespearean play. Students use reading for meaning, inference, empathy, analysis skills to explore character presentation. Students learn to write analytically about a drama text.</p>	<p>C: How is Caliban presented in Act 3 Scene 2? MEE paragraph</p> <p>A: How is the character of Caliban presented in 'The Tempest' by William Shakespeare?</p>	AO1, AO4
1b	<p><u>Non-fiction Writing</u> SOW builds on media non-fiction skills from Y7 and Big Write lessons. Students understand how to write for a particular genre, audience, purpose and style. Students learn about pathos, logos and ethos. Students use the taught features to write their own opinion and review piece. Students analyse examples of media non-fiction writing. Students learn and confidently use subject terminology.</p>	<p>C: Using ethos, pathos, logos, write up an opinion piece.</p> <p>A: Write a review of a film for a magazine for students of your age range.</p>	AO5, AO6
2a	<p><u>'Noughts and Crosses' by Malorie Blackman. Adapted by Dominic Cooke</u> SOW introduces students to the modern play. Students understand the features of a play and explore the effect of drama on an audience. Students examine character and theme. Students analyse playwright's methods. Students are able to write use MEE about the play. Students learn and confidently use subject terminology. Students explore perspective and race. Includes links to other texts</p>	<p>C: How is tension created in Act 1, scenes 19-21? ToMee paragraph.</p> <p>A: How is the character of Callum presented across the play?</p>	AO1, AO2
2b	<p><u>Poetry</u> SOW building on Y7 SOW about the study of poetry Students understand poetic devices. Students become familiar with a range of poems. Students to use a stimulus to write own poetry. To understand how to make inferences and write about the effect of poetic devices on the reader as well as considering poet's purpose.</p>	TBC	AO5

<p>3a</p>	<p><u>Start Gothic Horror</u> SOW introduces the genre of The Gothic Students learn about Gothic tropes Students read extracts and short stories from The Gothic and Horror genres. Students learn to mimic the style of Gothic writing Students write in the style to create their own story opening. Students learn and confidently use subject terminology.</p>	<p>C: MEE based on a Gothic Horror extract in preparation for EOY.</p>	<p>AO1, AO2,</p>
<p>3b</p>	<p>Gothic Horror</p>	<p>Mark EOY exam</p>	

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Year 9 SOW Overview

<u>Term</u>	<u>SOW</u>	<u>Assessment</u>
1a	New SOW for Sept 2022 'Iridescent Adolescent' Diverse Literary Short Stories	TBC
1b	<u>'Romeo and Juliet' by William Shakespeare</u> SOW study a Shakespearean play Students understand and can use the key terminology for the topic. Students become confident with the structure and language of a Shakespearean play. Students use reading for meaning, inference, empathy, analysis skills to explore character and theme presentation. Students learn to write analytically about a drama text using extracts and wider play.	C: How does Shakespeare present Lord Capulet's feelings towards Juliet? A: How does Shakespeare create conflict in act 3, scene 1?
2a	<u>Creative writing</u> SOW builds on Big Write lessons and creative writing in Y7 and Y8 to explore techniques used to write creatively. Begins to prepare students for GCSE language paper 1, section B. Students make conscious decisions when crafting descriptive or narrative writing. Students become confident with subject terminology and can recognise examples and experiment when using these devices. To use acronym COMPASS to support writing technique. To use extracts to see techniques in action and inspire own writing.	A: Write a description suggested by this picture: OR Write the opening part of a story about a place that is severely affected by the weather.
2b	<u>Poetry</u> SOW builds Y7 and Y8 SOW re poetry but focuses on analysing poetry in preparation for GCSE/A level. Begins to prepare students for GCSE Literature poetry analysis skills. To become confident with poetry subject terminology. To understand authorial viewpoint. To develop unseen poetry skills. To use CLAPS analysis approach To write a comparative analytical paragraph	C: Refugees ToMEE+C A: Comparative paragraph
3a	<u>'To Kill a Mockingbird' by Harper Lee</u> SOW study a seminal text Students understand and can use the key terminology for the topic. Students become more confident with the skills of inference, analysis, evaluation and empathy. Students write analytically about character and theme. Students explore context and writer's intentions.	C: How does Lee present the Radley place? Extract based in preparation for the EOY exam.

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	Students explore the context in which Lee was writing.	
3b	'To Kill a Mockingbird' by Harper Lee	Mark EOY exam

Lesson overviews and knowledge organisers available for each SOW.