

## Sir John Cass English Curriculum Overview 2014-15: KS3 – Year 7

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
<b>Topic &amp; Text</b>	<p><b>Play:</b></p> <ul style="list-style-type: none"> <li>- <i>Street Child</i></li> <li>- <i>Mean to be Free</i></li> </ul>	<p><b>Autobiography &amp; Author study:</b></p> <ul style="list-style-type: none"> <li>- <i>Boy</i> by Roald Dahl</li> <li>- Author study homework booklet</li> </ul>	<p><b>Shakespeare:</b></p> <ul style="list-style-type: none"> <li>- <i>A Midsummer Night's Dream</i></li> <li>- <b>Persuasive language</b></li> </ul>	<p><b>The Island Project:</b></p> <ul style="list-style-type: none"> <li>- Island Project resource pack</li> </ul>	<p><b>Stories of War:</b></p> <ul style="list-style-type: none"> <li>- <i>Boy in the Stripped Pyjamas</i></li> <li>- <i>Private Peaceful</i></li> <li>- <i>Once</i> (5a, 5b)</li> <li>- Introduce 2 poems</li> </ul>	<p><b>Crime/Mystery Fiction &amp; Author study:</b></p> <ul style="list-style-type: none"> <li>- Research and study Sir Arthur Conan Doyle or Agatha Christie</li> <li>- <i>What has happened to Lulu?</i></li> <li>- Anthology of short stories and extracts</li> </ul>
<b>Overview</b>	<p>This unit introduces students to the KS3 curriculum. The whole play should be covered within the allotted time. Students will be taught in mixed ability groups for this half term only and work should be differentiated accordingly. The focus is on exploring the dramatic devices, themes and social context as well as the structure of this style of literature. <b>Students should be exposed to non-fiction relating to issues and themes within the play script as well as regular literacy based starter activities.</b> Towards the end of the topic <b>students should be introduced to the concept of PEE.</b></p>	<p>In this unit pupils will learn how to develop explicit responses to an extended narrative; both to the events in the narrative and especially how they are conveyed to the reader. Students should be encouraged to support their analysis with evidence from across the text and further consolidate their knowledge of PEE. When writing about the text pupils should begin to use the appropriate terminology for their ability, however the focus of teaching should be developing an interpretation of the text. For the author study students will receive a booklet of activities to be completed over the course of the unit. Specified tasks should be assigned for homework and marked regularly.</p>	<p>This unit introduces students to the work of Shakespeare. While the whole play is covered, the focus is on Shakespeare's character development and how ideas and themes are presented. The play should be used as a source of inspiration for writing skills and as such the main assessment for this unit is writing. Teachers are also encouraged to use role play in the classroom to support group working skills.</p>	<p>This unit introduces students to a range of skills across the English curriculum. The idea of this project is so allow students to access a variety of different texts and have the opportunity to analyse texts, work together as groups, research and write creatively. All teachers need to follow the resource pack 'The Island Project' which outlines activities and themes for each week. Several resources are also included in the resource pack for your use. It is up to class teachers to decide which resources can be used for their sets.</p>	<p>In this unit pupils will learn how to develop explicit responses to an extended narrative; both to the events in the narrative and the wider themes of the novel. Students should be encouraged to support their analysis with evidence from across the text and extend their understanding of, and ability to use, PEE. When writing about the novel pupils should begin to use the appropriate terminology for their ability, however the focus of teaching should be developing an interpretation of the text.</p>	<p>This unit introduces pupils to conventions and features associated with Mystery and detective fiction. The focus of this unit will be the understanding of conventions within a genre. Students will be given the opportunity to read a range of texts to enhance their knowledge of the conventions of the genre and use this knowledge to create their own pieces of mystery and detective writing. Students will complete their second author study of the year on either Sir Arthur Conan Doyle or Agatha Christie.</p>
<b>Main assessment</b>	<p>1) <b>READING: Rising Stars – Yr7 Reading Test 1</b></p> <p>2) <b>WRITING: Rising Stars – Yr7 Long Writing Task 1</b></p>	<p>WRITING: Descriptive writing</p>	<p><b>READING: Essay writing</b></p>	<p>WRITING: creative writing .</p>	<p><b>READING: Mini-essay.</b></p>	<p>1) <b>READING: Rising Stars – Yr7 Reading Test</b></p> <p>2) <b>WRITING: Rising Stars – Yr7 Long Writing Task</b></p>

## Sir John Cass English Curriculum Overview 2013-14: KS3 – Year 8

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
<b>Topic &amp; Text</b>	<p><b>Novel (The Outsider):</b></p> <ul style="list-style-type: none"> <li>- <i>The Other Side of Truth</i> (higher ability)</li> <li>- <i>Wonder</i></li> <li>- <i>Holes</i> (lower ability)</li> <li>- <i>Darkside</i> (Set 5 only)</li> </ul>	<p><b>Science-Fiction &amp; Author study:</b></p> <ul style="list-style-type: none"> <li>- Research and study one Sci-Fi author</li> <li>- Sci-Fi anthology of writing</li> <li>- Sci-Fi films:                             <ul style="list-style-type: none"> <li>- Independence Day</li> <li>- The Matrix</li> <li>- X-Men</li> <li>- War of the Worlds</li> </ul> </li> </ul>	<p><b>Inspiring speeches:</b></p> <ul style="list-style-type: none"> <li>- Martin Luther King – I have a dream</li> <li>- Barak Obama’s victory address</li> <li>- Ken Livingston’s response to London bombings</li> <li>- Independence Day July 4th speech</li> <li>- Henry V – St Crispin’s Day</li> <li>- The Right Word- Imtiaz Dharker</li> <li>- Million Man March Poem – Maya Angelou</li> <li>- If – Rudyard Kipling</li> <li>- Quiz- Linh Dinh (edit)</li> </ul>	<p><b>Play &amp; Author study:</b></p> <ul style="list-style-type: none"> <li>- <i>Our Day Out</i> by Willy Russell</li> </ul>	<p><b>Shakespeare:</b></p> <ul style="list-style-type: none"> <li>- <i>Romeo and Juliet</i></li> <li>- Introduction to sonnets</li> </ul>	<p><b>Novel 2:</b></p> <ul style="list-style-type: none"> <li>- Contemporary teen fiction</li> </ul> <p>TBC</p>
<b>Overview</b>	<p>In this unit pupils will learn how to develop explicit responses to a novel; they will be encouraged to support their analysis with evidence from across the text. Students should be encouraged to form detailed interpretations using a range of evidence to support a point. PEE should be regularly modelled and practiced throughout the unit, with emphasis on developing thoughtful explanations. When writing about the novel pupils should use the appropriate terminology. Students should be introduced to non-fiction and poetry related to the topics and themes within their texts</p>	<p>This unit acts as an introduction to film analysis through the genre of science-fiction. Students become aware of, and are able to identify, generic conventions and by the end of the unit are able to analyse a short clip. Students should be encouraged to offer more than one interpretation of their evidence and to fully analyse the reason features appear rather than simply comment on their inclusion.</p>	<p>In this unit pupils study motivational speeches enabling students to recognise speakers’ use of style, technique, and rhetorical devices to enhance meaning. In order to understand the topics teachers may wish to study the poetry alongside the speeches, depending on the ability of their class. Students will analyse a variety of speeches, both transcripts and through the use of video clips, with a view to writing and performing their own speech. For the main assessment you may wish to incorporate independent research to inspire students’ ideas. At the end of the unit please give each student a holistic speaking and listening level.</p>	<p>This unit introduces students to a contemporary play. Students will explore and identify character motivations and theme in detail. The unit focuses on analysis of stagecraft, language and presentation of characters. Students need to explore these aspects through regular PEE paragraphs.</p>	<p>The main focus of this unit is to develop and enhance students’ reading and essay writing skills through close analysis of extracts from <i>Romeo and Juliet</i>. The unit focuses on how various conflicts are shown, with particular focus on families. Students will learn the ways in which Shakespeare uses language, theme, dramatic devices and structure to aid meaning and engage his audience as well as a secure understanding of the contextual significance of the play. Students will also be encouraged to combine the skills of analysing in depth but also examine how to create an essay which forms an interpretation of a point of view.</p>	<p>In this unit pupils will consolidate the skills of analysis they have learnt over the course of the year. They will be encouraged to engage with and discuss the issue and themes of the text and form written analysis of key passages.</p>
<b>Main assessment</b>	<p>READING: Essay</p>	<p>READING: analysis of a short film clip</p>	<p>WRITING: speech writing</p>	<p>READING: essay</p>	<p>READING: essay</p>	<p>1) Reading: Rising Stars – Yr8 Reading Test 3</p> <p>2) Writing: Rising Stars – Yr8 Long Writing Task 3</p>

## Sir John Cass English Curriculum Overview 2013-14: KS3 – Year 9

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
<b>Topic &amp; Text</b>	<p><b><u>Dystopian Fiction:</u></b></p> <ul style="list-style-type: none"> <li>- <i>The Hunger Games</i></li> <li>- <i>The Wind Singer</i> (set 2b and below)</li> <li>- <i>The Giver</i> by Lois Lowry</li> <li>- Anthology of extracts containing features of the genre</li> </ul>	<p><b><u>Representations of Gender:</u></b></p> <p><u>Gender in Poetry:</u></p> <ul style="list-style-type: none"> <li>- Havisham</li> <li>- Still I Rise</li> <li>- Sonnets</li> <li>- Maiden Name</li> </ul> <p><u>Gender in the media:</u></p> <ul style="list-style-type: none"> <li>- News stories</li> <li>- Advertising</li> </ul>	<p><b><u>Classic Fiction and use of context (TBC):</u></b></p> <ul style="list-style-type: none"> <li>- <i>Lord of the Flies</i> by Arthur Golding</li> <li>- <i>Treasure Island</i> by R.L. Stevenson</li> <li>- <i>The Lion, The Witch and the Wardrobe</i> by C.S. Lewis</li> <li>- <i>Just so Stories</i> by Rudyard Kipling</li> </ul>	<p><b><u>Short stories from around the world:</u></b></p> <ul style="list-style-type: none"> <li>- <i>The Brothers Grimm</i></li> <li>- <i>Genesis</i></li> <li>- <i>Kiss Kiss</i></li> <li>- Cultural / Folk stories</li> </ul>	<p><b><u>Shakespeare:</u></b></p> <ul style="list-style-type: none"> <li>- <i>Othello</i></li> <li>- <i>Macbeth</i></li> </ul>	<p><b><u>Conflict:</u></b></p> <ul style="list-style-type: none"> <li>- Non-fiction</li> <li>- Poetry</li> <li>- Extracts</li> </ul>
<b>Assessed paragraphs</b>	<p>In this unit pupils will consolidate their ability to form a sustained response to a text from the named genre. They will be encouraged to support their analyses with evidence from across the text and use a range of contextual points related to genre to reinforce their interpretations of the narrative. PEE (PEAI) should be regularly modelled and practiced throughout the unit, with emphasis on developing thoughtful explanations. When writing about the novel pupils will use the appropriate terminology</p> <p>Students should be introduced to/consolidate their knowledge of various features of dystopian writing through the introduction of extracts from other texts within the genre (see accompanying anthology of extracts).</p>	<p>In this unit pupils will further extend their skills of interpretation. The theme invites students to study a range of poems and non-fiction text which deal with the same issues. Students should be encouraged to engage in a discussion of the issues raised, be that through oracy or written responses. When approaching non-fiction texts teachers should start to introduce students to the <b>skills</b> they will need for GCSE English /English Language unit 1, there is no need to make them aware of the mark scheme or model GCSE style questions at this point.</p> <p>When writing about the poems, pupils should use the appropriate terminology, though <b>an independent interpretation of the ideas behind the poem rather than feature spotting is to be encouraged</b>. Higher ability classes may start to introduce the ideas of comparing poems through themes and ideas.</p> <p><b>The writer study should be conducted as an extended homework project throughout the unit and based on one of the poets being studied in the lessons.</b></p>	<p>In this unit pupils will experience reading a classic text in its entirety. They will be encouraged to support their analyses with evidence from across the text and use a range of contextual points related to the issue or events in their narrative. Analytical writing should be regularly modelled and practiced throughout the unit, with emphasis on developing thoughtful explanations. When writing about the novel pupils will use the appropriate terminology</p>	<p>In this unit student will experience reading shorter texts from across different genre and times. They will learn some conventions of short story writing and be encouraged to use these in their own creative writing. Students will be challenged with texts that they otherwise may not read.</p>	<p>The main focus of this unit is to develop and enhance students' reading and essay writing skills through close analysis of extracts from either play. The unit focuses on how Shakespeare introduces these and build characters. Students will learn the ways in which Shakespeare uses language, theme, dramatic devices and structure to aid meaning and engage his audience as well as a secure understanding of the contextual significance of the play. Students will also be encouraged to combine the skills of analysing in depth but also examine how to create an essay which forms an interpretation of a point of view.</p>	<p>This unit is designed to prepare students for their end of term assessment but also for the linear GCSE. Teachers can use the non-fiction anthology (or if they wish their own articles, leaflets, webpages and other non-fiction texts) to create lessons and well as introducing poem which explore similar issues. This unit focuses on language analysis and non-fiction writing skills.</p>
<b>Main assessment</b>	READING: Essay	WRITING: informative article	READING: Essay	WRITING: Short story/creative writing	READING: Extended essay	READING and WRITING: Unit 1 GCSE Foundation Paper