**Curriculum Overview 2020-2021**

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| **Year 7** **Childhood and Education** | **HPL** | **Year 8****Life in different times and places** | **HPL** | **Year 9** **Inequality, prejudice, and hate.** | **HPL** |
| **School life**3 reading and 2 writing. Free!/Refugee BoyThe boy at the back of the class | **Linking** – Identifying connections between text and own experiences. **Meta-thinking- Strategy planning** w/h/w paragraphs and success in assessments **Self-regulation** using DIRT tasks **Collaboration –** working in pairs on dramatic performancesAlternative perspectives – treatment of refugees **Empathy** – recognises differences and concern for society. | **The Gothic**3 reading and 2 writing.Room 13/Frankenstein A Monster Calls | Regular **analysing** and linking in reading tasks; regular **empathising** with characters and through historical context work. **Collaborative** work to foster independence from the teacher. **Concern for society –** looking at the British Literary Heritage and how modern texts are influenced by it. **Strategy planning** for success in assessments. **Creating** – producing their own writing based on the Gothic genre.  | **Identity**3 reading and 2 writing.Whose life is it anyway/Face (play)Michelle Obama | **Strategy planning** for all of the **analytical** what/how/why tasks. Creative writing – students were given time to draft and plan their ideas. **Realising and linking** - Big questions were used to link key ideas and students could accurately and **automatically** reflect on their learning through the review of the big questions. Students are reflective about their own opinions. **Concern for society** – all cultural capital lessons. **Empathy** and **concern for society** – context of the text and overall theme of identity. Especially focused on prejudice and intolerance towards people with disabilities.   |
| **Children of War**3 reading and 2 writing.PP/BSP/The Bone Sparrow | **Linking –.** Create novel solutions by drawing on prior knowledge from Unit 1. **Meta-thinking** – Self regulation using self and peer assessment **Analysing** – identifying questions to deepen understanding of conflict and its impact **Creating – Fluent thinking** using fiction and non-fiction texts as stimuli for building existing ideas **Empathy** – recognises differences and concern for society. **Concern for society** – exploring children’s experiences in war zones across different times and places. | **Dystopia**3 reading and 2 writing.HG/MR/1984Naughts and Crosses | **Linking** genre to text and context; perseverance tasks emphasised at each assessment point; **Metathinking** about the nature of society as presented in dystopian fiction. **Analysing –** precisely investigating language used by different authors in extracts for effect. **Creating –** using the influence of these examples in their own creative writing. **Concern for society –** making links between dystopian worlds and modern issues.  | **Justice**3 reading and 2 writing.Ghost BoysThe Hate U Give | **Agility -Open-minded** – overall theme of justice.**Empathetic** – **concern for society** and **collaboration** – Students discuss key ideas and debate the themes identified in cultural capital lessons. Explore modern and relevant issues like racial and police brutality. **Linking** this to past figures like Emmett Till. Making links to the different types of prejudice explore in Unit 1. Explore key cultural events like the Civil Rights Movement. Hard-working – **Practice** and **resilience** – **analytical** what/how/why paragraphs and peer/self assessment. **Meta-thinking** – meta- cognition and **self-regulation** – DIRT Tasks. **Creating** – originality – creative writing. Especially focused on unusual structures like those used in the main text.  |
| **Shakespeare’s characters**3 reading and 2 writing. | **Creating** in writing assessments; **linking** historical context with text and author’s purpose; lots of **recall** to help students understand a more difficult, older text and **empathise** with people living at that time. Also, lots of **linking** between Shakespearean and other forms of theatre. Also encourages **agility** in dealing with a more difficult text. | **Power and Ambition****Macbeth**3 reading and 2 writing. | **Linking –** how does Macbeth link to Shakespeare studied in Year 7? **Analysing** – precisely analysing Shakespeare use of language to create character and theme. **Collaboration –** working together to explore dramatic presentations of scenes. **Concern for society –** how do the themes of the play relate to the modern world? | **Love/Hate**3 reading and 2 writing.A Midsummer Night’s DreamBlack Flamingo | **Analysing** – Understanding Shakespeare and the use of language in comedy. **Linking and realising** – Context of Elizabethan audience. Reflecting on previous years. Links to Year 11. **Collaboration** – To transform and reduce key information. **Hard-working** – constant perseverance tasks throughout schemes. **Agility –** Risk-taking – reading aloud in class. **Perseverance –** Understanding the key details of a complex text. **Empathetic** – concern for society and collaboration – Students discuss key ideas and debate the themes identified in cultural capital lessons. **Concern for society –** links to modern themes like arranged marriage, parental and child conflicts and cultural capital.  |
| **Poetry of School**3 reading and 2 writing. | Lots of imagination **linking** with alternative perspectives to understand the form and purpose of various poems. Lots of **self-regulation** with peer- and self-assessment emphasised regularly. **Creating –** their own poetry. **Analysing** – the way poets use language to influence a reader and convey an idea.  | **Poetry of the World**3 reading and 2 writing. | **Linking –** recall their study of poetry in Year 7. **Analysing -** precise interpretations of the language used in poetry and it’s effects. **Collaboration –** working together to explore their opinions and reactions to experiences of people from different cultures. **Concern for society –** exploring different voices around the world and how people have different experiences to their own.  | **Poetry of War**3 reading and 2 writing. | **Empathetic** – **concern for society** and **collaboration** – Students discuss key ideas and debate the themes identified in cultural capital lessons. **Empathetic** and **concern for society** – when looking at the historical context of WW1. **Analysing** – Poetry with precise subject terminology. **Linking** – **Big-picture thinking** – Understanding how war links to all poems. How specific emotions run through all of the poems. Word association tasks. **Meta-thinking** – Intellectual confidence and resilience – independent analysis of poems.**Creating** – flexible and fluent thinking – original ideas for poems and creative writing.  |
| **Key skill revision and exam**Exam – unseen reading and creative writing. | **Empathetic** – **concern for society** and **collaboration** – Students discuss key ideas and debate the themes identified in cultural capital lessons. **Meta-thinking** – **strategy planning** – understanding how to revise specific themes and ideas. **Linking** – Big picture thinking and **connection** finding – why are we studying this?**Analysing** - complex and multi-step problem solving – Students realising what the best way for them to revise is. **Realising** = working on their speed and accurate recall. | **Key skill revision and exam**Exam – unseen reading and creative writing | **Empathetic** – **concern for society** and **collaboration** – Students discuss key ideas and debate the themes identified in cultural capital lessons. **Meta-thinking** – **strategy planning** – understanding how to revise specific themes and ideas. **Linking** – Big picture thinking and **connection** finding – why are we studying this? **Analysing** - complex and multi-step problem solving – Students realising what the best way for them to revise is. **Realising** - working on their speed and accurate recall. | **Key skill revision and exam**Exam – unseen reading and creative writing | **Empathetic** – **concern for society** and **collaboration** – Students discuss key ideas and debate the themes identified in cultural capital lessons. **Meta-thinking** – **strategy planning** – understanding how to revise specific themes and ideas. **Linking** – Big picture thinking and **connection** finding – why are we studying this?**Analysing** - complex and multi-step problem solving – Students realising what the best way for them to revise is. **Realising** = working on their speed and accurate recall.  |
| **The Power of Education**Independent choice portfolioI Am Malala | Emphasis on **independence**, **intellectual playfulness** and **self-regulation** with a research task that is much less teacher-led than other units. This will also be really useful for developing **automaticity. Creating –** chance for students to create their own projects and present their ideas in a personal way. **Concern for society** – exploring the story of Malala and her impact on education around the world. **Collaboration –** lots of opportunities for students to work together on their projects and share ideas about education in different countries.  | **Literature Through Time**Independent choice portfolio | Emphasis on **independence**, **intellectual playfulness** and **self-regulation** with a research task that is much less teacher-led than other units. This will also be really useful for developing **automaticity. Concern for society** – exploring how literature has been influenced by real world events and how this has in turn impacted on society.  | **The Victorian World**Independent choice portfolio | **Empathetic** – **concern for society** and **collaboration** – Students discuss key ideas and debate the themes identified in cultural capital lessons. **Linking** – building on previous contextual knowledge from year 8. Also links to study of the Victorians in past Humanities lessons and A Christmas Carol in Year 10. **Analysing** – **precision** – subject terminology and judicious quotations. **Agile** – open-minded- becoming receptive to dealing with challenging texts from historical texts.  |

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| **Year 10****AQA GCSE English Literature and Language** |  | **Year 11****AQA GCSE English Literature and Language** |  |
| **Unseen Poetry and Anthology Part 1**Unseen Poetry questionLanguage Paper 1Q5 | Opportunities for **enquiring** questioning about poems students haven’t seen before. Students have to think **critically** and **logically** when **analysing** unseen poems. They also have to **link** these skills from their previous study of poetry. The poems students’ study are on challenging themes that allow them to show **concern for society** like the refugee crisis. Students have to **strategy plan** for their success when planning **creative** writing using **intellectual playfulness** and **originality**. The anthology allows students to find **connections** between different themes and poets as well as **big picture thinking about** ideas like conflict, war and PTSD.  | **Romeo and Juliet**21st Sep ACC*R&J 19th Oct* | Students study a text designed to challenge them but also relate to themes like teenage romance, suicide, and family pressure. They show **concern for society** but exploring the Elizabethan era and how some of the same issues still appear today. There are opportunities for **creative** writing that allow students to show their **intellectual playfulness** and **originality of thinking** (**linked** to the language papers.) Students **strategy plan** for their own success by considering exam style questions and how to use their revision to support their learning. Students **collaborate** on reading the texts and exploring key themes and ideas. They **practice** and show **perseverance** by completing exam style questions and formative assessment throughout the unit. Students make **connections** and **linking** skills through constant **retrieval practice** from previous units – with low stakes quizzes embedded into every week. They have to think **critically** and **logically** about Shakespeare use of language and make **precise** comments on how this affects the reader.  |
| **A Christmas Carol and Anthology Part 2**Lang Paper 2 Q5A Christmas Carol | Students study a text from the British literary heritage which is **challenging** and allows them to demonstrate their **intellectual confidence**. They show **concern for society** through their exploration of Victorian society and how those societal problems still exist in some format today. There are lots of opportunities for **big picture thinking** and **enquiring** questions where students are challenged to think about Dickens intentions and what he wants us to learn as members of society. They do lots of **analysing** of key extracts, how characters and themes are developed and **precise analysis** of language choices. They **collaborate** on understanding of context and plenty of thinking hard activities to support this.  | **Romeo and Juliet**30th Nov/7th DecLang Paper 1 and 2 December | Students study a text designed to challenge them but also relate to themes like teenage romance, suicide, and family pressure. They show **concern for society** but exploring the Elizabethan era and how some of the same issues still appear today. There are opportunities for **creative** writing that allow students to show their **intellectual playfulness** and **originality of thinking** (**linked** to the language papers.) Students **strategy plan** for their own success by considering exam style questions and how to use their revision to support their learning. Students **collaborate** on reading the texts and exploring key themes and ideas. They **practice** and show **perseverance** by completing exam style questions and formative assessment throughout the unit. Students make **connections** and **linking** skills through constant **retrieval practice** from previous units – with low stakes quizzes embedded into every week. They have to think **critically** and **logically** about Shakespeare use of language and make **precise** comments on how this affects the reader. |
| **A Christmas Carol and Anthology Part 2**Lang Paper 1 Q4Lang Paper 2 Q4 | Students study a text from the British literary heritage which is **challenging** and allows them to demonstrate their **intellectual confidence**. They show **concern for society** through their exploration of Victorian society and how those societal problems still exist in some format today. There are lots of opportunities for **big picture thinking** and **enquiring** questions where students are challenged to think about Dickens intentions and what he wants us to learn as members of society. They do lots of **analysing** of key extracts, how characters and themes are developed and **precise analysis** of language choices. They **collaborate** on understanding of context and plenty of thinking hard activities to support this. | **An Inspector Calls** **(2021 only)** | Students study a text designed to get them **concerned for society** and **linking** closely to A Christmas Carol. They cover lots of societal issues like poverty, class, and power. Students demonstrate **empathy** skills when exploring the plight of Eva Smith and make **connections** to their study of ACC and how the Victorian and Edwardian eras link. They ask **enquiring** questions about how texts are formed, characters and themes developed etc. Students also use **analytical skills** to explore specific use of language to create effects – this **link** backs to their study of authorial intent in earlier years.  |
| **An Inspector Calls and Anthology Part 3**Lang Paper 1 Q3Lang Paper 2 Q3Poetry question | Students study a text designed to get them **concerned for society** and **linking** closely to A Christmas Carol. They cover lots of societal issues like poverty, class, and power. Students demonstrate **empathy** skills when exploring the plight of Eva Smith and make **connections** to their study of ACC and how the Victorian and Edwardian eras link. They ask **enquiring** questions about how texts are formed, characters and themes developed etc. Students also use **analytical skills** to explore specific use of language to create effects – this **link** backs to their study of authorial intent in earlier years.  | **Revision** 1st Mar/8th MarMarch of the MocksLit Paper 1 and 2 | Students complete a rotating carousel of **linking** tasks that allow them to revise all the key topics. They show their **linking** and **retrieval** skills by completing low stakes quizzes but also a variety of **thinking hard** activities where they have to put their revision into **practice**. Students use lots of **meta-cognition** skills to plan for their own success and taking ownership over their revision. They work c**ollaboratively** to share ideas and especially work with students with similar target levels. They must be **open-minded** and **risk taking** in their approach so they can explore key revision aspects with increasing independence.  |
| **An Inspector Calls and Anthology Part 3**Lang Paper 2 fullAn Inspector Calls | Students study a text designed to get them **concerned for society** and **linking** closely to A Christmas Carol. They cover lots of societal issues like poverty, class, and power. Students demonstrate **empathy** skills when exploring the plight of Eva Smith and make **connections** to their study of ACC and how the Victorian and Edwardian eras link. They ask **enquiring** questions about how texts are formed, characters and themes developed etc. Students also use **analytical skills** to explore specific use of language to create effects – this **link** backs to their study of authorial intent in earlier years. | **Revision**12th Ap -24th May6 weeks | Students complete a rotating carousel of **linking** tasks that allow them to revise all the key topics. They show their **linking** and **retrieval** skills by completing low stakes quizzes but also a variety of **thinking hard** activities where they have to put their revision into **practice**. Students use lots of **meta-cognition** skills to plan for their own success and taking ownership over their revision. They work c**ollaboratively** to share ideas and especially work with students with similar target levels. They must be **open-minded** and **risk taking** in their approach so they can explore key revision aspects with increasing independence. |
| **Speaking and Listening** Lang Paper 1 full | Students show **concern for society** by choosing topics that are important to the wider community. They have to be **original** in their thinking and show **practice** and **perseverance** in their ability to perform a speech in front of the class.  | **Exam Leave** |  |