

Curriculum Intent, Implementation and Impact 2019-20

Subject: English

Year group: 9

Periods per fortnight: 8

INTENT:

The KS3 English Language and English Literature curriculum is designed to provide students with opportunities to engage with a range of fiction and non-fiction from across time periods to develop critical and reflective analytical skills. Students will develop creatively to write engaging and interesting narratives and descriptions; articulate strong and well supported arguments and to write with conviction. At the end of the 3 years, students will have developed a greater understanding of the literary world thus preparing them to confidently approach their GCSEs in KS4.

Through the English Literature curriculum students will gain a thorough knowledge and understanding of how the literary texts they are studying are influenced by contextual factors and explore how different readers and audiences respond to presentations of characters, places and themes. Through the English Language curriculum students will develop the necessary skills to decode an unseen text with confidence in order to be able to unpick layers of meaning.

For English Literature, texts have been carefully selected to challenge all students whilst providing a wide range of themes to engage all. Where necessary, alternative text choices are selected to ensure that our More Able students are appropriately challenged. For English Language, our units are thematically linked to our English Literature texts to provide further scope to explore key themes and ideas.

The beauty of both English Literature and English Language is the wide ranging skills it provides students with: resilience in the face of some challenging language in 19th Century texts; the ability to empathise with characters' situations and events; evoke curiosity to discover more about the time periods in which a text was written; respecting the opinions of others whilst having the confidence to express their own.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>English Literature: A Christmas Carol - Charles Dickens</p> <p>Students will study Dickens' novel to develop an understanding of:</p> <ul style="list-style-type: none"> - Plot - Characters - Themes - Context <p>Assessment English Literature Paper 1 extract-based question.</p> <p>English Language: <i>Paper 1 – Explorations in Creative Reading and writing</i></p> <p>Extracts for this unit will be linked the core text, A Christmas Carol, to support the English Literature Unit. Students will focus on:</p>	<p>English Literature:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - ___Reading and annotating the play - ___Context Research - ___Videos – watch and make notes - ___Annotating exam extracts - ___Practice exam questions. <p><u>Other:</u></p> <ul style="list-style-type: none"> - Theatre visit (dependent on availability) <p>English Language:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - Reading and annotating unseen fiction texts - Context Research - Vocabulary based tasks 	<p>English Literature:</p> <ul style="list-style-type: none"> - Ensure students are reading the set texts at home. - Discuss the novel with students asking about key characters and themes <p>English Language:</p> <ul style="list-style-type: none"> - Encourage students to read extracts from novels and discuss how characters and ideas are presented. <p>Discuss images and ideas for</p>

	<ul style="list-style-type: none"> - Understanding and comprehending unseen texts - Analysing how writers use language to convey meaning - Analysing how writers structure texts to convey meaning. - Evaluating viewpoints and supporting with evidence - Crafting effective descriptions to engage their reader 	<ul style="list-style-type: none"> - ___Videos – watch and make notes - ___Generate plans from stimulus images - ___Create vocabulary banks from stimulus images. - ___Practice exam questions 	<p>descriptive writing.</p>
<p>Spring Term</p>	<p>Macbeth – William Shakespeare Students will study Shakespeare’s Macbeth to develop an understanding of:</p> <ul style="list-style-type: none"> - Plot - Characters - Themes - Context <p>Assessment Students will answer a GCSE English Literature Paper 1 extract-based question.</p> <p>English Language: <i>Paper 2 – Writer’s Viewpoints and Perspectives</i></p> <p>Extracts for this unit will be linked to the core text, Macbeth, to support the English Literature Unit. Students will focus on:</p> <ul style="list-style-type: none"> - Understanding and comprehending unseen texts - Analysing how writers use language to create a clear viewpoint - Comparing writer’s viewpoints and perspectives. - Conveying a clear viewpoint in their own writing. <p>Assessment: English Language Paper 2</p>	<p>English Literature:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - ___Reading and annotating the play - ___Context Research - ___Videos – watch and make notes - ___Annotating exam extracts - ___Practice exam questions. <p><u>Other:</u></p> <ul style="list-style-type: none"> - Theatre visit (dependent on availability) <p>English Language:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - Reading and annotating unseen fiction texts - Context Research - Vocabulary based tasks - ___Videos – watch and make notes - ___Generate plans from stimulus images - ___Create vocabulary banks from stimulus images. - ___Practice exam questions 	<p>English Literature:</p> <ul style="list-style-type: none"> - Ensure students are reading the set texts at home. - Discuss the novel with students asking about key characters and themes <p>English Language:</p> <ul style="list-style-type: none"> - Encourage students to read extracts from novels and discuss how characters and ideas are presented. <p>Discuss images and ideas for descriptive writing.</p>

<p>Summer Term</p>	<p>English Literature: <i>Poetry – Love and Relationships</i></p> <p>Students will study 15 poems from the AQA Poetry Anthology which are all linked by themes of Love and Relationships to develop an understanding of:</p> <ul style="list-style-type: none"> - Themes - Analysing how poets convey meaning - Comparing and making links between poems - Analysing unseen poetry - Influence of contextual factors. <p><u>Assessment:</u> Poetry comparison question</p> <p>English Language: <i>Paper 1 – Explorations in Creative Reading and writing</i></p> <p>Extracts for this unit will be linked by the theme of Love and Relationships to support the English Literature Unit. Students will focus on:</p> <ul style="list-style-type: none"> - Understanding and comprehending unseen texts - Analysing how writers use language to convey meaning - Analysing how writers structure texts to convey meaning. - Evaluating viewpoints and supporting with evidence - Crafting effective descriptions to engage their reader <p>Assessment: English Language Paper 1</p>	<p>English Literature:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - ___Reading and annotating the play - ___Context Research - ___Videos – watch and make notes - ___Annotating exam extracts - ___Practice exam questions. <p><u>Other:</u></p> <ul style="list-style-type: none"> - Theatre visit (dependent on availability) <p>English Language:</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> - Reading and annotating unseen fiction texts - Context Research - Vocabulary based tasks - ___Videos – watch and make notes - ___Generate plans from stimulus images - ___Create vocabulary banks from stimulus images. - ___Practice exam questions 	<p>English Literature:</p> <ul style="list-style-type: none"> - Ensure students are reading the set texts at home. - Discuss the novel with students asking about key characters and themes <p>English Language:</p> <ul style="list-style-type: none"> - Encourage students to read extracts from novels and discuss how characters and ideas are presented. <p>Discuss images and ideas for descriptive writing.</p>
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IMPACT:

Ongoing formative assessment in lessons will provide students with the opportunity to demonstrate their analytical and creative skills alongside the seven key virtues. Formative assessments will allow students to practice skills before the termly summative assessments at the end of each unit of study whilst also allowing teachers to address any misconceptions and areas of weakness.