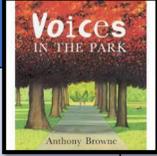


Year 7 SOL

HT 1 	HT 2 	HT 3	HT 4	HT 5	HT 6
<p>Transition unit: My Identity:</p> <p><u>WHAT ARE THE THINGS THAT DEFINE US AND WHAT DO WE VALUE?</u></p> <p><i>GAL assessments</i> + 1) Write descriptively about a treasured object, person or important place.</p>	<p>The Gothic Genre:</p> <p><u>WHAT IS THE GOTHIC GENRE AND CAN WE USE METHODS IN OUR WRITING TO CREATE SUSPENSE?</u></p> <p>2) Reading responses to 19th century prose extract + Write a Gothic story opening using a picture stimulus</p>	<p>Oliver Twist + Opinion article on ‘The Horrors of Poverty’:</p> <p><u>HOW DOES DICKENS PRESENT AN UNJUST SOCIETY IN THE NOVEL?</u></p> <p><u>HAS ANYTHING CHANGED REGARDING POVERTY SINCE THE TIMES OF SWIFT AND DICKENS?</u></p> <p> 3) Victorian England knowledge quiz + Reading response to ‘Oliver Twist’ extract +  Opinion article on the horrors of poverty (no formal assessment mark)</p>		<p>A Midsummer Night’s Dream + Poetry related to Nature, Love and Magic</p> <p><u>A PLAY OF TRUE LOVE OR TRICKERY?</u></p> <p><u>IN WHAT WAYS IS NATURE IMPORTANT TO US?</u></p> <p> <i>End of year exam:</i> 4) Analysis of unseen poem +  Tasks related to A Midsummer Night’s Dream dependent on class needs.</p>	
<p>Assessment Notes:</p> <p>The students can create a one sided A4 planning sheet which outlines what they will discuss in each paragraph/ section. They can include a short vocab list and a few reminders. Maximum planning time of 20 minutes. <i>Maximum assessment time = 50 mins</i></p>	<p>Assessment Notes:</p> <p>This is the same departmental paper for all. Not to be seen before assessments although practice tasks of a similar nature are fine. Paper should be an hour in total but reading and writing may be done separately to help with preparation. Maximum planning time of 20 minutes for Writing. <i>Maximum assessment time: 30 mins for Reading + 30 mins for Writing</i></p>	<p>Assessment Notes:</p> <p>Students complete a departmental paper for the reading. Not to be seen before the assessment although practice tasks of a similar nature are fine. <i>Maximum assessment time = 50 minutes</i></p> <p>For the Article, students will be advised through a drafting process to gradually improve their work. This is not a formal assessment.</p>		<p>Assessment Notes:</p> <p>The very nature of this task suggests it needs to be unseen. The department should use the same poem here to avoid disparity in challenge levels although bottom set may have an easier text to ensure fair access. <i>Maximum assessment time = 50 mins</i></p>	
<p>Rationale:</p> <p>This scheme develops the students’ knowledge and understanding of biographical work and they are introduced to effective techniques to write imaginatively and expressively.</p> <p>This unit is taught now because it builds nicely on skills they have learned in primary school such as adjectives and verb choices, similes, imagery and tasks which use ‘the self’ as a relatively ‘safe’ starting point. It is a good initial opportunity for teachers to get to know their students.</p>	<p>Rationale:</p> <p>This scheme builds upon the very descriptive nature of HT1 but the students are now introduced to a new/ contrasting genre and its conventions, features and tropes. It signals a shift from the personal experience to imagined scenarios.</p> <p>This unit is taught now because it builds on the descriptive techniques used in HT1 but moves students towards deliberately creating tension, suspense and drama, rather than just reflecting on personal experience. It comes before HT3 learning as Gothic features can be spotted in Victorian Literature offering a suitable link to prior learning.</p>	<p>Rationale:</p> <p>This scheme develops the students’ knowledge of social and historical context crucial to the text here but also the wider study of both fiction and non fiction throughout KS3/4. Students will now acquire more formal analysis skills that will eventually lead towards those needed for Lang and Lit Paper 1. The students will be able to compare this work, its characters, features and conventions to genres previously studied and will enhance the reading weaknesses diagnosed by the Gothic paper in HT2.</p> <p>This unit is taught now because it builds nicely on HT2 – students may be able to spot patterns/ Gothic features in Victorian Literature. There is also a natural trajectory between ‘imagined’ horrors and harrowing ‘real life’ Victorian experiences explored by Dickens and other writers – a link made more explicitly later in Year 9.</p>		<p>Rationale:</p> <p>This scheme develops the students’ knowledge and appreciation of a RANGE of seminal works and offers a strong contrast with the previous half term’s learning. Students will study conventions of Shakespeare’s comedies, exploring aspects such as character, theme, plot, language and structure that have been introduced in both HT2 and 3. The poetry study will allow students to subtly compare and contrast at this stage and will continue to broaden their experience of different writers from varying periods.</p> <p>This unit is taught now because it will enable students to enjoy a lighter, more enchanting side to Literature to balance their academic diet. This concludes Year 7 by ensuring students have been exposed to a play and a selection of poetry to add to the prose work and variety of genres they have covered thus far. Both Shakespeare and poetry are core texts at GCSE and this is a fitting introduction to the skills needed in the latter years of school.</p>	
<p>No class reader</p>	<p>Supplemented by class reader</p>	<p>Supplemented by class reader</p>		<p>No class reader</p>	

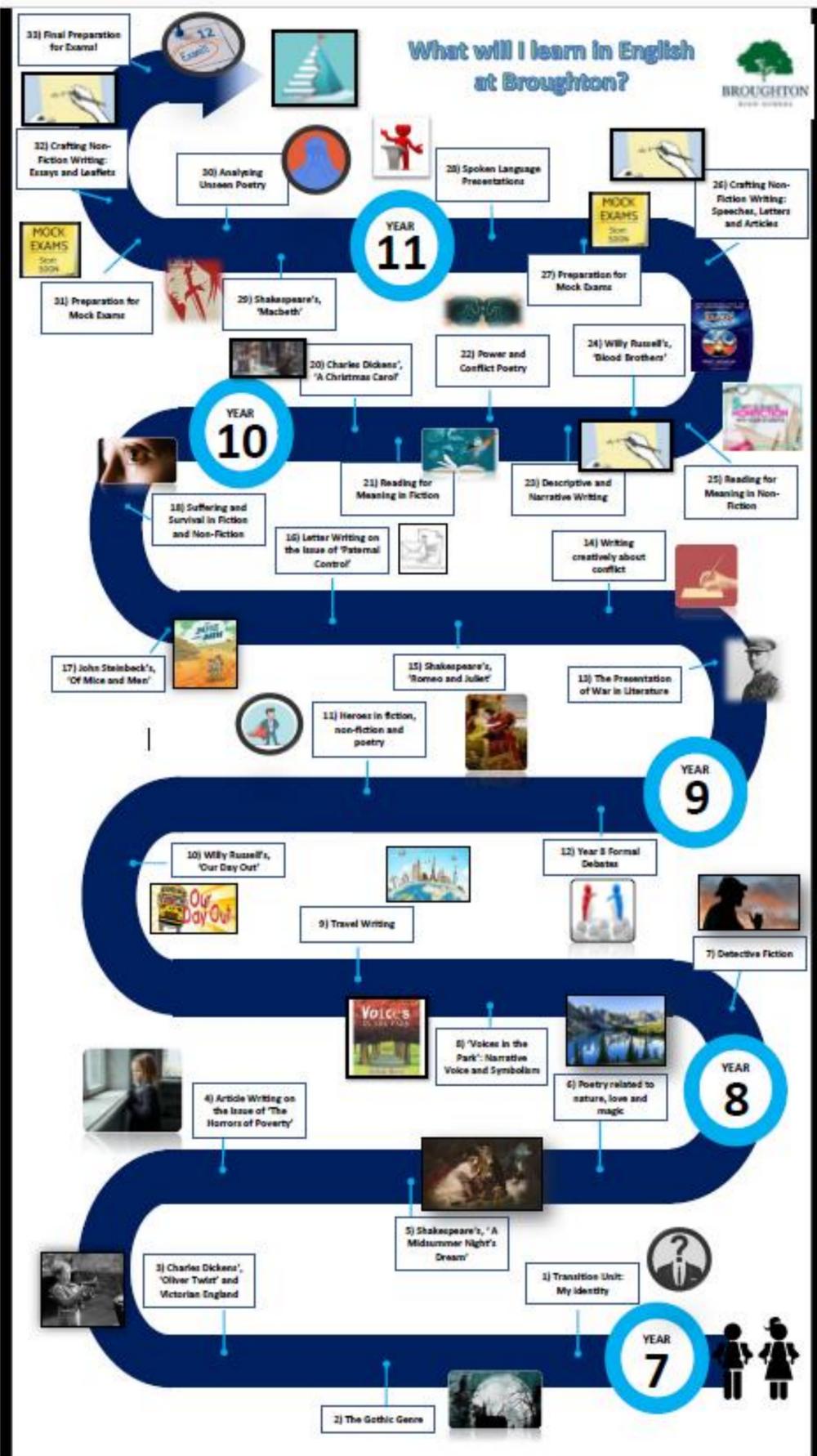
Year 8 SOL

HT 1 	HT 2 	HT 3 	HT 4	HT 5	HT 6
<p>Detective fiction:</p> <p><u>WHAT ARE THE KEY FEATURES OF THE DETECTIVE GENRE AND HOW HAS IT CHANGED OVER THE YEARS?</u></p> <p>1) Reading response to detective fiction extract + Write the opening of a piece of detective fiction</p>	<p>Voices in the Park:</p> <p><u>HOW DO WRITERS CREATE NARRATIVE VOICE AND SYMBOLISM?</u></p> <p>2) Compare and contrast how two characters are presented in the book + Create your own children's book in the series, entitled: 'Voices in/at the...' (no formal assessment mark)</p>	<p>Travel writing:</p> <p><u>HOW IS TRAVEL MORE IMPORTANT IN 2021 THAN EVER BEFORE?</u></p> <p>3) Write an article about a place you have visited for a travel magazine OR Write an opinion article for a travel magazine in which you argue that "travel is essential for a person's growth"</p>	<p>Willy Russell's, 'Our Day Out'</p> <p><u>HOW DOES RUSSELL PORTRAY ISSUES SURROUNDING POVERTY, CLASS AND EDUCATION IN 1970S BRITAIN?</u></p> <p>4) Analysis of character progression using two extracts from the play</p> 	<p>Heroes in fiction, non-fiction and poetry + Year 8 Debates</p> <p><u>WHAT MAKES A TRUE HERO OR HEROINE?</u></p> <p><u>FOCUS OF DEBATE DEPENDENT ON CHOSEN MOTION</u></p> <p>5) <u>End of Year Exam:</u> Non-fiction reading assessment</p> <p>Write and present a debate speech (no formal assessment mark)</p> 	
<p>Assessment Notes:</p> <p>The students can create a one sided A4 planning sheet that outlines what they will discuss in each paragraph/ section. They can include a short vocab list and a few reminders. Maximum planning time of 20 minutes. <i>Maximum assessment time = 50 mins</i></p>	<p>Assessment Notes:</p> <p>Students to use clean, non annotated copies of the two voices to be compared and may create a comparison table independently to plot their points. Maximum planning time of 20 minutes. <i>Maximum assessment time = 50 mins</i></p>	<p>Assessment Notes:</p> <p>The students can create a one sided A4 planning sheet that outlines what they will discuss in each paragraph/ section. They can include a short vocab list and a few reminders. Maximum planning time of 20 minutes. <i>Maximum assessment time = 50 mins</i></p>	<p>Assessment Notes:</p> <p>Students can be told in advance of the assessment which character/ theme they will be assessed on to encourage revision. They should have read and studied the extract as part of their wider study. They should not know which extract specifically they will be given. Maximum planning time of 20 minutes. <i>Maximum assessment time = 50 mins</i></p>	<p>Assessment Notes:</p> <p>Students complete an unseen departmental paper for the reading. Not to be seen before the assessment although practice tasks of a similar nature are fine. <i>Maximum assessment time = 50 minutes</i></p> <p>No formal assessment for debate speech – it can be drafted with teacher input.</p>	
<p>Rationale</p> <p>This scheme develops the students' knowledge and understanding of a range of genres. They will explore and develop setting, plot characterisations and tension: all features touched upon in the Gothic unit in Year 7.</p> <p>This unit is taught now because it offers an enticing, stimulating start to the year given the 'whodunnit' nature of the texts and extracts. It offers a return to some stylistic features established in Year 7, but forces students to create more complex and provoking characters in their writing through detectives and villains. The reading section will help to diagnose weaknesses ready for HT2.</p>	<p>Rationale:</p> <p>This scheme develops the students' knowledge and understanding of how to analyse in detail and think carefully about how perspectives and viewpoints are conveyed in a text.</p> <p>This unit is taught now because it builds on the skills introduced last half term when analysing detective fiction, but the students now have the added complexity of comparing different attitudes as well as meanings. This is a skill they need eventually for GCSE Paper 2 but this is a timely introduction through allegorical children's literature.</p>	<p>Rationale:</p> <p>This scheme develops the students' knowledge and understanding of non-fiction writing techniques. They learn about the importance of purpose and audience and get to experiment with techniques and vocabulary to make their writing engaging and entertaining – all whilst exploring the importance of 'broadening horizons.'</p> <p>This unit is taught now to offer a contrast with the fictional nature of the previous two half term's work and to help students develop the functional writing skills they will eventually need to be successful in GCSE paper 2. This unit fits aptly before Our Day Out and will give many the opportunity to make the link between travel, culture, experience and the social and economic boundaries explored in the play.</p>	<p>Rationale:</p> <p>This scheme develops the students' knowledge and understanding of plays / modern drama and the techniques employed by playwrights for dramatic effect. They will develop the learning on plot, character, context and language that was initiated by their study in Yr 7 HT5 + HT6.</p> <p>This unit is taught now in order to offer a balanced diet of prose and drama which is essential for KS3 learners. The dramatic content moves learners on from Comedy in Year 7 to Drama in Year 8 and this is followed by Tragedy in Year 9. This takes into account the developing maturity of students and should allow for increasingly challenging and stimulating social debate. It also exposes students to a Russell play which is similar in thematic content to the one studied at GCSE (Blood Brothers)</p>	<p>Rationale:</p> <p>This scheme develops the students' knowledge and understanding of both the effects of language and the key question – What constitutes a hero? Students will delve into a range of fiction and non-fiction texts, learn how to approach different types of question and shape their own opinions. This scheme also develops the students' knowledge and understanding of how to form an effective argument. Students will learn about the structure of a formal debate; will develop their use of persuasive techniques in their writing and will enhance their oracy through class / wider presentation.</p> <p>This unit is taught now because it offers a return to non-fiction following a fictional unit for balance. The students will be able to look for some of the techniques they will have covered in HT3 when exploring Travel, but the vocabulary and subject matter is now more intense and emotive to work in additional challenge. These skills are gradually building students towards what they need for Language Paper 2 at GCSE. Moreover, students have now had good coverage of a number of topics that have allowed them to express views and opinions; they have also shaped their ability to write non-fiction texts in a purposeful and engaging manner. This is now a good opportunity for them to work on their spoken, presentational skills - a key component of GCSE English Language.</p>	

Year 9 SOL

HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
 <p>War unit + creative writing:</p> <p><u>WAR: HEROIC OR HORRIFIC?</u></p> <p>1) Comparison of 2 war poems + 2) Write a description related to the effects of war using a picture/photograph stimulus OR Write a short story on the theme of conflict</p> 	<p>Romeo and Juliet + Letter writing on paternal control:</p> <p><u>HOW DOES SHAKESPEARE PRESENT CONFLICTED BEHAVIOURS OF PARENTS AND CHILDREN IN ROMEO AND JULIET?</u></p>  <p><u>IS PARENTAL CONTROL GOOD OR BAD?</u></p> <p>3) Extract to whole play literature response for character or theme + Formal letter to the editor regarding the topic of parental control (no formal assessment required)</p> 	<p>Of Mice and Men + Suffering and Survival in fiction and non-fiction:</p> <p><u>WHAT IS STEINBECK'S VIEW OF 1930S AMERICA?</u></p>  <p><u>WHY IS IT IMPORTANT TO KNOW ABOUT THE SUFFERING OF OTHERS?</u></p>  <p><u>End of Year exam:</u></p> <p>4) Full Language Paper 2 reading section based on suffering and survival + Tasks related to Of Mice and Men dependent on class needs</p>			
<p>Assessment Notes:</p> <p>Students can create a plan <u>independently</u> that details the quotations THEY have selected from both poems to compare/ analyse. They may revise this at home. No tables to be used in assessment – only clean copies of poems. Maximum planning time of 20 minutes in lesson. <i>Assessment time = 50 mins</i></p> <p>Descriptive task should have a picture stimulus and a basic plan sheet to be completed independently by students that outlines what they will discuss in each paragraph. Plans may be used during the assessment. Maximum planning time of 20 minutes. <i>Assessment time = 50 mins</i></p>	<p>Assessment Notes:</p> <p>Students can be told in advance of the assessment which character/ theme they will be assessed on to encourage revision. They should have read and studied the extract as part of their wider study. They should not know which extract specifically they will be given. Maximum planning time of 20 minutes in lesson. Students may use this to revise but must not have their notes during the assessment. <i>Assessment time = 50 mins</i></p>	<p>Assessment Notes:</p> <p>All students to complete the same unseen exam in the hall. <i>Assessment time = 1 hour exam in the hall</i></p>			
<p>Rationale:</p> <p>The unit develops the descriptive and narrative skills established in Year 7 HT1 and 2 and Year 8 HT1 by considering the impact of juxtaposition and different narrative styles / structures when writing a full short story. Students are now required to compare poems, by considering linguistic and structural devices for effect. Content and themes now reflect the maturity of the students.</p> <p>The unit is taught here because the theme of external and internal conflict runs throughout the following term's coverage and helps to prepare students for the thematic study of their GCSE Literature texts (especially 'Power and Conflict' poetry cluster). It also coincides with the school's recognition of Armistice Day.</p>	<p>Rationale:</p> <p>This unit develops students' understanding of and passion for Shakespeare's play (Year 7 HT 5/6), this time focusing on the conventions of a tragedy. There is a return to the consideration of patriarchal societies and the role of women, with a sharper focus this time on whether parental control is a good or a bad thing. Students are required to apply their prior experiences and knowledge of conflict (HT1) to a different form of text.</p> <p>The unit is taught here because it allows students to study Shakespeare every two years, this time tackling more mature concepts and themes. Moreover, its central themes lend themselves well to the exploration of 'Of Mice and Men' and 'Suffering and Survival' in the final term.</p>	<p>Rationale:</p> <p>This unit develops the students' love of seminal world literature and how it is shaped by the society in which it is written. Students develop their appreciation of symbolism (Year 8 HT2) as well as the power of allegory within Literature for polemical means. Non-fiction reading skills are developed now by analytically comparing writers' attitudes across different time periods.</p> <p>The unit is taught here because it provides students with a knowledge of historical racism, sexism and social injustice – all core concepts in many of the texts studied at GCSE. This furthermore provides staff with the opportunity to make links between 1930s America and current world affairs such as the BLM / Me Too movements.</p>			
<p>Supplemented by class reader</p>	<p>Supplemented by class reader</p>	<p>No class reader</p>			

What will I learn in English at Broughton?



"Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become." C.S. Lewis