

## Queen Katharine Academy English Department Curriculum Overview 2021-22

	<b>Autumn term (1-14 weeks)</b>	<b>Spring term (Weeks 14-25)</b>	<b>Summer term (Weeks 26-38)</b>
<b>Year 7</b>	<p><b>Theme: Literature Across the Ages</b></p> <p><b>Autumn 1 (7 weeks)</b>  <b>Literature:</b> Extracts of texts from Modern to Cave paintings.  <b>Knowledge:</b> How literature has developed and changed over time with influences and context as a feature, building cultural capital and creating a firm foundation for future literary studies. This first half term is based in mostly modern texts to promote a love of learning.  <b>Skills:</b> Big Questions all based on literary skills. SPAG starters according to class need, understanding the different types of non-fiction writing conventions.  <b>Assessment:</b> Fictional Writing from a picture stimulus. (Language Paper 1, Question 5 style question)</p> <p><b>Autumn 2 (7 weeks)</b>  <b>Literature:</b> Extracts of texts from Modern to Cave paintings.  <b>Knowledge:</b> How literature has developed and changed over time with influences and context as a feature, building cultural capital and creating a firm foundation for future literary studies. This second half term looks back and builds knowledge and understanding of literature.  <b>Skills:</b> Big Questions all based on literary skills. SPAG starters according to class need, understanding the different types of non-fiction writing and their conventions  <b>Assessment:</b> Analysis of Dickens. (Literature question)  <b>REAL LIFE:</b> Potential visits to local historical amenities. Peterborough Museum, John Clare, Flag Fen etc</p>	<p><b>Theme: Childhood/ Growing up &amp; the Fantasy genre</b> (Spiral Curriculum model)</p> <p><b>Spring 1 (6 weeks)</b>  <b>Literature:</b> Alice in Wonderland (19<sup>th</sup> Century text)  <b>Knowledge:</b> Study of Poetry, 19<sup>th</sup> Century language and language change throughout time. Knowledge of the Victorian Era to support future texts in KS3 &amp; KS4, particularly around childhood and social challenges. Development of both fiction and non-fictional writing.  <b>Skills:</b> Poetry analysis, Sentence structure and word classification starters. Figurative and literacy devices explored.  <b>Assessment:</b> Nonfictional writing (Lang P2, Q5)</p> <p><b>Spring 2 (6 weeks)</b>  <b>Literature:</b> Alice in Wonderland. Poetry to include a range of nonsense, emotive and other cultures poetry.  <b>Knowledge:</b> Cultural differences of childhoods from different times and places, broadening students understanding and empathy. Continued development of knowledge about 19<sup>th</sup> Century life, the hardships and social hierarchy.  <b>Skills:</b> Continue to develop the skills from Spring 1, Spring 2 is to consolidate and stretch these skills in both reading and writing.  <b>Assessment:</b> Analysis of AIW (Literature P1 question)</p> <p><b>REAL LIFE:</b> Invite in local poets/ song writers. Link to SLAM poetry. Have a competition or poetry recital for parents. Potential John Clare Cottage for Poetry studies.</p>	<p><b>Theme: The effects of context in literary texts</b> (Spiral Curriculum model – Redesigned)</p> <p><b>Summer 1 (6 weeks)</b>  <b>Literature:</b> Private Peaceful &amp; Modern War poetry.  <b>Knowledge:</b> Modern History – Both world wars, looking at developing a modern historical knowledge. Include key events, a range of literature types, Churchill’s speech, Trench poetry, soldier’s letters home and diaries.  <b>Skills:</b> Development of analytical writing, SPAG starters according to class need, understanding the different types of non-fiction writing and their conventions with  <b>Assessment:</b> Language Paper 1</p> <p><b>Summer 2 (6 weeks)</b>  <b>Literature:</b> Private Peaceful, Henry V &amp; Richard III (Shakespeare extracts used for drama)  <b>Knowledge:</b> Heritage History Battle of Agincourt, War of the Roses – develop historical knowledge. Use Shakespearean extracts and other pieces of literature/film to explore the history around the events.  <b>Skills:</b> Spoken Language confidence building and discussion to develop analytical language and understanding.  <b>Assessment:</b> Analysis of PP (Literature P1 question)</p> <p><b>REAL LIFE:</b> Link with CCF, soldier’s stories. Developing understanding and empathy.</p>

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<b>Year 8</b>	<p><b>Theme: Play writing &amp; Shakespeare (Whole Play)</b></p> <p><b>Autumn 1 (7 weeks)</b>  <b>Literature:</b> Romeo and Juliet (Play)  <b>Knowledge:</b> Revisit the history of the English language, specifically the 16<sup>th</sup> Century. Use Ben Johnson’s ‘The Alchemist’ and Christopher Marlowe’s ‘Doctor Faustus’ as well as Shakespearean sonnets to explore the language of the time alongside the play.  <b>Skills:</b> Introducing and developing dramatic conventions and concepts. Teaching the subtle differences between a play and prose, also links to poetry as it is Shakespeare.  <b>Assessment:</b> Fictional Writing from a picture stimulus. (Language Paper 1, Question 5 style question)</p> <p><b>Autumn 2 (7 weeks)</b>  <b>Literature:</b> Romeo &amp; Juliet. Enhanced with Gnomeo &amp; Juliet/ Across the barricades/ Westside story (Play). Seeing the same story subverted. (NOT NOUGHTS &amp; CROSSES)  <b>Knowledge:</b> Societal conflicts: Race, nationality, religion and how these are reflected in literature. Explore writer’s intentions and how they are shown within texts. Theatre history (Greeks to now).  <b>Skills:</b> Develop understanding of script writing conventions, script specific subject terminology and how the words on the page translate to the actions on the stage. Comparisons (AO3)  <b>Assessment:</b> Shakespeare extract-based question on the whole play.</p> <p><b>REAL LIFE:</b> Link with a theatre company to explore the idea of ‘page to the stage’ or a showing of a quality Romeo and Juliet STAGE performance.</p>	<p><b>Theme: Modern Prose Dystopian &amp; Sci-fi genre</b></p> <p><b>Spring 1 (6 weeks)</b>  <b>Literature:</b> The Giver supported by other texts extracts and non-fiction texts to explore the genres.  <b>Knowledge:</b> Students to continue their social educations about the moral and ethical decisions that shape society and the impact an individual can have.  <b>Skills:</b> Encourage the art of crafting language and Structure. To explore the links between history and Literature, students to develop thinking about production.  <b>Assessment:</b> Nonfiction writing – Language P2, Q5</p> <p><b>Spring 2 (6 weeks)</b>  <b>Literature:</b> The Giver supported by other texts extracts and non-fiction texts to explore the genre.  <b>Knowledge:</b> Explore the QKA RESPECT Charter, the destruction of war and the break down of a society. Continue to explore the moral and ethical issues as they arise within the novel. Start to develop consciousness of social and political thinking.  <b>Skills:</b> Build on analysis skills, inference, deduction, and connotation. Encourage thought and depth. Practise a range of writing skills across a range of formats to support and develop previous skills.  <b>Assessment:</b> Literature response on the Giver (Literature, paper 1)</p> <p><b>REAL LIFE:</b> Explore local governance, is there an opportunity to speak to MPs or school governors about how society works. After School Movie showing experience. Library to do an introduction of the 4 other books in the series!</p>	<p><b>Theme: 19<sup>th</sup> Century &amp; Other cultures</b> (Spiral curriculum model – REDESIGNED)</p> <p><b>Summer 1 (6 weeks)</b>  <b>Literature:</b> Whole text study: Treasure Island  <b>Knowledge:</b> Ensure students have a firm grasp on 19<sup>th</sup> century society and literary influences. Develop the concept of context informing writer’s choices. Developing the Autumn terms knowledge. Pirate Culture &amp; Colonialization.  <b>Skills:</b> Explore structure as an analytical tool, whilst consolidating and building on language analysis. Explicitly teach whole novel/text structuring. Develop the concept of context as an ‘influencer’. Building on previous learning to engage with crafting as a conscious construct. Make relevancy of context a key component.  <b>Assessment:</b> Language Paper 1</p> <p><b>Summer 2 (6 weeks)</b>  <b>Literature:</b> Treasure Island and other 19<sup>th</sup> Century exploration texts or texts looking at colonialization or other linked themes. (Fiction and Non-Fiction)  <b>Knowledge:</b> Historical knowledge of 19<sup>th</sup> Century society, Literature, Literary figures, and serialisation. Develop understanding of how and why literacy increased in the 19<sup>th</sup> century and how reading for pleasure rose in popularity. Comparison of fiction/non-fictional crime writing. (AO3)  <b>Skills:</b> Continue to develop the skills from Spring 1, Spring 2 is to consolidate and stretch these skills.  <b>Assessment:</b> Treasure Island Literature Paper 1 response</p> <p><b>REAL LIFE:</b> After School Movie Showing of Pirate Movies. Library Pirate book box/display.</p>

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<b>Year 9</b>	<p><b>Theme: Modern Prose Social impacts and relationships</b></p> <p><b>Autumn 1 (7 weeks)</b>  <b>Literature:</b> Noughts and Crosses  <b>Knowledge:</b> Historical events inspiring the text: Little Rock Nine, Civil Rights movement, IRA bombings etc. Exploring the complexities of societal views around race, division, and power. Students should be encouraged to reflect on concepts raised and develop their social awareness.  <b>Skills:</b> Language Paper 1 taught through the texts above (Preparation for Practice Exams at the end of year 9). These skills to culminate in the end of term assessment. Consolidate and recap on all previous years' work.  <b>Assessment:</b> Fictional writing (Language, Paper 1)</p> <p><b>Autumn 2 (7 weeks)</b>  <b>Literature:</b> Noughts and Crosses  <b>Knowledge:</b> Societal conflicts: Race, nationality, religion and how these are reflected in literature. Explore writer's intentions and how they are shown within texts. Continue to look at rights and responsibilities in modern society. Recent news – make this relevant to students.  <b>Skills:</b> Close analysis skills, explaining writers' methods, developing what, how and why paragraphs to a clear and consistent standard.  <b>Assessment:</b> Literature style Noughts and Crosses question.</p> <p><b>REAL LIFE:</b> Explore opportunities around community improvement projects, these could be at a school level.</p>	<p><b>Theme: Modern Spoken Prose &amp; LGBTQ+ awareness</b> (Spiral curriculum model)</p> <p><b>Spring 1 (6 weeks)</b>  <b>Literature:</b> The Black Flamingo  <b>Knowledge:</b> Explore the history and struggles of the LGBTQ community. Race and identity are also key ideas. Visual representation of texts and how that adds meaning.  <b>Skills:</b> Mature analytical thinking, developing critical thinking and subtle ideas being communicated by a full textual approach to adding meaning. Spoken word poetry and Modern alternative prose.  <b>Assessment:</b> Non-fictional writing (Language Paper 2)</p> <p><b>Spring 2 (6 weeks)</b>  <b>Literature:</b> The Black Flamingo  <b>Knowledge:</b> Explore the history and struggles of the LGBTQ community. Race and identity are also key ideas. Visual representation of texts and how that adds meaning. Raising awareness of mature issues such as personal safety.  <b>Skills:</b> Language paper 2 skills with a focus on summaries, comparison and non-fictional reading and writing skills.  <b>Assessment:</b> Literature style: The Black Flamingo (Literature Paper 1)</p> <p><b>REAL LIFE:</b> Raising awareness of local amenities linked to the LGBTQ+ community, Young LGBTQ+ community cafes and groups etc.</p>	<p><b>Theme: Shakespeare whole play: The Tempest</b></p> <p><b>Summer 1 (6 weeks)</b>  <b>Literature:</b> The Tempest  <b>Knowledge:</b> Recap on previous Shakespeare knowledge. Move on to explore deeper concepts connected with the play, step up to GCSE level. Themes to cover mythology, Supernatural, Power and how it is portrayed in different ways and levels.  <b>Skills:</b> Consolidation of Language paper skills, both paper 1 and 2. (transitional year).  <b>Assessment:</b> Year 9 Practice Exams (w/c 9<sup>th</sup> May 2022) Week 4 of Summer 1.                      - Language Paper 1</p> <p><b>Summer 2 (6 weeks)</b>  <b>Literature:</b> The Tempest  <b>Knowledge:</b> Revisit the history of the English language, specifically the 16th Century. Use Ben Jonson's 'The Alchemist' and Christopher Marlowe's 'Doctor Faustus' as well as Shakespearean sonnets to explore the language of the time alongside the play.  <b>Skills:</b> Textual detail recall, analysis skills and crafting an analytical response using what how and why as a framework. Composing and planning full responses. Consolidating Shakespearean language and dramatic conventions.  <b>Assessment:</b> Literature Paper 1 – The Tempest.</p> <p><b>REAL LIFE:</b> Possible trip to Tolethorpe to see a Shakespeare play come to life on the stage.</p>