Ashlawn School

Key Stage 3 Curriculum Journey						
The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where English as a subject has its place in culture.						
THE YEAR 8 CURRICULUM JOURNEY						
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Scheme of Learning	**An Introduction to Gothic Literature**	**Classics: *Frankenstein***	**Shakespeare's Tragedy and Villains**	**World War II & Conflict Fiction**	**The Power and Rhetoric**	**Non-Fiction & Mythology**
GLS Provision: Text Choice(s)	Assorted Extracts	Shelley's *Frankenstein* (1818)	Assorted Extracts	Markus Zusak's *The Book Thief* (2005)	Assorted Extracts	Assorted Extracts
Mainstream Provision: Text Choice(s)	Assorted Extracts	Phillip Pullman's (Adapted) *Frankenstein* (2003)	Assorted Extracts	Morris Gleitzman's *Once* (2005)	Assorted Extracts	Assorted Extracts
Foundational Knowledge & Prior Learning Needed	- understand the features of the Gothic genre and how they are used within gothic writing - understand the ideas of plot, character, narrative (and narrative voice) and setting (time and place) - appreciate a range of different purposes behind fiction texts	- understand the ideas of plot, character, setting and narrative (voice) - appreciate a range of different purposes behind fiction texts	- understand the features of a Shakespeare play - understand how characterisation and themes are presented in a Shakespeare Play - appreciate that Shakespeare was a playwright working in the late sixteenth and early seventeenth century	[build on learning from year 7] understand the ideas of plot, character, setting and narrative (voice) - appreciate a range of different purposes behind fiction texts	- understand purpose, audience, structure, form, tone - Understand how a persuasive piece of writing is structured using different linguistic devices - appreciate a range of purposes behind the presentation of persuasive texts	- understand the ideas of plot, character, setting and narrative (voices) - appreciate a range of different purposes behind short stories and myths, as well as texts of information
Core Knowledge and/or Skills	understanding how genre, plot	develop understand how	explore how the text communicates its	develop understand how plot and	understanding how linguistic	develop understanding of

	and character contribute to making different meanings ● identify and select Gothic features and devices from the text ● explain how writers use techniques in order to create characterisation through developing their feelings, emotions, attitudes and reactions ● make a clear and relevant point when explaining ideas in Gothic texts, and support these with textual references	plot and character contribute to making different meanings ● identify and select features of language from the text ● explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions ● make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references	main ideas through the interaction between plot and character and how these contribute to making different meanings ● examine how the context in which the play was constructed could have shaped its meanings ● identify and select features of language from the text ● make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references	character contribute to making different meanings ● identify and select features of language from the text ● explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions ● make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references	devices are used to persuade and create different effects ● identify and select features of structural and linguistic devices from a range of texts ● explain how and why the writers use the devices to create specific reactions from the audience ● make a clear and relevant point when explaining ideas in persuasive writing	plot and character contributing to making different meaning(s) ● identify and select features of language from fiction and non-fiction texts ● explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions (myths) ● make a clear and relevant point when explaining ideas in fiction and non-fiction texts, and support these with textual references
Developmental Knowledge and/or Skills	● appreciate that texts develop different perspectives and points of view ● evaluate different types of narrative and structural devices and their effects	● appreciate that texts develop different perspectives and points of view ● evaluate different types of narration and their effects ● explore how texts communicate ideas by	● appreciate that texts develop different perspectives and points of view ● explore how texts communicate ideas by interpreting character representation, setting and plot	● appreciate that texts develop different perspectives and points of view ● evaluate different types of narration and their effects ● explore how texts communicate ideas by interpreting	● explore how texts develop different cultural perspectives and points of view ● examine how texts communicate ideas by	● appreciate that myths and texts about myths develop different perspectives and points of view ● analyse different types of narration and their effects ● explore how texts communicate

	• explore how texts communicate ideas by interpreting genre, theme, character representation, narrative and plot • understand how context can affect texts' meanings	interpreting character representation, narrative and plot • understand how context can affect texts' meanings	• evaluate how context can affect texts' meanings	character representation, narrative and plot • understand how context can affect texts' meanings	interpreting events, places, people, customs and practices • develop a narrative voice by writing persuasively	ideas by interpreting character representation, narrative and plot • understand how context can affect texts' meanings (non-fiction)
Complex Knowledge and/or Skills	• analyse how writers use features of Gothic language to achieve different effects • evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings • Analyse how gothic writing has grown through the years	• develop analysis skills on how writers use features of language to achieve different effects • evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings	• analyse how writers use features of language and structure to achieve different dramatic effects • analyse how and why characters are presented to elicit a response from an audience • analyse how key themes are presented and the effects of these	• develop analysis skills on how writers use features of language to achieve different effects • evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings	• analyse how writers use rhetorical devices within a range of speeches in order to achieve different effects • evaluate how a speech is structured to create a range of effects • use structure, language and other conventional methods to create meanings	• develop analysis skills on how writers use features of language to achieve different effects in different text types • evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meaning(s)
Structure & Sequencing	The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all key stage areas are: the nature of identity, conflict, society and relationships.					
Links with the National Curriculum	• read easily, fluently and with	• understand relationships between words,	• appreciate our rich and varied literary heritage	• develop the habit of reading widely and often, for both	• using Standard English confidently in a	• appreciate our rich and varied literary heritage

	good understanding ● write in sentences using Standard English ● understand and use linguistic and literary terminology	how to understand nuances in meaning and how to develop their understanding of figurative language	● write formal and academic essays ● develop resilience to write at length	pleasure and information ● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	range of formal and informal contexts, including classroom discussion ● giving short speeches and presentations, expressing their own ideas and keeping to the point	● develop the habit of reading widely and often, for [...] information
Literacy (including reading)	● Appreciate our rich and varied heritage ● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	● read for emotional literacy and imagination, as well as for comprehension	● develop an appreciation and understanding of Shakespeare's craft and his use of language to create meaning and effect	● making inferences and referring to evidence in the text ● knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ● knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	● develop an appreciation and understanding of the power of spoken language through the analysis of the canon of rhetoric, rhetorical devices and a range of speeches through the ages	● read for emotional literacy and imagination, as well as for comprehension ● understand the origins of the oral tradition and circulation of stories
Cultural Capital	● encourage pupils to empathise with the feelings and experiences of others to help	● encourage pupils to empathise with the differences in feelings and cultural	● the development of understanding Shakespearian language and ideas are necessary to	● encourage pupils to empathise with the feelings and experiences of others to help	● understanding other cultural perspectives through the ages and the	● understanding other cultural perspectives [and traditions] helps students to reflect

	develop their understanding of other people's attitudes, ideas and behaviour.	experiences of others [through the characters] to help develop their understanding of other people's attitudes, ideas and behaviour.	understand intertextual references	develop their understanding of other people's attitudes, ideas and behaviour.	effect of the use of the spoken language within these cultures	on British stories and culture
Social, Moral, Spiritual and Cultural Development	• extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction drama. • develop an awareness that right and wrong in life situations is not always universally agreed.	• understanding moral dilemmas • extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction	• Pupils explore how the choice of language used and style affects implied and explicit meaning. • Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed.	• use language in imaginative and original ways. • explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	• how the choice of language used and style affects implied and explicit meanings • use language in imaginative and original ways, drawing on their reading knowledge; considering how words, usage and meaning change over time	• understanding and appreciation of different cultures and traditions
Fundamental British Values	• Individual Liberty (focus on context) • tolerance and respect of opinions and diversity. (focus on characters)	• tolerance and harmony between different cultural traditions (textual references)	• the rule of law • individual liberty	• individual liberty (focus on context) • tolerance and respect of opinions and diversity. (focus on characters)	• democracy (focus on persuasive speeches) • Mutual respect and tolerance of others (focus on speeches and use of language used to persuade)	• Individual Liberty (through stories of heroism and adventure) • tolerance and harmony between different cultural traditions (textual references)

Assessment	"Choice" Extended Writing ***Summative*** **Extended Writing:**	"Choice" Extended **Writing:** Write a descriptive piece inspired by one of the scenes in the novel/play (creative) ***Summative*** **Extended Writing:** how does the writer use *Gothic Convention to establish* atmosphere, mood and tone in *Frankenstein*?	"Choice" Extended **Writing** ***Summative*** **Extended Writing:**	"Choice" Extended **Writing** ***Summative*** **Extended Writing:** how does the writer present the character of [...] in the novel? (analytical)	"Choice" Extended **Writing:** how does Malala use pathos to create an inspirational speech? ***Summative*** **Extended Writing:** "Education is not just about which school you go to, or the qualifications that you acquire; it is about the experiences that you gain beyond the classroom!" - write a speech explaining what makes a good education (persuasive)	"Choice" Extended **Writing:** write an extended response to a given stimulus linked to mythology and its traditions (creative) ***Summative*** **Extended Writing:** based on your knowledge and understanding of the traditions of mythology, write your own mythological piece (creative)