

2019-2020 English Curriculum Plan

Key Stage 3 (Year 7-9) 'Intent'

Christine Counsell 'The curriculum is the progression model' The education spotlight has turned firmly on the curriculum as a result of Ofsted's new Education Inspection Framework (EIF). At Harrow Way this is something we welcome because the content of our lessons – what we actually teach our students – is at the heart of education. Teachers talk a lot about pedagogy, but often neglect to discuss the curriculum and how it translates into their lessons. If you can explain why you've chosen to teach this and not that, and why your curriculum is taught in the way that it is, then you probably have a good grasp of what you intend students to learn.

The intent is not a statement. It is your curriculum plans - the outline of what you intend children should learn. **The intent of the curriculum is the content you expect children to learn.** More simply, the intent of the curriculum is the curriculum, or as **Amanda Spielman puts it, "what school leaders expect pupils to know by certain points in their life."** Intent also covers the sequence in which children encounter the curriculum. Staff members should be able to articulate whether there's a logical connection between studying x in term 1 and y in term 2. Does what is learnt about in one year connect to what is learnt in another?

| | Year 7 - Islands and Adventures Introduction to Creative Voice | Year 8 - Lights in the Darkness Developing Creative Voice | Year 9 - Identities in Conflict Critical Voice |
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| Autumn term (Sept - Dec) | <ul style="list-style-type: none"> Read and study <i>Treasure Island</i>. Students will develop a creative voice. Students will embed key skills from the Year 7 tracker sheet. | <ul style="list-style-type: none"> Private Peaceful Developing a creative voice studying a range of war propaganda texts and learning the skills of rhetoric and persuasive language WW1 Poetry | <ul style="list-style-type: none"> Reading of <i>The Outsiders</i> Etymology and morphology study Reading of <i>The Merchant of Venice</i> |
| Term 1 ASSESSMENT | <p>Produce an 'expedition scrapbook', documenting your imagined expedition. This will include <u>at least three pieces of prose writing</u>, each between 250-500 words. You may wish to include journal entries, news reports, or first-person narrative pieces. In addition to this, you may include any supplementary texts that further describe aspects of your expedition, such as maps, plans or character profiles.</p> <p><i>For at least one of your prose pieces, you must include a marked first draft accompanied by the final, improved version.</i></p> <p><i>You must also produce an annotated self-critique of one of your prose pieces.</i></p> | <p>Produce a collection of persuasive texts centred on the theme of WW1, expanding the world of <i>Private Peaceful</i>. You must produce <u>at least three texts</u>, each between 300-600 words, which could include propaganda texts, speeches, reports or opinion pieces featuring or inspired by characters and events in <i>Private Peaceful</i>.</p> <ul style="list-style-type: none"> For at least one of your persuasive texts, you must include a marked first draft accompanied by the final, improved version. You must also produce an annotated self-critique of one of your persuasive texts. | <ul style="list-style-type: none"> Three annotated extracts from <i>The Outsiders</i>; Three short analytical responses to key extracts from the text (300 words each); One whole-text essay – 'The Outsiders is a story that explores conflict. Write about some of the ways that conflict is presented in the text'. (600-800 words). |
| Spring term (Jan-April) | <ul style="list-style-type: none"> Read and study: <i>The Island at the End of Everything</i>. Students will develop a creative voice. Students will embed key skills from the Year 7 tracker sheet. | <ul style="list-style-type: none"> <i>The Prince of Mist</i> creative writing focus understanding of genre - focus mood and atmosphere suspense, pace and characterization | <ul style="list-style-type: none"> Reading <i>The Destructors</i> and <i>Eveline</i> Continuation of <i>The Merchant of Venice</i> Grammar study |
| Term 2 ASSESSMENT | <p>Produce a collection of letters sent to and from characters in <i>The Island at the End of Everything</i>. This will include <u>at least three letters</u>, each between 250-500 words. You may wish to write some of the letters sent from Cullion Island which were intercepted by Mr Zamora, or imagine the letters that Ami might have sent to her mother while she was at the orphanage on Curon Island.</p> <p><i>For at least one of your prose pieces, you must include a marked first draft accompanied by the final, improved version.</i></p> <p><i>You must also produce an annotated self-critique of one of your prose pieces.</i></p> | <p>Produce a collection of microfiction texts in the horror genre. You may wish to take inspiration for this project from characters and events in <i>The Prince of Mist</i>. You must produce <u>at least five pieces of microfiction</u>, with each text being between 100-400 words. In these texts, you should demonstrate understanding of the typical features of the horror genre, including mood and atmosphere, tension and suspense, and the characterization of a villain.</p> <p><i>For at least two of your pieces of microfiction, you must include a marked first draft accompanied by the final, improved versions.</i></p> <p><i>You must also produce an annotated self-critique of at least two of your pieces of microfiction.</i></p> | <p>Two annotated extracts from <i>The Destructors</i>;</p> <p>Two annotated extracts from <i>Eveline</i>;</p> <p>Three short analytical responses to key extracts from the texts (300 words each);</p> <p>One whole-text essay – 'Compare how young people are presented in <i>The Destructors</i> and <i>Eveline</i>. (600-800 words).</p> |
| Summer Term (April - July) | <ul style="list-style-type: none"> Reading excerpts from <i>The Tempest</i>. Students will develop a creative voice. Students will embed key skills from the Year 7 tracker sheet. | <ul style="list-style-type: none"> <i>The Graveyard Book</i> Extracts of <i>Jungle Book</i> | <ul style="list-style-type: none"> Reading of <i>Of Mice and Men</i> Finishing the reading of <i>The Merchant of Venice</i>. |
| END OF YEAR ASSESSMENT | <p>Produce a poetry collection on the theme of nature. This will include at least five poems, each on a different animal or aspect of nature, ideally showing some range in mood.</p> <p><i>For at least one of your poems, you must include a marked first draft accompanied by the final, improved version.</i></p> <p><i>You must also produce an annotated self-critique of one of your poems</i></p> | <p>Produce a collection of microfiction texts in the horror genre. You may wish to take inspiration for this project from characters and events in <i>The Prince of Mist</i>. You must produce <u>at least five pieces of microfiction</u>, with each text being between 100-400 words. In these texts, you should demonstrate understanding of the typical features of the horror genre, including mood and atmosphere, tension and suspense, and the characterization of a villain.</p> <p><i>For at least two of your pieces of microfiction, you must include a marked first draft accompanied.</i></p> | <p>Three annotated extracts from <i>The Merchant of Venice</i>;</p> <p>Three short analytical responses to key extracts from the text (300 words each);</p> <p>One whole-text essay – 'Write about Shylock and how he is presented at different points in the play'. (600-800 words).</p> <p><i>Additional Academic Portfolio work (if time allows):</i></p> <p><i>Write about how Crooks is presented in Chapter 4 of Of Mice and Men (600-800 words);</i></p> <p><i>Write a short story inspired by the themes, characters and events in The Destructors and/or Eveline (600-800 words).</i></p> <p>Viva, a formal academic discussion</p> |
| Resources to accompany the curriculum | <ul style="list-style-type: none"> Year 7 tracker sheet Key terminology Show My Homework | <ul style="list-style-type: none"> Year 8 tracker sheet Key terminology Show my Homework | <ul style="list-style-type: none"> Year 9 tracker sheet Key terminology Show My Homework |