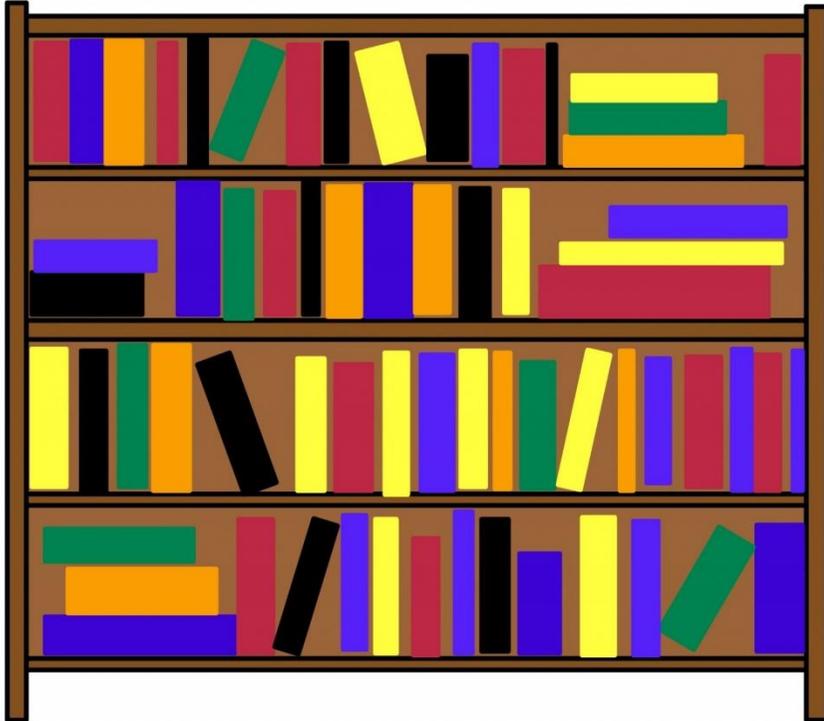


Burnage Academy for Boys English Faculty
Long Term Plans Year 7-9 2018-19



- All year groups will study the same units at the same time; adapt teaching suggestions to suit the needs of your group
- Final assessments are completed separately to work conducted in exercise books; filed in 'assessment portfolios.' Where available, the work from previous years will also be in pupils' portfolios.
- All assessment objectives to be covered either in teaching or in assessments over the course of the year
- Each year group to cover an 'independent project' which will culminate in a presentation to their group
- Each year group to have an End of Year exam focused on the skills they have adapted over the course of the year

Key dates:

October 4th 2018 – National Poetry Day

March 7th 2019 – World Book Day

March 21st 2019 – World Poetry Day

18th – 24th March 2019 – Shakespeare Week

KS3 Long Term Planning – Year 7.

	HT1	HT2	HT3	HT4	HT5	HT6
	7 weeks	7.5 weeks	6.5 weeks	6 weeks	5 weeks	7.5 weeks
Main Topic / idea overview	<p><u>Transition</u> Spelling tests Comprehension activities</p> <p>PIXL SOW – pupils work in teams to discover who committed a crime. S&L opportunity</p>	<p><u>Christmas Carol</u> Reading full or excerpts from the main text – abridged version available on Shared Area.</p>	<p><u>Shakespeare – The Tempest</u> Reading through extracts of the text to gain an understanding of characters, themes and the theatre in Shakespeare’s England</p>	<p><u>Poetry from other cultures</u> Pupils look at a range of poems from previous anthologies, e.g. <i>Not My Business</i>, <i>Blessing</i> etc.</p>	<p><u>Survival writing</u> A range of fiction and non-fiction texts looking at the idea of survival. Pupils can look at analysis skills and creating their own survival scenarios</p>	<p><u>Fiction extracts / creative writing / EOY exam</u></p>
<p>Interleaved Non-fiction texts / writing</p> <p>Fortnightly writing challenges</p>	<p>Article - job of a forensic linguist; writing as a detective</p>	<p>Texts: Victorian Life; Charles Dickens; child poverty; meaning of Christmas. Writing as a character</p>	<p>Texts: Shakespeare’s England; attitudes towards magic. Article writing?</p>	<p>Texts: contextual understandings of key poems; research into poets’ motivations</p>	<p>Non-fiction texts run throughout the scheme</p>	
<p>Interleaved vocab and grammar (separate from Milner sessions)</p>	<p>Sentence types, linguistic features, spoken language style tasks</p>	<p>Vocab checks / spellings of words from the text Sentence types</p>	<p>Evolution of language and vocabulary – defining terms from <i>The Tempest</i></p>	<p>Structuring a poem; using a range of punctuation in poems</p>	<p>Sentence types – use in both fiction and non-fiction texts</p>	
<p>Suggested assessed work</p>	<p>Initial spelling and comprehension Writing as a detective Group presentations</p>	<p>Vocab tests – spelling and definitions Plot understanding Analysis of key extracts</p>	<p>Independent project – S&L presentations on Shakespeare’s England Writing own scripts Understanding of key plot points / analysis / evaluation</p>	<p>Showing contextual understandings of the poems studied Analysis and understanding of poem structure Creating own poems based on own culture S&L drama?</p>	<p>Creating own survival stories (using images as writing stimulus) Analysis and understanding of real-life survival situations S&L debates?</p>	

Other ideas:

- Myths and Legends unit? (think about myths and allusions referred to in GCSE texts as a starting point)
- Teach poetry and survival at the same time?
- Modern novel? *Tin*?

KS3 Long Term Planning – Year 8

	HT1	HT2	HT3	HT4	HT5	HT6
	7 weeks	7.5 weeks	6.5 weeks	6 weeks	5 weeks	7.5 weeks
Main Topic / idea overview	<p><u>Hunger Games</u> Pupils study the full text of <i>The Hunger Games</i>, utilising analysis skills and making links between the dystopian world in the novel and the world we live in.</p>	<p><u>Non-fiction extracts from other cultures</u> Reading a range of non-fiction texts written by a range of authors from a range of different cultures</p>	<p><u>Sherlock Holmes</u> Reading at least extracts from the text; creating own murder mystery stories</p>	<p><u>Hamlet / EOY exam</u> Reading the text (a range of scenes / extracts) focusing on analysis skills and making contextual links. Could make links here to studying sonnets to include more specific poetry this year. EOY exam to focus on Language Paper 2 skills, which have been focused on throughout the key units over the year.</p>		
Interleaved Non-fiction texts / writing Fortnightly writing challenges	<p>Texts: articles linked to the style of government in the novel; current articles where relevant. Could also look at a range of extracts from other dystopian texts; 1984, <i>High Rise</i>, <i>V for Vendetta</i> etc. Potential to create own dystopia – e.g. writing based on images</p>	<p>Non-fiction extracts used throughout the scheme Stimuli used (e.g. images / scenarios) for writing challenges</p>	<p>Texts: could link to the folklore of the Yeth Hound; contextual aspects of Holmes' writing</p>	<p>Texts: Links to allusions in the text – understanding contextual references. Link to modern news on teenagers; similarities between this and Hamlet's character in the play Writing own soliloquies – using Shakespeare's / modern language</p>		
Interleaved vocab and grammar	<p>Vocabulary linked to dystopias Use of paragraphs and punctuation for impact / to build up suspense; using examples from the text to inspire own creative writing</p>	<p>Proof reading with a focus on tenses – understanding how to spot errors in own writing</p>	<p>Sentences – using consciously for impact</p>	<p>Structural aspects of Shakespeare's text – iambic pentameter etc. Pupils can attempt to write in IP. Using a wide range of punctuation confidently.</p>		
Suggested assessed work	<p>Analysis of key scenes in the text (language or structure analysis) Understanding of plot Creating own dystopian world speeches</p>	<p>Comparison skills between articles Analysis of key ideas in articles Creative writing of own situation / based on stimuli</p>	<p>Independent Project Analysis of key ideas in the text (evaluation?) S&L Cluedo? Structuring own murder mystery stories</p>	<p>Analysis of key scenes in <i>Hamlet</i> Understanding of plot Non-fiction analysis? EOY exam – based on Language Paper 2</p>		

KS3 Long Term Planning – Year 9

	HT1	HT2	HT3	HT4	HT5	HT6
	7 weeks	7.5 weeks	6.5 weeks	6 weeks	5 weeks	7.5 weeks
Main Topic / idea overview	<u>Of Mice and Men</u> Reading the whole novel, focusing on analytical skills and contextual understanding	<u>War Poetry</u> Range of resources to explore (not including the GCSE spec) with opportunities for analysis, comparison, contextual understanding and creativity	<u>Animal Farm</u> Reading the whole novel. Opportunities for analysis of extracts, structure, characters, themes. Link to work done last year on dystopias.	<u>Short stories</u> Pupils to read a range of short stories (AQA Anthology provides some) as a basis for discussing the structure of texts.	<u>EOY exam & Othello</u> (order TBC once exam timetable is released) EOY exam to focus on Language Paper 1 skills, which have been focused on throughout the key units over the year. Othello – reading the play / key extracts ensuring that pupils have an understanding of plot, characters, themes.	
Interleaved Non-fiction texts / writing Fortnightly writing challenges	Texts: articles about the Great Depression; Steinbeck; links to now.	Texts: contextual awareness of poems; diaries of war poets; comparison between older and newer articles linked to WP.	Texts: contextual understanding of the Russian Revolution, Karl Marx, communism etc.	Texts: Wherever possible, non-fiction texts to explore issues identified in short stories.	Texts: (more relevant for Othello) links to Patriarchal society in Elizabethan England; witchcraft; racism Writing challenges linked to EOY exam – using images as stimulus for creative writing	
Interleaved vocab and grammar	Vocab and dialect linked to the novel Structural terms to be explored and re-addressed later in the year.	Vocab linked to war poetry throughout unit Using a wide range of punctuation effectively	Sentences – developing an understanding of their use and using for impact in own writing	Structural terms from HT1 to be recapped and developed during this unit. Focus on tenses in creative writing	Focus on Shakespearian language and terms linked to his work: soliloquy, dramatic irony, antic disposition etc. Depending on class, you could have a different grammar focus per week, bringing the work from the last 3 years together.	
Suggested assessed work	Extract analysis / character analysis over time Contextual awareness Quotation tests	Comparison and analytical skills Creative writing skills – images as stimulus	Independent project: presentations on a media story of their choice Extract analysis / evaluation skills	Creation of own short stories; use of structural terminology Timed creative writing	EOY exam Extract analysis – group and individual; plot / character / theme understanding S&L debate?	