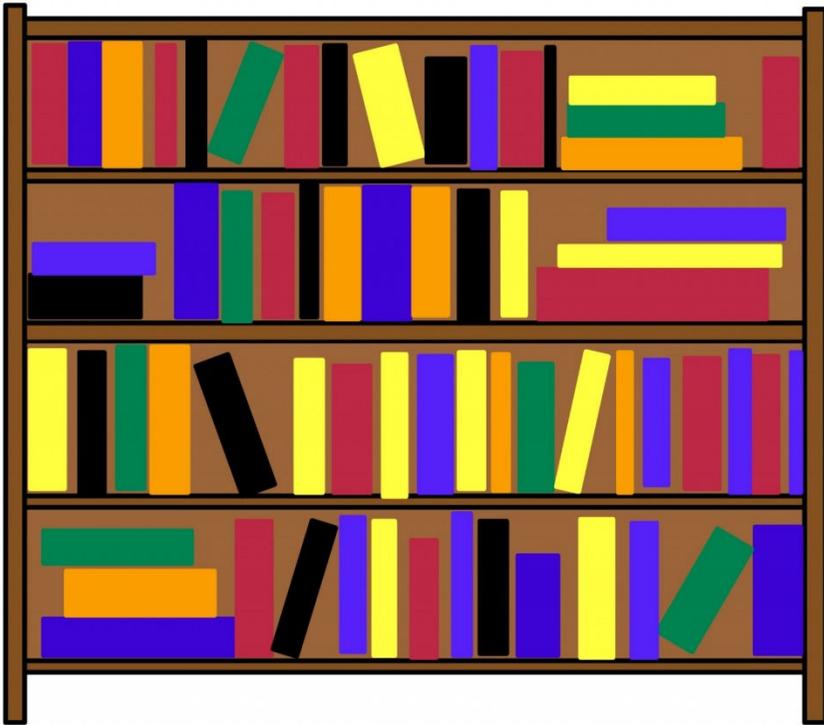


Burnage Academy for Boys English Faculty
Long Term Plans Year 7-9 2018-19



- 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 3rd 2019 – National Poetry Day

March 5th 2020 – World Book Day

March 20th 2020 – World Poetry Day

16th – 22nd March 2020 – 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
KS3	Main Topic / idea overview	<p>Transition Spelling tests Comprehension activities</p> <p>PIXL SOW – pupils work in teams to discover who committed a crime. S&L opportunity</p>	<p>Christmas Carol Reading full or excerpts from the main text – abridged version available on Shared Area.</p>	<p>Shakespeare – The Tempest Reading through extracts of the text to gain an understanding of characters, themes and the theatre in Shakespeare’s England</p>	<p>Poetry from other cultures Pupils look at a range of poems from previous anthologies, e.g. <i>Not My Business</i>, <i>Blessing</i> etc.</p>	<p>Survival writing 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>Fiction extracts / creative writing / EOY exam</p>
	Interleaved Non-fiction texts / writing Fortnightly writing challenges	Article - job of a forensic linguist; writing as a detective	Texts: Victorian Life; Charles Dickens; child poverty; meaning of Christmas. Writing as a character	Texts: Shakespeare’s England; attitudes towards magic. Article writing?	Texts: contextual understandings of key poems; research into poets’ motivations	Non-fiction texts run throughout the scheme	
	Interleaved vocab and grammar (separate from Milner sessions)	Sentence types , linguistic features, spoken language style tasks	Vocab checks / spellings of words from the text Sentence types	Evolution of language and vocabulary – defining terms from <i>The Tempest</i>	Structuring a poem; using a range of punctuation in poems	Sentence types – use in both fiction and non-fiction texts	

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

<p>Main Topic / idea overview</p>	<p>Hunger Games 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>Non-fiction extracts from other cultures Reading a range of non-fiction texts written by a range of authors from a range of different cultures</p>	<p>Sherlock Holmes Reading at least extracts from the text; creating own murder mystery stories</p>	<p>Hamlet / EOY exam 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.</p>
<p>Interleaved Non-fiction texts / writing Fortnightly writing challenges</p>	<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>
<p>Interleaved vocab and grammar</p>	<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>
<p>Suggested assessed work</p>	<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 1 (possibly change to paper 2; 1 article?)</p>

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

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