

## DENE MAGNA ENGLISH- Curriculum Intent 2022-2023

Year 8			
<p>Over Key Stage 3, students will develop their ability to write fiction and non-fiction with greater impact and control of how language is used for effect, adopting and adapting the different structures and conventions, such as those of genre, when describing and narrating a story or manipulating a reader's response when conveying a point of view.</p> <p>Students are introduced to classic texts from the British literary heritage carefully chosen to engage and broaden our students' cultural capital as well as prepare students for the complexity of texts at GCSE. Non-fiction study begins with a focus on subject matter that is accessible and engaging but which then progresses in complexity and nuance, both of the topics and of the writers' perspectives through KS3 so that students are able to engage with the challenge of the non-fiction they will study for GCSE Language.</p> <p><b>ARP</b> - Monitoring reading age and progression. Reading for pleasure in English lessons, for ILT and within tutorial. Bookbuzz, author visits, Chelt. Lit Festival.</p> <p><b>Spellzone</b> - individual programme of study</p> <p><b>Quill</b> - grammar ILT</p> <p>They will develop their understanding of the different nuances of sophisticated (tier 2 and 3) vocabulary and use this to explain the effects of language and linguistic devices and structures.</p>			
Scheme of learning	Which materials and skills/content will be covered and why?	How is the SOW a progression of previous learning?	Which aspect of KS4 are we preparing students for? How are we building Cultural Capital?
	INTENT	IMPLEMENTATION	IMPACT
<p><b>Literature in the modern society</b></p> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</li> <li>making inferences and</li> </ul>	<p>Seminal literature</p> <p>Whole text study building on skills from Y7 with a more complex text, which also tackles challenging issues - e.g. race.</p> <p><b>(Assessment AO1/4</b></p>	<p><u>Building on Contemporary novel</u></p> <p>They will learn to explain writers' attitudes and viewpoints and compare different perspectives in increasing detail so that they can engage meaningfully. They will also learn how different contexts - historical, personal and thematic - create meaning in a wide range of texts and this will enhance their</p>	<p>Developing understanding of racial issues in a predominantly white area. Challenging preconceptions. Using current debate to enhance relevance and understanding RHSE. Texts that address the effects of the pandemic on mental health.</p>

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<p>referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <ul style="list-style-type: none"> <li>checking their understanding to make sure that what they have read makes sense.</li> </ul>	<p><b>Lit</b></p>	<p>cultural capital.</p> <p>All reading skills are revisited and this builds incremental improvement in students' skills.</p>	<p>Students require whole text skills for both Component 2 Literature and Component 2 Language at GCSE.</p> <p>Reestablishing good routines after the summer break.</p>
<p><b>Non-fiction - marginalised voices</b></p> <ul style="list-style-type: none"> <li>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</li> <li>Writing for a wide range of purposes and audiences, using a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</li> <li>Giving short speeches and presentations, expressing their own ideas and keeping to the point.</li> </ul>	<p>A progression in complexity and nuance, both of the topics and of the writers' perspectives from Y7 so that students are able to engage with the challenge of the non-fiction they will study for GCSE Language.</p> <p><b>(Assessment AO6 Language)</b></p>	<p><u>Building on Protest and Prejudice</u> Comparing perspectives and viewpoints by using a variety of media and non-fiction texts.</p> <p>Looking at how this is presented differently from the novel and how topics can be addressed in various different ways.</p> <p>Students will also focus on language use and how vocabulary shapes meaning.</p> <p>A focus on the female voice (whole school). Building aspiration and ambition.</p>	<p>Developing an understanding of the female voice. Using current news topics and debates. Building a 'Girls can' attitude.</p> <p>Continuation of a focus on building cultural capital for our students - widening their understanding of the world around them.</p> <p>Building confidence ready for GCSE with oracy - developing opinion and persuading others by using different strategies.</p>
<p><b>Shakespeare - exploring theme and character</b></p> <ul style="list-style-type: none"> <li>studying setting, plot, and characterisation, and the effects of these</li> </ul>	<p>Study of a whole play - plot, character and theme - culminating in an essay response to a particular theme</p>	<p><u>Building on Intro to Shakespeare</u> Students will read key scenes from an entire play to gain an understanding of developing plot, dramatic devices and</p>	<p>Focus on the presentation of women linking to marginalised voices (previous topic). Treatment of women in the modern day RSHE.</p>

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<ul style="list-style-type: none"> <li>understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> </ul>	<p align="center">(women). <b>(Assessment AO1/2 Lit)</b></p>	<p>conventions as well as be able to comment on character and theme.</p> <p>Students will build on their understanding of context and language from Y7.</p>	<p>Residential trip to London (Globe theatre) Widening cultural experience.</p>
<p align="center"><b>Global Poetry</b></p> <ul style="list-style-type: none"> <li>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used.</li> </ul>	<p>How poets explore the same subject matter and theme in a variety of contexts.</p> <p>Studying a range of global poems to increase cultural capital</p> <p align="center"><b>(Assessment AO3 Lit)</b></p>	<p><u>Building on Intro to Poetry</u></p> <p>Students will learn how to approach poems linked by a similar theme but a variety of contexts. Students will be on Y7 where they will be able to identify figurative language, structure and vocabulary choice as well as identifying implicit meaning and how poets create a sense of identity.</p>	<p>Students study a range of poetry at GCSE and need to be able to use the skills of poetry analysis for unseen material.</p> <p>Continuing our focus on building cultural capital, we introduced this unit to present a variety of poets and poems from the global community.</p>
<p align="center"><b>Playscript study</b></p> <p>Reading a whole play and understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</p>	<p>How playscripts differ to other texts - identifying conventions and using drama to explore different plays.</p> <p align="center"><b>(Assessment AO7, 8, 9 S&amp;L)</b></p>	<p><u>Building on Shakespeare unit</u></p> <p>Students will learn how to identify meaning via a different form of writing - identifying meaning from stage directions etc and how implicit and explicit details add to meaning.</p> <p>Students will learn to explore the skills already practised for the novel and poetry to identify theme, character and context.</p>	<p>Students have studied play script within drama to pull on working memory.</p> <p>Preparation for GCSE - playscript Blood Brothers/Inspector Calls.</p> <p>Building confidence reading aloud in role.</p> <p>Residential trip to London - West</p>

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			End show
<p><b>Nineteenth century novel</b></p> <ul style="list-style-type: none"> <li>• Understand increasingly challenging texts through:</li> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> <li>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>• checking their understanding to make sure that what they have read makes sense.</li> </ul>	<p>Extract study of key nineteenth century texts to develop understanding of context and new vocabulary in order to develop comprehension of historical texts.</p> <p><b>(Assessment AO2/4 Lang)</b></p>	<p>Increasing the breadth of the texts studied to build on the <u>Detective</u> unit and prepare for GCSE study.</p> <p>They will learn to explain writers' attitudes and viewpoints and compare different perspectives in increasing detail so that they can engage meaningfully. They will also learn how different contexts - historical, personal and thematic - create meaning</p>	<p>Preparation for GCSE Pre-1914 text and also GCSE Language Comp 2 non-fiction.</p> <p>Links to history and geography - Residential trip to London</p>