**TNHA Curriculum Planning Document** Subject: **English** Year: **7**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 2  | Autumn 2 |
| Subject Content  | **Imaginative Writing – Dystopian Worlds** (W) Exemplar extracts/writing prompts from*: The Hunger Games* by Suzanne Collins *1984* by George Orwell *Brave New World* by Aldous Huxley *The Knife of Never Letting Go* by Patrick Ness *Do Androids Dream of Electric Sheep?* by Philip K. Dick *Unwind* – by Neal Schusterman *Noughts and Crosses* by Malorie Blackman *Uglies*  by Scott Westerfeld *Divergent* by Veronia Roth *Maggot Moon* by Sally Gardner *Gone* by Michael Grant *Lord of the Flies* by William Golding *The Beach* by Alex Garland EOU: W  | **C19th Literature** *Oliver Twist* by Charles Dickens(R)EOU: R | **Cross-curricular Unit: News & Media** PE, Health & Fitness News & Media, Diversity - NF writing (W&R)To focus on a range of extracts from autobiography and biography, reflecting aspiration, diversity and cross referencing with the Gatsby Standards. Demonstrating different qualities needed for success in the workplace: Hidden Figures, The Red and Green Life Machine.EOU: W | **Shakespeare** *A Midsummer night’s Dream* by William Shakespeare (R)EOU: R | **Romantic Poetry** Poetry from Other Cultures & Traditions Poets include: *William Wordsworth**William Blake**Samuel Taylor Coleridge**Lord Byron**Percy Bysshe Shelly**John Keats* (W&R)EOU: W | **Class Novel** *The Goldfish Boy by* Lisa Thompson*Across the Barricades* by Joan *Skellig* by David Almond *Millions* by Frank Cottrell Boyce *Holes* by Louis Sacher*Witch child* by Celia Rees (TS)(If these are for different sets I think we need to be specific)EOU: R |
| Literary Concepts  | Utopian/ Dystopian *– Refer to Literary Concepts Booklet* | Authorial IntentionCharacter Form- The novelReader Theory Reading for Meaning*– Refer to Literary Concepts Booklet*  | N/A | CharacterForm- The Play Structure *– Refer to Literary Concepts Booklet* | Authorial Intention Form PoetryStructureRomanticism*– Refer to Literary Concepts Booklet*  | Authorial IntentionCharacterForm – The NovelStructureReading for Meaning *– Refer to Literary Concepts Booklet*  |
| Ideas in Context / Cultural Capital  | 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination** | 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination**7. **Social Class****9. Victorian Society & Culture**12. **Working Class Experience** | 1. **Culture & Identity**3. **Personal Identity** 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination**11. **Women’s Experience & The Struggle for Equality** | 6. **Shakespeare’s World**  | 1. **Culture & Identity**2. **Empire & Colonialism** 3. **Personal Identity**  | 1. **Culture & Identity**3. **Personal Identity** 5. **Prejudice & Discrimination**  |
| Literary Terms  | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Allegory, Foreshadowing *– Refer to Literary Terms Booklet* | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Allegory, Foreshadowing Symbol *– Refer to Literary Terms Booklet* | Cliché , Hyperbole, Narrator, Pun, Satire, Oxymoron *– Refer to Literary Terms Booklet* | Allegory, Climax, Dramatic Irony, Foreshadowing, Plot, Protagonist, Antagonist *– Refer to Literary Terms Booklet*  | Stanza, Imagery, Metaphor, Persona, Simile, Ceasura, Meter, Rhyme *– Refer to Literary Terms Booklet* | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist *– Refer to Literary Terms Booklet* |
| Grammatical Terms / Grammar Focus  | Parts of speech: verbs, nouns, adjectives, determiners, & prepositions. Subject-verb agreement, tense *- Refer to Grammatical Terms Booklet*  | Topic sentences, paragraph revision, introduction & conclusion structure *– Refer to Grammatical Terms Booklet*  | Elements of sentences; simple, compound & complex sentences. Lists & parenthesis, revise commas *- Refer to Grammatical Terms Booklet*  | Elements of sentences; simple, compound & complex sentences. Lists & parenthesis, revise commas *- Refer to Grammatical Terms Booklet*  | Topic sentences, paragraph revision, introduction & conclusion structure *– Refer to Grammatical Terms Booklet*   | Parts of speech: verbs, nouns, adjectives, determiners, & prepositions. Subject-verb agreement, tense *– Refer to Grammatical Terms Booklet* |
| Linguistic Terms  | Cohesion, Structure, Style, Turn-taking *– Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Style, Etymology *– Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Style, Discourse Markers, Direct Address *– Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Style – *Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Style, Lexical/semantic field *– Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Style *– Refer to Linguistic Terms Booklet* |
| Sequencing Rationale: | The writing unit builds on knowledge of sentence structures and grammar linking to prior learning at KS2. Traditional cultural tales & personal voice/ perspective. Explores presentation of emotional responses within characterisation; develop awareness of links between present & future and links to Yr8 Spy Writing, Yr8 Writing the Gothic;GCSE Lang Imaginative Writing. | At KS2 prior learning should include a range of stories and non-fiction. This unit builds on subject specific terminology. Exploration of themes inc. Poverty, morality, social conscience, laws, class structures; Victorian beliefs. Links to Yr8 Penny Dreadfuls exemplar 19c texts);GCSE Literature – AIC, ACC | This cross-curricular unit focuses on social understanding of health and welfare topics; news and media production, delivery and reception unit builds up understanding of Cultures and Diversity linked to prior learning in KS2 and links to Y8 Cross-curricular unit;Y9 Cross-curricular unit;GCSE Lang Non-fiction Writing | At KS2 prior learning should include a range of plays. This unit builds on subject specific terminology. Exploration of context, including gender roles, 16th century theatre, social attitudes/structures expectations. And links to Yr8 *Romeo & Juliet*; Yr9 *Richard III;*GCSE Literature - *Macbeth*. | At KS2 prior learning should include a range, poetry. The unit builds on subject specific terminology. Focuses on contextual research; exploration of universal themes of nature and power; considering individual and cultural perspectives and traditions. Links to Y9 Poetry 0f War and other cultures and traditions; GCSE Literature Poetry | At KS2 prior learning should include a range of stories and non-fiction. This unit builds on subject specific terminology. Exploring themes including cultural and social identity; relationships; belief systems/ideologies; historical context – as relevant to individual text choices. Links to Y8 Class novel; Y9 Class novel; GCSE Literature (post-1914 British Writing), (19C novel) |

**TNHA Curriculum Planning Document** Subject: **English** Year: **8**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2  |
| Subject Content  | **Penny Dreadfuls (R)** *Varney the Vampire* by various authors. *The Diary of A Madman* by Nikolai Gogol *The Mysteries of Udolpho* – by Anne Radcliffe *The String of Pearls* by Thomas Preskitt *The Mummy’s Curse* by Roger Luckhurst *The Dream Woman* by Wilkie Collins  EOU: R | **Writing the Gothic (W)** Exemplar extracts/writing prompts from: *Frankenstein* by Mary Shelley  *The Monk* by Matthew Gregory Lewis *The Castle of Otranto Dracula* by Horace Walpole *Beloved (modern Gothic)* by Toni MorrisonEOU: W | **Spy Writing (F & NF) (W&R)** Exemplar extracts/writing prompts from: *Moonraker/James Bond novels* by Ian Fleming *Storm Breaker/Alex Rider novels* by Anthony Horowitz *Bourne novels* by Robert Ludlum *Code Name Verity* by Elizabeth Wein *Fearless* by Francine Pascal SOE Syllabus: *Lessons in Ungentlemanly* *Warfare* by Denis Rigden *The Women Who Lived for Danger: Women SOE Agents* by Marcus Binney *Sabotage and Subversion: Stories From the Files of the OSS and SOE* by Ian Dear EOU: W | **Shakespeare Play***Romeo & Juliet* (R) EOU: R | **Cross-curricular Unit:**Global Issues, Diversity and Cultures Reading materials:War and conflict (Ethiopia):Abiy Ahmed Ali Nobel Lecture 2019Awol K Allo - Articles on Ethiopia - Eritrea conflict and Abiy AhmedWorld Health: covid 19 - European Disability forum - selection of open letters relating to covid 19 and lockdown measures.Gender Equality - advertise and instruct: gvi.co.uk/volunteer-abroad/womenempowerment series of brochuresEOU: W | **Class novel:** *Outsiders by S.E. Hinton* *Stone Cold by Robert Swindells**Monster Calls by Patrick Ness**Boy in the Striped Pyjamas by John Boyne**Animal Farm* by George Orwell (TS) (chosen to reflect needs and ability levels within individual class groups)EOU: R |
| Literary Concepts  | Authorial IntentionCharacterNarrative StructureGenreForm *– Refer to Literary Concepts Booklet* | Authorial IntentionCharacterNarrative StructureGenreForm - *Refer to Literary Concepts Booklet*  | Authorial Intention Character Vocabulary selectionStructural devices.Openings/endings of texts. Non-Fiction: BiographicalArticle - *Refer to Literary Concepts Booklet*  | Authorial Intention CharacterForm – The PlayGenreStructureTragedy - *Refer to Literary Concepts Booklet*  | Authorial IntentionNon-fiction & transactional devicesParagraph and sentence construction andVariation Adaptation of tone, style and register to suit audience and purpose - *Refer to Literary Concepts Booklet*  | Authorial IntentionCharacterForm – The NovelStructureGenreReading for meaning - *Refer to Literary Concepts Booklet*  |
| Ideas in Context / Cultural Capital  | 1. **Culture & Identity**9. **Victorian Society & Culture** | 1. **Culture & Identity**3. **Personal Identity**  | 4. **Politics Ideas & Economic Systems** | 6. **Shakespeare’s World**  | 1. **Culture & Identity**4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination** 10. **War & Conflict**11. **Working Class Experience** | 1. **Culture & Identity**3. **Personal Identity** 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination** 10. **War & Conflict** |
| Literary Terms  | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist Foreshadowing *– Refer to Literary Terms Booklet* | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist, Pathetic Fallacy Foreshadowing, Symbol *– Refer to Literary Terms Booklet* | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist, Foreshadowing *– Refer to Literary Terms Booklet* | Allegory, Climax, Dramatic Irony, Foreshadowing, Plot, Protagonist, Antagonist, Soliloquy *– Refer to Literary Terms Booklet* | Cliché , Hyperbole, Narrator, Pun, Satire, Oxymoron – Refer to Literary Terms Booklet | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist *– Refer to Literary Terms Booklet* |
| Grammatical Terms / Grammar Focus  | Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case (apostrophes), contraction.Unit-relevant spelling tests *– Refer to Grammar Booklet*  | Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case (apostrophes), contraction *- Refer to Grammar Booklet* | Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case (apostrophes), contraction *- Refer to Grammar Booklet* | Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case (apostrophes), contraction *- Refer to Grammar Booklet* | Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case (apostrophes), contraction *- Refer to Grammar Booklet* | Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case (apostrophes), contraction *- Refer to Grammar Booklet* |
| Linguistic Terms  | Cohesion, Convention, Genre, Word Class, Structure, Style*– Refer to Linguistic Terms Booklet*  | Cohesion, Structure, Style, Turn-taking Etymology, Ellipses, Metaphor, *– Refer to Linguistic Terms Booklet* | Cohesion, Structure, Style, Turn-taking Etymology, Ellipses, Metaphor, Discourse markers, Direct Address*– Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Semantics, Structure, Style – *Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Style, Discourse Markers, Direct Address *– Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Prefix, Ellipses, Style *– Refer to Linguistic Terms Booklet* |
| Sequencing Rationale  | Y7 *Oliver Twist*;Exploration of 19C literary & social context; exploration of culture of popular literature & accessibility of reading for pleasure (cultural shift)GCSE Literature (19C novel)  | Y7 Imag. Writing (Dystopian Worlds); exploring social problems symbolised via writing; consideration of psychological effects of fear/anxiety. GCSE Lang  | Y7 Imag. Writing; political, cultural and technological ideas developed through the conventions of genre; consideration of global changes in 21st C. Y7 & Y9 Cross-curricular; GCSE Lang  | Y7 Shakespeare;Exploration of contextually relevant issues, including gender roles, 16th C theatre, social attitudes, relationships, expectations/lawsY9 *Hamlet;*GCSE Literature - *Macbeth*. | Linked to Y7 & Y9 Cross-curricular; exploration of topical issues in printed and digital texts (focus on 20th/ 21stC global themes inc. climate change, political issues, human rights)GCSE Lang – Non-fiction writing | Linked to Yr7 and Yr 9 Class novel; exploring themes including cultural/social identity; relationships; belief systems/ ideologies; historical context – as relevant to individual text choices.GCSE Literature  |

**TNHA Curriculum Planning Document** Subject: **English** Year: **9**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2  |
| Subject Content  | **Cross-curricular Unit:**Careers with focus on Diversity and Cultures (NF writing) (W&R) Extracts will focus on a range of purposes:Fever Pitch, Marcus Rashford's letter to the times on the Free School Meals issue. Dear Basketball by Kobe Bryant. Paula Radcliffe's autobiography EOU: W | **Poetry of War**:Including Cultures and TraditionsPoems studied include: *London* *Exposure* *The Charge of the Light Brigade Poppies*  *War Photographer What Were They Like* *In The Barracks Tissue Checking Out Me History The Pilot’s Testament Children In the Darkness Erecting Stones*EOU: R | **Class Novel:***Of Mice and Men* by John SteinbeckLord of the Flies by William Golding*The Woman in Black* by Susan Hill *1984* by George Orwell*To Kill a Mocking Bird* by Harper Lee (chosen to reflect needs and ability levels within individual class groups).EOU1: WEOU2: R | **Class Novel:***Of Mice and Men* by John SteinbeckLord of the Flies by William Golding*The Woman in Black* by Susan Hill *1984* by George Orwell*To Kill a Mocking Bird* by Harper Lee (chosen to reflect needs and ability levels within individual class groups)EOU1: WEOU2: R | **Shakespeare Play:** *Richard III* (W&R) EOU1: WEOU2: R | **Shakespeare Play**: *Richard III* (W&R) EOU1: WEOU2: R |
| Literary Concepts  | N/A | Authorial IntentionFormPoemGenre *– Refer to Literary Concepts Booklet* | Authorial IntentionCharacterForm – The NovelStructureGenreReading for meaning *– Refer to Literary Concepts Booklet* | Authorial IntentionCharacterForm – The NovelStructureGenreReading for meaning *– Refer to Literary Concepts Booklet* | TragedyAuthorial IntentionStructure CharacterForm – The Play Perspectives/alternative viewpoints *– Refer to Literary Concepts Booklet* | Tragedy Authorial Intention. Structure CharacterForm – The PlayPerspectives/alternative viewpoints *– Refer to Literary Concepts Booklet* |
| Ideas in Context / Cultural Capital  | 1. **Culture & Identity**2. **Empire & Colonialism**3. **Personal Identity** 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination**10. **War & Conflict**Collaborative working | 1. **Culture & Identity**2. **Empire & Colonialism**3. **Personal Identity** 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination**10. **War & Conflict**Collaborative working;  | 1. **Culture & Identity**3. **Personal Identity** 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination**11. **Women’s Experience & The Struggle for Equality**Collaborative working;  | 1. **Culture & Identity**3. **Personal Identity** 4. **Politics Ideas & Economic Systems**5. **Prejudice & Discrimination**11. **Women’s Experience & The Struggle for Equality**Collaborative working;  | 6. **Shakespeare’s World** Collaborative working & role play;  | 6. **Shakespeare’s World** Collaborative working & role play; exploring themes including cultural/social identity; relationships; belief systems/ ideologies/the concept of self and other/internal voice; historical and cultural context; exploring ancient and early modern conceptions of tragedy in drama. |
| Literary Terms  | Cliché , Hyperbole, Narrator, Pun, Satire, Oxymoron *– Refer to Literary Terms Booklet* | Stanza, Imagery, Extended Metaphor, Juxtaposition Persona, Simile, Caesura, Meter, Rhyme, Assonance *– Refer to Literary Terms Booklet* | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist, Allegory *– Refer to Literary Terms Booklet* | Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist, Allegory *– Refer to Literary Terms Booklet* | Allegory, Climax, Foreshadowing, Plot, Protagonist, Antagonist, Soliloquy, Symbol, Monologue *– Refer to Literary Terms Booklet* | Allegory, Climax, Foreshadowing, Plot, Protagonist, Antagonist, Soliloquy, Symbol, Monologue *– Refer to Literary Terms Booklet* |
| Grammatical Terms / Grammar Focus  | Revisions of Y7-8, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings.Unit-relevant spelling tests *- Refer to Grammatical Terms Booklet* | Revisions of Y7-8, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings.Unit-relevant spelling tests *- Refer to Grammatical Terms Booklet* | Restrictive & non-restrictive clauses, colons, hyphens, punctuating speech, relative clauses.Unit-relevant spelling tests *- Refer to Grammatical Terms Booklet* | Restrictive & non-restrictive clauses, colons, hyphens, punctuating speech, relative clauses.Unit-relevant spelling tests *- Refer to Grammatical Terms Booklet* | Text, purpose and audience.Unit-relevant spelling tests *- Refer to Grammatical Terms Booklet* | Text, purpose and audience.Unit-relevant spelling tests *- Refer to Grammatical Terms Booklet* |
| Linguistic Terms  | Cohesion, Convention, Genre, Word Class, Structure, Style, Discourse Markers, Direct Address *– Refer to Linguistic Terms Booklet* | Cohesion, Convention, Genre, Word Class, Structure, Style, Lexical/semantic field, Phonology, Colloquism, Register *– Refer to Linguistic Terms Booklet*  | Cohesion, Convention, Genre, Word Class, Structure, Prefix, Ellipses, Style, Euphemism, Semantic Derogation *– Refer to Linguistic Terms Booklet - Refer to Linguistics Terms Booklet*  | Cohesion, Convention, Genre, Word Class, Structure, Prefix, Ellipses, Style, Euphemism, Semantic Derogation *- Refer to Linguistics Terms Booklet*  | Cohesion, Convention, Genre, Word Class, Semantics, Structure, Style, Etymology, Lexical, Register– *Refer to Linguistic Terms Booklet - Refer to Linguistics Terms Booklet*  | Cohesion, Convention, Genre, Word Class, Semantics, Structure, Style, Etymology, Lexical, Register– *Refer to Linguistic Terms Booklet - Refer to Linguistics Terms Booklet*  |
| Sequencing Rationale  |  Y7 & Y8 Cross-curricular;  S&L – presentation on topical area; cross-curricular exploration of topical issues in printed & digital texts (focus on modern careers/post-16 choices/ vocational options);GCSE Lang  | Y7 Poetry. Exploring the impact of global conflicts on society & individuals; considering the concept of the poet’s ‘voice’ as a representation of social perspectives; considering anti-war perspectives, cultures and traditions;GCSE Literature  | Y7 Class novel; Y8 Class novel. Exploration of thematic presentation of social hierarchies, alternative views of worlds/communities told from different perspectives;GCSE Literature | Y7 Class novel; Y8 Class novel. Exploration of thematic presentation of social hierarchies, alternative views of worlds/communities told from different perspectives; GCSE Literature | Y7 Shakespeare; Y8 *Romeo & Juliet.*Exploring themes including cultural/social identity; relationships; belief systems/ ideologies/the concept of self and other/internal voice; historical and cultural context; exploring ancient and early modern conceptions of tragedy in drama.GCSE Literature - *Macbeth*.  | Y7 Shakespeare; Y8 *Romeo & Juliet.* Exploring themes including cultural/social identity; relationships; belief systems/ ideologies/the concept of self and other/internal voice; historical and cultural context; exploring ancient and early modern conceptions of tragedy in drama.GCSE Literature - *Macbeth*.  |