

English



KEMNAL HEARTS



KEMNAL MINDS

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Curriculum Overview

Text and assessment	Autumn 1 Oliver Twist <i>What kind of character is Bill Sikes?</i>	Autumn 2 Oliver Twist <i>What kind of character is Bill Sikes?</i>	Spring 1 A Midsummer Night's Dream <i>Is the love potion good or bad?</i>	Spring 2 A Midsummer Night's Dream <i>Is the love potion good or bad?</i>	Summer 1 Poetry Anthology <i>How does the poet describe the tom cat?</i>	Summer 2 Voices & choices Reading for pleasure
Year 7 Key knowledge Vocabulary instruction Mastery writing	Key knowledge Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger; Oliver; morality Mastery writing: Composing a topic sentence; the subject; subject/verb agreement; the past simple.	Vocabulary instruction: Villains and victims; vulnerable; corruption; naive; orphan	Key knowledge: Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of the play.	Vocabulary instruction: Soliloquy, severe, conflict, unrequited love, to mock, chaos Mastery writing: Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech; narrative structures	Key knowledge: Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Huges, Richard Kell, Carl Sandburg Vocabulary instruction: Metaphor, literal language,	Ancient Tales or The Daydreamer

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					metaphorical language, tenor, vehicle, ground Mastery writing: Writing about unseen texts; temporal clauses; paragraphing, avoiding fragments	
Year 8	The Adventures of Sherlock Holmes What kind of character is Sherlock Holmes?	The Adventures of Sherlock Holmes Vocabulary instruction- to enlighten, deduction, scandal, periodical, introspection.	The Tempest - How is Caliban presented in the extract and the rest of the play?	Animal Farm How and why does the farm fall in Animal Farm?	Animal Farm - Key knowledge - Orwell's life and times, the Russian revolution, recurring imagery; irony and corruption.	Descriptive writing & poetry
Year 9	Jane Eyre Explore the ways that Bronte presents Jane's childhood experiences	Jane Eyre Key knowledge: Victorian attitudes to children and childhood; rural isolation; christianity, Victorian sickness; juxtaposition in Jane Eyre.	Romeo & Juliet - How does Shakespeare present Juliet as a tragic hero?	Romeo & Juliet - How does Shakespeare present Juliet as a tragic hero?	Poetry anthology - Compare the ways poets present a theme in two poems	Reading for Study- reading and writing non-fiction. 19th and 21st century editorials, letters, articles and travel writing.

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Curriculum Enriching Opportunities

Curriculum Enriching Opportunities					
	Year 7	Year 8	Year 9	Year 10	Year 11
Suggested Reading	How they croaked - Georgia Bragg and Kevin O'Malley See reading curriculum also	I am Malala - Malala Yousefzai See reading curriculum also	The boys who challenged Hitler - Phillip Hoose See reading curriculum also	Becoming - Michelle Obama See reading curriculum also	The 57 Bus - Dashkar Slater See reading curriculum also
Suggested Viewing	Roman Polanski's adaptation of <i>Oliver Twist</i> A celebration of the life of Charles Dickens	John Gorrie's adaptation of Shakespeare's <i>The Tempest</i>	Bah Lührmann's modern adaptation of Shakespeare's <i>Romeo & Juliet</i> Franco Zeffirelli's adaptation on <i>Romeo & Juliet</i>	BBC adaptation of J.B Priestley's <i>An Inspector Calls</i> Robert Zemeckis' <i>A Christmas Carol</i> by Charles Dickens	BBC adaptation of J.B Priestley's <i>An Inspector Calls</i> Robert Zemeckis' <i>A Christmas Carol</i> by Charles Dickens
Cultural Capital Experiences	Trips to The Globe, Bromley theatre and online plays with https://theglobeplayers.com/	Trips to The Globe, Bromley, theatre and online plays with https://theglobeplayers.com/	Trips to The Globe, Bromley theatre and online plays with https://theglobeplayers.com/	Trips to The Globe, Bromley theatre and online plays with https://theglobeplayers.com/	Trips to The Globe, Bromley theatre and online plays with https://theglobeplayers.com/

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Links To The National Curriculum

National Curriculum - Reading , Writing , Grammar & Vocab , Spoken English	
The National Curriculum	KTC reference to the National Curriculum
Reading: Pupils should be taught to:	
R1) Develop an appreciation and love of reading, and read increasingly challenging material independently through:	
a) reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:	Throughout the Year 7-9 Reading for Pleasure
b) English literature, both pre-1914 and contemporary, including prose, poetry and drama	Literary Heritage Strand
c) Shakespeare (two plays)	Spring Term 7-9 MDSM Tempest Romeo and Juliet
d) seminal world literature	Throughout Key Stage Reading for Pleasure
e) choosing and reading books independently for challenge, interest and enjoyment.	Library lessons each week
f) re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	Literary Heritage Strand/ Power and Conflict Poetry/ AR lessons/directed reading time
R2	

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understand increasingly challenging texts through:	
a) learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	Heritage Strand/ reading curriculum
b) making inferences and referring to evidence in the text	Literary Heritage Strand
c) knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	Literary Heritage Strand
d) checking their understanding to make sure that what they have read makes sense.	Literary Heritage Strand
R3 read critically through:	
a. knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	Literary Heritage Strand
b. recognising a range of poetic conventions and understanding how these have been used	Literary Heritage Strand
c. studying setting, plot, and characterisation, and the effects of these	Literary Heritage Strand
d. understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	Literary Heritage Strand
e. making critical comparisons across texts	Literary Heritage Strand
f. studying a range of authors, including at least two authors in depth each year.	Literary Heritage Strand

The National Curriculum	KTC reference to the National Curriculum
Writing	
Pupils should be taught to:	
W1	
write accurately, fluently, effectively and at length for pleasure and information through:	
a. writing for a wide range of purposes and audiences, including:	Mastery Writing Units 1-4/Literary H
b. well-structured formal expository and narrative essays	Mastery Writing Units 1-4/Literary H

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c. stories, scripts, poetry and other imaginative writing	Mastery Writing Units 1-4/Literary H
d. notes and polished scripts for talks and presentations	Mastery Writing Units 1-4 Ancient Tales
e. a range of other narrative and non-narrative texts, including arguments, and personal and formal letters	Mastery Writing Units 1-4
f. summarising and organising material, and supporting ideas and arguments with any necessary factual detail	Literary Heritage Strand/ Mastery Writing Units 1-4
g. applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	Mastery Writing Units 1-4
h. drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	Literary Heritage Strand /Mastery Writing Units 1-4
W2 plan, draft, edit and proof-read through:	Mastery Writing Units 1-4
a. considering how their writing reflects the audiences and purposes for which it was intended	Literary Heritage Strand /Mastery Writing Units 1-4
b. amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	Mastery Writing Units 1-4
c. paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.	Mastery Writing Units 1-4

The National Curriculum	KTC reference to the National Curriculum
Grammar and vocabulary Pupils should be taught to:	
G1) consolidate and build on their knowledge of grammar and vocabulary through:	

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a) extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	Mastery Writing Units 1-4 English Literary Heritage Strand
b) studying the effectiveness and impact of the grammatical features of the texts they read	Mastery Writing Units 1-4
c) drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	Mastery Writing Units 1-4
d) knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	Mastery Writing Units 1-4
e) using Standard English confidently in their own writing and speech	Mastery Writing Units 1-4 Ancient Tales
f) discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	Mastery Writing Units 1-4 English Heritage Strand

The National Curriculum	KTC reference to the National Curriculum
Spoken English Pupils should be taught to:	
S1 speak confidently and effectively, including through:	
a) using Standard English confidently in a range of formal and informal contexts, including classroom discussion	Mastery Writing Units 1-4
b) giving short speeches and presentations, expressing their own ideas and keeping to the point	Spoken language/Lit Heritage/ Mastery Writing Units 1-4
c) participating in formal debates and structured discussions, summarising and/or building on what has been said	Spoken language assessment/ Lit HeritageMastery Writing Units 1-4
d) improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact	Literary Heritage StrandMastery Writing Units 1-4

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