

**Overall Curriculum Aim:**

*English at Q3 Academy Langley builds knowledge, skills and a love of English, whilst equipping students with the cultural capital to overcome societal disadvantage.*

**Scheme for Learning**

**Curriculum Area – English**

**Overview – Year 8 English 2017-18**

**Personnel Responsible – Mr Adam Dawes**

**Quality Assured by – Mr. P Lee - Head of School**

**Exam Board/Qualification at KS4 – AQA GCSE English Language and GCSE English Literature.**

Assessment Cycle	Topic/Unit Title – Big Question	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills
1	<b>How to build texts and influence people.</b>	<p>Students focus firstly on how texts of different forms are structured in order to have desired effects (Fiction &amp; Non-Fiction).</p> <p>Students look at different forms of Non-Fiction writing, exploring how ideas are communicated.</p> <p>Students attempt their own writing of Non-Fiction Texts.</p>	<p><b>English Language – Paper 2 Section A</b> (non-fiction reading) and B (writing to present a viewpoint). <b>Paper 2 Section B</b> – writing to influence.</p> <p><b>AO1</b> – Identify and interpret implicit information  <b>AO1</b> – Select and synthesise evidence from different texts.  <b>AO2</b> - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  <b>AO3</b> - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.  <b>AO5</b> - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  <b>AO5</b> - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>
2	<b>All the World's a Stage!</b>	<p>Students focus on drama (particularly Shakespeare), looking at how character and theme can be presented on stage, as well as how contexts can shape how drama is presented and written.</p> <p>A close focus will be on a Shakespeare play (Macbeth), where students will learn about character, relationships, plot and themes.</p>	<p><b>English Literature Paper 1</b> – Shakespeare  <b>English Literature – Paper 2</b> – Modern Texts</p> <p><b>AO1</b> – Read, understand and respond to texts.  <b>AO2</b> – Analyse language, structure and form  <b>AO3</b> – Context.</p>
3	<b>Industrial Revolution – Literary Transformation!</b>	<p>Students will explore the 19<sup>th</sup> Century, looking at different texts, and how language, theme, plot, relationships and character were influenced by the drastically shifting world of Industrial Revolution, Victorian-era Britain.</p>	<p><b>English Literature – Paper 1</b> – 19<sup>th</sup> Century Literature</p> <p><b>AO1</b> – Read, understand and respond to texts.  <b>AO2</b> – Analyse language, structure and form  <b>AO3</b> – Context.</p>
4	<b>Poetry – The Dancing of the Heart.</b>	<p>After being equipped with understanding of key poetry terminology, students will explore a range of poems, looking at how poets present their thoughts and feelings through this form, and how the context of the poet and the subject matter influences ideas.</p>	<p><b>English Literature – Paper 2</b> – Poetry</p> <p><b>AO1</b> – Read, understand and respond to texts.  <b>AO2</b> – Analyse language, structure and form  <b>AO3</b> – Context.</p>

## Overall Curriculum Aim:

*English at Q3 Academy Langley builds knowledge, skills and a love of English, whilst equipping students with the cultural capital to overcome societal disadvantage.*

## Scheme for Learning

### Curriculum Area – English

#### Assessment Objectives

## AQA GCSE English Language & Literature Assessment Objectives

Personnel Responsible – Mr Adam Dawes

Quality Assured by – Mr. P Lee - Head of School

Exam Board/Qualification at KS4 – AQA GCSE English Language and GCSE English Literature.

### English Language

- **AO1**: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
- **AO2**: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- **AO3**: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- **AO4**: Evaluate texts critically and support this with appropriate textual references.
- **AO5**: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6**: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).
- **AO7**: Demonstrate presentation skills in a formal setting.
- **AO8**: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- **AO9**: Use spoken Standard English effectively in speeches and presentations.

### English Literature

- **AO1**: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- **AO2**: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **AO3**: Show understanding of the relationships between texts and the contexts in which they were written.
- **AO4**: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**Big Question:**

**Scheme for Learning**

**Personnel Responsible – Mr Adam Dawes**

***How to Build Texts and Influence  
People.***

**Curriculum Area – English**

**Quality Assured by – Mr. P Lee - Head of School**

**Assessment Cycle Two – All the World's a Stage!**

**Exam Board/Qualification at KS4 – AQA GCSE English  
Language and GCSE English Literature.**

Lesson/ Title	Learning Objectives/Outcomes	Main lesson activities	Key Language/Terminology/ <b>Gatsby</b>	Literacy Development/Grammar	PLTS Focus	Independent Learning	Link to Progression Scales/Assessment Objectives
2.1.2	The History of Theatre	Students use their Q4K booklets to find out about different moments in the history of theatre.  Silent debate – which part of theatre history was the most important, and why?	Theatre; play; drama; performer; playwright; influence; Comedy; Tragedy; Romance; History; Ancient Greece; Shakespeare  <b>Explore link to subject specific careers (Playwright?);</b>	Spelling Test  Reading – reading and synthesising information.  Writing – justifying opinions with explanation.  Speaking & Listening – Working collaboratively to negotiate a solution.	Independent Enquirers  Team Workers  Effective Participants  Self Managers  Creative Thinkers  Reflective Learners	Spellings	English Literature:  AO1  AO2  AO3
2.1.2	Shakespeare – Like Meeting an Old Friend.	Students are re-introduced to Shakespeare, through contextual knowledge.  Students also complete tasks relating to diction, exploring word choice.	Shakespeare; James I; London; Comedy; Tragedy; Romance; History; Play; Globe  <b>History of a career (How the career of a playwright has changed since Shakespearean times?)</b>	Spelling Test  Reading – reading and synthesising information.  Writing – justifying opinions with explanation.  Speaking & Listening – Working collaboratively to negotiate a solution.	Independent Enquirers  Team Workers  Effective Participants  Self Managers	Spellings	English Literature:  AO1  AO2  AO3

					<p>Creative Thinkers</p> <p>Reflective Learners</p>		
2.2.1	<p>Macbeth – Context and Introduction</p>	<p>Students learn about the context of Macbeth – James I, King’s Men etc.</p> <p>Students use this knowledge to develop an understanding of the role of the Witches in the play.</p>	<p>Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships</p> <p>Presenting ideas to the audience (?);</p>	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	<p>Spellings – students given a new list.</p>	<p>E English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>
2.2.2	<p>Macbeth – Getting your just desserts!</p>	<p>Students reflect on opening of the play.</p> <p>Working together, they annotate key scene from Macbeth, where Duncan announces Malcolm as his heir.</p> <p>Students consider the power of the Witches’ prediction over Macbeth.</p>	<p>Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships</p>	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	<p>Spellings – students given a new list.</p>	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>

2.3.1	Meeting Lady Macbeth	<p>Students look at Act 1 Scene 5 and how it presents Lady Macbeth.</p> <p>Students consider how Shakespeare has presented her, and contrast with Macbeth.</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Spelling Test</p> <p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>
2.3.2	Macbeth - Character Reflection	<p>Students use their knowledge and understanding to describe characters' feelings, personalities and actions so far.</p> <p>Students decide who they consider to be morally good, who is morally corrupt and who they are undecided on.</p> <p>Students consider how these ideas have changed through the play, and how they might change.</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>
2.4.1	Macbeth - How NOT to be a good host!	Students look through Act 1 Scene 6 and 7 of the play, focusing on Duncan's arrival and the decision to murder him.	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Spelling Test</p> <p>Reading – reading and synthesising information.</p>	<p>Independent Enquirers</p> <p>Team Workers</p>	Spellings – students given a new list.	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>

				<p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>		
2.4.2	Macbeth's Soliloquy	<p>Students explore the power of a soliloquy.</p> <p>Students look through Macbeth's tortured soliloquy at the end of Act 1.</p> <p>Students try to predict what Macbeth might do next.</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective English Literature: AO1</p> <p>AO2Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>
2.5.1	Macbeth – Murder Most Foul!	<p>Students read about the murder of Duncan.</p> <p>Students work with the play to consider how different characters have reacted</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Spelling Test</p> <p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p>	<p>Independent Enquirers</p> <p>Team Workers</p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO5</p>

		(Macbeth/Lady Macbeth).		Speaking & Listening – Working collaboratively to negotiate a solution.	Effective Participants Self Managers Creative Thinkers Reflective Learners		
2.5.2	Macbeth – The Role of Women	<p>Students consider Lady Macbeth as a woman, not just a character.</p> <p>Students learn about the role of women in Edwardian Britain.</p> <p>Students consider how far Lady Macbeth fits with these expectations.</p> <p>Students reflect – is Lady Macbeth a villain or a trailblazer?</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	Spellings – students given a new list.	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>
2.6.1	Macbeth – Best Friends Forever?	<p>Students consider the importance of friendship.</p> <p>Students are reminded of Banquo, his relationship with Macbeth, and his role in the prophecies.</p> <p>Students consider how Macbeth’s changing attitude reflects his darkening mind-set.</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Spelling Test</p> <p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>

					<p>Creative Thinkers</p> <p>Reflective Learners</p>		
2.6.2	Assessment Preparation.	Students are taken through the expectations and question types for the upcoming assessment, which is based around the English Literature Paper 2.	Assessment; Preparation; Expectation; Structure; Question Types; Information; Summarising; Comparing.	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	Assessment Preparation	<p>English Language Paper 2:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO5</p> <p>AO6</p>
2.7.1	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	English Literature Paper 2.
2.7.2	Assessment Reflection	Students reflect on their recent assessments, and are guided to reflect on where they could improve.	Assessment; Reflection; Improvement; Key Skills; Questions; Determination.	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p>	Spellings – students given a new list.	<p>English Language:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO5</p> <p>AO6</p>



					Reflective Learners		
2.8.1	Macbeth - Hubble, Bubble, Toil and Trouble!	<p>Students look through the potion the Witches put together.</p> <p>Students create their own version of the potion, with modern day components.</p> <p>Students learn about the Witches' new prophecies for Macbeth.</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Spelling Test</p> <p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>
2.8.2	Macduff: the First Revenger!	<p>Students are reminded of the prophecies, and how this might make Macbeth feel.</p> <p>Students learn about Macduff, who has left Macbeth's court.</p> <p>Students look at the death of Macduff's family, and the impact that has.</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p>Reflective Learners</p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>

2.9.1	Lady Macbeth and the Case of the Lost Marbles	<p>Students look at how Shakespeare uses imagery to present Lady Macbeth's guilt and growing insanity.</p> <p>Students consider how this reflects the lessons James I wanted the English to learn about usurping thrones.</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p><b>Spelling Test</b></p> <p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p><b>Independent Enquirers</b></p> <p><b>Team Workers</b></p> <p><b>Effective Participants</b></p> <p><b>Self Managers</b></p> <p><b>Creative Thinkers</b></p> <p><b>Reflective Learners</b></p>	Spellings	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>
1.9.2	Adapting Macbeth!	<p>Students use their developing understanding of Macbeth to come up with an adaptation of Macbeth, set in another completely different situation.</p> <p>Students should show understanding of character, theme, narrative and relationships in their work,</p>	Shakespeare; Macbeth; Ambition; Prophecy; Betrayal; Loyalty; Relationships	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking &amp; Listening – Working collaboratively to negotiate a solution.</p>	<p><b>Independent Enquirers</b></p> <p><b>Team Workers</b></p> <p><b>Effective Participants</b></p> <p><b>Self Managers</b></p> <p><b>Creative Thinkers</b></p> <p><b>Reflective Learners</b></p>	Spellings – students given a new list.	<p>English Literature:</p> <p>AO1</p> <p>AO2</p> <p>AO3</p>