

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 9 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	<i>Are We All Equal?</i>	<p>Students study <i>Animal Farm</i> by George Orwell.</p> <p>Students understand the text in terms of its narrative and characters.</p> <p>Once novel has been read, students focus on key sections, analysing language relating to character, theme, narrative and setting.</p>	<p>English Literature – Paper 2 – Modern Texts</p> <p>AO1 – Read, understand and respond to texts.</p> <p>AO2 – Analyse language, structure and form</p> <p>English Language Paper 1 – Fiction Texts</p> <p>AO1 - Evaluate texts critically and support this with appropriate textual references</p>
2	<i>Can Humans Ever Treat Everyone Fairly?</i>	<p>Students study <i>Animal Farm</i> by George Orwell.</p> <p>Students, having read the text, explore the development of characters, themes, narrative and setting across the novella.</p> <p>Students also understand key contextual knowledge relating to the text (Russian Revolution; Orwell; British Society) and its impact on the novella.</p>	<p>English Literature – Paper 2 – Modern Texts</p> <p>AO1 – Read, understand and respond to texts.</p> <p>AO2 – Analyse language, structure and form</p> <p>English Language Paper 1 – Fiction Texts</p> <p>AO1 - Evaluate texts critically and support this with appropriate textual references</p>
3	<i>What is the best way to learn from the mistakes of the past?</i>	<p>Students study poems from the Power and Conflict cluster of the AQA GCSE English Literature.</p> <p>Students analyse, explore and compare poems, sharpening already embedded poetry skills, and developing detailed analytical and comparative responses.</p>	<p>English Literature – Paper 2 – Poetry</p> <p>AO1 – Read, understand and respond to texts.</p> <p>AO2 – Analyse language, structure and form</p> <p>AO3 – Context.</p>
1	<i>Is there any good that comes from conflict?</i>	<p>Students study poems from the Power and Conflict cluster of the AQA GCSE English Literature.</p> <p>Students analyse, explore and compare poems, sharpening already embedded poetry skills, and developing detailed analytical and comparative responses.</p>	<p>English Literature – Paper 2 – Poetry</p> <p>AO1 – Read, understand and respond to texts.</p> <p>AO2 – Analyse language, structure and form</p> <p>AO3 – 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:

Are We All Equal?

Scheme for Learning

Curriculum Area – English

Personnel Responsible – Mr Adam Dawes

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

Assessment Cycle One – Are We All Equal?

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

Lesson/ Title	Learning Objectives/Outcomes	Main lesson activities	Key Language/Terminology	Literacy Development/Grammar	PLTS Focus/ Gatsby	Independent Learning	Link to Progression Scales/Assessment Objectives
1.1.1	Introduction to Animal Farm	Background of the novella; Predictions as to what will happen. Read Chapter 1 – Comprehension.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	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 What career could Major have had if he were human?		AO1 (Lang & Lit) AO2 (Lang & Lit)
1.1.2	Opening - Structure	Students match up Structure symbols to terms; Students analyse how Orwell structured the opening to the novella;	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	Reading – reading and synthesising information. Writing – justifying opinions with explanation.	Independent Enquirers Team Workers		AO1 (Lang & Lit) AO2 (Lang & Lit)

		attempt mini-assessment.		Speaking & Listening – Working collaboratively to negotiate a solution.	Effective Participants Self Managers Creative Thinkers Reflective Learners		
1.2.1	Chapter Two – The Seven Commandments	Students read through Chapter Seven. Students work with the Seven Commandments.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	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 What are the Commandments of working in a team?	New Spelling List given to students.	AO1 (Lang & Lit) AO2 (Lang & Lit) AO4 (Lang)
1.2.2	Chapter Two - Language	Students focus on a key section from Chapter Two (page 13), analysing language.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	Reading – reading and synthesising information. Writing – justifying opinions with explanation.	Independent Enquirers Team Workers Effective Participants		AO1 (Lang & Lit) AO2 (Lang & Lit)

				Speaking & Listening – Working collaboratively to negotiate a solution.	Self Managers Creative Thinkers Reflective Learners		
1.3.1	Chapter Three	Students read through Chapter Three. Focus on Squealer's use of persuasive language.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	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	Spelling Test.	AO1 (Lang & Lit) AO2 (Lang & Lit)
1.3.2	Chapter Four	Students read through Chapter Four. Focus on lexical field of rebellion.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	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		AO1 (Lang & Lit) AO2 (Lang & Lit) AO4 (Lang)

					Reflective Learners When and where is it appropriate to voice your opinion in the workplace?		
1.4.1	Chapter Five – Napoleon vs. Snowball	Students read through Chapter Five. Students consider a comparison of Snowball and Napoleon.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	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	Spelling Test.	
1.4.2	Chapter Six – Oppression and Manipulation	Students read through Chapter Six. Focus on the theme of Oppression and Manipulation.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	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		AO1 (Lang & Lit) AO2 (Lang & Lit) AO4 (Lang)

					Reflective Learners		
1.5.1	Chapter Seven - Setting	<p>Students read through Chapter Seven.</p> <p>Focus on the presentation of setting (and how it reflects the truth of the situation).</p>	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking & 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>How does the environment we work in influence our work? Example of Amazon</p>	New Spelling List given to students.	<p>AO1 (Lang & Lit)</p> <p>AO2 (Lang & Lit)</p>
1.5.2	Chapter Eight – are the animals better off?	<p>Students read through Chapter Eight.</p> <p>Consider whether or not the animals are better off – evaluation question.</p>	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking & 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>AO1 (Lang & Lit)</p> <p>AO2 (Lang & Lit)</p> <p>AO4 (Lang)</p>

					Reflective Learners		
1.6.1	Chapter Eight – Napoleon’s Complex	<p>Students focus on the presentation of Napoleon.</p> <p>Evaluate how Napoleon has lost sight of the original meaning of the rebellion.</p>	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking & 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>Would Napoleon make a good manager/leader?</p>	Spelling Test.	<p>AO1 (Lang & Lit)</p> <p>AO2 (Lang & Lit)</p> <p>AO4 (Lang)</p>
1.6.2	Assessment Preparation	Students are taken through the expectations and question types for the upcoming assessment, which is based around the English Language Paper 1.	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 & 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>	Assessment Preparation	<p>English Language:</p> <p>AO1</p> <p>AO2</p> <p>AO4</p>

					Reflective Learners		
1.7.1	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
1.7.2	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 & 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>English Language:</p> <p>AO1</p> <p>AO2</p> <p>AO4</p>
1.8.1	Chapter Eight – The Battle.	<p>Students focus on the Battle – how the animals and humans are presented.</p> <p>Theme of Conflict.</p>	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking & 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>	Spelling Test.	<p>AO1 (Lang & Lit)</p> <p>AO2 (Lang & Lit)</p> <p>AO4 (Lang)</p>

1.8.2	Chapter IX – The Fall of Boxer	<p>Students read through Chapter Nine.</p> <p>Students focus on how Boxer is presented as the novella comes to an end.</p>	<p>Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.</p>	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking & 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>How should companies try to take care of their employees?</p>		<p>AO1 (Lang & Lit)</p> <p>AO2 (Lang & Lit)</p>
1.9.1	Chapter X – Structure of the ending	<p>Students read through the final chapter of the novella.</p> <p>Students consider how Orwell structures the ending to create a sense of finality and despondency.</p>	<p>Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.</p>	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking & 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>	Spelling Test.	<p>AO1 (Lang & Lit)</p> <p>AO2 (Lang & Lit)</p>

					Reflective Learners		
1.9.2	Chapter X – Are We All Equal?	Students evaluate the Big Question, considering how the story’s allegorical meaning teaches us about Equality, Oppression, Hope and Manipulation.	Novella; Orwell; animal; equality; Communism; manipulation; trust; conflict; loyalty.	<p>Reading – reading and synthesising information.</p> <p>Writing – justifying opinions with explanation.</p> <p>Speaking & 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>AO1 (Lang & Lit)</p> <p>AO2 (Lang & Lit)</p> <p>AO4 (Lang)</p>