

Oasis Media City Subject Curriculum Plan



Subject: English

Head of Subject: Mrs Stacey Ryan

Date updated: Summer 2020

This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

| Year | Term: | 1 (3 Weeks) | 1 (12 weeks) | 2 (12 weeks) | 3 (12 weeks) | |
|----------------------|---------------------------|--|--|--|--|-----------------|
| 7 | <i>Topic(s):</i> | Transition – Abrahamic Stories | Greek Myths Booklet: (Stephen Fry, Rick Riordan, Hesiod, Classic Mythology) | Tales from Shakespeare <i>Macbeth, Othello, A Midsummer Night’s Dream</i> | Smith Leon Garfield | |
| | <i>Subject Knowledge:</i> | Biblical, moral, tradition, Abrahamic, allegory, consequence, sin, blame, wisdom, faith, compassion, Samaritan, courage, resilience, justice, injustice, wrathful, forgiving, salvation, damnation. | Greek Mythology, Mythology, Idiom, Metaphor, Appositives, conjunctions, Subordinating Conjunctions, Deities, Tradition, Retribution and Reward. | Performance/Play, Protagonist, Antagonist, Tragedy, Comedy, Supernatural, Racism, Sexism, Gender Roles, Patriarchy, Marriage and Relationships, Corruption, Machiavelli, Regicide, High Treason, Social Class | Novel, Character, Villains, Notorious Felons, 18 th Century London, Highwaymen, Links to Oliver Twist – Pastiche, London Squalor, Justice System, Poverty, Social Hierarchy, Literacy and Illiteracy, Inequality, Redemption. | |
| | <i>Grammar:</i> | (Transition Needs) | +Because, But, So +Subordinating Conjunctions, +Commas | +Because, But, So +Apostrophes | +Topic Sentences +Appositives | |
| | <i>Vocabulary:</i> | | See Student Vocabulary Booklet | | | |
| | <i>Link to Context</i> | Biblical allegory, Sin and Reward, afterlife, Adam and Eve, Paradise, Religious Consequence, Abrahamic Faiths. | Greek Mythology, Theology, Nihilism, Society and Civilisation, War and Reconciliation, Gender Roles, Morality, Ideas of Justice, Seism and Equality. | Macbeth: Jacobean audience, Demonology, Monarchy, Gender Roles Othello: Racism, Gender Roles, Machiavelli A Midsummer Night’s Dream: Elizabethan audience, Sexism, Roles of Women, Father-Daughter relationships, Social Class | Victorian London, Cycles of Poverty, Inequality, 18 th Century Justice system, 18 th Century Prisons – Newgate Gaol, 18 th Century Laws (crime and punishment, alcohol laws, ...) | |
| | <i>Assessment Type:</i> | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz | EOY EXAM |
| Writing Focus | <i>Topic</i> | Creative Writing: Writing Fiction Mood: Sky (setting) Teaching weather types and personification. (Tenses) Explicit Teaching every other week (+recall in between) <u>Past Tense verbs, Present Tense verbs, Pitfalls and Misconceptions (KEM way of teaching tenses)</u> | | EPIIIC – Establishing an Audience Making a difference – litter (MP- RLB), education (HT) , youth clubs (YouthW), crime (COP), leisure (CEO) S&L – another student has to sit in the way they need to sit. Role-Play / Hot-Seating. SC needed. (Plurals) | Grammar Assessment Oasis English Writing Assessment. | |

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| Year Term: | | 1 (15 weeks) | 2 (12 weeks) | 3 (12 weeks) |
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| 8 | <i>Topic(s):</i> | Romeo and Juliet <i>William Shakespeare</i> | Oliver Twist Charles Dickens | Gothic Fiction |
| | <i>Subject Knowledge:</i> | Soliloquy; chorus; prologue; monologue; hamartia; tragicomedy; fate; recurring (image or theme), metaphor, binary opposites, simile, free will, turmoil, tranquillity, reverence, scorn, excess, moderation, objectify, value. | Authorial intent, contextually, character arc, sympathy, Bildungsroman, metaphor, philanthropy, misanthropy, inherent, learned, humane, inhumane, inferior, superior, pure, corrupt. | Gothic, Supernatural, heroine, macabre, subversive, melodramatic, villain, profane, pious, voracious, sated, natural, unnatural, decadent, restraint, degradation, elevation |
| | <i>Grammar: (for use in plenaries also)</i> | +Appositives +Because, But, So | +Subordinating Conjunctions | +Appositives (+for context) +Subordinating Conjunctions |
| | <i>Vocabulary:</i> | See Student Vocabulary Booklet | | |
| | <i>Link to context/Character:</i> | Elizabethan England; conflict; love and relationships, patriarchal, A.C Bradley, Aristotle, Tragic Hero, Social Hierarchy | Victorian England; Poverty; Inequality; Conflict; Family, Paupers, Charity and Welfare, Social Hierarchy, Crime and Punishment, Class-based Prejudice, Racism. | 18thC England, Religion, Hysteria, class and prejudice, Gothic genre, Gothic location, Patriarchy, conflict, resolution. |
| | <i>Assessment Type:</i> | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz |
| Writing Focus | <p><i>Topic:</i></p> <p style="text-align: center;">EPIIIC Picture This vs Imagine only (opposites: dystopia vs utopia, war vs peace, order vs chaos, past vs future, wet vs dry)</p> <p>ASSESS: Presentation (2): Campaign to Make the World Better (War vs Peace). (SC) (Tenses) Explicit Teaching every other week (+recall in between) <u>Past Tense verbs, Present Tense verbs, Pitfalls and Misconceptions (KEM way of teaching tenses)</u></p> | <p style="text-align: center;">The City Creative Writing based on images Tiny Features (HT3) vs Action (HT4) (zoom in and zoom out) (Plurals)</p> <p>Explicit Teaching every other week (+recall in between) Tiny Features – spot the tiny features (getting students to identify the features to zoom in on), move towards doing this without the picture. Teach them to think of nouns. Nouns (face, clothing, ground) Action – Looking at verbs as well (what is happening).</p> | <p style="text-align: center;">EPIIIC Persuasive Paragraph +Co-ordinating Conjunctions (Information – expert, number, quote) (Narrative Perspective) Explicit Teaching every other week (+recall in between)</p> | |

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| 9 | <i>Topic(s):</i> | Soliloquies and Hamlet <i>William Shakespeare</i> | | Poems from Different Cultures | <i>Of Mice and Men</i> <i>John Steinbeck</i> | Satire: <i>Bloody Chamber</i> - Angela Carter and <i>Animal Farm</i> - George Orwell | | |
| | <i>Subject Knowledge:</i> | Soliloquy, chorus, prologue, monologue, hamartia, tragicomedy, fate, recurring (image or theme) Play/Performance, Artistic Licence, Prologue, Monologue, | | Identity; conflict; violence; faith; loss; belonging; cultural experiences; responsibility; power; political correctness | Toxic Masculinity, The Great Depression, Wall Street Crash, American Geography, Racism, Segregation, Sexism, Prejudice, Discrimination, novella, Setting, Accent | Viewpoint, narrator, allegory, extended metaphor, tone, irony, dark humour, emotive, rhetorical, cyclical, autocracy, democracy, utopia, dystopia, subservient, tyrannical, purge, pollute, infinite, finite. | | |
| | <i>Grammar</i> | +Appositives +Because, But, So | | +Appositives (+for context) | +Subordinating Conjunctions, +Appositives | +Subordinating Conjunctions +Topic Sentences + | | |
| | <i>Vocabulary:</i> | See Student Vocabulary Booklet | | | | | | |
| | <i>Link to context/Character:</i> | Family relationships; Insanity, Elizabethan Society, Tragedy, Aristotle, Tragic Hero, Gender Roles, Nobility and Monarchy, Divine Right of Kings. | | Cultural diversity; language; tolerance | Relationships, Comradeship, Honour, Gender Roles, Political Climate | Communism; Dictatorship; Society, War, Citizenship, Tyrants, Democracy, The human condition, USSR and the Bolshevik Revolution, Literacy and Illiteracy, Propaganda. | | |
| | <i>Assessment Type:</i> | Soliloquies Writing for Performance / Spoken Word | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz | Assessment Booklet Vocabulary Quiz | EOY EXAM | |
| Writing Focus | <p style="text-align: center;"><i>Creative Writing linked to text Reactions (Action and Reaction) (Tenses) (verbs for action, past, present and future)</i></p> <p style="text-align: center;"><i>Explicit Teaching every other week (+recall in between)</i></p> <p style="text-align: center;"><i>Past Tense verbs, Present Tense verbs, Pitfalls and Misconceptions (KEM way of teaching tenses)</i></p> | | <p style="text-align: center;">Non-Fiction EPIIIC Anecdotes (Speaking out for others) (Victim / Witness) putting ourselves in the shoes of someone who has felt ... outcast, loss of identity, ignored, victim of bigotry, sexism, racism...</p> <p style="text-align: center;">(Teach visual and auditory TINY FEATURES)</p> <p style="text-align: center;">(Plurals)</p> | <p style="text-align: center;">Non-Fiction EPIIIC Counter-argument Views of the time (Contemporary): racism, sexism, ageism. Counter persuading an imagined person to hire Crooks, Candy, Curley's Wife...</p> <p style="text-align: center;">Non-Fiction from the period (identify narrative perspective if able)</p> <p style="text-align: center;">(Narrative Perspective)</p> | Grammar Assessment Oasis English Writing Assessment. | | | |

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| 10 | <i>Topic(s):</i> | GCSE: <i>Macbeth</i> (Term 1: 4 Lessons) | GCSE English Language EPIIIC (Term 1: 1 Lesson) <i>Paper 2 Writing</i> | GCSE: <i>Poems of Power & Conflict</i> (Term 2: 4 Lessons) | GCSE English Language (Term 2: 1 Lesson) <i>Paper 2 Reading and Writing Interleaved</i> | <i>An Inspector Calls</i> J.B. Priestley (Term 3: 4 Lessons) | GCSE English Language Needs for EOY (Term 3: 1 Lesson) |
| | <i>Subject Knowledge:</i> | Feudal, Renaissance, Supernatural; Anagnorisis, Machiavellian, Morality, Juxtaposition, Nemesis, Great Chain Of Being, Hierarchy, Order Vs Chaos (Turmoil), Dramatic Foil | EPIIIC – 12 lessons, including assessment opportunities. Writing to be saved for future SP. Grammar to be embedded into lessons | Discipline, Honour, Dignity, Duty, Sacrifice, Disillusionment, Elegy, Sonnet, Resolution, Romantic, Epic, Poetic Voice. Ekphrastic, Dramatic Monologue | START – 6 lessons (HT3), including assessment opportunities. Grammar to be embedded. (HT4) English Language P1 Reading – ‘The Way We Do It’ VOCAB: Normal vs abnormal. Predator vs Prey. Order vs Chaos. Banal vs Idiosyncratic. Comforting vs Unsettling. | Post-War, Drama, Dramatic Device, Stage-Direction, Socialist, Capitalist, Morality Tale, Cliché, Stock-Character, Allegory, Andro-Centric, Microcosm, Dramatic Mirror | (HT5) English Language P2 – Reading – ‘The Way We Do It’ VOCAB: Dogmatic vs Malleable. Moral vs Immoral. Rational vs Emotional. Innocent vs Corrupt. Inferior to vs Superior to. Reinforce vs Transgress. |
| | <i>Grammar</i> | +their, they’re and there +apostrophes +Exclamatory Phrases +Semi-Colon | | +Subordinating Conjunctions +Topic Sentences +Dialogue +Capital Letters | | +Passive Voice +Compound +Complex Sentences | |
| | <i>Vocabulary:</i> | See Vocabulary Booklet | | | | | |
| | <i>Link to context/Character:</i> | Jacobean England; power; conflict; family; revenge; relationships, Witchcraft, Treason, Gender Roles, | | War; conflict; relationships; culture; identity, Enlightenment vs Romanticism, French Revolution, Crimean War, Colonialism, Emigration, | | Post-War; World Wars, The Great Depression, Unionisation, Gender Roles, Patriarchy, Misogyny, Georgian Relationships, Marxism, | |
| | <i>Literature Assessment (fortnightly)</i> | <ol style="list-style-type: none"> 1. Macbeth - Analytical Paragraph – Growth Task – Double Mark (x2) 2. Macbeth - Analytical Essay (End of October) 3. Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | | <ol style="list-style-type: none"> 1. Poems of Conflict - Comparison with two poems seen (easier). 2. Poems of Power - Analytical Comparison exam style (harder). 3. Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | | <ol style="list-style-type: none"> 1. An Inspector Calls – Analytical Essay (with quotes or extract) 2. An Inspector Calls – Analytical Essay (exam style) 3. Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | |
| | <i>Language Assessment</i> | <ol style="list-style-type: none"> 1. Classroom Marking – Individual paragraphs – WWW/EBI 2. No More Marking of whole texts - December | | <ol style="list-style-type: none"> 3. Classroom Marking – Individual paragraphs – WWW/EBI 4. No More Marking of whole texts – end of half term | | EOY EXAM | |

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| 11 | Topics | 4:1 Split HT1 LITERATURE – 3 Weeks - Power and Conflict Poetry, 5 Weeks -An Inspector Calls J.B. Priestley | HT1 ENGLISH LANGUAGE | HT2 – LITERATURE An Inspector Calls J.B. Priestley | HT2 ENGLISH LANGUAGE | 3:2 Split HT3 LITERATURE - A Christmas Carol (6 weeks) | HT3 LANGUAGE | 3:2 Split HT4 LITERATURE – Unseen Poetry | 3:2 Split HT5 – Macbeth Revision | 3:2 Split HT5 LANGUAGE | HT6 GCSE Exams |
|----|------------------------------------|--|--|--|--|---|---|--|---|--|-----------------------|
| | <i>Subject Knowledge/ Catch-Up</i> | <p>Poems to Teach COTLB (2), Exposure (2), Bayonet Charge (1), Remains (1), Kamikaze (2), War Photographer (1), Poppies (2)</p> <p>Discipline, Honour, Dignity, Duty, Sacrifice, Disillusionment, Resolution, Poetic Voice., Dramatic Monologue.</p> <p>Concepts Post-War, Drama, Dramatic Device, Stage-Direction, Socialist, Capitalist, Morality Tale, Cliché, Stock-Character, Allegory, Andro-Centric, Microcosm, Dramatic Mirror</p> | <p>English Language Paper 1 Reading – ‘The Way We Do It’</p> <p>VOCAB: moral vs Immoral, Banal vs Idiosyncratic, Inferior to vs Superior to. Reinforce vs Transgress, Dogmatic vs Malleable, Paucity and Excess.</p> | <p>Concepts Post-War, Drama, Dramatic Device, Stage-Direction, Socialist, Capitalist, Morality Tale, Cliché, Stock-Character, Allegory, Andro-Centric, Microcosm, Dramatic Mirror</p> | <p>English language Paper 1 Writing – START and English Language Paper 2 Reading – ‘The Way We Do It’</p> | Victorian Society, Christianity, Christmas, Poor Laws, Charity and Welfare, Dogmatic vs Malleable, Philanthropic vs Misanthropic, Redemption, Dramatic Foil | <p>English Language Paper 2 EPIIIC</p> | <p>Catch up and Revision for English Literature</p> <p>Methods: Regular/Irregular Structure, Enjambment, Caesura, Semantic Field, Imagery, Figurative Language</p> | Stable vs unstable, honour vs tyranny, order vs chaos, Sentimental vs Unsentimental, Morality vs Immorality | <p>English Language Paper 1 and Paper 2 - Reading</p> | |
| | <i>Grammar</i> | +Triple Appositive | +because, but, so... | | | +Triple Appositive | +because, but, so... | | | | SPaG – AO6 - Accuracy |
| | <i>Vocabulary</i> | See Student Vocabulary Booklet | | | | | | | | | |
| | <i>Link to context/Character</i> | War; conflict; relationships; culture; identity, Enlightenment vs Romanticism, French Revolution, Crimean War, Colonialism, Emigration, | | Post-War; World Wars, The Great Depression, Unionisation, Gender Roles, Patriarchy, Misogyny, | | Politics; society; responsibility; equality; gender; class, Holy Trinity, Allegory, Biblical allusion, Religious Consequence | | | Jacobean England; power; conflict; family; revenge; relationships, Witchcraft, Treason, Gender Roles, | | |

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| | | | | Georgian Relationships, Marxism, | | | | | | | |
| <i>Language and Literature Assessment</i> | No More Marking - P&C Assessment – Exam Style Assessments Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | Language Paper 1 Reading Qu 1-4 Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | AIC - Exam style assessment Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | English Language Paper 1 Writing – START Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | A Christmas Carol – Exam Style Assessment Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | English Language Paper 2 – Reading (Jan.) English Language Paper 2 – Writing EPIIIC (Feb.) Mini Vocabulary and KO assessments throughout. (timetabled) (/10) | Unseen Poetry Exam-style Assessment - /24 marks – No More Marking | Macbeth Exam-Style Assessment - in class (wk 4 of HT5) | English Language Paper 2 Writing /40 (EPIIIC), English Language Paper 1 Reading /40 | | |

Key Questions:

1. What is the overarching intent for your curriculum?

Our curriculum focuses on robust vocabulary instruction, challenging texts and powerful questions. We believe that great English lessons need rigour, precision and soul.

We have incorporated vocabulary instruction across both key stage 3 and 4, ensuring that every student has opportunities to widen their own vocabulary and understanding. For instance, in year 7, students will learn a wide range of complex vocabulary and concepts to ensure a thorough understanding of key themes and ideas in a range of Shakespeare texts. This continues throughout the Key stage 4 curriculum,

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where students will begin to embed complex vocabulary and concepts within their essay writing. As soon as students begin their study of English at Oasis Media City, they will access a range of challenging texts which stretch from the literary canon, through to 21st century fiction and non-fiction. Teachers ensure that students are learning and remembering key knowledge regularly as well as allowing students to explore big social and political ideas.

2. How does this curriculum build on student's knowledge of the world around them both locally and nationally?

By studying a wide range of texts, students will explore a wide range of contexts including: Dickens' London; Post-war Socialist Britain; Jacobean England and cultural diversity through the study of poetry. As well as this, students will be challenged to understand how scholars have interpreted the texts they study. For instance, in year 8, students will read and understand Aristotelian theory and Literary theory from 20th century writers.

3. How is this curriculum designed to engage students and develop a passion for the subject?

Our curriculum is built on rich literary texts. Students will read a wide range of classic texts – chosen to engage, challenge and excite them. For example, students will be able to confidently summarise and discuss some of Shakespeare's great tragedies. They will be able to converse confidently in matters of socialism, capitalism and totalitarian regimes – making links to the real world and its history. Our Literacy Strategy encourage and engages students in learning and understanding the origins of words so that they can not only apply this knowledge to unfamiliar words, but also start making linguistic links across texts.

4. How does this curriculum cater for the needs of our students?

Our planning has been informed by the latest research and has proven results. Every student will experience the curriculum and it will be delivered to suit the needs of every learner. As well as this, through interleaving and extended writing, students will be able to develop and widen their understanding of the subject and apply the skills accurately and effectively.

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5. How is assessment used to improve learning?

We have structured a complete interleaved curriculum which includes weekly vocabulary tests; knowledge organiser quizzes; fortnightly summative assessments at Key stage 4 and daily extended writing in KS3; half-termly assessments and pre-public examinations to prepare our year 11s for their GCSE exams. The English department is dedicated to ensure that feedback is accurate and that students are given the time to improve their work.

6. What skills will students develop that can be used in other subject areas and beyond their school life?

We want students to see the academic potential of English at University and pursue careers in Journalism, Politics, Law and the Creative Arts. We will assist in students achieving this through a study of economic and political theory; historical contexts and examining specific historical legislation and its impact on society. In addition, we want our students to become analytical readers and credulous, imaginative individuals.

7. How is learning planned to progressively develop student's knowledge and understanding over time?

Our curriculum is a 5 year long term plan, which sets the foundations for year 10 and 11 GCSE study. We have developed the curriculum to ensure every student can make good, if not outstanding progress. We do this by interleaving key skills and concepts across every scheme of learning, as well as providing weekly Literacy lessons for all Key Stage 3 students.

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Research Informed



Curriculum Development Strands

The Curriculum

Defining the Curriculum –
Vision and Values, Great Texts,
Contexts

Developing a Model of
Progression – Vocabulary,
Reading and Creative Writing

Subject Specific CPD

Delivering the Curriculum –
Academic Reading, Lectures,
Teacher Notes

Subject Specific Action Steps.
Leadership & Classroom

Principles

Prior Knowledge & Systematic
Progress

Memory and Spaced Retrieval

Robust Vocabulary Instruction