

Curriculum Intent

Programme of study Specialist Centre

Subject: ENGLISH



Oasis Academy Brislington: Curriculum

Proficiency: Students gain a high degree of knowledge and skills and are evaluated in what they actually can do.

Resilience: Students develop the capacity to recover quickly from difficulties and highly demanding tasks.

Communication: Students develop the skills of exchanging information by speaking and writing and access authentic materials which develops them as well-rounded citizens who understand the wider world and are ready to discover their place in it.

		Autumn term	Spring term	Summer term
Year 7	Text and assessment	<i>Oliver Twist</i> What kind of character is Bill Sikes?	<i>A Midsummer Night's Dream</i> Is the love potion good or bad?	<i>Poetry anthology</i> How does the poet describe the tom cat?
	Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake and Tennyson, Phoebe Hesketh
	Vocabulary instruction	villains and victims; vulnerable; corrupt; naïve; orphan; moral	soliloquy, severe, conflict, unrequited love, to mock, chaos	metaphor, literal language, metaphorical language, tenor, vehicle, ground
	Grammar and writing	Composing a topic sentence; the subject; subject / verb agreement; the past simple tense	Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech	Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments; extended narrative writing

English Helpdesk

The areas for development are:	Solution
<ul style="list-style-type: none"> Being able to use vocabulary to express ideas and examine high-level concepts. 	<ul style="list-style-type: none"> Practise key vocabulary using your Knowledge Organiser https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

<ul style="list-style-type: none"> Understanding essential skills in spelling, punctuation and grammar. 	<ul style="list-style-type: none"> Practise writing extended paragraphs about a range of topics and in different formats https://www.bbc.co.uk/bitesize/subjects/z3kw2hv
<ul style="list-style-type: none"> Understand the essential context of the novels, plays and poems being studied 	<ul style="list-style-type: none"> Test yourself using your Knowledge Organiser https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

Year 8

		Autumn Term	Spring Term	Summer Term
Year 8	Text and assessment	<p><i>The Adventures of Sherlock Holmes</i> What kind of Character is Sherlock Holmes?</p>	<p><i>The Tempest</i> How is Caliban presented in the extract and the rest of the play?</p>	<p><i>Animal Farm</i> How and why does the farm fail in Animal Farm?</p>
	Key knowledge	<p>Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals</p>	<p>The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states</p>	<p>Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption</p>
	Vocabulary instruction	<p>to enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p>	<p>colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy</p>	<p>allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent</p>
	Grammar and writing	<p>Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses</p>	<p>Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices</p>	<p>Creative writing; extended metaphor; writing character; describing settings</p>

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Year 9

Year 9	Text and assessment	<i>Jane Eyre</i> Explore the way Brontë presents Jane's childhood experiences.	<i>Romeo and Juliet</i> How does Shakespeare present Juliet as a tragic hero?	<i>Poetry anthology</i> Compare the ways poets present a theme in two poems.
	Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i>	The Prologue; foreshadowing in <i>Romeo and Juliet</i> ; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form	Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales'; lives of Milton, Chaucer, Auden, Grace Nicols, Wallace Willis
	Vocabulary instruction	dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	extended metaphor, epic poetry, procrastinate
	Grammar and writing	Sustaining a thesis; apostrophe of omission; avoiding present tense apostrophe errors	Commenting on literary theory; avoiding contradictions; apostrophe of possession; apostrophes for words ending in -s; it's and its	Comparing texts; chronological and non-chronological composition; first and third person narratives

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