

Year 8 English: Literary Heritage	Subject Intent	Our KS3 curriculum is designed to enable all students to flourish in English lessons and beyond. The programme has been designed so that students graduate Year 9 as confident and literate readers and critical and accurate writers. Mastery Writing is designed to ensure all our students become confident with their grammatical knowledge to the point that it becomes second nature to them, standing them in excellent stead for the writing tasks at GCSE. Mastery Writing is taught in tandem with Literary Heritage.
	KS3 Subject Narrative	We aim to build upon the foundation laid in KS2 where students should have knowledge of basic comprehension and inference skills as well as the identification of similes and metaphors. By the end of KS3, they will: know and remember more about the foundational texts in literature and social and historical context from the Literary Heritage strand. Our KS3 Curriculum, English Mastery, is unique in that it is built on four pedagogical pillars that drive student progress. Each pillar is rooted in the latest cognitive and educational research which together form our approach: knowledge-rich cumulative curriculum, dedicated teaching of grammar, explicit vocabulary instruction and assessing for Mastery.
	KS4 Subject Narrative	Our KS4 Curriculum continues to build on the skills from the KS3 Literary Heritage strand by the continued development of analytical skills. KS3 Literary Heritage and Mastery Writing lessons help prepare students for essay-style responses in English Language and Literature at KS4. We study both fiction and non-fiction texts including canonical literature in the form of poetry, prose and plays from a range of authors including Agard, Armitage, Blake, Browning, Dickens, Duffy, Shelley, Heaney, Hughes, Nicholls, Priestley, Shakespeare, Shelley, Wordsworth and more. Writing is taught throughout KS4.
	Routine Assessment Strategies	Fortnightly Quizzes to assess knowledge including contextual, vocabulary and literary knowledge. We then use 'Strength-Action-Response' reteach sheets to fill any knowledge gaps and secure comprehensive understanding for all pupils.

Year 8 English: Literary Heritage	Literary Heritage	Autumn Term – C19 Literature Sherlock Holmes	Spring Term – Shakespeare The Tempest	Summer Term – Modern Literature Animal Farm	Summer Term 2 – Descriptive Writing and Poetry
	Key Subject Knowledge: Literary Heritage	<ul style="list-style-type: none"> Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals 	<ul style="list-style-type: none"> The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states 	<ul style="list-style-type: none"> Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption 	<ul style="list-style-type: none"> Making a description emotive, using imagery, sequencing a piece of descriptive writing, Poetry: Emily Dickinson, Ted Hughes, Grace Nichols, Seamus Heaney
	Subject Competencies Vocabulary	<ul style="list-style-type: none"> to enlighten, deduction, scandal, periodical, introspective, dual nature, observation 	<ul style="list-style-type: none"> colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy 	<ul style="list-style-type: none"> allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent 	<ul style="list-style-type: none"> Extended metaphor, personification, sacrifice, narrative poem, allegory, characteristics, characterisation.
	Summative Assessments (high stakes assessments which test <u>cumulative</u> knowledge)	<ul style="list-style-type: none"> KS3 Assessment with knowledge-based questions and 'Strength-Action-Response': "What kind of character is Sherlock Holmes?" 	<ul style="list-style-type: none"> KS3 'Strength-Action-Response' question: "How is Caliban presented in this extract and in the rest of the play?" 	<ul style="list-style-type: none"> KS3 Assessment with knowledge-based questions and 'Strength-Action-Response': "How and why does the farm fail in 'Animal Farm'?" 	
	How does this pave the way for future study?	Studying 'Sherlock Holmes' engages students with C19 literature and key contextual knowledge they will need for further study of C19 novel, 'A Christmas Carol', in KS4 English literature and the unseen C19 extracts at KS4. Students will develop their analytical writing through the development of essay response skills which will support them at KS4. Themes studied throughout our curriculum which are revisited: morality and conflict.	Studying 'The Tempest' engages students with the works of Shakespeare, exploring key themes and contextual knowledge necessary for studying 'Macbeth' in KS4 English literature. They will continue to look critically and analytically at the language and themes, all of which will support their responses at KS4. Themes studied throughout our curriculum which are revisited: morality, the supernatural, power, conflict, inequality, nature, gender, race & identity.	Studying 'Animal Farm' helps students engage with a modern text and explore key themes and contextual knowledge. Students will be introduced to the conventions of allegory, revolution and political motivation which is applicable to 'An Inspector Calls' at KS4. Students will develop their paragraph styles and form essay style responses. They will build on this throughout KS3 and further develop in KS4. Themes studied throughout our curriculum which are revisited: morality, poverty, inequality, power & conflict.	Studying 'Descriptive Writing and Poetry' helps students build their writing and analysis skills for KS4. This unit builds on students' knowledge of poetry and metaphor from Y7. The unit introduces some of the 'writers' methods' students will need to know in KS4. It also briefly introduces the context of well-known poets which is re-visited in KS4 poetry. Themes studied throughout our curriculum which are revisited: inequality, nature, race & identity.

