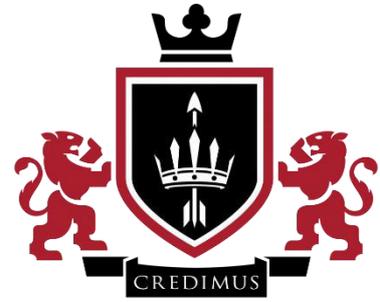


Y8 KLAB Curriculum



KING'S LEADERSHIP
ACADEMY BOLTON



Y8 English Curriculum

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Intent ,Implementation and Impact

The foundation curriculum in English introduces students to their literary heritage: plays, poems, novels and non-fiction texts, as well as the mechanics of grammar, spelling and vocabulary. Students begin their English journey at King's by examining the origins of the English Language and how it has developed over time. This chronological journey continues in Year 7 with students exploring topics such as Shakespearian Sonnets, Merchant of Venice and the Gothic Genre. As students progress into Year 8, they build on what they have learnt in the previous year and explore a range of high-quality texts such as Animal Farm and War Poetry.

The senior programme is when students begin to work towards the AQA English Language and Literature examinations. The English Language course will consist of a number of different elements: unseen literature, literary non-fiction, non-fiction texts, creative writing and writing for a specific purpose. This new specification aims to expose students to a wide range of high quality and challenging texts. The English Literature course will give students the opportunity to study one of Shakespeare's plays, a 19th century fiction text, modern drama or prose and an anthology of poems.

The Mastery programme builds upon the skills developed in KS3 and KS4. The course will encourage wide and independent reading, alongside different types of critical approach and how texts can reflect cultural meanings. The English Language specification at A Level explores how language is placed in its wider social, historical and global contexts. Again, high levels of independent study are needed in order for students develop their skills in writing for a variety of audiences and purposes. During the course, students will discover linguistic frameworks and how they can use these to analyse and interpret language.

Courses offered:

- AQA English Language
- AQA English Literature
- A level English Language
- A level English Literature

Enrichment and trips

We believe enrichment is fundamental to the English curriculum at King's and we provide a wide range of extra-curricular activities that are designed to complement the students' studies and foster an enjoyment of great literature.

Below are just some of the examples of activities that take place throughout the year:

- Shakespearian Super Learning Days.
- Poetry by Heart competition.
- Theatre trips to see performances such as Romeo and Juliet, Blood Brothers and many more.
- Author visits and workshops.
- World Book Day celebrations.
- After school enrichment such as debating society and media club.
- World of Work speakers from English-related careers.

ENGLISH LC1

SUBJECT	English	YEAR	8	LEARNING CYCLE	1		
Module(s)	LC2 War literature						
Outline and Rationale	<p>The War Literature module is being taught to help pupils understand fundamental British values within the context of a changing world. They will have examined the empire during the Sherlock Holmes module, and will now develop this understanding in a world wide and world war context. This will help them contextualise the issues of Britain's imperial rule and how this was reconsidered through literature in the war. The students need the knowledge and skills to aid them with the Power and Conflict Cluster, and this will help close their vocabulary and cultural capital gaps.</p> <p>The topic is being taught now because they will have examined various myths and will now be exploring which myths are prevalent in British writing and thought, and how they are perpetuated or challenged through literature. They will have the opportunity to produce their own work on this, and will be introduced to the idea of propaganda and dissent.</p> <p>They will also be introduced to poetry analysis for the first time in depth in secondary school. This will be done with an easy access point and examine universal ideas from a relatable entry point. It builds on prior learning because they will be using skills from the history of language module and knowledge interleaved from the Greek Mythology and Sherlock modules to add to their schema. It will also set them up well as they encounter war rhetoric and poetry towards the end of the year with Blood Brothers and the 'Art of Rhetoric,' and the start of year 9 with the introduction to poetry.</p>						
Learning Cycle Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	What happened during WW1? Why is literature from this era important?	To what extent does early World War One literature romanticise the war?	How did attitudes towards war change after gruelling years of fighting?	How is the anguish of the First World War reflected in the literature of the time?	How was propaganda used during WW1 to manipulate attitudes towards war?	Revision Assessment	Gap week (review of topics Week 1-5)

ENGLISH LC2

Subject	English	YEAR	8	LEARNING CYCLE	2		
Module(s)	Detective fiction						
Outline and Rationale	<p><i>Brief explanation to place the new learning in to context</i></p> <p>This Learning Cycle is a continuation of the chronological study of English Literature through the ages, following Gothic Literature in LC4 of the previous year. It seeks to explore the influence of Sherlock Holmes on 19th Century Literature and wider culture (including forensic science, using <i>The Speckled Band</i> as an archetypal detective book. It explores ideas of otherness and Empire within <i>The Speckled Band</i></p> <p><i>Why is this topic being taught?</i></p> <p>Conan Doyle was a cultural sensation and his stories are still exciting readers today with multiple film and television adaptations being made to this day, not least <i>Sherlock</i> on the BBC and <i>Sherlock Holmes</i> starring Robert Downey Jr. It's important for pupils to see the powerful impact literature can have on the zeitgeist and understand that some genres are heavily reliant on conventions and tropes: detective fiction is a good example of this.</p> <p><i>The Speckled Band</i> has been chosen as an exemplar as it offers the opportunity to explore prevalent views of empire, exoticism, and otherness; a key tenet of the contemporary literature and cultural intrigue. It is also an archetypal detective story so offers a chance for pupils to see those conventions in practice.</p> <p><i>Why is this topic being taught now?</i></p> <p>It continues the chronology of the KS3 curriculum. It sits alongside the teaching of Empire in History at the same time.</p> <p><i>How does it build on prior learning?</i></p> <p>Pupils have been developing their analytical skills since LC2. This module will help them to develop their own critical voice and</p>						
Learning Cycle Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	What are the conventions of detective fiction?	How influential is Conan Doyle?	What is Empire and where do we see it in <i>The Speckled Band</i> ?	What themes are prevalent in <i>The Speckled Band</i> ?	Assessment Preparation – how does Conan Doyle use exoticism to create fear?	Revision & Assessment	Gap week (review of topics Week 1-5)

