



## Key Stage 3 Framework for Learning

### Year 8 2018-2019: Creative Foundations

#### Curriculum Area: English

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>Knowledge</b></p> <p>This half term will primarily focus on developing students' reading through the study of a class novel. Pupils will develop their understanding of how to analyse characters and themes and build their reading stamina with a whole text. They will consider how structure is used to develop characters, narrative and themes across a whole text. Students will also develop their knowledge of how to 'zoom in' on pivotal moments and develop their understanding of linking ideas across a text. This will be useful practice for GCSE literature texts like Jekyll and Hyde and Lord of the Flies.</p> <p>The choice of novel will be:            Dracula by Bram Stoker            To Kill A Mockingbird by Harper Lee            The Curious Incident of the Dog in the Night-Time by Mark Haddon            Once by Morris Gleitzman            The Boy in the Striped Pyjamas by John Boyne            Ghost Stadium by Tom Palmer</p>	<p>This unit will allow students to develop the reading and writing skills that are specific to <b>AQA Language Paper 2</b> in a way that will allow students to further develop their love of reading and forming opinions. Pupils will be exposed to a range of different articles, speeches, blog posts and letters that have particular viewpoints on a subject with a focus on controversial and provocative statements that will pique their interest. These may include: unexplained phenomenon, paranormal activity, technology, conspiracy theories, capital punishment, education, cover ups and UFOs. They will also be given the opportunity to voice their own views on different themes and topics that matter to them. Pupils will also have the opportunity to compare 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century non-fiction. Each week will have a linked theme or topic selected to engage students and their writing</p>	<p>ELE – 1 Day:</p>	<p>This unit will give students an opportunity to study a Shakespeare play before studying Macbeth for GCSE at KS4. It will develop their resiliency at tackling challenging language and the reading strategies required to deal with unfamiliar words. Students will gain an understanding of the plot as a whole but will also be analytical when zooming in on character and theme based extracts. Students will engage with the characters and their relationships with each other, key events as well as considering the role of overarching themes (such as rivalry, love and violence) and contextual factors. There will be continuous cross referencing to other parts of the play to emulate the AQA exam style. This unit will then end with a creative writing focus, encouraging students to create their own stories and descriptions that have some of the key themes explored within the play.</p>	<p>Students will continue with creative writing skills with the themes being shifted to coming of age stories, childhood and growing up. To further inspire them, they will be exposed to a range of different extracts and imagery whilst spending time focusing on their ability to plan and write a convincing piece of narrative writing or description.</p> <p>The unit will then continue with further extracts, particularly from pieces of literature in which a character learns something, develops a skill or discovers an idea or concept. These could include Roald Dahl's BFG and James &amp; The Giant Peach, Kipling's Jungle Book, White's Charlotte's Web and extracts from the Harry Potter series. A wealth of extracts, from both modern day pieces of fiction to ones steeped in British culture and</p>	<p>This unit will see students studying a modern play script, either Journey's End by R.C Sherriff or An Inspector Calls by J.B. Priestley</p> <p>Pupils will develop their ability to analyse key extracts as well as linking across a whole text in the way that they will need to for <b>AQA Literature Paper 1</b>. The nature of a play will allow pupils to explore structure in depth and well as recognising that the way characters speak to create certain impressions.</p>	<p>Students will spend the first 4 weeks of this half term starting to study a selection of linked love and relationship poems similar to the anthology Section B of Literature Paper 2. Some of the poems studied are GCSE set poems so that students will have exposure to them prior to KS4. This will support Year 11 time and develop longer term memory skills.</p> <p>Students will be expected to have a thorough knowledge of all the poems studied and be able to compare and contrast the ideas and methods of poets. Students will be taught structures that will help them to analyse certain aspects of poetic form. The poems will be from a range of different time periods and cultures to provide diversity in the curriculum and contextual knowledge of different social and historical cultures.</p> <p>Students will then spend</p>	<p>ELE – 3 Days</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

		and reading will centre around that theme for the week. Students and staff will be expected to provide contextual background to help explore how the world has changed (especially from Victorian England) and how texts reflect these changes.		heritage, can be used to not only inspire students but continue to foster a love of reading. An engaging array of extracts will then allow for students to engage in GCSE-style reading questions in which they analyse how both language and structure is used for effect as well as their ability to critically evaluate.		the remainder of the half term exploring unseen poems that link to all of the areas they have looked at over the course of the year. These poems could explore themes such as: friendship, morality, growing up, prejudice, rivalry, equality, identity and childhood.
<b>Skills</b>	<p>With this unit having an <b>AQA Literature Paper 2</b> focus, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*respond to explicit and implicit meanings in the novel</li> <li>*analysis of the ways in which writers use language, form and structure</li> <li>*select textual references to develop personal responses</li> <li>*understand how contexts shape texts</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*communicate effectively, sustaining the reader's interest</li> <li>*produce coherent, well-structured and purposeful texts</li> </ul>	<p>With this unit having an <b>AQA Language Paper 2</b> focus, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*Comprehend factual information about a text</li> <li>*extract relevant detail and summarise with accuracy and clear understanding</li> <li>*compare differences in writer's viewpoints</li> <li>•understand and make valid responses to explicit and implicit meanings and viewpoints</li> <li>•analyse relevant aspects of language</li> <li>•support their understanding and opinions with references to texts</li> <li>•make credible links and comparisons between</li> </ul>	<p>With this unit having an <b>AQA Literature Paper 1</b> focus, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*respond to explicit and implicit meanings in the play</li> <li>*analysis of the ways in which writers use language, form and structure</li> <li>*select textual references to develop personal responses</li> <li>*understand how contexts shape texts</li> <li>*link an extract to the whole text.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*express clearly their own viewpoints</li> <li>*write appropriately for audience and purpose</li> </ul>	<p>With this unit having an <b>AQA Language Paper 1</b> focus, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*respond to explicit and implicit meanings in an extract</li> <li>*analysis of the ways in which writers use language, form and structure</li> <li>*select textual references to develop personal responses</li> <li>*critically evaluate the effects of the writer's choices on the reader</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*write appropriately for audience and purpose</li> <li>*communicate effectively, sustaining</li> </ul>	<p>With this unit having an <b>AQA Literature Paper 2</b> focus, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*respond to explicit and implicit meanings in the play</li> <li>*analysis of the ways in which writers use language, form and structure</li> <li>*select textual references to develop personal responses</li> <li>*understand how contexts shape texts</li> <li>*link an extract to the whole text.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*express clearly their own viewpoints</li> <li>*write appropriately for audience and purpose</li> </ul>	<p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*Extract factual information about a topic.</li> <li>•understand and make valid responses to explicit and implicit meaning</li> <li>•analyse relevant aspects of language and structure</li> <li>•support their understanding and opinions with references to texts</li> <li>•evaluating and supporting interpretations of a text.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*use language descriptively to respond to visual stimuli</li> <li>*write appropriately for purpose</li> <li>*communicate effectively, sustaining the reader's interest</li> <li>*produce coherent, well-structured narratives</li> <li>*use different sentence types and structures</li> <li>*use vocabulary and linguistic devices appropriate for purpose and effect</li> </ul>



# CHORLTON HIGH SCHOOL: CURRICULUM

<p>*use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately</p> <p><b><u>COMMUNICATION</u></b> *Students will receive a cluster of Oracy sessions every half term to build on the work already done in Year 7. Along with that, communication skills will be developed to ensure pupils build upon the oracy strategies in each lesson. Students will be given opportunities to express their views on the novel, characters, themes, and way that the author has achieved different effects. Talk will play an important role in exploring interpretations, allowing students to justify the references they make to the novel, explaining their analysis of a writer's methods and the ability to use tone, expression and stylistic effects in their own writing. This will ensure that students understand and can apply them to their own work. *Performance techniques, such as hot seating characters, will be used as a way to develop understanding of characters and their relationships. *The Oracy cluster will</p>	<p>texts</p> <p><b><u>WRITING</u></b> *express clearly their own viewpoints *write appropriately for audience and purpose *accurately use the conventions of different text types *communicate effectively, sustaining the reader's interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately</p> <p><b><u>COMMUNICATION</u></b> *Students will receive a cluster of Oracy sessions every half term to build on the work already done in Year 7. Along with that, communication skills will be developed to ensure pupils build upon the oracy strategies in each lesson. Students will be given opportunities to express their views on social and cultural topics and statements about people, society and the way that authors achieve different effects. Project based learning weeks will allow students to use their voice to present their ideas in the form of a speech. Students will analyse how other speakers use verbal</p>	<p>*accurately use the conventions of different text types *communicate effectively, sustaining the reader's interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately</p> <p><b><u>COMMUNICATION</u></b> * Students will receive a cluster of Oracy sessions every half term to build on the work already done in Year 7. Along with that, communication skills will be developed to ensure pupils build upon the oracy strategies in each lesson. Students will be given opportunities to express their views on characters, themes and the way that authors achieve different effects. Talk will play an important role in a peer critique of each other's work to support student's understanding of the success criteria. There will also be opportunities to share work out loud and read the play as a performance piece with students in role. Prosodic features of dialogue will play an important role in considering the</p>	<p>the reader's interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately</p> <p><b><u>COMMUNICATION</u></b> * Students will receive a cluster of Oracy sessions every half term to build on the work already done in Year 7. Along with that, communication skills will be developed to ensure pupils build upon the oracy strategies in each lesson. *Students will be given opportunities to express their views on characters, themes and the way that authors achieve different effects. Talk will play an important role in a peer critique of each other's work to support student's understanding of the success criteria. There will also be opportunities to share work out loud and read extracts aloud as well as sharing their ideas. *The Oracy cluster will focus on students creating their own short story to be told aloud to the group. As part of this cluster, students will not</p>	<p>*accurately use the conventions of different text types *communicate effectively, sustaining the reader's interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately</p> <p><b><u>COMMUNICATION</u></b> * Students will receive a cluster of Oracy sessions every half term to build on the work already done in Year 7. Along with that, communication skills will be developed to ensure pupils build upon the oracy strategies in each lesson. Students will be given opportunities to express their views on characters, themes and the way that authors achieve different effects. Talk will play an important role in a peer critique of each other's work to support student's understanding of the success criteria. There will also be opportunities to share work out loud and read the play as a performance piece with students in role. *The Oracy cluster will centre around the theme of social responsibility and</p>	<p>*spell, punctuate and use grammar accurately</p> <p><b><u>COMMUNICATION</u></b> * Students will receive a cluster of Oracy sessions every half term to build on the work already done in Year 7. Along with that, communication skills will be developed to ensure pupils build upon the oracy strategies in each lesson. Students will be given opportunities to express their views on the issues in the poems, themes and the way that authors achieve different effects. Talk will play an important role in discussions that focus on reflection and progress over time. Students will be able to voice their views on their journey this year and feedback on their curriculum. *An oracy project in the final few weeks will culminate in them performing a poem that they have written themselves. This will allow them to develop their appreciation of poetry further by exploring ways that poets convey meaning and ideas through their own performances of the poems they have written.</p>	
--	--	---	---	---	---	--



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p>focus on their ability to write an “ignite speech” that centres around a particular theme looked at in the books.</p> <p><b>Dracula</b> – Good vs. Evil/Humanity/Are we innately evil or do we learn it</p> <p><b>To Kill A Mocking Bird</b> – Prejudice/racial stereotypes/equality</p> <p><b>Curious Incident Of The Dog In The Nighttime</b> – Differences in people/equality/non-visible disabilities</p> <p><b>Once</b> – Identity and finding themselves</p> <p><b>Boy In The Striped Pyjamas</b> – Friendship/equality</p> <p><b>Ghost Stadium</b> – Friendship/loyalty</p>	<p>and non-verbal methods to talk effectively.</p> <p>*Building on the discursive writing skills, the Oracy cluster will give students the opportunity to plan and deliver a debate based on a topic that they have looked at this half term. The focus will be on their ability to form an opinion and develop counter-arguments against other people’s views in a respectful way.</p>	<p>performance of a play. *The Oracy cluster will focus on students creating a mini piece of drama of their own; a condensed, modernised version of a love story that can be performed in groups to the rest of the class.</p>	<p>only develop their storytelling skills but work on their ability to share their work to engage an audience.</p>	<p>how we perceive others. It will allow students to develop their empathy skills for the peers whilst they work in developing some of their discursive skills by producing a letter for either a person in the class or for someone they admire.</p>		
<p><b>Assessments</b></p>	<p><i>Marking Point 1</i> Pupils will have read the opening part of the novel by this point. They will be asked: how is the opening used to interest the reader?</p> <p><i>Marking Point 2</i> <b>Sets 1-4:</b> Evaluate the importance of one main character in the novel that you are studying. Refer to at least three different events in the novel.</p> <p><b>Sets 5-8:</b> Choose your favourite character from the novel and argue why you think they have an important role. Use at least 2 quotations to support your argument.</p>	<p><i>Marking Point 1</i> Students will complete a Language Paper 2 Question 2 style question based on two texts.</p> <p><i>Marking Point 2</i> Students will complete the opening of a discursive piece of writing in preparation for their Progress Test.</p> <p><i>Marking Point 3</i> <b>PROGRESS TEST</b> <b>Pupils will be given an opinion statement about a relatable topic. They will need to write their views formally to a particular audience using a particular nonfiction</b></p>	<p><i>Marking Point 1</i> How does Shakespeare present the theme of [insert theme] in the opening of the play?</p> <p><i>Marking Point 2</i> How far/to what extent do you think true love is presented by Shakespeare, starting with this extract? The extract will be a printed section of the play that relates to some form of love. Pupils will need to give their opinions on if they think there is evidence of true love in that part and link to what other parts they have studied that do/do not show true love.</p>	<p><i>Marking Point 1</i> Students to complete a paragraph assessment on a piece of creative writing as preparation for their progress test.</p> <p><i>Marking Point 2</i> <b>PROGRESS TEST</b> <b>CREATIVE WRITING QUESTION. Students will be given an image that relates to some of the themes and topics that have featured in their study of extracts. They will be asked to write a description based on the image or a story about a person who makes an interesting discovery.</b></p> <p><i>Marking Point 3</i></p>	<p><i>Marking Point 1</i> Journey’s End- How does Sheriff present [insert theme]?</p> <p>Inspector Calls- How does Priestley present [insert theme]</p> <p><i>Marking Point 2</i> Journey’s End- Write the opening to a letter home from the viewpoint of Stanhope. Inspector Calls- “No one is responsible for Eva Smith’s death”. Write a speech arguing your point of view.</p>	<p><i>Marking Point 1</i> Students will compare how poets use language for effect in a comparative response.</p> <p><i>Marking Point 2</i> <b>PROGRESS TEST</b> <b>Compare how poets present [a theme] in [two named poems]</b></p> <p><b>Pupils will have studied the whole anthology of poems by this point and grouped them in different ways. Their test will name and print two of these poems already studied and ask pupils to analyse how one theme is the same and different in them.</b></p>	



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p><b>Sets 9-10:</b> Recall information about your favorite character in the novel and explain why they are important. Use quotations to support your ideas.</p> <p><b>Sets 11-12:</b> Which character do you think is the most important in the novel you are reading? Support your ideas with quotations from the novel.</p> <p><i>Marking Point 3</i> Students will be asked to produce a piece of creative writing inspired by the novel read in class. Teachers may wish to provide an image as a stimulus or give students an opening sentence of story title to inspire them.</p>	<p><b>text type.</b></p> <p><i>Marking Point 4</i> <b>ORACY ASSESSMENT</b> Students will be given a BIG QUESTION that they will discuss in groups. They will be assessed on this group talk.</p>	<p><i>Marking Point 3</i> Using the image of a key scene from the play as a stimulus, either write a description based on the image or a story in which two people from different backgrounds meets.</p>	<p>Teachers may wish to vary this based on ability. For example:</p> <p><b>Sets 1-4:</b> Students are given a statement and asked to critically evaluate the extent of which the writer has achieved that.</p> <p><b>Sets 5-8:</b> Students are given an extract and asked to explore how the writer has used structure to interest the reader.</p> <p><b>Sets 9-12:</b> Students are given an extract and asked how the writer has used language to achieve a specific effect.</p>		<p><b>Pupils are encouraged to compare the poet's attitudes and methods.</b></p> <p><i>Marking Point 3</i> <b>ORACY ASSESSMENT</b> Students will produce a piece of performance poetry that will be marked using the Oracy mark scheme. Students will be given teacher feedback along with a Pass, Merit or Distinction.</p>
<p><b>Cultural Enrichment</b></p>	<p><b>WATCH</b> – An adaptation of the class novel e.g. to compare how a director has adapted the novel for the screen</p> <p><b>READ</b> – Linked texts.</p> <p>Sets 1 and 2 - Essential Classic Gothic Novels published by Penguin, Frankenstein by Mary Shelley, Salem's Lot by Stephen King</p> <p>Sets 3 and 4 - Go Set A Watchman by Harper Lee, Moon Over Manifest by Clare Vanderpool, Deliver Us from Normal by Kate Klise</p>	<p><b>WATCH</b> – The news to keep updated about current affairs and to form opinions. TV debates e.g. <a href="https://www.bbc.co.uk/programmes/b007zpll">https://www.bbc.co.uk/programmes/b007zpll</a> this link is to a weekly BBC programme called 'The Big Questions' hosted by Nicky Campbell on a range of social, moral and ethical views. Historical documentaries to enhance knowledge of the different historical period of Victorian England e.g. <a href="https://www.bbc.co.uk/programmes/b00hvg67">https://www.bbc.co.uk/programmes/b00hvg67</a> a BBC series hosted by Jeremy Paxman</p>	<p><b>WATCH</b> – There will be opportunities to watch a performed version of the play. Students will use documentaries to explore and picture what Shakespearean England may have been like. Students will spend time thinking about how Romeo and Juliet has been adapted and embedded into popular cultural and where appropriate how a director like Baz Luhrmann has modernised the play for the 21<sup>st</sup> Century. A film called 'Anonymous' explores the mystery around Shakespeare's identity and the publishing</p>	<p><b>WATCH</b> – There will be opportunities to watch scenes from film adaptations of the extracts that have been unpicked in class. Whilst some classes may opt for Roald Dahl alternatives, there's a BBC documentary - <a href="https://www.youtube.com/watch?v=gTnn5RLxEQo">https://www.youtube.com/watch?v=gTnn5RLxEQo</a> – from 2016 that explores his life and inspirations he had. There is also a BBC documentary about the author Daphne Du Maurier whose work has previously been used on the AQA specimen paper</p>	<p><b>WATCH</b> – There are two film versions of An Inspector Calls that will be drawn upon (1982 and 2015). For sets 1-3 'O What A Lovely War!' is a satire musical exploring issues surrounding the First World War. 'Blackadder' Season 4 also explores this. BBC4 Radio have a series titled 'Voices of the First World War' found at: <a href="https://www.bbc.co.uk/programmes/b03t7p9l/episodes/player">https://www.bbc.co.uk/programmes/b03t7p9l/episodes/player</a></p> <p><b>READ</b> – Sets 1-3 will be offered the opportunity to loan a fiction or non fiction</p>	<p><b>READ</b> – Other poems written by our studied authors will be suggested. Students could use poetry they are reading as inspiration to enter a poetry writing competition e.g. <a href="https://www.youngwriters.co.uk/competitions/secondary-school.php">https://www.youngwriters.co.uk/competitions/secondary-school.php</a></p> <p>Poetry By Heart is also a challenge and competition to learn a whole poem: <a href="http://www.poetrybyheart.org.uk/">http://www.poetrybyheart.org.uk/</a></p> <p>Students are encouraged to visit the school library and take home some fiction or non fiction to</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p>Sets 5 and 6 - To Siri With Love by Judith Newman</p> <p>Sets 7 and 8 - Now by Morris Gleitzman, Then by Morris Gleitzman, After by Morris Gleitzman, The Boy in the Striped Pyjamas by John Boyne</p> <p>Sets 9 and 10 - "Once" Trilogy by Morris Gleitzman, Good Night, Mr. Tom by Michelle Magorian</p> <p>Set 11 - Foul Play/Black Op by Tom Palmer, Arrowhead by Ruth Eastam</p> <p><b>VISIT-</b> Local library to register and check out a linked book.</p>	<p><b>READ</b> – Opinion pieces in Broadsheet Newspapers (The Guardian, The Times, The Telegraph) or contributing writers in the ‘Opinion’ section of online articles such as the ones found at: <a href="https://www.theguardian.com/index/contributors">https://www.theguardian.com/index/contributors</a></p> <p>Students will be encouraged to bring in to lessons their knowledge of current affairs, issues and what their wider reading has shown about the views of others</p>	<p>of his work.</p> <p><b>READ</b> – Other Shakespearean tragedy will be alluded to e.g. Anthony and Cleopatra. Fiction novels engage with the mystery surrounding Shakespeare e.g. The Shakespeare Secret by J. L. Carrell.</p> <p><b>VISIT-</b> Students could visit the Royal Shakespeare Theatre in Stratford-upon-Avon or the Royal Exchange in Manchester to experience the performance elements of live theatre. A ‘virtual tour’ of Shakespearean England and The Globe using online resources can also be used to help students imagine. WST, a travel company which specialises in Drama and English school trips could also be contacted to provide students with an enrichment experience in the arts.</p>	<p>for Literature Paper 1 - <a href="https://www.bbc.co.uk/iplayer/episode/p00nw1z9/daphne-du-maurier">https://www.bbc.co.uk/iplayer/episode/p00nw1z9/daphne-du-maurier</a>.</p> <p><b>READ</b> – Students will have a varied and diverse range of extracts to read alongside their development of AQA Language Paper 1 skills. They could also be encouraged to read the autobiographies of some of the writers whose work has been used as part of this unit of study,</p> <p><b>VISIT</b> – Students could have the opportunity to work with School Words to engage with some creative writing workshops - <a href="http://www.schoolworkshops.com/greater-manchester/manchester/creative-writing">http://www.schoolworkshops.com/greater-manchester/manchester/creative-writing</a>.</p> <p>World Book Day (March 7<sup>th</sup>) could also present an opportunity for students to go out into the local community and visit book shops or pop-up events which celebrate children’s literature and famous authors’ work.</p>	<p>text linked to the context of World War 1 e.g. Birdsong by Sebastian Faulks, Goodbye to All That by Robert Graves, Private Peaceful by Michael Morpurgo, Testament of Youth by Vera Brittain, The Penguin Book of First World War Poetry.</p> <p>The National Archives website also has a broad range of primary sources on various topics linked to the First World War used to enhance students understanding and empathy. For sets 4+ students’ understanding of satirical parable plays about class and social standing could be enriched by exploring the plays of Oscar Wilde</p>	<p>develop their reading over the Summer.</p> <p><b>WATCH-</b> Advice from contemporary poets and inspiration on the power of poetry will be explored. Some stimuli can be found at: <a href="http://www.bbc.co.uk/poetryseason/discover.shtml">http://www.bbc.co.uk/poetryseason/discover.shtml</a></p> <p>This page also has the ‘nations favourite poems’ to see if students agree and to decide upon their favourite poem. Videos and revision websites will be suggested as part of students’ revision and some can also be found on the ‘therapies’ on students’ progress report home</p> <p><b>VISIT-</b> students could visit the Lake District to see how the Romantic poets were inspired to write about the love of their surroundings</p>
Character	LEADERSHIP		INITIATIVE		RESILIENCE	
	 QoFS – Optimism  <b>Optimism</b>	 QoFS – Empathy  <b>Empathy:</b>	  QoFS – Creativity & Curiosity	  QoFS – Responsibility & Reflection	  QoFS – Practice & Resiliency	 QoFS – Motivation



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p>Students will be encouraged to be positive at the start of the term about the upcoming year and a 'can do' attitude will be developed with the first week of lessons focusing on the qualities and skills of a good reader. Students will feel a sense of accomplishment at reading a whole novel.</p>	<p>Students are required to put themselves in the position of different people and groups of people from the last 200 years and to really imagine what it would be like to exist at that point in history.</p> <p>Students will need to respect the opinions of others even if they do not agree with their viewpoint.</p>	<p><b>Curiosity:</b> Use of questioning: what was Shakespeare inspired by? Use of foreshadowing: what will happen to Romeo? Treating the play like a modern day soap opera will create interest and excitement into the family tensions and drama. Opportunities for independent research into Shakespearean England and linked texts.</p> <p><b>Creativity:</b> Students will be expected to think critically about characters, their motivations and actions. There will be opportunities for creative writing from different viewpoints. Pupils will also have the chance to act out parts of the play and think carefully about how they can use their voice and body to express themselves. Students will need to think creatively when considering the universal themes of the play and how they might inspire modern interpretations.</p>	<p><b>Reflection:</b> Students will need to reflect on just how much of an impact that reading regularly for pleasure will have on them. The impact that regular reading is has widespread – it doesn't just feed into exam skills, it fosters a love of the written word and an appreciation for story telling or beautifully crafted descriptions that this unit will help them to be successful in various ways.</p> <p><b>Responsibility:</b> Exercise books should be presentable with detailed notes for revision purposes. Students will be responsible to complete progress checks to reflect on their own progress, understand their wishes and work towards actioning them. Students will be trusted with a copy of the play script in class to look after. Students will need to be responsible in organising their work and planning time to revisit information. They can be responsible in attending a revision session in their own time to prepare for their Progress Test and compelling some wider reading using</p>	<p><b>Practice:</b> Students, throughout all weeks, should be reminded of the importance of practice when improving skills. Students will be required to complete progress checks of the work they have completed to ensure that they are aware of how to improve and how to embed new learning.</p> <p><b>Resiliency:</b> Students should be encouraged to be resilient when encountering language that they are not used to, as well as exploring ways to read around words they are unsure of. They will also work on their ability to confidently read with expression, something they will need resilience for as reading something new for the first time as well as adding expression into it is something that students may find difficult at first.</p>	<p><b>Motivation:</b> Students need to be mindful of the fact that despite it being the end of the year, the summative unit requires attention to spot any knowledge gaps. Revision sessions and secrets of success will be promoted for the end of year test. Pupils will be expected to take an anthology home and prepare revision outside of lessons. Lessons will step up the level of challenge to be 'ready for KS4' and students should see this as a chance to create a strong start going in to Year 9.</p>
--	---	--	--	--	--	---



# CHORLTON HIGH SCHOOL: CURRICULUM

				suggestions from staff posted on Doodle.			
--	--	--	--	--	--	--	--