CURRICULUM AND ASSESSMENT PLAN ENGLISH YEAR 7



Our curriculum is aimed at inspiring a love of reading and the written word where students can demonstrate a confident control of Standard English when analysing, crafting, and articulating their ideas. **INTENT**Within English lessons, we aim to build students' resilience when approaching all types of language, including a diverse range of texts. We strive to equip students with the confidence to articulate and craft their opinions in a range of situations not only in their preparation for GCSE and A level success but in their lives beyond examinations.

	Prior learning	 Students will have: Studied a range of extracts at Primary school. Written a range of texts, with specific focus on word types.
μ	Conscious curriculum links	 Victorian society and life (History) Literature timeline [Maths] Jacobean Era and the Age of Exploration/Colonialism (History) Emotions and perspectives (CORE)
	Extra-curricular	 Writing clubs in the library. Poetry and creative writing competitions Rewards trip for reading effort (Summer 2).

	AUTUMN		SPR	ING	SUMMER		
	Reading Writing		Reading	Writing	Ancient Tales R&W	Poetry R&W	
TOPIC/KNOWLEDGE	 Oliver Twist: Victorian Context: Victorian London was overcrowded, unfair, diverse and polluted; introduction of the Poor Law; workhouses criminalised the poor and Dickens opposed them; severe class divide in society; discriminatory representation of Jewish people; Malthus supported workhouses. Students will know: that characters are constructs. that constructs are used to evoke reader response. that a literary foil is a character that contrasts another. how corruption is shown in the novella. 	 Slow Writing: Our approach to descriptive/transaction al writing is covered in the explicit teaching of the chosen creative sentence types. Embedded Clause (The expanse of trees, which shifted in darkness, fully surrounded me.) Present participle start (-ing) Having no possibility of getting back to where I came from, the way ahead seemed suddenly less daunting. Through this topic, we will practise using the studied sentences when we deconstruct, identify conventions of and write an article, a description, a speech, a letter and a diary entry. 	 The Tempest Elizabethan Context: Severe class divide between the rich and the poor; conditions in London were unsanitary; Elizabethans were intigued by exploration; Shakespeare's study of Greek and Roman Myths influenced his plays. Students will know: key aspects of a play: stage directions, audience, soliloquy. that characters are constructs and identify accurate adjectives to describe them. that constructs are used to evoke reader response and explain the response. that a literary foil is a character that contrasts another character. what the term morality means and be able to link it to the play. 	 Slow Writing: Our approach to descriptive/transaction al writing is covered in the explicit teaching of the chosen creative sentence types. Adjective Attack <u>Magnificent</u> and <u>proud</u>, I towered above him. Fronted Adverbial <u>Agonisingly</u>. Othello thought of his hands squeezing the life from his beloved. Through this topic, we will practise using the studied sentences when we deconstruct, identify conventions of and write an article, a description, a speech, a letter and a diary entry. 	 Students will know: that Ancient Tales are stories that have been shared by generations in cultures across the world. that a moral is a lesson learned from a story or experience. that a summary condenses information making it clear what happened and when. Slow Writing: Explicit teaching of the following sentence type: Prepositional Push Off Beneath the dark canopy of the forest, the world seemed to have come to an end. Through this topic, we will practise using the studied sentences in a range of tasks. 	 Students will know: that a metaphor is a way of describing something by saying it is something else. It is not literal. that a metaphor has a tenor (the thing being described), vehicle (the imaginative idea it is compared to) and ground (what they have in common). Slow Writing: Explicit teaching of the following sentence type: Semicolon split All signs of life were suddenly gone; even Gawain's breath seemed a distant intrusion. Through this topic, we will practise using the studied sentences in a range of tasks. 	
SKILLS	Relevant Textual Detail – S Literal Explanation – explo	ain how your quotation sup	evant to the points being r oports your topic sentence	g.) nade in the topic sentence with reference to the mor nguage and structural cho	ment where the evidence		
ASSESSMENT	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Checkpoint assessment focusing on SPaG, Vocab, Context, literary devices and the practising of C25K and slow writing. This allows for reteach of key reading knowledge and writing skills.	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Final assessment focusing on the same areas as in the checkpoint. Feedback lesson allows staff to ensure students have mastered, or are on the way to mastering, the knowledge and skills	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Checkpoint assessment focusing on	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Final assessment focusing on the same areas as in the checkpoint. Feedback lesson allows staff to ensure students have mastered, or are on the way to mastering, the knowledge and skills covered.	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Assessment focusing on SPaG, Vocab, Context, literary devices and the practising of C25K and slow writing. This allows for reteach of key reading knowledge and writing skills.	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Assessmen: focusing on the same areas as in the checkpoint. Feedback lesson allows staff to ensure students have mastered, or are on the way to mastering, the knowledge and skills covered.	
VOCAB	vulnerable, orphan, corrupt, construct, villain, betrayal, naïve, vicious, manipulate, brutal, moral Implore, crucial, conflict, corrupt, hesitant, exhausted, vulnerable, anticipate, inner conflict, turmoil Elizabethan, tragedy, colonialism, usurp, tempest, tempestuous, treason, callous, soliloquy, pathos, dual nature, nurture		wondrous, daunting, brutal, crucial, implore, exploited, vulnerable	Ancient, tales, moral, generations, cultures, lovable rogue, comeuppance, summary, ingenious, ingenuity, caution, wicked, ruler, tyrant, tyrannical, Additionally, Subsequently, Implore, crucial, caution	requirement, stealthy		

READING SKILLS CAREERS LINKS CORF Students will develop the ability Within lessons, students will be to read and interpret a range involved in discussions, allowing Journalism of texts from a range of time periods, exposing them to a them to develop empathy and resilience as well as to look at a Historian Researcher wider vocabulary. situation from multiple Teaching/education Additionally, students will undertake a reading lesson per perspectives. Students will also be Acting Writing (fiction and/or nonweek to further instil the encouraged develop their fiction) oracy skills and to listen sensitively to others' opinions. importance of readina.

SUPPORTING STUDENTS AT HOME

- **BBC** bitesize .
- Work booklets for prolonged absence
- Revision books in library

CURRICULUM AND ASSESSMENT PLAN ENGLISH YEAR 8



Our curriculum is aimed at inspiring a love of reading and the written word where students can demonstrate a confident control of Standard English when analysing, crafting, and articulating their ideas.

INTENTWithin English lessons, we aim to build students' resilience when approaching all types of language, including a diverse range of texts. We strive to equip students with the confidence to articulate and craft their opinions in a range of situations not only in their preparation for GCSE and A level success but in their lives beyond examinations.

	Prior learning	Students will have: Studied a range of texts and learnt new, related vocabulary. Learnt new sentence structures and used these in their writing. Victorian society and life (History) Literature timeline [Maths] Jacobean Era and the patriarchal society(History) Emotions and perspectives (CORE)				
Ý	Conscious curriculum links					
V	Extra-curricular	 Writing clubs in the library. Poetry and creative writing competitions. Rewards trip to practise detective skills (Autumn 2). 				

	AUTUMN		SPR	ING	SUM	MER	
	Reading Writing		Reading	Writing	Reading	Writing	
	The Adventures of	Slow Writing:	Romeo and Juliet	Slow Writing:	Animal Farm	Slow Writing:	
TOPIC/KNOWLEDGE	 Sherlock Holmes Victorian Context: Rise in population led to crime: cholera was widespreadespecially amongst the poor; patriarchal society where genderroles were clearly defined; Christmas traditions were started in Victorian England. Students will know: that characters are constructs. that constructs are used to evoke reader response. that a literary foil is a character that contrasts another. what a dual nature is the idea that everyone has good and evil within them. what a perspective is and be able to identify it within a text. that a metaphor is a way of describing is something by saying it is compared to) and (the things they have in common) ground. 		 Elizabethan Context: Patriarchal society, children and women were seen as property, marriage was a financial or political transaction, in high society children were raised by nurses, family honour was important; belief in fate and astrology. Students will know: • Key aspects of a play: stage directions, audience, soliloquy, aside, monologue and dramatic irony. • that a tragedy that establishes the context and tells the audience the plot of the play. • that a sonnet is a form of a love poem which has 14 lines. • that foreshadowing is to suggest something bigger happening later in the story. • Ifocuses on one thing.) Our approach to descriptive/transaction witing is covered in th explicit teaching of th types. As well as thos previously taught, we add: • The more, more more/less, less, sentence The more sounds; it was m own breathing. 		 Russian Revolution: Have some understanding of the Russian Revolution and draw parallels between true events and events in the novella. Students will know: that characters are constructs and identify accurate adjectives to describe them. that constructs are used to evoke reader response. that a literary foil is a character that contrasts another. what a dual nature is – the idea that everyone has good and evil within them. what irony and be able to identify it within the text. where and how corruption is shown in the novella. that a metaphor is a way of describing something else. It is not literal. that a metaphor has a tenor (the thing being described), vehicle (the imaginative idea it is compared to) and (the things they have in common) ground. 	 Our approach to descriptive/transactional writing is covered in the explicit teaching of the chosen creative sentence types. As well as those previously taught, we will add: 11. Repeat and reload sentence My desire was blind and insistent: blind in that I had no real idea what drove me, insistent in that my passion could never be denied. 12. Last word, first word sentence The end was close. Close, but still each minute seemed an eternity. Through this topic, we will practise using a range of sentence structures when we study, deconstruct, identify conventions of an article, a description, a speech, a letter and a diary entry. 	
SKILLS	Relevant Textual Detail – Se Analysis of method – Consid Zoom in on key word(s) - W	the question, is accurate and elect evidence that is relevan ider the effect of language a Vhy might the writer have use term. Writer's Intention - Cons	nt to the points being made i and structural choices using a ed this specific word or phrase	accurate subject terminology e? What effect does it create	e\$		
	Formative: Low-stakes	Formative: Low-stakes	Formative: Low-stakes	Formative: Low-stakes	Formative: Low-stakes	Formative: Low-stakes	
ASSESSMENT	Formative: Formative: twowledge and understanding quizzes, questioning, cold calling, understanding quizzes, questioning, cold calling, understanding quizzes, guestioning, cold calling, summative: Summative: Checkpoint assessment focusing on the same areas as in the Spac, Vocab, Context, lesson allows staff to iherary devices and the practising of C25K and slow writing. This allows for mastered, or are on the knowledge and writing knowledge and skills covered. Exhausted, Hesitant,		knowledge and understanding quizzes, questioning, cold calling, etc. Summative : Checkpoint assessment focusing on SPaG, Vocab, Context, literary devices and the practising of C25K and slow writing. This allows for reteach of key reading knowledge and writing skills. Patriarch, Brutal, Feud,	knowledge and understanding quizzes, questioning, cold calling. Summative: Final assessment focusing on the same areas as in the checkpoint. Feedback lesson allows staff to ensure students have mastered, or are on the way to mastering, the knowledge and skills covered. brutal, deplorable,	knowledge and understanding quizzes, questioning, cold calling. Summative: Checkpoint assessment focusing on SPaG, Vocab, Context, literary devices and the practising of C25K and slow writing. This allows for reteach of key reading knowledge and writing skills.	knowledge and understanding quizzes, questioning, cold calling. Summative: Final assessment focusing on the same areas as in the checkpoint. Feedback lesson allows staff to ensure students have mastered, or are on the way to mastering, the knowledge and skills covered. implore, exhausted, unith	
		Vulnerable, Brutal, Elusive,	dominant, context, tragedy, power	despicable, severity, hesitant, vulnerable,	construct, allegory, foil, corrupt, scandal, propaganda,	tempestuous, consequences, caution, façade, crucial,	

of texts from a range of time periods, exposing them to a wider vocabulary. Additionally, students will undertake a reading lesson per week to further instil the importance of reading.

- Historian Researcher
- Teaching/education
- Acting
- Writing (fiction and/or nonfiction)

them to develop empathy and resilience as well as to look at a situation from multiple perspectives. Students will also be encouraged develop their oracy skills and to listen sensitively to others' opinions.

- **BBC** bitesize .
- Work booklets for prolonaed absence
- Revision books in library

CURRICULUM AND ASSESSMENT PLAN ENGLISH YEAR 9



Our curriculum is aimed at inspiring a love of reading and the written word where students can demonstrate a confident control of Standard English when analysing, crafting, and articulating their ideas. INTENT Within English lessons, we aim to build students' resilience when approaching all types of language, including a diverse range of texts. We strive to equip students with the confidence to articulate and craft their opinions in a range of situations not only in their preparation for GCSE and A level success but in their lives beyond examinations.

	Prior learning	 Students will have: Studied a range of texts and learnt new, related vocabulary. Learnt how to start writing analytically, which will then be built on throughout the year. Learnt various sentence structures that they will be able to use in their writing.
14	Conscious curriculum links	 Black History/Slavery (History/CORE) World War I (History) Global Warming (Geography) Emotions and perspectives (CORE)
	Extra-curricular	Writing clubs in the library.Poetry and creative writing competitions.

	AUTUMN 1 AUTUMN 2			SPRING 1 SPRING 2		SPRING 2	SUMMER 1	SUMMER 2
	NOUGHTS AND CROSSES Students will first need to understand the contextual influences that affected the writer the event			JOURNEY'S END		ORACY	WRITING FOR CHANGE	UNSEEN POETRY
TOPIC/KNOWLEDGE	 Students will first need to understand the contextual influences that affected the writer such as real events like the murder of Stephen Lawrence. Students will know: that a dual narrative is reading the experience from two characters' perspectives. that a dystopia is an imaginary society in which there is great suffering or injustice. that Blackman uses first person narration so that readers can empathise with the characters. that a writer uses a flashback to provide readers with an insight into a significant purpose. Blackman's purpose for writing the novel-to criticize society's courtying the novel-to criticize society's courtying the novel-to criticize society's courty for and . to highlight, to promote equality, to expose social injustices in society. 		the events of consequence War. Students will the pick End. the ch traits of chang play. the ke in the f double the ration Journe and th the the double the ration Journe and th the the the ration double the ration Journe and th the the the ration double the ration doub	 tes were of the First World that context drive multitude of texts. that novels, poem songs reflect the come songs reflect the come song writers und the to some come sone comparativ as similarly, likewis son the other hand that a context of isses . some comparativ as similarly, likewis song the play in performance. the transponse towards war, respond to a creative writing s based on WWI events and 		new to secure an understanding that context drives content in a multitude of texts. Indi novels, poems, plays and songs reflect the context they were written in. that song lyrics are often used as a way to convey modern a way to convey modern to song writers use their lyrics to highlight/mephasise contextual issues . some comparative terms such as similarly, likewise, in contrast, on the other hand. hat a write's intentions can be dentified through the use of active verbs such as advocates, advises, challenges, criticises, conderns etc. conderns etc. conscious choices made by the writer. that a connotation of a word is an associated meaning that can help make further nferences.	 Throughout the Summer Term, students will now start to work on GCSE skills that they will need as part of their Language and Literature courses. Students will know: how to establish a well judged, distinctive individual topic, and voice to a given topic, and be able to write about that opinion in a well-structured piece, using an appropriate tone and voice voi including appropriate tone and voice. the importance of including appropriate tone and voice by editing and re-drafting pieces. 	 Students will know: how to read, understand and interpret an unseen poem. how to annotate an unseen poem using various methods. that a metaphoris a way of describing something by saying it is something by saying it is something else. It is not literal. what an extended metaphoris and how to comment on it using a poem. that personification is type of metaphor where animals, places and objects are given human characteristics. juxtaposition places two things near to each other with contrasting effect. a sonnet is a form of a love poem which has 14 lines. a volta is a turning point in a poem. that rhyming patterns are used to convey ideas. caesura is a pause in the middle of a line of poetry. enjandament is when a line of poetry runs over into the next without punctuation.
SKILLS	Topic Sentence – (A Relevant Textual De Analysis of method Zoom in on key wor Alternative Interpret Writer's Intention – C	Answers the question, is etail – Select evidence – Consider the effect of rd(s) - Why might the w tation – Recognise diff Consider why the writer	s accurate that is relev of language vriter have u erent argun may have	and focuses on one thing, vant to the points being m e and structural choices us used this specific word or p nents. written the text, what is th) ade in sing ac ohrase e mes	a the topic sentence. ccurate subject terminology ? What effect does it create sage of the text?		st three adjectives.)
ASSESSMENT	Link to context – Identify relevant contextual points – Formative: Lawstakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Checkpoint assessment focusing on SPaG, Vocab, Context, literary devices and utilising the C25K structure and slow writing sentences. Whole class feedback opportunities will also be embedded for quick and impactful feedback. Both opportunities allow for reteach of key reading knowledge and writing skills.		link to writer's intent and theme Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Chackpoint assessment focusing on SPaG, Vocab, Context, literary devices and utilising the C25K structure and slow writing sentences. Whole class feedback opportunities will also be embedded for quick and impactful feedback. Both opportunities allow for reteach of key reading knowledge and writing skills.		Sciente. Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Oracy based assessment checking understanding and ability to speak aloud. Whole class feedback opportunities will also be embedded for quick and impactful feedback. Both opportunities allow for reteach of key reading knowledge and writing skills.	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold colling, etc. Summative: Written assessment of the skills taught across the MTP, focussing on identification of TAPS, content and organisation, and spelling, punctuation and grammar. An oracy based spoken language presentation will also be completed.	Formative: Low-stakes knowledge and understanding quizzes, questioning, cold calling, etc. Summative: Thesis statement and Analytical paragraph writing opportunity based on a question stimulus.	
VOCAB	Oppression, hierarchy, conflict, discrimination, rebellion, perspective, privilege, social responsibility, morality, bourgeoisie, benevolence, misanthrope, equality.		knowledge and writing skills. Exhausted, Hesitant, Vulnerable, Brutal, Elusive, Magnificent, loomed, discomfort, severity, despicable, caution, Implore, Crucial, additionally, subsequently,		Crucial, Imperative, Wholeheartedly, Instigate, Transform, Eradicate, Advocate, Vehemently, Rectify, Promote, Deplorable, Abhorrent, Revolutionise.	Unseen, Connotations, Denotations, Stanza, Metaphor, Extended metaphor, Rhyme, Regular, Irregular, Caesura, Enjambment, Sonnet, Volta, Repetition, Imagery, Hyperbole.		

READING SKILLS Students will develop the ability to read and interpret a range of texts from a range of time periods, exposing them to a wider vocabulary. Additionally, students will undertake a reading lesson per week to further instil the importance of reading.	CAREERS LINKS Journalism Teaching Publishing/Writing Public Relations Law Roles in Media and Communications 	CORE Within lessons, students will be involved in discussions, allowing them to develop empathy and resilience as well as to look at a situation from multiple perspectives. Students will also be encouraged develop their oracy skills and to listen sensitively to others' opinions.	SUPPORTING STUDENTS AT HOME Homework BBC Bitesize

CURRICULUM AND ASSESSMENT PLAN

ENGLISH

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 INTENT
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YEAR 10

VV	Prior learning	Students will have: Studied a range of texts Analysed language and structure, developing their knowledge of 'what, how and why' Written a range of texts, including varied sentence structures and vocabulary.				
	Conscious curriculum links	-Victorian society and life (History) Tension graphs (maths) Jacobean England (History) Emotions and perspectives (CORE)				
	Extra-curricular	Writing clubs in the library. Poetry and creative writing competitions Trips and external performances of texts (when available)				

AUTUMN		SPI	RING	SUMMER			
		LANGUAGE LITERATURE		LANGUAGE LITERATURE		LANGUAGE	LITERATURE
	TOPIC/KNOWLEDGE	Creative Reading and Writing Language Paper 1 (50% of Language GCSE) Analysis of language Students will know: - A range of vocabulary, sentence structures and writing strategies to use when writing a story or a description. - Perspectives of writers and how to express their own views on these topics. - Analytical writing strategies for language and structure. - How to identify implicit and explicit details in texts.	Poetry Anthology: 5 poems A Christmas Carol Literature Paper 1/2 (40% of literature GCSE) Students will know: - WHAT The plot, characters and themes are within the Victorian novel/poems studied, including contextual knowledge. -HOW Dickens/the poets convey their ideas by using a range of literary methods to create effect. -WHY The poets/Dickens wrote the novel/poems, includin g his intentions and the wider social and cultural impact of the novel on society.	 Perspectives of writers and how to express their own views on topics. Analytical writing strategies for language and structure. How to identify implicit and explicit details in texts. How to compare th 	Literature Paper 1 (40% of GCSE when combined with ACC) Students will know: - WHAT The plot, characters and themes are within the Jacobean play, in cluding contextual knowledge -HOW Shakespeare conveys his ideas by using a range of literary methods to create effect. -WHY Shakespeare wrote the play, including his intentions and the wider social and cultural impact of the play on Jacobean with Statespeare Society.	 Writing for a variety of purposes: creative writing and transactional writing. Spoken Language Endorsement: Students will know: How to apply the skills of writing previously taght Refine the writing strategies for paper 1 and 2 language. Use a wide range of vocabulary for effect. SLE: Students will use the transactional writing strategies to plan and write a speech. This will be performed and graded as a part of the GCSE English Language students receive. 	Poetry Anthology and unseen poetry analysis skills Literature paper 2 (60% of GCSE when combined with An Inspector Calls). Students will know: - WHAT The main themes are within the poems, The connections between the poems. HOW poets conveys ideas by using a range of literary methods to create effect. -WHY the poets wrote the poems, including their intentions and the wider social and cultural impact of the poem on society
	SKILLS	using textual refere support and illustra AO2 : Analyse the la used by a writer to o using relevant subje appropriate. AO3 : Show underst		ions, to synthesise evic AO2: Explain, of to achieve eff support their v AO3: Compare conveyed, ac AO4: Evaluate AO5: Commun adapting tone AO6: Candido	tence from different tex comment on and analy ects and influence read iews e writers' ideas and per ross two or more texts texts critically and supp nicate clearly, effective e, style and register for c tes must use a range o	d implicit information ar ts rse how writers use lang ders, using relevant subj spectives, as well as ho port this with appropria ly and imaginatively, se different forms, purposes f vocabulary and sente urate spelling and punc	uage and structure ect terminology to w these are te textual references electing and s and audiences. nce structures for
	ASSESSMENT	Formative Low-stakes knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc. Summative: Analysis of language (Language paper 1 Q2 and language paper 2 Q3 style)	Formative Low-stakes knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc. Summative: Independent analysis of an extract and whole text (AQA literature paper 1 style	Summative: Language paper 2 section /	Formative	Summative: Creative writing and transactional writing practice tasks. Spoken language assessment.	Formative Low-stakes knowledge
	VOCAB	Implicit, explicit, pathetic fallacy	Social diatribe, PTSD, Capitalist, socialist, allegory	Perspective, interpretation critical, analytical	i, Misogyny, patriarchal, Jacobean	Comparison, alternatively, co incommunicative, rebuttal, a volta,	
	Students will develop the ability to read and interpret a wide range of texts. This will expose them to a wide yocabulary giving them the			REERS LINKS og and Education Journalism tion and non-fiction) Acting	CORE Students will be involved in allowing them to develop resilience and exposing the different perspective Students will be encourage their own revision early 'FreshWrite' homework will their independence organisational develop	debates, empathy, m to lots of es d to begin - s, and - facilitate - and - Rev	ING STUDENTS AT HOME BBC Bitesize AQA Website let (summaries and otation support) rision guides from school/library

CURRICULUM AND ASSESSMENT PLAN ENGLISH YFAR

INTENT



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t	Prior learning	Students will have studied: A Christmas Carol, Macbeth and the AQA Power and Conflict anthology. They will know both AQA English Language papers.
**	Conscious curriculum links	Capitalism and Socialism (History) War and the impact on society (History)
	Extra-curricular	Performances by outside agencies of plays/texts. Trips to see performances (when available)

		AU	SPRING			SUMMER	
		Literature Language		Litero	ature	Language	Lit/Lang
	TOPIC/KNOWLEDGE	 are within the modern play, including contextual knowledge -HOW Priestley conveys his ideas by using a range of literary methods to create effect. -WHY Priestley wrote the play including his intentions and the wider social and cultural impact of the play. and writing strategies to use when writing a story or a description. Perspectives of writers and how to express their own views on these topics. Analytical writing strategies for language and structure. How to identify implicit and explicit details in texts. 		This will be 'tec order for this to to each group focus areas. Students will: - solidify the knowledge understand literature to have studi - analyse ke quotations - revisit the ' why' struct embed the	 Students will know: A range of vocabulary, sentence structures and writing strategies to use when completing their own piece of transactiona writing. Perspectives of writers and how to express their own views on topics. Analytical writing. How to identify implicit and explicit details in texts. How to compare the perspectives of writers, using quotations to support their inferences and ideas 		d onal and vn egies and
	SKILLS	Liferature AO1: Read, understand a textual references, incluc and illustrate interpretati AO2: Analyse the languag by a writer to create mear relevant subject terminol AO3: Show understandin between texts and the co written.	evidence from AO2: Explain, a effects and inf AO3: Compart two or more fe AO4: Evaluate AO5: Commur style and regis AO6: Candida	n different tex comment on fluence reade e writers' ideo exts h texts critically nicate clearly ther for differe ates must use	ts and analyse how writers use ers, using relevant subject ter as and perspectives, as well y and support this with appre- , effectively and imaginative nt forms, purposes and audi	ely, selecting and adapting tone, ences. sentence structures for clarity,	
	ASSESSMENT	FormativeSummativeLow-stakes knowledgeAQA English Languageand understandingPaper 1: Section A and Bquizzes, key termsAQA English Languagequizzes and spellingPaper 1: Section A and Btests, questioning, coldAQA English Languagecalling, etc.Paper 2: Section A and BAQA English LiteraturePaper 2: Section A and BPaper 2: Section AFresh Write – writing ananalytical essay,Following the structureYhat, how, why' oneach topic (once every		Formative Low-stakes kno and understar quizzes, key te and spelling te questioning, c etc. Summative Fresh Write – w analytical esso the structure 'v why' on each every 2 weeks	nding prms quizzes ests, old calling, vriting an ay, following what, how, topic (once	Summative: GCSE Examinations (English Language and Literature). Formative: Low-stakes knowledge and understanding quizzes, key terms quizzes and spelling er 2: tests, questioning, cold calling, etc.	
	VOCAB	Capitalism, socialism, social responsibility, social reformer, diatribe, motif, microcosm, defenceless, oppressive, patriarchy, vulnerable, society, construct, dramatic irony, hyperbole, exploitation.	ability. Vocabulary le	earnt across I	KS3 and 4 will be revisited,	e taught. This will enhance writing , retaught and utilised in different g and a range of analytical writing	
READING SKILLS Students will develop the ability to read and interpret a wide range of texts. This will expose them to a wide vocabulary, giving them the opportunity to decode and understand language they are exposed to.			ucation 1	allowing t resilience c diff Students w their own re homey	CORE vill be involved in debates, hem to develop empathy, and exposing them to lots of terent perspectives. ill be encouraged to begin evision early, and 'FeshWrite' vork will facilitated their dence and organisational development.	SUPPORTING STUDENTS AT HOME - BBC Bitesize - AQA Website - Sparklet (summaries and quotation support) - Revision guides from school/library	

m th decode and understand language they are exposed to.

CURRICULUM AND ASSESSMENT PLAN



ENGLISH

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		Prior learning				 Students will have studied: Romeo and Juliet and Macbeth – two Shakespearean tragedies in which they begin to engage with ideas about the tragedy genre. A range of texts engaging with themes and implicitly engaging with elements of the crime genre. 							
	É	Conscious curriculum links				Deb	Introduction to Feminism and Marxism (Sociology) Debate regarding nature vs nurture (Psychology) (Criminology)						
(V	Extra-curricular						nces of plays/texts. e performances (when a	ivailable)				
T				SPRING			SPRING 2	SUMN		SUMMER 2			
	 Introduction to Tragedy Paper 1: Aspects of Tragedy Students will know: The purpose of the tragedy genre and its origins The aspects of tragedy which are the conventions of the genre and how these have developed The five-part tragic structure and the purpose of each section King Lear Section A and B of Paper 1: Aspects of Tragedy Students will know: The plot, characters and aspects of tragedy within King Lear, including contextual knowledge How Shakespeare conveys his ideas through the crafting of methods and engagement with aspects of tragedy How characters are nuanced and crafted to represent groups and societal issues How Shakespeare uses King Lear to offer reflections and lessons to his audience and society The plot, characters and aspects of tragedy within The Great Gatsby, including contextual knowledge How Fitzgerald conveys his ideas through the crafting of methods and engagement with aspects of tragedy How characters are nuanced and crafted to represent groups and societal issues How Shakespeare uses King Lear to offer reflections and lessons to his audience and society The plot, characters and aspects of tragedy within The Great Gatsby, including contextual knowledge How Fitzgerald conveys his ideas through the crafting of methods and engagement with aspects of tragedy How characters are nuanced and crafted to represent groups and societal issues How characters are nuanced and crafted to represent groups and societal issues How characters are nuanced and crafted to represent groups and societal issues How characters are nuanced and crafted to represent groups and societal issues How characters are nuanced and crafted to represent groups and societal issues 		Crime and unseen crimeSiSection A of Paper 2: Elements of CrimeSiStudents will know:Fi- The purpose of the crime genre and its originsFi- How the crime genre has developed since it began influenced by historical events 		Crime Poetry: Browning Section B or C of Paper 2: Elements of Crime Students will know: - The plot, characters and elements of crime within each poem, including contextual knowledge - How Browning conveys his ideas through the crafting of methods and engagement with elements of crime - How characters are nuanced and crafted to represent groups and societal issues - How Browning uses his poems to offer reflections and lessons to his readers and society NEA: Theory and Independence (20% of A Level) Students will know: - There are a range of literary criticisms which can be used as a lens to explore texts, characters and their meaning. - Feminist literary critics explore the portrayal of men and women and the power dynamics between them - Marxist literary critics the portrayal of race and culture between the East and West seeking to expose and challenge biases - Possible interpretations of a range of poems using different literary criticisms		Brighton Rock Section B or C of Paper 2: Elements of Crime Students will know: - The plot, characters and elements of crime within Brighton Rock, including contextual knowledge - How Greene conveys his ideas through the crafting of methods and engagement with elements of crime - How characters are nuanced and crafted to represent groups and societal issues - How Greene uses Brighton Rock to offer reflections and lessons to his readers and society Crime Poetry: Crabbe and Wilde Section B or C of Paper 2: Elements of Crime Students will know: - The plot, characters and elements of crime within each poem, including contextual knowledge - How Crabbe and Wilde convey their ideas through the crafting of methods and engagement						
	SKILLS	coherent, accurate wr AO2: Analyse ways in v AO3: Demonstrate unc received. AO4: Explore connectio	ritten expre which mean derstanding ons across	ssion. nings are shape of the significc literary texts.	d in literary text ance and influer	s.		using associated concepts ontexts in which literary text					
	SSMENT	AO5: Explore literary texts informed by different i Formative Low-stakes knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc. Summative Debate style essay on King Lear and/or The Great Gatsby		standing Illing tests,	Formative Low-stakes knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.		understanding quizzes, key terms quizzes and spelling tests, questioning, cold		Formative Low-stakes knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc. Summative Year 12 mock exam on content covered so far				
	OCAB	Tragedy Tragic hero Tra Excessive pride (hubris) Reversal of fortune (perip Chaos and disorder Mo (anagnorisis) Pity and fe Primogeniture Blank ver The American Dream Pr	Tragic dowr beteia) Suff ments of rec ear (catharsi se Prose	nfall ering alisation s)	Crime Perpetro Victim Investigative figi Investigation Jirid System Trial Punishment Criminal psyche Motive Morality Confession Guilt Remorse	ve figure on Justice al it syche orality		iterary criticism Feminism Sender Construct Marxism Bourgeoisie troletariat Alienation 'ostcolonialism Colonisation Coloniser/colonised ummer: ocalised narrative pastoral	connectives w ability. Vocabulary ar 4 will be revisite	ill be taught. Thi nd key concept ed, retaught an vill support essay	of analytical verbs and is will enhance writing s learnt across KS3 and d utilised in different y writing and a range of		
READING SKILLS Students will develop the ability to read and interpret a wide range of texts and begin developing these interpretations through use of literary criticism. This will expose them to a wide vocabulary, giving them the opportunity to decode and							to develop posing them ectives. ed to begin their private te their nisational heir studies	Private Si	PRTING STUDENTS AT HOME Sparksnotes LitCharts hudy folders on Teams evision guides				

CURRICULUM AND ASSESSMENT PLANENGLISHYEAR 1



Our curriculum is aimed at inspiring a love of reading and the written word where students can demonstrate a confident control of Standard English when analysing, crafting, and articulating their ideas. INTENTWithin English lessons, we aim to build students' resilience when approaching all types of language, including a diverse range of texts. We strive to equip students with the confidence to articulate and craft their opinions in a range of situations not only in their preparation for GCSE and A level success but in their lives beyond examinations.

Prior learning Students will have studied King Lear, The Great Gatsby, Brighton Rock, a collection of crime poetry, and unseen crime. From this, students will have a secure grounding in genres of tragedy and crime alongside a developing understanding of literary criticism from their work on their NEA. Image: Conscious curriculum links Exploration and application of Feminism and Marxism, ideas around gender (PRE) Criminal psychology including what makes a criminal and the effect of imprisonment (Psychology) (Criminology) Image: Conscious curriculum links Performances of plays/texts

		Extra-curricular				Performances of plays/texts. Workshops with the RSC Trips to see performances (when available)				
Γ		AUTUMN 1	AUI	UMN 2	SPRIN	G 1	SPRING 2	SUMN	ER 1	SUMMER 2
	TOPIC/KNOWLEDGE	Atonement Section B or C of Paper 2: Elements of Crime Students will know: • The plot, characters and elements of crime within Atonement, including contextual knowledge • How McEwan conveys his ideas through the crafting of methods and engagement with elements of crime • How Characters are nuanced and crafted to represent groups and societal issues • How McEwan uses Atonement to offer reflections and lessons to his readers and society NEA: Theory and Independence [20% of A Level] Students will know: • There are a range of literary criticisms which can be used as a lens to explore texts, characters and their meaning. • Feminist literary critics explore the portrayal of men and women and the power dynamics between them • Maxist literary critics explore the significance of class and how this shapes experiences • Postoclonial literary critics the portrayal of race and culture between the East and West seeking to expose and challenge biases • The expectations of an NEA essay and how the assessment objectives can be met • How to craft an effective NEA style essay AO1: Articulate informed, personal and creater writte AO2: Analyse ways in which meanings are s AO3: Demonstrate understanding of the sig and received.			Richard II Section C of Paper 1: Aspects of Tragedy Students will know: • The plot, characters and aspects of tragedy within Richard II, including contextual knowledge • How Shakespeare conveys his ideas through the crafting of methods and engagement with aspects of tragedy • How characters are nuanced and crafted to represent groups and societal issues • How certain moments in the play would be perceived differently by a contemporary and modern audience • How Shakespeare uses Richard II to offer reflections and lessons to his audience and society			Exam skills ar	nd revision c	rcle
0111/10	SKILLS T				en expression. shaped in lite gnificance an	rary texts.	-		• written	
	ASSESSMENI	AO4: Explore connections across literary tex AO5: Explore literary texts informed by differ Formative Low-stakes knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc. Summative UCAS assessment						Summative A Level examination – AQA English Literature B Options AA AQA English Literature Paper 1: Aspects of Tragedy AQA English Literature Paper 2: Elements of Crime		
Crime Perpetrator Vic Investigation Justice sys Criminal psyche Motive Guilt Remorse Forgive Restoration of order Literary criticism Femin Marxism Bourgeoise F Postcolonialism Coloni Coloniser/colonised Epigraph Non-linear no			system Tria ve Morality eness Just inism Gen Proletariat nisation	I Punishment Confession ice Injustice der Construct	Tragedy Tragic hero Tragia Excessive pride (hubris) Tra Reversal of fortune (peripete Chaos and disorder Mome Pity and fear (catharsis) Prin Henriad Arbitrate Depositi Parle		igic downfall eia) Suffering ents of realisation (anagnorisis) imogeniture	Throughout the year, a range of analytical verbs and connectives will be taught. This will enhance writing ability. Vocabulary and key concepts learnt across KS3 and 4 will be revisited, retaught and utilised in different contexts. This will support essay writing and a range of analytical writing skills.		
-								<u> </u>	CUDDO	DTINIC STUDENTS
Students will develop the ability to read and interpret a wide range of texts and begin developing these interpretations through use of literary criticism. This will expose them to a wide vocabulary, giving them the opportunity to decode and					REERS LINKS ing, author, editor, n, journalist, lawyer, interpreter, lecturer, in, literary agent, seting, solicitor, ologist, teacher, enwriter, writer.		CORE Students will be involved in debates and discussions, allowing them to develop empathy, resilience and exposing them to lots of different perspectives. Students will be encouraged to begin their own revision early and their private study tasks will facilitate their independence and organisational development. Throughout their studies they will be encouraged to aspire for excellence.		SUPPORTING STUDENTS AT HOME Sparksnotes LitCharts Private Study folders on Teams Revision guides	