

## Curriculum Aims:

### **In English, we aim to:**

- Ensure that all students can read fluently and with good understanding.
- Develop students appreciation and passion for a diverse range of texts from the literary cannon and seminal world literature.
- Develop students' knowledge of how to apply and analyse rhetoric, composition and linguistics.
- Ensure that all students develop their ability to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Ensure students are able to communicate their views in a clear and coherent manner and to elaborate and explain clearly their understanding and ideas in a range of different contexts, including formal presentations and debate.
- Develop engagement with cultural capital through the study of a range of texts.

## Year 7

| Unit   | Unit and National Curriculum Links                    | Knowledge and Understanding:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment:                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Unit 1 | Pre-1914 Literature: 19 <sup>th</sup> Century Fiction | <p>Students should gain a broad understanding of 19<sup>th</sup> Century literature through the study of narratives, extracts and poetry, developing their explorative and analytical skills. Students should gain an understanding of Gothic conventions and the impact the convention has had on other 19<sup>th</sup> century writers. This unit will help to develop students' knowledge and skills in complex composition and the study of both fiction and non-fiction texts which will be essential to future units. Students will also develop their understanding of the different type periods of the literature they are studying; they will be encouraged to make links and comparisons between different literary periods, considering how the time that texts are written and received affect their meaning.</p> <p><b>Texts Studied (extract-based)</b></p> <ul style="list-style-type: none"> <li>• Newspaper Article on Victorian Children</li> <li>• Extract from <i>Oliver Twist</i> by Charles Dickens</li> <li>• Daily Chronicle – children in adult prison letter by Oscar Wilde</li> <li>• Extract from <i>Alice's Adventures in Wonderland</i> by Lewis Carroll</li> <li>• Extract from <i>Through the Looking Glass and What Alice Found There</i> by Lewis Carroll</li> <li>• Extract from <i>Wuthering Heights</i> by Emily Bronte</li> <li>• Extract from <i>Great Expectations</i> by Charles Dickens</li> <li>• 'The Laboratory' by Robert Browning</li> <li>• 'The Jumblies' by Edward Lear</li> <li>• 'Jabberwocky' by Lewis Carroll</li> </ul> | <p><b>Periodic Assessment :</b></p> <p><b>Reading:</b> How does the writer use language to describe the setting?<br/> <b>Writing:</b> Construct a persuasive letter.</p> <p><b>Summative Assessment:</b><br/> Baseline Writing Assessment</p> <p>Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p> |

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| Unit 2 | <b>Renaissance Literature:</b><br><b>Introduction to Shakespeare</b> | <p>Students should gain a broad understanding of the Shakespearean era considering how the context affects the meaning of the text. Students should explore the different conventions, structures and genres of plays through the analysis of abridged versions, adaptations and extracts. This will give a solid foundation of knowledge in preparation for more in depth studies of key plays at later stages of the curriculum.</p> <p><b>Texts Studied:</b></p> <ul style="list-style-type: none"> <li>• Romeo &amp; Juliet</li> <li>• Macbeth</li> <li>• Midsummer Night's Dream</li> </ul>                                                                                                                                                                                                                                                                                            | <p><b>Periodic Assessment :</b></p> <p><b>Reading</b> – How does Shakespeare present the character of Romeo?</p> <p><b>Writing</b> – Construct a description of an enchanted forest.</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p> |
| Unit 3 | <b>Contemporary Literature:</b><br><b>Skellig</b>                    | <p>Students should gain a broad understanding of Skellig and the narrative form. Students should read the novel, exploring themes, characters, ideas and writer's intentions, closely analysing how the writer uses methods to convey ideas. The study of the novel will allow students to apply features to their own narrative writing and form the basis for analysis of future literary texts in the narrative form. The study of 'Nettles' will also allow students to consolidate knowledge about sonnet form from the previous scheme whilst ensuring that students are equipped with the skills for analysing future poems. Specific knowledge will be gained in the following areas, although this list is not exhaustive.</p> <p><b>Texts Studied:</b></p> <ul style="list-style-type: none"> <li>• <i>Skellig</i>, David Almond</li> <li>• 'Nettles', Vernon Scannell</li> </ul> | <p><b>Periodic Assessment :</b></p> <p><b>Reading:</b> How does the writer show the father's reaction to the nettles?</p> <p><b>Writing:</b> Students to create a description.</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p>       |

| Year 8 |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Unit   | Unit and National Curriculum Links                | Knowledge and Understanding:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment:                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Unit 1 | <b>Poetry from other cultures and traditions:</b> | <p>Students should be given the opportunity to explore a broad range of cultures, their customs and traditions. Students should be taught how to independently analyse poems to uncover writers' intentions whilst exploring language, form and structure, ensuring that a range of subject terminology is used accurately. This unit helps to develop understanding from the previous unit regarding the need for fair treatment and consideration of the needs of all ethnic origins within society. It also prepares students for more independent analysis of poetry as the curriculum develops.</p> <p><b>Texts Studied:</b></p> <ul style="list-style-type: none"> <li>• 'The British' Benjamin Zephaniah</li> <li>• How Britain is facing up to the hidden slave trade by Holly Williams Article</li> <li>• 'Limbo' Kamau Braithwaire</li> <li>• Diary of a slave extract</li> <li>• 'Blessing' Imtiaz Dharker</li> <li>• 'Island Man', Grace Nichols</li> <li>• 'Nothing's Changed' Tatamkulu Afrika</li> <li>• 'Half-caste', John Agard</li> </ul> | <p><b>Periodic Assessment :</b></p> <p><b>Reading:</b> Analyse the presentation of the slave trade</p> <p><b>Writing:</b> Students to construct a persuasive speech on water aid</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p> |

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| Unit 2 | <b>Renaissance Literature: Romeo and Juliet</b>   | <p>Students should revise the context of the play and recap the features of a tragedy considering how the context affects the meaning of the text. Students should read the play, exploring themes, characters, ideas and writer's intentions, closely analysing how the writer uses methods to convey ideas, ensuring that a range of subject terminology is used accurately. This will develop students' understanding of renaissance drama and its reception whilst facilitating them with the knowledge and skills to explore the impact of whole plays on particular audiences. It will also ensure that they have a secure knowledge of tragedy features for the study of Shakespearean tragedy in the future.</p> <p><b>Texts Studied:</b><br/>Romeo and Juliet<br/>'Rhetoric and Tragedy', Aristotle</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Periodic Assessment :</b></p> <p><b>Reading:</b> Analysis of a theme: Friendship<br/><b>Writing:</b> Description of woman</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p>                                                                                    |
| Unit 3 | <b>Seminal World Literature: Social injustice</b> | <p>Students should revise the context of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century through thematic exploration. They should explore writers' viewpoints in a range of non-fiction texts, including literary non-fiction. They may also explore how the context and viewpoints of the period are reflected in polemical fiction. Students should begin to develop their ability to compare texts across different time periods, an invaluable skill for later in the curriculum. The unit is a perfect opportunity to explore a range of texts written by authors from diverse backgrounds whilst exploring and discussing topical issues of 21<sup>st</sup> Century.</p> <p><b>Texts Studied:</b></p> <ul style="list-style-type: none"> <li>• Hard Times by Dickens</li> <li>• Lord Shaftesbury Speech</li> <li>• Extract from 12 Years a Slave by Solomon Northup</li> <li>• 'Black American', Frederick Douglas</li> <li>• 'What Stephen Lawrence Taught Us', Benjamin Zephaniah</li> <li>• 'I have a Dream', Martin Luther King</li> <li>• 'Freedom or Death', Emmeline Pankhurst</li> <li>• He for She: Emma Watson</li> <li>• 'We as Women' Charlotte Perkins Gilman</li> </ul> | <p><b>Periodic Assessment :</b></p> <p><b>Reading:</b> Compare the ways Dickens and Gaskell present life in the 19<sup>th</sup> Century.<br/><b>Writing:</b> Students to write an article on a human rights topic.</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p> |

| Year 9 |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |
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| Unit   | Unit and National Curriculum Links               | Knowledge and Understanding:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment:                                                                                                                                                                                                                                                                                                                                                                           |
| Unit 1 | <b>Poetry and Drama: War and Conflict Poetry</b> | <p>Students should gain an understanding of war and conflict and its changing nature through the close study of a range of poems and non-fiction texts from a range of sources. Students should analyse texts, including unseen texts, closely in order to aid their understanding of writer's intentions, facilitating them in the conceptualisation of responses whilst embedding knowledge and skills from previous units. As part of the unit, students will also study the modern drama 'Journey's End' by R.C Sherriff, helping students to understand 'big ideas' relating to conflict such as man v man. This will aid them in their study of poetry later in the curriculum.</p> <ul style="list-style-type: none"> <li>• 'The Soldier': Rupert Brooke</li> <li>• 'Who's for the Game': Jessie Pope</li> <li>• 'Dulce et Decorum est': Wilfred Owen</li> <li>• 'Suicide In The Trenches': Siegfried Sassoon</li> <li>• Article on Hiroshima</li> <li>• 'Hiroshima Child': Nazim Hikmet</li> <li>• 'Square Dance': Roger McGough</li> <li>• 'Green Beret': Ho Thien</li> <li>• 'Manhunt': Simon Armitage</li> <li>• 'Journey's End' by R.C Sherriff</li> </ul> | <p><b>Periodic Assessment :</b></p> <p><b>Reading:</b> Unseen Response on Who's for the Game<br/> <b>Writing:</b> Newspaper Article</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p> |

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| Unit 2 | <b>Contemporary Literature: To Kill a Mockingbird (HAOE) or Of Mice and Men (LAOE) – Megan</b> | <p>Students should gain a broad understanding of the context of the novel. Students should read the novel, exploring themes, characters, ideas and writer's intentions, closely analysing how the writer uses methods to convey ideas, facilitating them in the conceptualisation of responses. The unit will embed understanding from previous units of how the treatment of black and ethnic groups has changed over time and how some of the views of characters in the texts studied are now unacceptable. The accompanying study of texts written by authors of ethnically diverse heritages will allow students to explore themes such as marginalisation in the novel by providing a points of contrast for some of the characters. Furthermore, students will further develop their understanding of narrative writing and hone their skills in the application of descriptive and narrative features. Furthermore, the unit will also contribute to students' understanding of 'big ideas' as the theme of man v society will be explored.</p> <p><b>Texts Studied:</b></p> <ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i>, Harper Lee</li> <li>• <i>Of Mice and Men</i>, John Steinbeck</li> <li>• 'I have a Dream' Martin Luther King</li> <li>• <i>A Raisin in the Sun</i>, Lorraine Hansberry</li> <li>• Barak Obama's election night speech</li> </ul> | <p><b>Periodic Assessment :</b></p> <p><b>Writing:</b> Students will be assessed on their description of a given setting.</p> <p><b>Reading:</b> Students will be assessed on their analysis of how the writer presents a particular character.</p> <p><b>Spoken Language:</b> Students should construct and perform a speech from a key character.</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p>        |
| Unit 3 | <b>Modern Drama: Blood Brothers</b>                                                            | <p>Students should consider the context of the play, exploring key historical events that are of relevance to the play. They should read the play, exploring genre, form, language and structure in relation to writer's ideas, ensuring that a range of subject terminology is used accurately, facilitating them in the conceptualisation of responses. The unit will consolidate knowledge gained from the study of other modern texts studied in the play form, such as <i>Journey's End</i> and also provide a detailed source of comparison to Shakespearean tragedy. Additionally, the study of the unit will help prepare students for further study of modern drama texts. Furthermore, the unit will also contribute to students' understanding of 'big ideas' as the theme of man v society and man v self will be revisited and explored.</p> <p><b>Texts Studied:</b></p> <ul style="list-style-type: none"> <li>• <i>Blood Brothers</i>, Willy Russell</li> <li>• 'Tragedy', Aristotle</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Periodic Assessment :</b></p> <p><b>Writing:</b> Students will be assessed on their ability to construct a piece of opinion journalism based on benefit system.</p> <p><b>Reading:</b> How does Willy Russell present the class divide?</p> <p><b>Spoken Language:</b> Students should prepare and participate in a debate about nature and nurture.</p> <p><b>Summative Assessment:</b> Students will also be assessed formally at two points in the academic year in line with the whole school assessment calendar. They will be assessed on both their reading, writing, knowledge and skills.</p> |

| Year 10 |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Term    | Unit and National Curriculum Links | Knowledge and Understanding:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Unit 1  | Pre-1914: A Christmas Carol        | <p><b>English Literature Paper 1: A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>Students should revise the context of the novel.</li> <li>Students should read the novel, analysing themes, ideas and writer's intentions, evaluating how the writer uses methods to convey ideas.</li> <li>Students should be taught to conceptualise their ideas when completing extract-to-whole style essays.</li> <li>Students should be taught examination technique and they should be taught explicitly, through the use of modelling, how to achieve their target levels in Literature Paper 1 Section B.</li> <li>More able students should be encouraged to use critical approaches.</li> </ul> <p><b>English Literature Paper 2: Anthology Poetry</b></p> <ul style="list-style-type: none"> <li>Students should be taught explicitly about two of the anthology poems from the Power and Conflict session of the anthology.</li> <li>They should develop their knowledge of theme, form, language, structure and feelings and attitudes.</li> <li>They should also develop a critical voice and an understanding of how to compare and contrast the poems. Students should practice writing a response in timed conditions.</li> <li>They should also have an understanding of the assessment criteria.</li> </ul> <p>Students will develop understanding of anthology poetry related to themes with the poems:</p> <ul style="list-style-type: none"> <li>Remains</li> <li>London</li> </ul> <p><b>English Language Paper 1</b></p> <ul style="list-style-type: none"> <li>This unit aims to prepare students for Paper 1 in English Language.</li> <li>As part of the unit, they will recap the context of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century.</li> </ul> | <p><b>Periodic Assessment:</b></p> <p><b>Reading:</b> Paper 1 Evaluative Question 4 Response</p> <p>Character Analysis of Marley's Ghost – Extract Based.</p> <p>Theme Analysis – Poverty Extract Based</p> <p><b>Writing:</b> Descriptive Writing – Paper 1 Silk Factory Image</p> <p><b>Summative Assessment:</b> Students will complete four mock assessments across the year. This will assess their understanding of Literature and Language.</p> |

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|               |                                        | <ul style="list-style-type: none"> <li>Students should be taught examination technique and the meta-cognitive strategies learned at KS3 should be applied to annotate the questions as well as the text itself.</li> <li>Students should be taught explicitly, through the use of modelling, how to achieve their target levels in the different elements of the paper.</li> <li>Whilst reading extracts and preparing for the reading section, the techniques used by the writers should be assimilated in their own work to enhance their own creative writing. It is imperative that students are taught how to write descriptively during this unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Unit 2</b> | <b>Renaissance Literature: Macbeth</b> | <p><b><u>English Literature Paper 1: Macbeth</u></b></p> <ul style="list-style-type: none"> <li>Students should revise the context of the play and recap the features of a tragedy.</li> <li>Students should read the play, exploring themes, ideas and writer's intentions, closely evaluating how the writer uses methods (including language, structure and stagecraft) to convey ideas.</li> <li>Students should develop their existing knowledge about genre and context, to understand attitudes to the supernatural, masculinity, chivalry, the tragic hero and other relevant concepts.</li> <li>Students should be taught to conceptualise their ideas when completing extract-to-whole text, literature style essays.</li> <li>Students should revise and develop their knowledge of English Language Paper 1 and A Christmas Carol, from Term 1.</li> <li>Students should be taught examination technique and they should be taught explicitly, through the use of modelling, how to achieve their target levels in Literature Paper 1. More able students should explore critical approaches to their Literature responses and explore the relevance of Machiavelli.</li> </ul> <p><b><u>English Literature Paper 2: Anthology Poetry</u></b></p> <ul style="list-style-type: none"> <li>Students should be taught explicitly about three anthology poems from the Power and Conflict section of the anthology.</li> <li>They should develop their knowledge of theme, language, structure and feelings and attitudes. They should also develop a critical voice and an understanding of how to compare and contrast the poems.</li> <li>Students should practice writing a response in timed conditions. They should also have an</li> </ul> | <p><b>Periodic Assessment:</b></p> <p><b>Reading:</b> Language Question 2</p> <p>English Literature Paper 1 Shakespeare Response – Macduff</p> <p><b>Writing:</b> Narrative Writing – Paper 1 Brighton Rock</p> <p><b>Summative Assessment:</b> Students will complete four mock assessments across the year. This will assess their understanding of Literature and Language.</p> |

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|        |                                        | <p>understanding of the assessment criteria.</p> <p>Students will develop understanding of anthology poetry related to themes with the poems:</p> <ul style="list-style-type: none"> <li>• Ozymandias</li> <li>• My Last Duchess</li> <li>• Bayonet Charge</li> <li>• Making links to the poems from the previous unit (London and Remains).</li> </ul> <p><b>English Language Paper 1</b></p> <ul style="list-style-type: none"> <li>• This unit aims to prepare students for Paper 1 in English Language.</li> <li>• As part of the unit, they will recap the context of the 20<sup>th</sup> Century (due to the Brighton Rock extract).</li> <li>• Students should be taught examination technique and the meta-cognitive strategies learned at KS3 should be applied to annotate the questions as well as the text itself.</li> <li>• Students should be taught explicitly, through the use of modelling, how to achieve their target levels in the different elements of the paper.</li> </ul>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Unit 3 | Contemporary Drama: An Inspector Calls | <p><b>English Literature Paper 2: An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>• Students should revise the context of the play, exploring in more depth key historical events that are of relevance to the play.</li> <li>• Students should read the play or sections of the play, exploring genre, form, language and structure in relation to writer's ideas, ensuring that a range of subject terminology is used accurately.</li> <li>• Students should continue to practice conceptualising their ideas and writing skills in preparation for English Language.</li> <li>• The study of the literature texts in Y10 will also ensure revision of different time periods and enhance students' cultural capital, as well as helping develop skills for English Language as well as Literature.</li> <li>• This will give them a solid foundation for the study of extract-based texts from across a range of different time periods in Y11 when they will predominantly focus on language with Flashback to Literature.</li> <li>• Furthermore, the unit presents an opportunity for the 'big ideas' in relation to conflict in literature to be revisited and explored.</li> </ul> | <p><b>Periodic Assessment:</b></p> <p><b>Reading:</b> Students will be assessed on their ability to analyse Priestley's presentation of social class</p> <p><b>Writing:</b> Students will be assessed on their skills and knowledge through the creation of an article based on the topic of support for the vulnerable within society.</p> <p><b>Spoken Language:</b> Students will prepare their spoken language presentation for assessment.</p> <p><b>Summative Assessment:</b> Students will complete four mock assessments across the year. This will assess their understanding of Literature and Language.</p> |

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|  |  | <p><b><u>English Literature Paper 2: Anthology Poetry</u></b></p> <ul style="list-style-type: none"> <li>• Students should be taught explicitly about three anthology poems from the Power and Conflict section of the anthology.</li> <li>• They should develop their knowledge of theme, language, structure and feelings and attitudes. They should also develop a critical voice and an understanding of how to compare and contrast the poems.</li> <li>• Students should practice writing a response in timed conditions. They should also have an understanding of the assessment criteria.</li> </ul> <p>Students will develop understanding of anthology poetry related to themes with the poems:</p> <ul style="list-style-type: none"> <li>• Exposure</li> <li>• Poppies</li> <li>• Making links to the poems from the previous unit (London, Remains, Ozymandias, My Last Duchess and Bayonet Charge)</li> </ul> <p><b><u>English Language Paper 2</u></b></p> <ul style="list-style-type: none"> <li>• This unit aims to prepare students for Paper 2 in English Language. As part of the unit, they will recap the contexts of the 19<sup>th</sup> 20<sup>th</sup> and 21<sup>st</sup> Century.</li> <li>• Students should recap skills of how to revise independently.</li> <li>• Students should be taught examination technique and the meta-cognitive strategies developed throughout the curriculum should be applied to annotate the questions as well as the text itself.</li> <li>• Students should be taught explicitly, through the use of modelling, how to achieve their target levels in the different elements of the paper.</li> <li>• Whilst reading extracts and preparing for the reading section, the techniques used by the writers should be assimilated in their own work to enhance their ability to write convincingly from a particular viewpoint.</li> <li>• Students should be taught to write in a range of different text types for a range of different purposes.</li> </ul> |  |
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| Year 11                |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |
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| Term                   | Unit and GCSE Links:                                                                                                                                                                                                                                                                                                                                                          | Knowledge, Understanding and Skills:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment                                                                                                                                                                                                                                                                                                                                                                |
| Unit 1:<br>Autumn<br>1 | <p><b>English Language Paper 1 and 2 and Anthology and unseen poetry</b></p> <p>Teaching will be centred on English Language. However, each afterschool revision session will be dedicated to English Literature and one lesson per week will be dedicated to English Literature. The lesson should be visible in books and should be entitled 'Flashback to Literature'.</p> | <p><b>English Language Paper 1 and 2</b></p> <p>This unit aims to prepare students for Paper 1 and Paper 2 in English Language. As part of the unit, they will recap the contexts of the 19<sup>th</sup> 20<sup>th</sup> and 21<sup>st</sup> Century.</p> <p>Students should recap skills of how to revise independently.</p> <p>Students should be taught examination technique and meta-cognitive strategies should be applied to annotate the questions as well as the text itself.</p> <p>Students should be taught explicitly, through the use of modelling, how to achieve their target levels in the different elements of the paper.</p> <p>Whilst reading extracts and preparing for the reading section, the techniques used by the writers should be assimilated in their own work to enhance their ability to write convincingly from a particular viewpoint.</p> <p>Students should be taught to write in a range of different text types for a range of different purposes.</p> | <p><b>English Literature: Anthology and Unseen Poetry</b></p> <p>Students should revise the poems in the 'Power and Conflict' section of the anthology, comparing the language, form and structure used and writer's intentions, attitudes/ feelings/viewpoint.</p> <p>Students should also practise the analysis and comparison of unseen poems. Students should also revise the context of the poems being studied, considering how this knowledge can aid their understanding of writer's intentions.</p> <p>Students should continue to conceptualise their responses.</p> <p>Students should be taught examination technique and they should be taught explicitly, through the use of modelling, how to achieve their target levels in the poetry sections of the English Literature examinations.</p> | <p><b>Periodic Assessment</b></p> <p>Students are given a range of opportunities for reflection on extended writing. In year 11, this is based on teacher assessment of student need.</p> <p><b>Summative Assessment:</b></p> <p>Students will complete a range of mock assessments across the year. This will assess their understanding of Literature and Language.</p> |
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| <p><b>Unit 2:<br/>Autumn<br/>2</b></p> | <p><b>English Language Paper 1 and 2 and English Literature Inspector Calls</b></p> <p>Teaching will be centred on English Language. However, each afterschool revision session will be dedicated to English Literature and one lesson per week will be dedicated to English Literature. The lesson should be visible in books and should be entitled 'Flashback to Literature'</p> | <p><b>English Language Paper 1 and Paper 2</b></p> <p>This unit aims to revise skills for Paper 1 and Paper 2 in English Language. As part of the unit, they will recap the contexts of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century.</p> <p>Students should recap skills of how to revise independently.</p> <p>Students should be taught examination technique and the meta-cognitive strategies learned at KS3 should be applied to annotate the questions as well as the text itself.</p> <p>Students should be taught explicitly, through the use of modelling, how to achieve their target levels in the different elements of the paper.</p> <p>Whilst reading extracts and preparing for the reading section, the techniques used by the writers should be assimilated in their own work to enhance their own creative writing.</p> <p>It is imperative that students are taught how to write both narratively and descriptively.</p> | <p><b>English Literature 20<sup>th</sup>/ 21<sup>st</sup> Century Fiction: Drama: Inspector Call</b></p> <p>Students should revise the context of the play, exploring in more depth key historical events / literary criticism that are of relevance to the play.</p> <p>Students should read the play, exploring genre, form, language and structure in relation to writer's ideas.</p> <p>Students should continue to practise conceptualising their ideas.</p> | <p><b>Periodic Assessment</b></p> <p>Students are given a range of opportunities for reflection on extended writing. In year 11, this is based on teacher assessment of student need.</p> <p><b>Summative Assessment:</b></p> <p>Students will complete a range of mock assessments across the year. This will assess their understanding of Literature and Language.</p> |
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| <p><b>Unit 3:<br/>Spring 1</b></p> | <p><b>English Language Paper 1 and 2 and English Literature Macbeth</b></p> <p>Teaching will be centred on English Language. However, each afterschool revision session will be dedicated to English Literature and one lesson per week will be dedicated to English Literature. The lesson should be visible in books and should be entitled 'Flashback to Literature'</p> | <p><b>English Language Paper 1 and Paper 2</b></p> <p>This unit aims to revise skills for Paper 1 and Paper 2 in English Language. As part of the unit, they will recap the contexts of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century.</p> <p>Students should recap skills of how to revise independently.</p> <p>Students should be taught examination technique and the meta-cognitive strategies learned at KS3 should be applied to annotate the questions as well as the text itself.</p> <p>Students should be taught explicitly, through the use of modelling, how to achieve their target levels in the different elements of the paper.</p> <p>Whilst reading extracts and preparing for the reading section, the techniques used by the writers should be assimilated in their own work to enhance their own creative writing.</p> <p>It is imperative that students are taught how to write both narratively and descriptively.</p> | <p><b>Shakespeare: Macbeth</b></p> <p>Students should revise the play, exploring context, genre themes, ideas and writer's intentions, closely evaluating how the writer uses methods to convey ideas.</p> <p>Students should practise skills in conceptualising responses and completing extract-to-whole style essays.</p> <p>Students should practice examination technique and they should be taught explicitly, through the use of modelling, how to achieve their target levels in Literature Paper 1 Section A.</p> <p>More able students should explore critical approaches.</p> | <p><b>Periodic Assessment</b></p> <p>Students are given a range of opportunities for reflection on extended writing. In year 11, this is based on teacher assessment of student need.</p> <p><b>Summative Assessment:</b></p> <p>Students will complete a range of mock assessments across the year. This will assess their understanding of Literature and Language.</p> |
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| <b>Unit 4:<br/>Spring 2</b> | <p><b>English Language Paper 1 and 2 and English Literature A Christmas Carol</b></p> <p>Teaching will be centred on English Language. However, each afterschool revision session will be dedicated to English Literature and one lesson per week will be dedicated to English Literature. The lesson should be visible in books and should be entitled 'Flashback to Literature'</p> | <p><b>English Language Paper 1 and Paper 2</b></p> <p>This unit aims to revise skills for Paper 1 and Paper 2 in English Language. As part of the unit, they will recap the contexts of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century.</p> <p>Students should recap skills of how to revise independently.</p> <p>Students should be taught examination technique and the meta-cognitive strategies learned at KS3 should be applied to annotate the questions as well as the text itself.</p> <p>Students should be taught explicitly, through the use of modelling, how to achieve their target levels in the different elements of the paper.</p> <p>Whilst reading extracts and preparing for the reading section, the techniques used by the writers should be assimilated in their own work to enhance their own creative writing.</p> <p>It is imperative that students are taught how to write both narratively and descriptively.</p> | <p><b>Dickens: Christmas Carol</b></p> <p>Students should revise the context of the novel and re-read the novel, analysing themes, ideas and writer's intentions, evaluating how the writer uses methods to convey ideas.</p> <p>Students should be taught to conceptualise their ideas when completing extract-to-whole style essays.</p> <p>Students should be taught examination technique and they should be taught explicitly, through the use of modelling, how to achieve their target levels in Literature Paper 1 Section B.</p> <p>More able students should be encouraged to use critical approaches.</p> <p>Throughout this unit, students should also be practising the skills required for the English Language Papers.</p> <p>Whilst studying the novel, and non-fiction texts associated with context, students should simulate the skills learned in order to improve their writing</p> | <p><b>Periodic Assessment</b></p> <p>Students are given a range of opportunities for reflection on extended writing. In year 11, this is based on teacher assessment of student need.</p> <p><b>Summative Assessment:</b></p> <p>Students will complete a range of mock assessments across the year. This will assess their understanding of Literature and Language.</p> |
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| <p><b>Unit 5:<br/>Summer<br/>1</b></p> | <p><b>English Literature and English Language Revision Units</b></p> | <p><b>Revision</b></p> <p>Students should revise all aspects of Language.</p> <p>Students should complete practice papers in timed conditions and the teacher should use their judgement to provide intervention strategies to individual students.</p> | <p><b>Revision</b></p> <p>Students should revise all aspects of Literature.</p> <p>Students should complete practice papers in timed conditions and the teacher should use their judgement to provide intervention strategies to individual students.</p> | <p><b>Periodic Assessment</b></p> <p>Students are given a range of opportunities for reflection on extended writing. In year 11, this is based on teacher assessment of student need.</p> <p><b>Summative Assessment:</b></p> <p>Students will complete a range of mock assessments across the year. This will assess their understanding of Literature and Language.</p> <p>Students will also sit their Summer Exams in this unit.</p> |
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