

YEAR 7–Curriculum Plan

English

The intent of the English curriculum is to underpin learners’ ability to succeed across all subject areas by giving them a foundation in critical analysis, building understanding of other cultures and contexts, developing them to be confident communicators and encouraging students to develop their individual creative expression.

| AUTUMN | | SPRING | | SUMMER | |
|---|--|--|--|--|--|
| Cirque du Freak and creative writing | | Persuasive Writing and Drama Study | | Poetry across cultures & short story writing | |
| CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: |
| <p><u>Writing: Cirque du Freak</u></p> <p>Using “Cirque Du Freak” by Darren Shan as a stimulus, students will discuss and learn the characteristics of narrative writing.</p> <p><u>Reading: Cirque du Freak</u></p> <p>Explore how Darren Shan structures and develops a text in order to develop the reader’s attachment to a character and create tension.</p> | <p><u>Writing: Cirque du Freak</u></p> <p>Writing Interim: Carry on from the line - 'That was when the screaming began'. Describe the freak show.</p> <p>Writing Final: Write a scene/story in which someone steals something precious.</p> <p><u>Reading: Cirque du Freak</u></p> <p>Reading Interim: How does Darren Shan create tension in the extract from Chapter 20?</p> <p>Reading Final: In this extract from Chapter 28, Shan makes us feel sympathy for Darren. To what extent do you agree?</p> | <p><u>Writing: Persuade & Argue</u></p> <p>Discuss and write on a number of topics selected by the teacher.</p> <p><u>Reading: Drama ‘Heroes and Villains’</u></p> <p>Explore the theme of ‘Heroes & Villains’ by examining some of Shakespeare’s most iconic characters and themes.</p> | <p><u>Writing: Persuade & Argue</u></p> <p>Writing Interim: Write a persuasive Room 101 speech on a topic of your choosing.</p> <p>Writing Final: Are we becoming a society of slob? Student to use evidence and topics discussed in lesson in order to write a discursive essay addressing the question.</p> <p><u>Reading: Drama ‘Heroes and Villains’</u></p> <p>Reading Interim: Explain how the thoughts and emotions of Shylock (Merchant of Venice) are presented in his dramatic monologue.</p> <p>Reading Final: Analyse how the witches are presented at the start of Shakespeare's Macbeth.</p> | <p><u>Reading: Poetry</u></p> <p>Students will read and analyse a variety of poems from different centuries that explore culture and tradition.</p> <p><u>Writing: Short Stories</u></p> <p>Students will explore and conventions of short story writing through reading them as well as writing their own. This is to build and develop descriptive and narrative skills learned in term 1.</p> | <p><u>Reading: Poetry</u></p> <p>Writing Interim: How does Dharker present the culture or society within her poem ‘Blessing’?</p> <p>Reading Final: Describe the similarities and differences between the ways in which authors portray the cultures or societies in their poems.</p> <p><u>Writing: Short Stories</u></p> <p>Writing Interim: Write the opening to a short story based on a specific genre.</p> <p>Writing Final: Language Paper 1 exit test. Students will be given the opportunity to write to describe or narrate in question 5.</p> |

YEAR 8–Curriculum Plan

English

The intent of the English curriculum is to underpin learners’ ability to succeed across all subject areas by giving them a foundation in critical analysis, building understanding of other cultures and contexts, developing them to be confident communicators and encouraging students to develop their individual creative expression.

| AUTUMN | | SPRING | | SUMMER | |
|--|---|--|--|--|--|
| Robert Swindell’s ‘Stone Cold’ and Gothic Literature | | Novel ‘A Monster Calls’ and Drama study ‘Fear and Bravery’ is Shakespeare. | | Love Poetry & Non Fiction | |
| CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: |
| <p><u>Reading: ‘Stone Cold’</u></p> <p>Read and critically analyse Robert Swindell’s ‘Stone Cold’</p> <p><u>Writing: Gothic Literature</u></p> <p>Explore the conventions of Gothic Literature while developing descriptive writing.</p> | <p><u>Reading: ‘Stone Cold’</u></p> <p>Reading interim: How does Swindell’s build an impression of Shelter as a sinister character up to and including Daily Routine Orders 6?</p> <p>Reading final: In this extract and the text as a whole, how does Swindell’s use the dual narrative form to build fear and tension?</p> <p><u>Writing: Gothic Literature</u></p> <p>Writing Interim: Describe a Gothic setting inspired by the image. Use techniques and methods associated with the genre.</p> <p>Writing Final: Narrative Writing: Write a convincing opening to a Gothic story using the conventions and methods attributed to the genre.</p> | <p><u>Reading: A Monster Calls</u></p> <p>Read and explore the themes within Ness’ novel ‘A Monster Calls’</p> <p><u>Reading: Drama</u></p> <p>Explore the themes of ‘Fear and Bravery’ in some of Shakespeare’s most iconic scenes.</p> | <p><u>Reading: A Monster Calls</u></p> <p>Reading interim: What are Conor/Grandma’s thoughts and feelings in this extract?</p> <p>Reading final: What signs are there that Conor and his Grandma understand each other better now?</p> <p><u>Reading: Drama</u></p> <p>Reading Interim: How is Lago presented as a coward in Othello?</p> <p>Reading Final: Who is Shakespeare’s bravest character? Write a comparative essay, using two characters you have studied, to address the question.</p> | <p><u>Reading: Love Poetry</u></p> <p>Explore a variety of love poetry while learning the methods of poetic form.</p> <p><u>Non-Fiction: Campaign for a Cause</u></p> <p>Examine a variety of various issues in the modern world with a focus on writing to explain, persuade and argue.</p> | <p><u>Reading: Love Poetry</u></p> <p>Reading Interim: How does Carol Ann Duffy express ideas about love in an unusual way in the poem ‘Valentine’?</p> <p>Reading Final: Compare the ways in which the poet presents ideas about love in ‘Let Me Be Yours’ and one other poem of your choice.</p> <p><u>Non-Fiction: Campaign for a Cause</u></p> <p>Writing interim: Write the introduction to a speech that outlines one of the topics discussed in lesson.</p> <p>Writing final: Write a newspaper article that takes a critical stance on one of the topics/ arguments discussed in lesson.</p> |

YEAR 9–Curriculum Plan

English

The intent of the English curriculum is to underpin learners’ ability to succeed across all subject areas by giving them a foundation in critical analysis, building understanding of other cultures and contexts, developing them to be confident communicators and encouraging students to develop their individual creative expression.

| AUTUMN | | SPRING | | SUMMER | |
|--|---|---|--|--|--|
| Dystopian Story writing & novel study of ‘Animal Farm’ by George Orwell | | Study of the Victorian Era and Literature & English Language Paper 2 Skills | | Study of war poetry from different eras & descriptive writing through travel writing focus | |
| CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: |
| <p><u>Writing: Prose</u></p> <p>Dystopian fiction: Variety of sources from different eras. Parallel Text (optional): ‘1984’ by George Orwell. Compare based on how Dystopian societies are presented. Could use ‘The Giver’ for lower ability.</p> <p><u>Reading: 20th Century Prose</u></p> <p><i>Explore the themes in ‘Animal Farm’ By George Orwell. Discuss the larger commentary on society in order to understand the era in which it was written.</i></p> | <p><u>Writing: Prose</u></p> <p>Writing Interim: Write a description based on an image of a dystopian setting.</p> <p>Writing Final: Create a short dystopian story including features and techniques associated with the genre.</p> <p><u>Reading: 20th Century Prose</u></p> <p>Reading Interim: Explore the presentation of Boxer as representing the proletariat (working classes).</p> <p>Reading Final: Orwell wrote Animal Farm as a warning to future generations. To what extent do you agree?</p> | <p><u>Reading: Victorian England (Paper 2-- Comparing Texts)</u></p> <p>A variety of literature including both fictional and non-fiction sources will be utilised to teach the context of Victorian England and practise the comparative skills required for Paper 2 of the English Language exam.</p> <p><u>Writing: Persuade & Argue</u></p> <p>Explore how the fear of technology and advancement has been present across several centuries.</p> | <p><u>Reading: Victorian England (Paper 2-- Comparing Texts)</u></p> <p>Writing Interim: Write a speech arguing either for or against the existence of aliens.</p> <p>Writing Final: Professor Stephen Hawking has warned that AI could “spell the end of the human race.” Write an article to your local newspaper arguing for or against this statement.</p> <p><u>Writing: Persuade & Argue</u></p> <p>Writing Interim: Write a speech arguing either for or against the existence of aliens.</p> <p>Writing Final: Professor Stephen Hawking has warned that AI could “spell the end of the human race.” Write an article to your local newspaper arguing for or against this statement.</p> | <p><u>Reading: Poetry</u></p> <p>Students will study a series of war and conflict poems, some of which are from the GCSE Conflict Anthology.</p> <p><u>Writing: Non Fiction (Language Paper Focus)</u></p> <p>Students will analyse non-fiction travel writing texts in addition to creating their own non-fiction writing pieces.</p> | <p><u>Reading: Poetry</u></p> <p>Reading Interim: Analyse how structure, form, imagery and language are used to describe conflict/ war within one poem.</p> <p>Reading Final: Compare and contrast how the poets depict the experience of war two of the poems studied.</p> <p><u>Writing: Non Fiction (Language Paper Focus)</u></p> <p>Writing Interim: Create a ‘Trip Advisor’ style review of a location or establishment (English Language Paper 2, Question 5 skills).</p> <p>Writing Final: Students to create a travel blog using skills from Section B of both language papers.</p> |

YEAR 10 – Curriculum Plan English

The intent of the English curriculum is to underpin learners’ ability to succeed across all subject areas by giving them a foundation in critical analysis, building understanding of other cultures and contexts, developing them to be confident communicators and encouraging students to develop their individual creative expression.

| AUTUMN | | SPRING | | SUMMER | |
|---|---|--|---|--|---|
| An Inspector Calls and Language Paper 2 | | Frankenstein and Language Paper 2 | | Power and Conflict Poetry and Language Paper 2 | |
| CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: |
| <p>An Inspector Calls Read, explore and respond to the play as a whole and further study of key extracts</p> <p>Paper 2 English Language Writers’ Viewpoints and Perspectives</p> <p>Explore exam papers, develop exam style and understand success criteria.</p> <p>Q1: True/false Q2: Summary/PEA Q3: Use language to influence Q4: Compare how writers convey different attitudes Q5: Writing to argue/persuade/explain</p> <p>Paper 1 Q5: writing to describe/narrate</p> | <p>Interim – An Inspector Calls exam style question.</p> <p>Final – An Inspector Calls exam style question.</p> <p>Interim – Selected questions from Paper 2</p> <p>Final – Selected questions from Paper 2</p> <p>Homework Takeaway homework sheets one and two with 24 possible tasks.</p> <p>Homework and revision tasks distributed by class teacher in addition</p> | <p>Frankenstein Read, explore and respond to the novel as a whole and further study of key extracts.</p> <p>Revisit Writers’ Viewpoints and Perspectives</p> | <p>Interim – Frankenstein exam style essay question.</p> <p>Final – Frankenstein exam style essay question.</p> <p>Interim – Frankenstein exam style essay question.</p> <p>Final – Frankenstein exam style essay question.</p> <p>Homework Takeaway homework sheets one and two with 24 possible tasks.</p> <p>Homework and revision tasks distributed by class teacher in addition</p> | <p>Power and Conflict poetry Study 15 poems in the GCSE Literature Anthology – explore individual poems, poem groupings and respond to unseen poetry.</p> <p>PPE preparation – Paper 2 English Language and AIC</p> <p>Spoken Language preparation – 10 minute individual presentations</p> | <p>Interim – Poetry based exam style essay question.</p> <p>Final – Poetry based exam style essay question.</p> <p>Mock Exams June English Literature Paper 2 English Language Paper 2</p> <p>Spoken Language Assessment presented to class and 40 selected for filming</p> |

YEAR 11–Curriculum Plan

English

The intent of the English curriculum is to underpin learners’ ability to succeed across all subject areas by giving them a foundation in critical analysis, building understanding of other cultures and contexts, developing them to be confident communicators and encouraging students to develop their individual creative expression.

| AUTUMN | | SPRING | | SUMMER | |
|---|---|---|---|---|-------------|
| Romeo and Juliet & Language 1 & 2 | | Literature 1 & 2 and Language 1&2 Revision | | Exams | |
| CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: | CONTENT: | ASSESSMENT: |
| <p>Paper 1 English Literature, Section A – (Shakespeare) Romeo and Juliet. Read, explore and respond to the play as a whole and further study of key extracts.</p> <p>Revisit English Language Paper 1 Q1: List 4 Q2: Language analysis Q3: Structure analysis Q4: Discursive essay Q5: Writing to describe/narrate</p> <p>Paper 2 Q1: True/false Q2: Differences/ similarities Q3: Language analysis Q4: Compare how writers convey different attitudes Q5: Writing to argue/persuade/explain</p> | <p>Interim – Romeo and Juliet exam style question. Final – Romeo and Juliet exam style question.</p> <p>Mock Exams November English Literature Paper 1, Section A English Language selected key questions</p> <p>Homework Takeaway homework sheets one and two with 24 possible tasks. Access to a bank of further homework and revision tasks Bespoke, targetted revision booklets distributed</p> <p>Individual revision plans should begin.</p> | <p>Power and Conflict poetry revision Revisit poetry unit in preparation for the Literature exam – explore individual poems, poem groupings and respond to unseen poetry.</p> <p>Frankenstein revision and examination technique.</p> <p>An Inspector Calls revision and examination technique</p> <p>English Language Paper Revision and exam techniques</p> | <p>Interim – Poetry based exam style essay question. Final – Poetry based exam style essay question.</p> <p>Interim – English Literature PPE style essay question. Final – English Literature PPE style essay question.</p> <p>Mock exams February English Literature Paper 2, English Language selected key questions</p> <p>Homework Takeaway homework sheets one and two with 24 possible tasks. Bespoke, targetted revision booklets distributed</p> <p>Independent and bespoke revision should be well under way.</p> | <p><u>Targeted Revision (English Literature and English Language)</u></p> | |

