

Curriculum Scheme

English



Believe, Succeed, Together

Curriculum Scheme

The fundamental aim of a curriculum scheme is to coherently plan and sequence the cumulative acquisition of subject content to facilitate retention, recall and application.

CREATE Curriculum

Curriculum schemes are underpinned by the CREATE Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

Curriculum Allocation

Year Group	7	8	9	10	11
Number of Lessons	3	3	3	4	4

Curriculum Intent

English is a National Curriculum core subject – refer to [National Curriculum English Programmes of Study](#)

Key Stage 1-2

Learning Intentions
KS1 and KS2 National Curriculum English Programmes of Study

Key Stage 3

Learning Intentions
<p>Reading</p> <ol style="list-style-type: none">1. Develop an appreciation and love of reading, and read increasingly challenging material independently through:<ul style="list-style-type: none">• Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature.• Choosing and reading books independently for challenge, interest and enjoyment.• Rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.2. Understand increasingly challenging texts through:<ul style="list-style-type: none">• Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.• Making inferences and referring to evidence in the text.• Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.• Checking their understanding to make sure that what they have read makes sense.3. Read critically through:<ul style="list-style-type: none">• Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.• Recognising a range of poetic conventions and understanding how these have been used.• Studying setting, plot, and characterisation, and the effects of these.• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.• Making critical comparisons across texts.• Studying a range of authors, including at least 2 authors in depth each year.

Learning Intentions

Writing

1. Write accurately, fluently, effectively and at length for pleasure and information through:
 - Writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.
 - Summarising and organising material and supporting ideas and arguments with any necessary factual detail.
 - Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.
 - Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
2. Plan, draft, edit and proofread through:
 - Considering how their writing reflects the audiences and purposes for which it was intended.
 - Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
 - Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in [English Appendix 1](#) to the Key Stage 1 and 2 programmes of study for English.

Grammar and Vocabulary

1. Consolidate and build on their knowledge of grammar and vocabulary through:
 - extending and applying the grammatical knowledge set out in [English Appendix 2](#) to the key stage 1 and 2 programmes of study to analyse more challenging texts
 - studying the effectiveness and impact of the grammatical features of the texts they read
 - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
 - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
 - using Standard English confidently in their own writing and speech
 - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology - refer to the [Glossary](#).

Learning Intentions

Spoken English

1. Speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
- Giving short speeches and presentations, expressing their own ideas and keeping to the point.
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.
- Improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Key Stage 4

English Language and English Literature are compulsory GCSE subjects - [AQA GCSE English Language 8700](#) and [AQA GCSE English Literature 8702](#)

Learning Intentions

English Language

- Read a wide range of texts, fluently and with good understanding.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language, and use spoken Standard English effectively.

English Literature

- Read a wide range of classic literature fluently and with good understanding and make connections across their reading.
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Curriculum Assessment

Key Stage 3 Indicative Competencies

English Language						
Grade	AO1	AO2	AO3	AO4	AO5	AO6
8+	Have I offered compelling insight into both texts in a unique and unmatched way?	Have I analysed the relevant sections of more than one quote that evidences a unique insight? Have I done this for more than one text?	Have I offered an insightful and perceptive comparison of two or more texts? Have I fully justified my point that the two texts are intrinsically linked?	Have I critically evaluated more than one writer's attempts to create an effect? Have I evidenced this with several quotes?	Am I consistently adhering to an accurate tone, style and register to match the given form, purpose and audience? Does my crafting of language display flair and originality?	Is my spelling of ambitious vocabulary accurate and correct? Does my language use ensure my writing is clear, purposeful and effective?
7	Have I offered compelling insight into one text in a unique and unmatched way?	Have I analysed relevant sections of more than one quote that evidence a less obvious point? Have I attempted to do this for more than one text?	Have I accurately analysed an obscure but debatable reference between two or more texts?	Have I evaluated at least one writer's attempt to create an effect with reference to at least two quotes?	Am I adhering to an accurate tone, style and register to match the given topic? Is there evidence of carefully crafted language choices in more than one paragraph?	Have I accurately used ambitious vocabulary and punctuation to create an effect?
6	Have I correctly identified and discussed figurative aspects of more than one text?	Have I analysed relevant sections of more than one quote that evidence my obvious point?	Have I attempted to analyse an unusual connection between two or more texts?	Have I correctly analysed more than one attempt to create an effect with correct quotes? Have I attempted to evaluate at least one effect?	Have I accurately matched the tone, style and register for the given topic? Have I clearly planned the content of my writing for a desired effect?	Have I used ambitious vocabulary mostly accurately? Are my language choices considerate of effect?
5	Does my answer reference hidden aspects of more than one text?	Have I attempted to identify more than one aspect of each text that creates an effect? Have I used subject terminology mostly accurately?	Have I correctly analysed an obvious theme between two or more texts? Have I described more unusual connections?	Have I correctly identified more than one writer's attempts to create an effect with correct quotes? Have I accurately analysed the effect?	Have I mostly accurately matched the tone, style and register for the given topic? Have I attempted to create effects using the order of information?	Have I attempted to use ambitious vocabulary? Is my use of language intentional? Is my spelling, punctuation and grammar accurate?

4	Does my answer relate to hidden parts of the text? Have I attempted to do this for more than one text?	Have I correctly identified at least one part of each text that creates an effect? Have I accurately written about the effect?	Have I identified a common theme between two or more texts? Have I attempted to analyse how they are presented?	Have I correctly identified a quote that shows an effect? Have I attempted to analyse the effect?	Have I attempted to match the tone, style and register for the given topic? Does my work consider paragraph order?	Have I chosen specific words for effect? Is my spelling, punctuation and grammar generally accurate?
3	Have I correctly identified and written about obvious parts of more than one text?	Have I attempted to identify one part of each text that creates an effect? Have I written about the effect?	Have I written about a common theme between two texts? Have I described how they are written?	Have I written about the way an author tries to create an effect? Have I used a quote to prove this?	Does the order of my paragraphs make sense and give information about the right thing?	Have I used paragraphs? Can I use basic punctuation and spell simple words correctly?
2	Have I written about the obvious parts of the text? Have I tried to do this for two texts?	Have I written about specific parts of the text that create an effect? Have I attempted to do this for more than one text?	Have I written about specific sections of more than one text in my writing?	Have I linked something that happens in the text back to the question?	Am I writing about the right thing throughout my work? Does the order of my work make sense?	Have I used simple sentences and spelled simple words correctly? Have I used basic punctuation and grammar?
1	Have I answered the question?	Have I written about the effect?	Have I written about more than one text in my writing?	Have I written about something that happens in the text?	Am I writing about the right thing?	Have I used basic punctuation, spelling and grammar?

Key Stage 4 GCSE Scheme of Assessment

[AQA GCSE English Language Scheme of Assessment](#)

English Literature				
Grade	A01	A02	A03	A04
8+	Does my statement offer a critical insight into the text in a unique and unmatched way? Is there more than one quote to illustrate this point?	Have I critically analysed the relevant sections of more than one quote that evidences a unique insight? Have I critically evaluated the writer's attempts to create an effect?	Have I critically evaluated the writer's methods of conveying a message regarding society? Are there other perspectives?	Is my spelling of ambitious vocabulary accurate and correct? Do I analyse writer's methods and techniques with a consistent, precise identification and use of subject terminology? Does my language use ensure my arguments are clear, purposeful and effective?
7	Does my statement challenge basic interpretations of the text? Is there any conflicting evidence?	Have I identified specific techniques used in more than one quote that create an effect? Have I suggested alternative responses a reader could have to the text?	Have I clearly stated the link between the quote and what message the author was trying to convey regarding society? Is this the best evidence to explain the link between my related texts?	Am I developing a wide-ranging vocabulary with punctuation and grammar used accurately? Is my consistent use of subject terminology accurate? Is my language use considered to be ambitious or above the average reading level?
6	Have I explored an insightful, but undeniable way that the writer presents the focus? Is there more than one quote to evidence this?	Have I referenced more than one quote when arguing my point? Have I explored an alternative response a reader could have to the text?	Have I begun to explore what message the author was trying to convey regarding society? Have I accurately evidenced the link between my related texts?	Is my spelling, punctuation and grammar mostly accurate? Have I used sufficient subject terminology correctly? Am I using vocabulary considered at a high reading level?
5	Have I suggested an insightful way that the writer presents the focus? Have I used the best quote?	Have I clearly explained what the evidence shows? Have I correctly identified the subject terminology?	Have I attempted to explain the significance of a specific social/historical influence on the author's methods? Have I evidenced the link between my related texts?	Is my spelling, punctuation and grammar generally accurate? Have I used sufficient subject terminology correctly?
4	Have I suggested an accurate way that the writer presents the focus? Does the quote match this suggestion?	Have I explained what the evidence shows? Have I attempted to identify subject terminology?	Have I identified the link between my quote and a specific social/historical influence? Have I attempted to explain the link between my related texts?	Have I shown understanding of how basic meaning can be created, and how grammar is applied? Have I tried to use subject terminology?
3	Have I suggested a way the writer presents the focus? Have I used a quote?	Have I made any link between specific words in the quote and my statement?	Have I identified social/historical information in relation to my quote? Have I acknowledged the link between my related texts?	Have I used simple structural devices and language features? Have I correctly applied basic spelling, grammar and punctuation?
2	Have I worded my statement using language from the question?	Have I linked my ideas?	Have I identified social/historical information?	Have I used basic punctuation and spelled simple words correctly?
1	Have I mentioned the main part of the question in my statement?	Have I attempted to describe a way that the writer achieves an effect?	Have I mentioned the inspiration for a part of the text? e.g. time period.	Have I used basic punctuation, spelling and grammar inconsistently?

Key Stage 4 GCSE Scheme of Assessment

[AQA GCSE English Literature Scheme of Assessment](#)

Curriculum Overview

Key Stage 3

Year Group	Autumn Term	Spring Term	Summer Term
7	<p>Diverse Literary Shorts:</p> <ul style="list-style-type: none"> • Introduction to subject context, author, writing style, structure and the use of language devices • Character analysis of the main characters and the techniques used to explore them. • Character profiles of the other characters and their relationships. • Language and structural techniques used to move the plots forward and explore the themes. <p>Creative Writing Masterclass:</p> <ul style="list-style-type: none"> • Utilise descriptive language effectively. How does a writer use language to create imagery? 19th Century texts and modern texts to be reviewed. • Analyse writers' views and methods. • Communicate your ideas effectively using tone, style and register and how to organise your writing for coherency and effect. • Use effective vocabulary to craft writing successfully and use 	<p>Writing for Purpose:</p> <ul style="list-style-type: none"> • Identify and interpret implicit and explicit information and ideas. • Analyse how writers use language and structure to achieve effects. • Comment on writers' ideas and perspectives across two texts. • Evaluate texts critically. • Analysing articles and the language of the press • Analyse how writers use language and structure to achieve effects • Comment on ideas and perspectives across texts • Understanding of the social and historical background to the 19th century to be able to link this with the writing style and content of the letters and the effective use of language in them. <p>Gothic Genre:</p> <ul style="list-style-type: none"> • Writing in Gothic and other creative styles. Students will focus on the Gothic genre, staple characteristics and how to use language to create effects. 	<p>Introduction to Poetry:</p> <ul style="list-style-type: none"> • Exploration of effects of language and imagery on the reader. • Exploring alternative perspectives and connotations of key words. • How to compare and contrast two separate poems and how to write a comparison essay. • Exploration of the poems and comparison of themes, ideas, language and structural features. • Exploration of how to tackle unseen poetry. • How to compare and contrast two unseen poems. <p>Introduction to Shakespeare:</p> <ul style="list-style-type: none"> • Explore effects of social and historical context focussing on gender roles and expectations, patriarchy and religion. • Watch a play and film adaptation looking at similarities and differences and the main themes in the play. Focus on character, theme and structure.

	<p>effective punctuation to maximum effect.</p> <ul style="list-style-type: none"> • Write to describe effectively and improve sentence structure and grammar. • Narrate and write a story effectively such as the start of a novel. • Write a speech, letter or article to express a particular view point (writing to argue and persuade). 	<ul style="list-style-type: none"> • To understand the social and historical context of the extracts and gain insight into writer's ideas and attitudes. Explore genre and themes. • To understand main characters, plots, structure and how setting is used with gothic effects and to establish tone. • To explore the importance of the characters and their symbolism. • Explore and understand how characters change and the effect of this. • Explore and understand how the story develops. • Explore the many plot twists and turns and action at the denouement of the stories. 	<ul style="list-style-type: none"> • Explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent. • Explore, understand and analyse key quotations looking at word play, stage craft and characterisation. • In depth study of key monologues and soliloquies in the play. • Language analysis, connotations and key quotations. • How do these reflect character, theme and Shakespeare's ideas and attitudes? • Explore the ending of the play and how the conflicts have been resolved. How have the key characters changed and why?
8	<p>19th Century Novel</p> <ul style="list-style-type: none"> • To understand the social and historical context of the novel and gain insight into Conan Doyle's ideas and attitudes. Explore genre and themes in the novel. • To understand main character, plot structure and how setting is used with gothic effects and to establish tone. 	<p>Modern Texts:</p> <ul style="list-style-type: none"> • Introduction to subject context, author, writing style, structure and the use of humour • Character analysis of the main character and the techniques used to explore his condition. • Character profiles of the other characters and their relationships. 	<p>Language Paper 2:</p> <ul style="list-style-type: none"> • How to analyse persuasive language effectively. • How does a writer use language to express a viewpoint. • 19th Century texts and modern texts to be reviewed. • How to compare and contrast writers' view points and methods.

	<ul style="list-style-type: none"> • To explore the importance of the main character and his symbolism. • Explore and understand how characters change and the effect of this. • Explore and understand how the story develops. • Explore how the various characters overcome obstacles. What was Conan Doyle trying to convey to his readership? • Explore the many plot twists and turns and action at the denouement of the novel and why the author did this. Explore Conan Doyle's use of style, language and structure. <p>Shakespeare:</p> <ul style="list-style-type: none"> • Explore effects of social and historical context focussing on gender roles and expectations, patriarchy and religion. • Watch a play and film adaptation looking at similarities and differences and the main themes in the play. Focus on character, theme and structure. • Explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent. 	<ul style="list-style-type: none"> • Language and structural techniques used to move the plot forward and explore the themes. • Exploration of how the author reflects the characters' emotional states and how he deals with this. <p>Language Paper 1:</p> <ul style="list-style-type: none"> • How to analyse descriptive language effectively. How does a writer use language to create imagery? 19th Century texts and modern texts to be reviewed. • How to analyse writers' views and methods. • How to communicate your ideas effectively using tone, style and register and how to organise your writing for coherency and effect. • How to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect. • How to write to describe effectively and improve your sentence structure and grammar. • How to narrate and write a story effectively such as the start of a novel. How to write a speech, letter or article to express a particular viewpoint (writing to argue and persuade). 	<ul style="list-style-type: none"> • How to communicate your ideas effectively using tone, style and register and how to organise your writing for coherency and effect. • How to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect. <p>Poetry – Contemporary & Classical:</p> <ul style="list-style-type: none"> • Exploration of how to study poetry focussing on meaning, structure, language and imagery. • Exploration of effects of language and imagery on the reader. • Exploring alternative perspectives and connotations of key words. • How to compare and contrast two separate poems and how to write a comparison essay. • Exploration of the poems and comparison of themes, ideas, language and structural features. <p>Exploration of how to tackle the unseen poetry question on the literature paper 2.</p>
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	<ul style="list-style-type: none"> • Explore, understand and analyse key quotations looking at word play, stage craft and characterisation. • In depth study of key monologues and soliloquies in the play. • Language analysis, connotations and key quotations. • How do these reflect character, theme and Shakespeare’s ideas and attitudes? • Explore the ending of the play and how the conflicts have been resolved. How have the key characters changed and why? 		
9	<p>19th Century Literature:</p> <ul style="list-style-type: none"> • Explore and understand the importance of the social and historical context. • Consolidate and confirm Gothic Genre characteristics. • Character analysis of main characters and the significance of key symbols. • Reading and understanding the plot devices and structure. • In depth analysis of key themes, ideas and techniques. 	<p>Modern Texts:</p> <ul style="list-style-type: none"> • Introduction to subject context, author, writing style, structure and the use of humour • Character analysis of the main character and the techniques used to explore his condition. • Character profiles of the other characters in the novel and their relationship with protagonist. • Language and structural techniques used to move the plot forward and explore the themes. • Exploring how the author reflects the characters’ emotional states 	<p>English Language Paper 1:</p> <ul style="list-style-type: none"> • Writing in a variety of creative styles. Focus on the narrative and descriptive, staple characteristics and how to use language to create effects. • Spoken language/ Speaking and listening. Using presentational skills and correct use of spoken language to improve verbal communication. <p>Poetry: Contemporary & Classical:</p> <ul style="list-style-type: none"> • How to study and analyse poetry at GCSE. Terminology and language techniques.

	<ul style="list-style-type: none"> • Understand how setting, weather and descriptions are used to reflect tone and the gothic genre. • In depth character analysis of the main characters. <p>Shakespeare:</p> <ul style="list-style-type: none"> • Shakespeare in Time: • Revisit and recollect the importance of the social and historical context • Establish a clear understanding of the Elizabethan Era • What were the influences and considerations? • 15th century (when the play was set). • Show understanding of the relationships between texts and the contexts in which they were written • Focus on language, imagery and effect. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology • Read, understand and respond to texts: • Maintain a critical style and develop an informed personal response • Use textual references, including quotations to support and illustrate interpretations 	<p>and how he deals with this and presents them as characters.</p> <p>English Language Paper 2:</p> <ul style="list-style-type: none"> • Inspirational Voices. Speeches that changed the world. • Identify and interpret implicit and explicit information and ideas. • Select and synthesise evidence from different texts. • Analyse how writers use language and structure to achieve effects. • Comment on speakers' ideas and perspectives across two texts. • Evaluate texts critically. • What's in the news? Analysing articles and the language of the press • Select and synthesise evidence from different texts. • Analyse how writers use language and structure to achieve effects. • Comment on speakers' ideas and perspectives across two texts. • Arguing and persuading. Students will learn the main skills and characteristics of writing to persuade and writing to argue and be able to use these techniques to construct their own speeches, blogs, magazine articles and/or letters 	<ul style="list-style-type: none"> • What are poems about on the surface (literal meaning) and what are their deeper more meaningful hidden messages about? How do we identify this successfully? • How do poets use language and imagery to create effects? In depth analysis of poetry from the old GCSE cluster • How do poets use structure to reflect meaning? • How to compare and contrast language, imagery and structure of two poems successfully. <p>How to investigate and analyse an unseen poem.</p>
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	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar		
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Key Stage 4

Year Group	Autumn Term	Spring Term	Summer Term
10	<p>19th Century Literature: A Christmas Carol</p> <ul style="list-style-type: none"> • To understand the social and historical context of the novel and gain insight into Dickens' ideas and attitudes. Explore genre and themes in the novel. • To understand main character, plot structure and how setting is used with gothic effects and to establish tone. • To explore the importance of the character of Scrooge and the symbolism of his tight-fistedness. • Explore and understand how Scrooge changes and the effect of the ghost has on him. Explore how class and inequality is portrayed. • Explore and understand how the story develops. • Explore the importance of the character of Scrooge. • Explore how the Cratchits overcome obstacles and learns to accept their place in society. What was Dickens trying to convey to his readership? • Explore the many plot twists and turns and action at the denouement of the novel and why Dickens did this. 	<p>Modern Texts: An Inspector Calls:</p> <ul style="list-style-type: none"> • An exploration into the contextual background and setting of the play. Pupils will gain an understanding of the structure of Act 1 and the main characters. • A thorough study of Act 2 focussing on character analysis and writer's attitude and ideas. An understanding of dramatic techniques and how tension is created will be explored also. • An exploration of themes, plot, character development and social message in Act 3. • A close reading of Act 4 focussing on the three major climaxes and The Inspector's monologue. How does the playwright use suggestions of the supernatural and what is the effect. • Review of all characters. • Review of all major themes, possible essay questions and how to tackle them. These could include portrayal of characters and different themes such as the difference between the generations or how family is explored. 	<p>English Language Paper 2:</p> <ul style="list-style-type: none"> • How to analyse persuasive language effectively. • How does a writer use language to express a view point? • 19th Century texts and modern texts to be reviewed. • How to compare and contrast writers' viewpoints and methods. • Comparisons explored in terms of content and methods. • How to communicate your ideas effectively using tone, style and register and how to organise your writing for coherency and effect. • How to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect. • How to write a speech, letter or article to express a particular view point (writing to argue and persuade). <p>Poetry: AQA Anthology:</p> <ul style="list-style-type: none"> • Exploration of how to study poetry at GCSE focussing on meaning, structure, language and imagery.

	<ul style="list-style-type: none"> • Explore Dickens' use of style, language and structure. <p>Shakespeare: Much Ado About Nothing:</p> <ul style="list-style-type: none"> • Explore effects of social and historical context focussing on gender roles and expectations, patriarchy and religion. • Focus on character, theme and structure • Explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent. • Explore, understand and analyse key quotations looking at word play, stage craft and characterisation. • In depth study of key monologues and soliloquies in the play. Language analysis, connotations and key quotations. How do these reflect character, theme and Shakespeare's ideas and attitudes? • Continue to explore how Shakespeare uses language, form and structure to convey meaning and how this reflects the social and historic context of the Elizabethan era. • Explore the ending of the play and how the conflicts have been 	<p>English Language Paper 1:</p> <ul style="list-style-type: none"> • How to use evidence to support your ideas using quotations from sources. This will help to prepare students for section A in both language papers • How to write about language in literature. Exploration into how writers use language to achieve effects. • What are structural techniques and how should you analyse them? Focussing on structural devices and the effect on the reader. • How writers use language to convey ideas about characters, relationships, themes or settings. • How to evaluate sources critically and support with textual references. • How to identify implicit and explicit information. • How to write to describe effectively and improve your sentence structure and grammar. <p>How to narrate and write a story effectively such as the start of a novel.</p>	<ul style="list-style-type: none"> • Start exploring, studying and annotating the poems from the GCSE anthology. • Exploration of effects of language and imagery on the reader. • Exploring alternative perspectives and connotations of key words. • How to compare and contrast two separate poems and how to write a GCSE comparison essay. • Exploration of the poems in the GCSE anthology and comparison of themes, ideas, language and structural features. • Exploration of how to tackle the unseen poetry question on the Literature Paper 2. • How to compare and contrast two unseen poems on Literature Paper 2. <p>Spoken Language Unit:</p> <ul style="list-style-type: none"> • Research, prepare and present a speech on a chosen area of interest. • Presentations must be formal in style and will be presented in front of their peers and teacher. • Students can use pre-prepared PPT presentations or brief notes. • Students must listen and respond appropriately to questions and feedback.
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	resolved. How have the key characters changed and why?		
11	<p>19th Century Literature: A Christmas Carol:</p> <ul style="list-style-type: none"> • Revise key aspects of the Victorian era, social and historical context, Dickens' ideas and attitudes and why he wrote the novel. Key themes and ideas • Plot overview of first half of the novel. Explore the symbolism of the setting and how key themes and ideas link to social and historic context. Explore Key characters. • How to memorise and use key quotations. Link these to social and historical context, themes, language analysis, connotations and ideas and attitudes • Focus on 2nd half of the novel and how the character of Scrooge changes, adapts and overcomes obstacles and problems in his life. Explore the relationship between Cratchit and Scrooge and other key characters. • In depth exploration of key themes in the novel such as: crime and punishment, social class, wealth and poverty, love, dreams, hopes and plans and ambition and self-improvement with supporting quotations. 	<p>Modern Texts: An Inspector Calls:</p> <ul style="list-style-type: none"> • Revise key aspects of the pre & post First World War and the social and historical context. • Priestley's ideas and attitudes and why he wrote the play. Key themes and ideas • Plot overview of first half of the play. Explore the symbolism of the characters and how key themes and ideas link to social and historical context. • Explore Key characters. • How to memorise and use key quotations. Link these to social and historical context, themes, language analysis, connotations and ideas and attitudes • Focus on 2nd half of the play and how some of the characters begin to change. Explore the relationships between key characters. • In depth exploration of key themes in the play such as: social class, social responsibility, wealth and poverty, dreams with supporting quotations. • Exploration of the pivotal moments in the play and focus on analysis of language, form and structure with 	<p>Poetry: AQA Anthology:</p> <ul style="list-style-type: none"> • Revise all aspects of studying poetry at GCSE. • What is the poem about? • What are the deeper meanings? • What language and structural techniques have been used? • What reoccurring themes have been introduced? • Focus on how to write an essay. How to structure an essay. Key poetic techniques, language, structure and meaning. How to compare and contrast. • Look at key moments in poems and how to memorise the key quotations • Revise how to study the unseen poems and practise analysing unseen poems. Use the mark scheme and practise writing to time. • Revise the difference between the two unseen poem questions. How to link, compare, contrast and analyse to time. How to use subject terminology and use key analytical skills. • What to focus on and what the mark scheme focusses on.

	<ul style="list-style-type: none"> • Exploration of the pivotal moments in the novel and focus on excerpt analysis of language, form and structure with wider views on themes, quotations and examples from the rest of the novel as a whole. <p>Shakespeare: Much Ado About Nothing:</p> <ul style="list-style-type: none"> • Revise key aspects of the Elizabethan era, social and historical context, Shakespeare’s ideas and attitudes and why he wrote the play. • Key themes and ideas. • Plot overview of first half of the novel. Explore the symbolism of the setting and how key themes and ideas link to social and historic context. • Revise main plot, characters and key themes in the play • Revise all Character profiles, key speeches and quotations • Detailed analysis of key speeches from beginning of play. • Detailed analysis of key speeches in middle of play • Detailed analysis of key speeches towards end of the play. • In depth exploration of key themes in the play such as: role of women, social class, deception, love, 	<p>wider views on themes, quotations and examples from the rest of the play as a whole.</p> <p>English Language Paper 2:</p> <ul style="list-style-type: none"> • Using practice papers to revise assessment objectives, mark scheme and individual question requirements. Practising writing to time and understanding what the question is asking them to do. • Revision of reading section of the Language Paper 2. • Revision of writing section of Paper 2. Writing to persuade and writing to inform/advise. • Using practice papers to revise assessment objectives, mark scheme and individual question requirements. Practising writing to time and understanding what the question is asking them to do. 	<p>Focus on comparing and contrasting key themes, ideas and techniques.</p>
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	<p>comedy and relationships with supporting quotations.</p> <ul style="list-style-type: none">• Exploration of Shakespeare's motivations, intentions and contextual links. <p>English Language Paper 1:</p> <ul style="list-style-type: none">• Using practice papers to revise assessment objectives, mark scheme and individual question requirements. Practising writing to time and understanding what the question is asking them to do.• Revision of reading section of the Language Paper 1.• Revision of writing section of Paper 1. Writing to describe and creative writing.• Using practice papers to revise assessment objectives, mark scheme and individual question requirements. Practising writing to time and understanding what the question is asking them to do.		
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Curriculum Content

Year 7

Topic	19 th Century Literature –	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by ‘Literary heritage’ To develop an appreciation of different texts 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the novel. Identify what techniques the writer has used to create character, themes and setting. Research the Victorian era and makes notes on key points Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the novel. 				✓		
Resources	<ul style="list-style-type: none"> Texts 		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of’ intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: industrialisation, colonialization, supernatural Tier 2 vocabulary: text, vocabulary, context			✓			
Numeracy	Consider the mortality rates of the time and the effect of population growth			✓			
Challenge	<ul style="list-style-type: none"> To look at what is meant by ‘Literary heritage’ To develop an appreciation of different texts 	✓					✓

Year 7

Topic	Shakespeare -	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by 'Literary heritage' To develop an appreciation of different texts 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Shakespeare has used to create character, themes and setting. Research the Elizabethan era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	<ul style="list-style-type: none"> Shakespearean texts 		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of Shakespeare's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: Elizabethan, Shakespearean; stagecraft Tier 2 vocabulary: act, scene. character			✓			
Numeracy	To use historical data to work out the social effects on society of the time			✓			
Challenge	Research the social and historical context of the time	✓					✓

Year 7

Topic	Modern Text -	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by 'Literary heritage' To develop an appreciation of different texts 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Priestley has used to create character, themes and setting. Research the Edwardian era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	Copies of the text		✓		✓		✓
DRAFT	Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: contemporary, familial, sociological Tier 2 vocabulary: text, chapter, theme			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To research the social and historical context of the time.	✓					✓

Year 7

Topic	Explorations in Creative Reading & Writing	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> To understand different styles of writing To be able to read for meaning 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to create character, themes and setting. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification and analysis of quotations. 				✓		
Resources	A variety of extracts		✓		✓		✓
DRAFT	Produce both critical and creative responses to visual stimuli. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: extract, annotation, structure Tier 2 vocabulary: language, word class, evaluation			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read a variety of extracts from fictional texts.	✓					✓

Year 7

Topic	Writers' Viewpoints and Perspectives.	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> To understand different styles of writing To be able to read for meaning 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to inform, persuade and advise. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification, analysis and comparison of quotations. 				✓		
Resources	A variety of extracts		✓		✓		✓
DRAFT	Produce both critical and creative responses to stimuli. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: comparison, factual, persuasion Tier 2 vocabulary: Victorian, archaic, modern			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read a variety of fact-based extracts from a variety of time frames.	✓					✓

Year 7

Topic	Poetry	C	R	E	A	T	E
NC Learning Intention	To understand and critically explore a wide variety of poetry – both contemporary and from the literary heritage.						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by ‘Literary heritage’ To develop an appreciation of different texts				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to inform, persuade and advise. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification, analysis and comparison of quotations. 				✓		
Resources	Poetry Anthology		✓		✓		✓
DRAFT	Produce critical responses which highlight understanding of the poet’s intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: stanza, rhythm, caesura, volta Tier 2 vocabulary: rhyme, scanm			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			

Challenge	To research the social and historical context of the various poems.	✓				✓

Year 8

Topic	19 th Century Literature –	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by ‘Literary heritage’ To develop an appreciation of different texts 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the novel. Identify what techniques Dickens has used to create character, themes and setting. Research the Victorian era and makes notes on key points Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the novel. 				✓		
Resources	Copes of the text		✓		✓		✓
DRAFT	Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: Detective, investigative, companion Tier 2 vocabulary: Police, mystery, cliffhanger			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To research the social and historical context of the time	✓					✓

Year 8

Topic	Shakespeare -	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by 'Literary heritage' To develop an appreciation of different texts 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Shakespeare has used to create character, themes and setting. Research the Elizabethan era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	Copies of the text		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of Shakespeare's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: industrialisation, colonialization, supernatural Tier 2 vocabulary: text, vocabulary, context			✓			

Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To research the social and historical context of the time	✓					✓

Year 8

Topic	Modern Texts -	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by 'Literary heritage' To develop an appreciation of different texts 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Priestley has used to create character, themes and setting. Research the Edwardian era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	Copies of the text		✓		✓		✓
DRAFT	Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: depression, itinerant, transient Tier 2 vocabulary: workers, ranch, sadness			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			

Challenge	To research the social and historical context of the time	✓					✓
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Year 8

Topic	Explorations in Creative Reading & Writing	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> To understand how to write in different styles To read for meaning 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to create character, themes and setting. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification and analysis of quotations. 				✓		
Resources	Past papers		✓		✓		✓

DRAFT	Produce both critical and creative responses to visual stimuli. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: comprehension, paragraphs, sentences Tier 2 vocabulary: vocabulary, meaning, understanding			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read a variety of fiction-based texts to extend one's own understanding of literature.	✓					✓

Year 8

Topic	Writers' Viewpoints and Perspectives.	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> To be able to write in different styles To read for meaning and understanding. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to inform, persuade and advise. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification, analysis and comparison of quotations. 				✓		
Resources	Past papers		✓		✓		✓

DRAFT	Produce both critical and creative responses to stimuli. Reflect on how this could be altered or improved.		✓			
Literacy	Tier 3 vocabulary: comparison, language, evaluation Tier 2 vocabulary: persuasion, techniques, features			✓		
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓		
Challenge	To read a variety of non-fiction texts to extend own understanding of the realm of fact based literature	✓				✓

Year 8

Topic	Poetry	C	R	E	A	T	E
NC Learning Intention	To understand and critically explore a wide variety of poetry – both contemporary and from the literary heritage.						
Lesson Learning Intentions	<ul style="list-style-type: none"> To look at what is meant by ‘Literary heritage’ To develop an appreciation of different texts 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to inform, persuade and advise. 				✓		

	<ul style="list-style-type: none"> Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification, analysis and comparison of quotations. 						
Resources	Copies of the text		✓		✓		✓
DRAFT	Produce critical responses which highlight understanding of the poet's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: alliteration, simile, metaphor Tier 2 vocabulary: verse, narrator, poetic			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To research the social and historical context of the various poems.	✓					✓

Year 9

Topic	19 th Century Literature – Woman In Black by Susan Hill	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> To understand the social and historical context of the novel and gain insight into Hill's ideas and attitudes. To explore genre and themes in the novel. To understand main characters, plot structure and how setting is used to establish tone. To explore the importance of the characters and the symbolism. 				✓	✓	✓

	<ul style="list-style-type: none"> To explore and understand how the story develops. To explore the importance of the characters. To explore, understand and analyse key quotations looking at word play, structure and characterisation. To study dialogue in the novel, analysing language, connotations, and key quotations. How do these reflect character, theme, ideas and attitudes? 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the novel. Identify what techniques Dickens has used to create character, themes and setting. Research the Victorian era and makes notes on key points Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the novel. 				✓		
Resources	Texts		✓		✓		✓
DRAFT	Produce Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: Industrialisation, Victorian, Pastoral Tier 2 vocabulary: empire, poverty, gothic			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	Investigate the wider importance or impact of the Malthusian theory on a 21 st century population. Explore whether the messages in this novella still relevant to our society in 2022? Give examples and evaluate choices.	✓					✓

Year 9

Topic	Shakespeare - Romeo & Juliet	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand the social and historical context of the play and gain insight into Shakespeare’s ideas and attitudes. • To explore genre and themes in the play. • To understand main characters, plot structure and how setting is used to establish tone. • To explore the importance of the characters and their symbolic meaning. • Explore and understand how character’s and outside perceptions of them change. • To explore how patriarchy and status is portrayed. • To explore and understand how the story develops. • To explore what was Shakespeare was trying to convey to his audience? 				✓	✓	✓

	<ul style="list-style-type: none"> To explore, understand and analyse key quotations looking at word play, stagecraft and characterisation. To study dialogue in the play, analysing language, connotations, and key quotations. How do these reflect character, theme and Shakespeare's ideas and attitudes? To explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Shakespeare has used to create character, themes and setting. Research the Elizabethan era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	G:\KS4 Learning Resources\English\Course Booklets\Year 9\Term 1b - Romeo & Juliet G:\KS4 Learning Resources\English\Course Content and Resources\Year 9\Term 1b - Romeo & Juliet\LESSONS		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of Shakespeare's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: reverence, enmity, bravado, impetuous, infatuation. Tier 2 vocabulary: worship, boldness, impulsive, obsession, rancour.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	Investigate what does Shakespeare has to say about a more progressive and Humanist approach to love? Explore whether the messages in this play still relevant to our society in 2022? Give examples and evaluate choices.	✓					✓

Year 9

Topic	Modern Text - Lord of the Flies by William Golding	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand the social and historical context of the novel and gain an insight into the writer’s ideas and attitudes. • To explore the contextual background and setting of the novel • To explore genre and themes in the play. • To understand main characters, plot structure and how setting is used to establish tone. • To explore the importance of the characters and their symbolic and allegorical meaning. • Explore and understand how character’s and outside perceptions of them change. • To explore how patriarchy, class and social status is portrayed. • To explore and understand how the story develops. • To explore what social messages the writer was trying to convey to his audience? 				✓	✓	✓

	<ul style="list-style-type: none"> To explore, understand and analyse key quotations looking at word play, stagecraft and characterisation. To study dialogue in the play, analysing language, connotations, and key quotations. How do these reflect character, theme and Priestley's ideas and attitudes? To explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Priestley has used to create character, themes and setting. Research the Edwardian era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	G:\KS4 Learning Resources\English\Course Content and Resources\Year 9\Term 2a - Lord of the Flies G:\KS4 Learning Resources\English\Course Booklets\Year 9\Term 2a - Lord of the Flies		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of Priestley's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: paternalistic, patriarchal, penitent, parabolic, didactic. Tier 2 vocabulary: obstinate, remorseful, philanthropic, impoverished, deprived.			✓			
Numeracy	To use contextual data to make educated assumptions about key issues of the era.			✓			
Challenge	Investigate which of Gerald's crimes is greater: his treatment of Eva or his fiancée Sheila? Explore whether the Birlings are in fact, not to blame; society is. Explore whether the messages in this play still relevant to our society in 2022? Give examples and evaluate choices.	✓					✓

Year 9

Topic	Explorations in Creative Reading & Writing	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand how to use evidence to support your ideas using quotations from sources. • To explore how to write about language in literature. • To understand what structural techniques are and how should you analyse them, focussing on structural devices and the effect on the reader. • To understand how writers, use language to convey ideas about characters, relationships, themes or settings. • To be able to evaluate sources critically and support with textual references. • To become adept at being able to identify implicit and explicit information. • To investigate and explore how to communicate ideas effectively using tone, style and register and to practice how to organise your writing for coherency and effect. • To understand how to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect. 				✓	✓	✓

	<ul style="list-style-type: none"> To understand how to write to describe effectively and improve your sentence structure and grammar. 					
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to create character, themes and setting. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification and analysis of quotations. 			✓		
Resources	G:\KS4 Learning Resources\English\Course Booklets\Year 9\Term 2b - English Language Paper 1		✓		✓	✓
DRAFT	Produce both critical and creative responses to visual stimuli. Reflect on how this could be altered or improved.		✓			
Literacy	Tier 3 vocabulary: denotations, metaphorically, analepsis, non-linear, equilibrium, resolution. Tier 2 vocabulary: chronological, connotations, pivotal, structure, narrative.			✓		
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓		
Challenge	To read around the subject area, extending one's own understanding of a variety of literature.	✓				✓

Year 9

Topic	Writers' Viewpoints and Perspectives.	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand how to use evidence to support your ideas using quotations from sources. • To explore how to write about language devices in non-fiction examples of literature. • To understand what structural techniques are and how should you analyse them, focussing on structural devices and the effect on the reader. • To understand how writers use language to convey ideas and to express a viewpoint. • To be able to evaluate sources critically and support with textual references. • To become adept at being able to identify implicit and explicit information. • How to compare and contrasts writers' viewpoints and methods. • To investigate and explore how to communicate ideas effectively using tone, style and register and to practice how to organise your writing for coherency and effect. 				✓	✓	✓

	<ul style="list-style-type: none"> To understand how to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect. To understand how to write to describe effectively and improve your sentence structure and grammar. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to inform, persuade and advise. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification, analysis and comparison of quotations. 				✓		
Resources	Past papers Extracts		✓		✓		✓
DRAFT	Produce both critical and creative responses to stimuli. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: commonality, comparative, conjunction, juxtaposition. Tier 2 vocabulary: implicit, explicit, inference, perspective, viewpoint.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read around the subject area, extending one's own understanding of a variety of literature.	✓					✓

Year 9

Topic	Cluster of Poetry of Other Cultures	C	R	E	A	T	E
NC Learning Intention	To understand and critically explore a wide variety of poetry – both contemporary and from the literary heritage.						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To explore how to study poetry at GCSE. • To understand how to focus on meaning, structure, language and imagery. • To start exploring, studying and annotating the poems from the GCSE anthology. • To explore of effects of language and imagery on the reader. • To exploring alternative perspectives and understandings of poetry. • To appreciate the connotations of key words. • To practice how to compare and contrast two separate poems and how to write a comparative essay. 				✓	✓	✓

	<ul style="list-style-type: none"> To explore and analyse the poems in the GCSE anthology whilst comparing the themes, ideas, language and structural features. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to inform, persuade and advise. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification, analysis and comparison of quotations. 				✓		
Resources	Anthology of Poetry		✓		✓		✓
DRAFT	Produce critical responses which highlight understanding of the poet's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: transience, hubris, unorthodox, dominion, nefarious. Tier 2 vocabulary: patriotism, abhorrent, visceral, ambiguous, permeate.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read a variety of poetry from different eras and canons.	✓					✓

Year 10

Topic	19 th Century Literature – A Christmas Carol by Charles Dickens	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand the social and historical context of the novel and gain insight into Dickens’ ideas and attitudes. • To explore genre and themes in the novel. • To understand main characters, plot structure and how setting is used to establish tone. • To explore the importance of the character of Scrooge and the symbolism of his tight-fistedness. • Explore and understand how Scrooge changes and the effect of the ghost has on him. • To explore how class and inequality is portrayed. • To explore and understand how the story develops. • To explore the importance of the character of Scrooge. 				✓	✓	✓

	<ul style="list-style-type: none"> To explore how the Cratchits overcome obstacles and learn to accept their place in society. What was Dickens trying to convey to his readership? To explore, understand and analyse key quotations looking at word play, structure and characterisation. To study dialogue in the novel, analysing language, connotations, and key quotations. How do these reflect character, theme and Dickens' ideas and attitudes? 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the novel. Identify what techniques Dickens has used to create character, themes and setting. Analyse and explore quotations, offering alternative viewpoints. Research the Victorian era and makes notes on key points Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the novel. 				✓		
Resources	G:\KS4 Learning Resources\English\Course Booklets\Year 10 & 11\Term 1a - A Christmas Carol G:\KS4 Learning Resources\English\Course Content and Resources\Year 10\Term 1a - A Christmas Carol\Christmas Carol Staves		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of Dickens' intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: Reclusive, altruistic, allegorical, destitute, callous, antithesis. Tier 2 vocabulary: solitary, deprived, selfless, moral, contrast, insensitive.			✓			
Numeracy	Discuss the Malthusian theory in the context of a pie-chart and calculate equivalent % values.			✓			
Challenge	Investigate the wider importance or impact of the Malthusian theory on a 21 st century population. Explore whether the messages in this novella still relevant to our society in 2022? Give examples and evaluate choices.	✓					✓

Year 10

Topic	Shakespeare - Much Ado About Nothing	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand the social and historical context of the play and gain insight into Shakespeare’s ideas and attitudes. • To explore genre and themes in the play. • To understand main characters, plot structure and how setting is used to establish tone. • To explore the importance of the characters and their symbolic meaning. • Explore and understand how character’s and outside perceptions of them change. • To explore how patriarchy and status is portrayed. • To explore and understand how the story develops. 				✓	✓	✓

	<ul style="list-style-type: none"> To explore what was Shakespeare was trying to convey to his audience? To explore, understand and analyse key quotations looking at word play, stagecraft and characterisation. To study dialogue in the play, analysing language, connotations, and key quotations. How do these reflect character, theme and Shakespeare's ideas and attitudes? To explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Shakespeare has used to create character, themes and setting. Research the Elizabethan era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	G:\KS4 Learning Resources\English\Course Booklets\Year 10 & 11\Term 1b - Much Ado About Nothing		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of Shakespeare's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: reverence, enmity, bravado, impetuous, infatuation. Tier 2 vocabulary: worship, boldness, impulsive, obsession, rancour.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	Investigate what does Shakespeare has to say about a more progressive and Humanist approach to love? Explore whether the messages in this play still relevant to our society in 2022? Give examples and evaluate choices.	✓					✓

Year 10

Topic	Modern Text - An Inspector Calls by JB Priestley	C	R	E	A	T	E
NC Learning Intention	To read and appreciate the depth and power of the English literary heritage						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand the social and historical context of the play and gain insight into Priestley’s ideas and attitudes. • To explore the contextual background and setting of the play. • To explore genre and themes in the play. • To understand main characters, plot structure and how setting is used to establish tone. • To explore the importance of the characters and their symbolic and allegorical meaning. • Explore and understand how character’s and outside perceptions of them change. • To explore how patriarchy, class and social status is portrayed. • To explore and understand how the story develops. • To explore what social messages Priestley was trying to convey to his audience? 				✓	✓	✓

	<ul style="list-style-type: none"> To explore, understand and analyse key quotations looking at word play, stagecraft and characterisation. To study dialogue in the play, analysing language, connotations, and key quotations. How do these reflect character, theme and Priestley's ideas and attitudes? To explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Discuss the different sections of the play. Identify what techniques Priestley has used to create character, themes and setting. Research the Edwardian era and makes notes on key points. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions about the play. 				✓		
Resources	G:\KS4 Learning Resources\English\Course Booklets\Year 10 & 11\Term 2a - An Inspector Calls\An Inspector Calls Workbook.docx G:\KS4 Learning Resources\English\Course Content and Resources\Year 10\Term 2a - An Inspector Calls\LESSONS\Scheme of Work.pptx		✓		✓		✓
DRAFT	Produce both critical and creative responses which highlight understanding of Priestley's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: paternalistic, patriarchal, penitent, parabolic, didactic. Tier 2 vocabulary: obstinate, remorseful, philanthropic, impoverished, deprived.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	Investigate which of Gerald's crimes is greater: his treatment of Eva or his fiancée Sheila? Explore whether the Birlings are in fact, not to blame; society is. Explore whether the messages in this play still relevant to our society in 2022? Give examples and evaluate choices.	✓					✓

Year 10

Topic	Explorations in Creative Reading & Writing	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand how to use evidence to support your ideas using quotations from sources. • To explore how to write about language in literature. • To understand what structural techniques are and how should you analyse them, focussing on structural devices and the effect on the reader. • To understand how writers, use language to convey ideas about characters, relationships, themes or settings. • To be able to evaluate sources critically and support with textual references. • To become adept at being able to identify implicit and explicit information. 				✓	✓	✓

	<ul style="list-style-type: none"> To investigate and explore how to communicate ideas effectively using tone, style and register and To practice how to organise your writing for coherency and effect. To understand how to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect. To understand how to write to describe effectively and improve your sentence structure and grammar. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to create character, themes and setting. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification and analysis of quotations. 				✓		
Resources	G:\KS4 Learning Resources\English\Course Booklets\Year 10 & 11\Term 2b - English Language Paper 1\Year 10 Language Paper 1 Booklet.pdf		✓		✓		✓
DRAFT	Produce both critical and creative responses to visual stimuli. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: denotations, metaphorically, analepsis, non-linear, equilibrium, resolution. Tier 2 vocabulary: chronological, connotations, pivotal, structure, narrative.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read around the subject area, extending one's own understanding of a variety of literature.	✓					✓

Year 10

Topic	Writers' Viewpoints and Perspectives.	C	R	E	A	T	E
NC Learning Intention	To understand and critically evaluate texts, whilst writing accurately, fluently, effectively and at length for pleasure and information.						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To understand how to use evidence to support your ideas using quotations from sources. • To explore how to write about language devices in non-fiction examples of literature. • To understand what structural techniques are and how should you analyse them, focussing on structural devices and the effect on the reader. • To understand how writers use language to convey ideas and to express a viewpoint. • To be able to evaluate sources critically and support with textual references. • To become adept at being able to identify implicit and explicit information. 				✓	✓	✓

	<ul style="list-style-type: none"> • How to compare and contrasts writers' viewpoints and methods. • To investigate and explore how to communicate ideas effectively using tone, style and register and to practice how to organise your writing for coherency and effect. • To understand how to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect. • To understand how to write to describe effectively and improve your sentence structure and grammar. 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. • Identify what techniques writers have used to inform, persuade and advise. • Look at examples of model responses and work towards replicating. • Produce essays which respond to key questions from the exam paper. • Practice the identification, analysis and comparison of quotations. 				✓		
Resources	Past papers		✓		✓		✓
DRAFT	Produce both critical and creative responses to stimuli. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: commonality, comparative, conjunction, juxtaposition. Tier 2 vocabulary: implicit, explicit, inference, perspective, viewpoint.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read around the subject area, extending one's own understanding of a variety of literature.	✓					✓

Year 10

Topic	Poetry Anthology & Unseen	C	R	E	A	T	E
NC Learning Intention	To understand and critically explore a wide variety of poetry – both contemporary and from the literary heritage.						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To explore how to study poetry at GCSE. • To understand how to focus on meaning, structure, language and imagery. • To start exploring, studying and annotating the poems from the GCSE anthology. • To explore of effects of language and imagery on the reader. • To exploring alternative perspectives and understandings of poetry. • To appreciate the connotations of key words. 				✓	✓	✓

	<ul style="list-style-type: none"> To practice how to compare and contrast two separate poems and how to write a comparative essay. To explore and analyse the poems in the GCSE anthology whilst comparing the themes, ideas, language and structural features. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques writers have used to inform, persuade and advise. Look at examples of model responses and work towards replicating. Produce essays which respond to key questions from the exam paper. Practice the identification, analysis and comparison of quotations. 				✓		
Resources	G:\KS4 Learning Resources\English\Course Content and Resources\Year 10\Term 3b - Poetry\Power & Conflict\LESSONS		✓		✓		✓
DRAFT	Produce critical responses which highlight understanding of the poet's intentions. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: transience, hubris, unorthodox, dominion, nefarious. Tier 2 vocabulary: patriotism, abhorrent, visceral, ambiguous, permeate.			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read a variety of poetry from different eras and canons.	✓					✓

Year 10

Topic	Spoken Language	C	R	E	A	T	E
NC Learning Intention	To speak confidently, audibly and effectively in Standard English, whilst also listening and responding in a variety of different contexts						
Lesson Learning Intentions	<ul style="list-style-type: none"> • To observe how to communicate an argument in a clear and effective manner. • To understand how to use interesting vocabulary, linguistic devices and body language to communicate effectively • To pick out the precise and intriguing way that vocabulary and language have been employed in a sophisticated manner and apply it to my own speech. 				✓	✓	✓

	<ul style="list-style-type: none"> To express sophisticated ideas, information and feelings using a sophisticated repertoire of vocabulary. To organise and structure a presentation using an effective range of strategies to engage the audience. To listens to questions and feedback. To respond perceptively and if appropriate elaborate with further ideas and information. To ensure that linguistic devices and vocabulary are imaginatively used and the speech is organised in a fluently structured manner. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching. Identify what techniques speakers have used to inform, persuade, encourage and advise. Look and listen to examples of model responses and work towards replicating. To write a speech that is attention grabbing, thought-provoking and engaging to listen to. 				✓		
Resources	Past papers		✓		✓		✓
DRAFT	Produce a 3-5 minute speech followed by 5 minutes of questioning. Reflect on how this could be altered or improved.		✓				
Literacy	Tier 3 vocabulary: repertoire Tier 2 vocabulary: audible, appropriate, structure, audience,			✓			
Numeracy	To study data from the time in which the text was set and use it to make educated assumptions about life during that time			✓			
Challenge	To read around the subject area, extending one's own understanding of a variety of literature.	✓					✓

