



Academic Overview 2018-19

English						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Literary Periods and Movements	Novel: <i>'A Christmas Carol'</i>	Shakespeare: <i>'Romeo and Juliet'</i>		Incredible Stories and Extracts	Poetry Cluster: Love and Relationships
Year 8	Shakespeare: <i>'Much Ado About Nothing'</i>	19th Century Settings Extracts	Novel: <i>'Of Mice and Men'</i>		Travel Writing: Viewpoints and Perspectives	Poetry Cluster: Character and Voice
Year 9	<i>Literature Paper 2:</i> Modern drama: <i>'An Inspector Calls'</i> Language Paper 1 - descriptive and narrative Writing		Literature Paper 1 Shakespeare: <i>'Macbeth'</i> Language Paper 2: Writing to present a viewpoint		Power and Conflict Poetry Themes: Power of Nature and Humanity Revision for PPE: An Inspector Calls and Macbeth	
Year 10	19 TH Century Novel: <i>'The Strange Case of Dr. Jekyll and Mr. Hyde'</i> Language paper 1: Descriptive – using the text as a stimulus. Literature paper 1- Academic/exam style writing		Power and Conflict Poetry Themes: Reality of conflict, sadness and loss of conflict Unseen Poetry	Revision Lit Paper 1 Shakespeare Revision Lit Paper 2 Poetry: Power and Conflict	Revise all Literature	Language Paper 2: Writing to present a viewpoint Spoken language- presentation of speech
Year 11	Paper 1: Section A Explorations in Creative Reading and Writing Paper 1: Section B Descriptive and Narrative <i>'Crafting Writing'</i>		Paper 2: Section A Examining Writers Viewpoints and Perspectives Paper 2: Section B Writing to present a viewpoint		Revision of Key Skills	



Qualification Stage Curriculum Content Overview 2018-19

Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment
<p><u>Literature:</u></p> <ul style="list-style-type: none"> • Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Show understanding of the relationships between texts and the contexts in which they were written. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Language:</u></p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • Evaluate texts critically and support this with appropriate textual references • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Reading</p> <p>Language:</p> <ul style="list-style-type: none"> • Variety of extracts including: 19th 20th and 21st Century fiction and non fiction. <p>Litertuare:</p> <ul style="list-style-type: none"> • <i>An Inspector Calls, Jekyll and Hyde, Macbeth, Power and Conflcit Poetry, Unseen Poetry.</i> <p>Numeracy</p> <ul style="list-style-type: none"> • Tension and emotion graphs • Ranking • Ordering events <p>Oracy and Literacy</p> <ul style="list-style-type: none"> • Key words • Reading roles of characters • Group presentations • Role play • Debates for viewpoints resilience 	<p>Questioning in lessons</p> <p>Whole class feedback during lessons</p> <p>Low stakes quizzing</p> <p>Exit strategies</p> <p>Voting</p> <p>Debates for viewpoints</p> <p>Peer and self-assessment of written work</p>	<p>Yr 9:</p> <p>1 or 2 assessments during each half term.</p> <p>1 whole PPE at the end of the year.</p> <p>Yr 10:</p> <p>1 or 2 assessments or PPEs during each half term.</p> <p>GCSE English Literature taken at the end of the year.</p> <p>Yr 11:</p> <p>l assessment each half term of a section or whole paper/s.</p> <p>GCSE English Language taken at the end of the year</p>



Assessment Skills, Knowledge and Concepts Map

English Year 11

Key Learning Questions	Paper 1: Section A Explorations in Creative Reading and Writing	Language of Learning
<p>How does the writer use language to...?</p> <p>How has the writer structured the text to interest you as a reader?</p> <p>To what extent do you agree on a given statement about a text?</p>	<p>Analyse extracts focusing on fiction description.</p> <p>Develop understanding of the gothic genre and emulate the writers' styles in students' own work.</p> <p>Develop viewpoint writing skills through practice of language devices and building a repertoire of sophisticated vocabulary</p>	<p>Depicts</p> <p>Reveals</p> <p>Typifies</p> <p>Motif</p> <p>Symbolism</p> <p>Shifts of focus</p>
Key Learning Questions	Language Paper 1: Section B Descriptive and Narrative: 'Crafting Writing'	Language of Learning
<p>Write a description suggested by the picture.</p> <p>Write the opening part of a story about a time when you felt like...</p>	<p>Read and analyse writers' use of language in a variety of extracts.</p> <p>Develop an understanding of how to craft writing through exploration of linguistic devices.</p> <p>Understand how planning impacts writing.</p>	<p>Establishes</p> <p>Connotes</p> <p>Alludes</p> <p>Exposition</p> <p>Denouement</p> <p>Parenthesis</p>
Key Learning Questions	Paper 2: Section A Examining Writers Viewpoints and Perspectives Paper 2: Section B Writing to present a viewpoint	Language of Learning
<p>Use details from both sources to write a summary of...</p> <p>How does the writer use language to...?</p> <p>Compare how the writers convey...</p>	<p>Read and analyse writers' use of language in a variety of extracts.</p> <p>Develop an understanding of how to craft writing through exploration of linguistic devices.</p> <p>Understand how planning impacts writing.</p> <ul style="list-style-type: none"> To develop understanding of language devices and how they can be used effectively in writing. To analyse writers' use of language in various stories and extracts. <p>To evaluate how and why writers construct stories for impact.</p>	<p>Represents</p> <p>Epitomises</p> <p>Establishes</p> <p>Sarcasm</p> <p>Journalistic</p> <p>Anadiplosis</p>