

Our ENGLISH Curriculum is designed to expand an appreciation and enjoyment of the subject. Topics provide a varied and rich diet of our language and literary heritage. Knowledge and skills are introduced and regularly revisited, enabling confidence and accomplishment to develop.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	A History of English		Contemporary Novel – <i>The Bone Sparrow</i>			Shakespeare- ‘A Midsummer Night’s Dream’
	Poetry, fiction and non-fiction texts, plays, movements in Literature. <ul style="list-style-type: none"> To know literary time periods and their features. To use quotation and analyse the effects of language. Creative writing – narrative perspectives. 		Novel, non-fiction texts, transactional writing (charities), poetry. <ul style="list-style-type: none"> To introduce literary structures, to analyse the conventions of the novel form. To use context in analysis and explain effects. To know the structure of persuasion and the rhetoric of Aristotle. To use persuasive devices, including logos, ethos and pathos in transactional writing. 			Shakespeare: key extracts from the play, looking at characters and how they are portrayed. <ul style="list-style-type: none"> To know the conventions of the dramatic form and understand the functions of characters. To use this to analyse an extract and explain the effects with reference to the form. Thoughtful analysis of Shakespeare’s use of language - metaphors.
	<u>Assessment cycle 1</u> . Knowledge check (10 marks), structure analysis (20 marks), narrative writing (20 marks).		<u>Assessment cycle 1</u> : Knowledge check (10 marks), language analysis (10 marks), structure analysis (10 marks) and narrative writing (20 marks).			<u>Assessment cycle 3</u> : Reading Assessment: knowledge test (10 marks), mini extract and analysis (25 marks). Comment on the play as a whole (15 marks).
8	The Gothic	Shakespeare- ‘The Tempest’		Contemporary Novel-‘City of the Beasts’		Romantic and Victorian poetry.
	<ul style="list-style-type: none"> To understand how different ways of structuring text can produce different effects. To demonstrate how to organise narrative to achieve effects. To demonstrate how to use a variety of sentence types for accuracy and effect. 	<ul style="list-style-type: none"> To identify literary context and analyse the effects of conventions. To recognise themes and the functions of characters with reference to the writer's intentions. Write about the play as a whole and identify and explore patterns of language. 		<ul style="list-style-type: none"> To identify and emulate how writers use symbols and motifs. To embed extended metaphors and themes in descriptions. To identify and emulate how writers develop characters as constructs. 		<ul style="list-style-type: none"> Understanding the effect of context and conventions. Must understand key poetry terminology, especially structural terms, in order to apply to unseen poetry. Imagery: explicit teaching of extended metaphors, sound imagery and structure.
	<u>Assessment cycle 1</u> . Knowledge check (10 marks), language analysis (20 marks), narrative writing (20 marks).	<u>Assessment cycle 2</u> : Reading Assessment: knowledge test (10 marks), mini extract and analysis (25 marks). Comment on the play as a whole (15 marks).		Evaluate a reading of a character within a given extract. Extension: whole text.	<u>Assessment cycle 3</u> : Exam. Unseen fiction extract - 20th Century. Reading section - 1x language question and 1x structure question. 1x creative writing response - first 2 paragraphs of a story establishing character and setting.	Terminology test, extended analysis of language and structure in a poem. (3 paragraphs).

9	Poetry from Different Cultures.	Perspectives from 19th Century		Shakespeare-‘Romeo and Juliet’		Speech writing and the Art of Rhetoric	
	<ul style="list-style-type: none"> Understanding the effect of context across an anthology of poems. To begin making thematic comparisons between poems. Identifying and emulating how writers create clear viewpoints. 	<ul style="list-style-type: none"> To understand the specifics of the context of the 19th Century. To demonstrate a confident understanding of the different purposes and conventions between fiction and non-fiction texts. To compare how different writers used methods to convey perspectives. 		<ul style="list-style-type: none"> To articulate the effects of context on writer’s choices in order to thoughtfully construct an analytical response. Explicit teaching of thesis statements and the structure of an essay. Explicitly teach revision techniques including learning key quotations. 		<ul style="list-style-type: none"> Planning, writing and delivering the Spoken Language presentations for the GCSE award. To understand the conventions of rhetoric and constructions of argument. Writing from an imagined perspective and using extended metaphors. Filming Y9 speeches in late June. 	
	<u>Assessment cycle 1:</u> Knowledge (10 marks), poetry - one paragraph to explore a moment in the poem in detail (25 marks), transactional writing based on the theme (15 marks).	<u>Assessment:</u> knowledge - context (10 marks). Language Paper 2 analysis Qu3 (small unseen fiction extract - 15 marks) and Qu4 (compare 2 short non-fiction extracts - 25 marks).. Compare the presentation of...		<u>Assessment cycle 2</u> - extract (whole essay).		Cold writing. GCSE P2 - ‘fame’2019 question. Spoken Language Award: AO7 and 9 (P,M,D awards).	
10	Language Paper 1	19th Century- ‘A Christmas Carol’	Shakespeare- ‘Macbeth’		Contemporary Novel		GCSE Spoken Language mop up
	<ul style="list-style-type: none"> To introduce GCSE Language Paper 1: practise Section A and B using the department extract booklet. To introduce GCSE Literature Paper 1 by beginning the study of ‘A Christmas Carol’: studying the whole novella; learning key quotations; tracking development of characters and themes; analysing language and structural forms, and exploring the writer’s purpose. 		<ul style="list-style-type: none"> To continue GCSE Literature 1 by studying the whole play of Macbeth by learning key quotations, tracking development of characters and themes, and analysing language and structural forms. To revise ‘A Christmas Carol’. 		<ul style="list-style-type: none"> To introduce GCSE Literature Paper 2 Section A by beginning the study of ‘Animal Farm’, ‘An Inspector Calls’ or ‘Lord of the Flies’: studying the whole novella; learning key quotations; tracking development of characters and themes; analysing language and structural forms, and exploring the writer’s purpose. This text will be decided by the class teacher. To interleave and revise Language 1 skills. 		
	<u>Assessment:</u> Language 1 Q4	<u>Classwork is assessed.</u>	<u>Assessment:</u> Lit Paper 1 2019 FULL PAPER (Macbeth; ACC)		<u>Assessment:</u> Lang Paper 1 FULL PAPER		<u>Assessment:</u> Spoken Language mop up
11	Power and Conflict Poetry	Lang Paper 2 and Shakespeare- ‘Macbeth’	Shakespeare- ‘Macbeth’ and Lang Paper 1	Power and Conflict Poetry and Contemporary Novel	Unseen Poetry / REVISION		
	<ul style="list-style-type: none"> To introduce GCSE Literature Paper 2 Section A by studying the 15 Power and Conflict poems from the AQA Anthology: annotating poets’ 	<ul style="list-style-type: none"> To introduce GCSE Language Paper 2: practise Section A and B using the mini mocks extract booklet. 	<ul style="list-style-type: none"> To revise Macbeth. To revisit Language Paper 1 (Section A and B) skills. 	<ul style="list-style-type: none"> To continue the study of 15 poems from the AQA Anthology. To interleave Contemporary Novel revision. 	<ul style="list-style-type: none"> To practise analysis of poetry using unseen poems by annotating poets’ methods and contexts, and comparing the depiction of themes. 		

	<p>methods and contexts; comparing the depiction of themes; analysing and articulating the presentation of ideas and exploring the writers' purposes.</p> <ul style="list-style-type: none"> • Practising Unseen Poetry skills and approaches. 	<ul style="list-style-type: none"> • To interleave Macbeth revision. 			<ul style="list-style-type: none"> • Revision of Language and Literature revision- to be decided by class teachers. 	
	<p><u>Assessment:</u> Power and Conflict exam question</p>	<p><u>Assessment:</u> Language Paper 2 FULL PAPER</p>	<p><u>Assessment:</u> Macbeth question 50 min</p> <p><u>Assessment:</u> Language Paper 1 FULL PAPER</p>		<p>English Literature GCSE examinations</p>	<p>English Language GCSE Examinations</p>