



Enrichment and Personal Development		Links to Careers in English	
Year 7	<ul style="list-style-type: none"> Pupils can visit Dove Cottage, in Grasmere, to see first-hand the idyllic surroundings that inspired William Wordsworth's poetry. Pupils can visit Gawthorpe Hall to explore Shakespearean language, storytelling, chronology and swordplay. Throughout the year, pupils explore key themes such as love and loss, justice and liberty and learn about the value of our natural world. These key themes link directly to personal development areas such as family (how relationships contribute to human happiness), relationships (respecting others) and citizenship (the precious liberties enjoyed by the citizens of the United Kingdom). 	Year 7	<ul style="list-style-type: none"> Pupils are exposed to a range of texts and explore their different purposes, audiences, formats and genres. This links to career paths such as journalism when writing articles and reading blogs. Pupils read a range of gothic texts and may be inspired to become a novelist or literary critic. Pupils explore a range of societal issues and critique how people have been treated (past and present). This unit links to careers in law, activism and politics. Whilst reading <i>The Tempest</i> and re-enacting key scenes, pupils may decide a career in acting, directing or the media enthruses them.
Year 8	<ul style="list-style-type: none"> Pupils can visit the Imperial War Museum in Manchester to discover the stories of individuals whose lives have been shaped by war. Some pupils will have the opportunity to visit Gawthorpe Hall to explore Shakespearean language, storytelling, chronology and swordplay. Pupils participate in our end of year public speaking competition to develop their oracy skills. Throughout the year, pupils explore a range of key themes such as war and conflict, love and loyalty, prejudice and discrimination alongside others. These key themes link to personal development areas like relationships (stereotypes and characteristics of healthy relationships), citizenship (roles played by voluntary groups) and mental wellbeing (talking about emotions accurately and sensitively). 	Year 8	<ul style="list-style-type: none"> When studying <i>Private Peaceful</i> pupils explore experiences of war. This unit may inspire pupils to consider work in the military, journalism, photography, politics and more. Pupils study one of Shakespeare's most famous play, <i>Romeo and Juliet</i>. By reading and performing key scenes, pupils may consider careers in the arts such as a director, actor or playwright. Whilst studying non-fiction units in the summer term, pupils may consider careers in journalism, media research, public relations, and social media.
Year 9	<ul style="list-style-type: none"> Pupils enter creative writing competitions, attend college style seminars and celebrate events such as National Poetry Day and World Book Day. Pupils are encouraged to participate in a public speaking competition to develop their oracy skills. Throughout the year, pupils explore a range of key themes such as power and corruption, ambition and morality, relationships and love alongside others. These ideas links to personal development areas like families (characteristics of successful parenting), respectful relationships (respecting others, tolerance) and citizenship (liberties enjoyed by citizens in the UK). 	Year 9	<ul style="list-style-type: none"> Pupils are encouraged to critically evaluate a novel, to critique society through reading non-fiction texts and to compare varying viewpoints and perspectives on key societal issues. Pupils explore the implications of the class system in Britain and examine relationships within families and beyond. These units link specifically to careers in public service, politics, journalism, activism and law. Pupils study units on rhetoric and speech writing. These units link specifically to careers in marketing, advertising and politics.
Year 10	<ul style="list-style-type: none"> Pupils can watch a GCSE play performed at the theatre. Pupils attend a talk from a visiting speaker recounting their experience of war. Pupils watch a performance of a GCSE set text from a visiting theatre group. Throughout the year, pupils explore a range of themes such as power and control, identity, conflict, class, poverty and more. These key themes link to personal development areas like families (characteristics of successful parenting), relationships (different types), mental wellbeing (talking about their emotions) and citizenship (ways to contribute successfully to society). 	Year 10	<ul style="list-style-type: none"> Pupils study a range of issues within <i>An Inspector Calls</i> and <i>Macbeth</i> and through analysing the AQA power and conflict poetry cluster. These literature texts link to career paths in the military, as a playwright, spoken word artist or politician. Pupils are exposed to a range of non-fiction reading and writing. These English language units may inspire pupils to consider careers in advertising, blogging, journalism or travel writing.
Year 11	<ul style="list-style-type: none"> Pupils can watch a GCSE play performed at the theatre. Pupils watch a performance of a GCSE set text from a visiting theatre group in school. Throughout the year, pupils explore a range of key themes such as family and relationships, power and control, identity, conflict, social class, and more. These themes link to personal development areas like citizenship (liberties in the UK, ways a citizen can contribute positively to society), mental wellbeing (talking about their emotions) and relationships (how relationships contribute to human happiness). 	Year 11	<ul style="list-style-type: none"> Pupils explore a range of issues within the GCSE set texts they are studying. Whilst reading <i>A Christmas Carol</i>, pupils may consider working for charitable organisations or a career in politics. Pupils may be inspired to become novelists, poets, playwrights or actors. Pupils are exposed to a range of non-fiction texts and writing. These units may inspire pupils to consider careers in advertising, blogging, journalism and travel writing.



Key areas of focus in this unit of work



Subject specific knowledge



Assessment (including both formative and summative)



Progression of learning

KS2 Transferable Skills

Adapt writing for the correct purpose, audience and form.
 Accurate use of grammar and punctuation.
 Apply spelling strategies.
 Use discussion in order to learn. Elaborate, build on and express ideas clearly.
 Consider how authors develop characters and settings in narrative.
 Identify themes across texts/novels.

English Department

Year 7 Curriculum Plan



Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sky Hawk/Travel Writing	Gothic Horror - Reading	Gothic Horror - Writing	Nature Poetry	Non-Fiction Unit – Society then and now.	Introduction to Shakespeare (The Tempest)
Pupils begin the unit by recapping their Y6 transition work on the novel Sky Hawk, completing several reading and writing tasks linked to the story. Later, pupils use their knowledge and understanding of Sky Hawk to analyse travel texts. Pupils apply these features to their own work to create various pieces of travel writing focused on the Scottish Highlands and Gambia.	Pupils read an anthology of gothic inspired short stories. Pupils learn about the origins of the gothic genre, identify gothic conventions, analyse key characters (archetypes) and themes and later develop an understanding of writer's craft. Pupils start to make general connections between the texts, characters and themes.	Pupils are exposed to a range of gothic extracts and use them as a stimulus to create their own gothic archetypes, settings and stories. Pupils apply interesting vocabulary and linguistic techniques to their own writing to create tension and atmosphere.	Pupils read a sample of poetry with a common theme: nature. Pupils start to draw comparisons between the nature poems. Pupils comment on each poet's message and the methods used to convey them. Pupils are introduced to Romanticism through the study of Wordsworth's Daffodils. They start to examine poets' use of metaphor to create meaning about the wider world.	Pupils read a range of 19th, 20th and 21st century non-fiction texts to critique developments within society. Pupils compare attitudes to key societal issues like poverty, crime, animal rights and education. They examine writers' methods, viewpoints and context. Pupils express their own views on important societal issues.	Pupils gain an understanding of the contextual factors linked to Shakespeare, including the Globe Theatre and Jacobean England. Pupils watch and read extracts from The Tempest and explore the plot and key themes. Pupils explore the conventions of comedy and examine key archetypes through the study of key extracts. Pupils develop confidence commenting on Shakespeare's use of language and dramatic techniques.
<ul style="list-style-type: none"> Be aware of purpose, audience, format and tone for non-fiction writing. Technical accuracy. Spelling, punctuation and grammar. Identifying, in reading, and applying, in writing, persuasive features. Retrieving relevant quotations to support inferences – both explicit and implicit. 	<ul style="list-style-type: none"> Pupils read The Tell-Tale Heart, The Monkey's Paw, The Yellow Wallpaper and The Landlady. Origins of the gothic genre. Gothic conventions and melodrama. Archetypal characters and themes. Structure of short stories. Narrative voice. Influence of the gothic genre on modern texts. Comparison between gothic texts. Vocabulary development. Writers' methods. 	<ul style="list-style-type: none"> Pupils will read extracts from Frankenstein, Rebecca, Dracula, Jekyll and Hyde, The Hunchback of Notre Dame and The Woman in Black. Write for a range of purposes (to describe) and audiences. Use of ambitious vocabulary. Use of effective linguistic techniques. Accurate spelling, punctuation and grammar. Sentence construction and crafting. Know how to plan, proofread and redraft. 	<ul style="list-style-type: none"> Pupils study the poems Daffodils by Wordsworth, Nettles by Scannell, Blessing by Dharker and Death of a Naturalist by Heaney. Biographical knowledge of the poets Knowledge of Romanticism. Annotation skills Understanding of poetic forms. Subject terminology. Structure of an analytical paragraph. Use of analytical verbs. Influence of contextual factors on writers. 	<ul style="list-style-type: none"> Connections and comparisons between texts. Authorial intent and influence. 1st person, 2nd and 3rd person perspective. Analysis of writers' methods. Synthesise and summarise. Key vocabulary. Understanding of contextual factors. 	<ul style="list-style-type: none"> Timeline of Shakespeare's life. History of the Globe Theatre. Conventions of a comedy. Plot overview of The Tempest. Introduction to colonialism. Key awareness of character and themes from Act 1 Scene 2, Act 3 Scene 2 and Act 5. Understanding of form Epilogue. Language analysis. Subject terminology. Dramatic devices. Theme of power and control.
<p>Summative: Pupils write a tourist leaflet persuading people to visit the Scottish Highlands. Spelling test.</p> <p>Formative:</p> <p>1. Non-fiction reading question: How does the writer use language to persuade people to visit Scotland?</p> <p>2. Write a description of the Scottish Highlands to be included on the Visit Scotland website.</p>	<p>Summative: How does Dahl present the landlady as an interesting villain?</p> <p>Formative:</p> <p>1. Answer comprehension questions (retrieval and inference) linked to the gothic short story The Tell-Tale Heart.</p> <p>2. Write a monologue from the perspective of a character in The Monkey's Paw.</p>	<p>Summative: Write an opening to a gothic story.</p> <p>Formative:</p> <p>1. Analyse how language is used in Frankenstein (chapter five) to describe the weather and monster.</p> <p>2. Craft a range of sentences to describe a gothic setting (whole class feedback).</p>	<p>Summative: How does Scannell present the power of nature in Nettles?</p> <p>Formative:</p> <p>1. Quote explosions from Death of a Naturalist.</p> <p>2. Research Wordsworth and Romanticism to create a mini biography (whole class feedback).</p>	<p>Summative: Write a letter to Amnesty International expressing your views on a societal injustice.</p> <p>Formative:</p> <p>1. Write a summary of the different views expressed on a societal issue from different time periods.</p> <p>2. Write a detailed paragraph expressing a view on a societal issue such as homelessness (whole class feedback).</p>	<p>Summative: Write an imaginative account of a day at the Globe Theatre.</p> <p>Formative:</p> <p>1. Formal presentation on the life and times of William Shakespeare.</p>
<ul style="list-style-type: none"> Year 7: Nature Poetry. Year 7: Society Then and Now. Year 9: Rhetoric. Year 10: Reading Non-Fiction Texts. Year 11: Writers' Viewpoints and Perspectives. 	<ul style="list-style-type: none"> Year 8: Dystopian Fiction. Year 9: Animal Farm. Year 10: Explorations in Creative Reading. Year 11: A Christmas Carol. 	<ul style="list-style-type: none"> Year 8: Dystopian Fiction. Year 9: Animal Farm. Year 10: Creative Writing. Year 11: A Christmas Carol. Year 11: Explorations in Creative Writing. 	<ul style="list-style-type: none"> Year 8: War and Conflict Poetry. Year 9: Love Poetry. Year 10: Power and Conflict Poetry. Year 11: Unseen Poetry and Poetry Revision. 	<ul style="list-style-type: none"> Year 8: War and Conflict and Social Injustice. Year 9: Power in Society and Rhetoric and Speech Writing. Year 10: Writing to express a Viewpoint. Year 11: Transactional Writing. 	<ul style="list-style-type: none"> Year 8: Romeo and Juliet. Year 9: Blood Brothers. Year 10: Macbeth and An Inspector Calls. Year 11: Macbeth Revision.

Year
8



English Department

Year 8 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Private Peaceful	War and Conflict	Dystopian Fiction	Romeo and Juliet	Women in Literature	Social Injustice
The focus of this unit is on the study of Private Peaceful to deepen pupils' understanding of the novel form, characterisation, themes and writer's craft. Pupils develop and improve their academic writing when analysing key quotations and extracts from within the novel. Pupils identify, comment on and explore how language is used by an author. Pupils read and study the novel in its entirety.	The focus of this unit is to compare different perspectives of war and conflict to deepen understanding of context and its influence on writers. Pupils read a range of non-fiction and fiction texts from different time periods. They develop their knowledge and understanding of authorial intent and methods whilst starting to make connections across texts. Pupils are exposed to and analyse war poetry, articles, journals and diary entries before producing their own writing and opinion-based pieces on this emotive topic.	Pupils study texts from the dystopian genre. They are exposed to a variety of short stories such as The Lottery, Examination Day, Harrison Bergeron, and extracts from dystopian novels like The Hunger Games and Maze Runner. They explore the conventions of dystopian fiction (including structure and language) and apply these conventions in their own writing.	The focus of this unit is on the study of Romeo and Juliet. Pupils examine the key themes in the play and explore Shakespeare's intentions. Pupils build on knowledge from Year 7 about Jacobean England and explore the contextual factors surrounding this play. Pupils discuss and comment on characterisation and how societal norms are conveyed. Pupils develop understanding of Shakespearean tragedy and the concept of a tragic hero.	The focus of this unit is on the study of female protagonists in literature texts. Pupils explore the influence of contextual factors on writers. Pupils compare female characters presented in Romeo and Juliet to women in other literature texts. Pupils use their knowledge of how females are presented in literature to create their own female protagonist and short story. Pupils start to critique how female characters are presented and whether they subvert the typical expectations of women.	Pupils are exposed to a range of 'social injustice' issues evident in society today. Pupils explore the viewpoints expressed in a range of non-fiction texts and confidently express their own opinions and ideas. Pupils research, plan and participate in a debate on an issue pertinent to teenagers today. Pupils use their voice to call for social change.
Contextual understanding of WW1 and its influence on writers and audiences. Key themes. Novel form. Knowledge of plot and characters. Understand how writers create a message. Literary techniques. Flashbacks and narrative voice. Word level analysis and analysis of language devices. Critical evaluation of a text. Sentence construction. Accurate punctuation and apply punctuation for effect.	Compare and understand different experiences of war. Understand context and its influence on writers. Understand issues surrounding war e.g. PTSD, National Service, the glorification of war, the morality of war. Summarise and synthesise. Vocabulary development. Grammar. Features of journalistic writing. Draft and edit.	Recognise and apply the conventions of dystopian fiction. Freytag's pyramid. Types of narrative structure. Understand how to construct a conventional character and setting. Foreshadowing. Identify themes within a text and the effects on audiences. Patterns of language. Linguistic and structural features. Sentence construction. Vocabulary development. Authorial intent.	Knowledge of the whole text and drama form. Conventions of tragedy. Knowledge of contextual factors. Understand themes and characterisation. Apply knowledge of characterisation to writing. Ability to critically evaluate a character/theme. Awareness of dramatic devices and their effect. Identification of prose and blank verse. Academic verbs. Understand effects of Shakespeare's imagery/methods.	Critical evaluation of female protagonists. Understand how conventions help to shape a character. Knowledge of contextual factors and their influence on writers. Summarise the differences between characters. Academic verbs (conveys, highlights, connotes, challenges). Literary criticism. Sentence construction. Use of connectives Proofreading.	Compare experiences of different writers and the contextual factors that influence them. Be able to compare writers' perspectives. Apply analytical verbs. Understand how persuasive techniques manipulate an audience. Apply persuasive techniques to talk/writing. Features of speech. Adapt language and tone to match purpose and audience.
Summative: How does Morpurgo use language to describe Tommo's experience of war? Formative: 1. Continue to describe the gas attack scene created by Morpurgo (page 160). 2. 'Charlie didn't deserve to be killed for cowardice.' To what extent do you agree?	Summative: Write a newspaper article expressing a viewpoint on national service. Formative: 1. Compare experiences of war. 2. Mini test on AO6 (SPaG) skills.	Summative: Description of a dystopian world using linguistic and structural devices. Formative: 1. Analyse the structure of an extract. 2. Using an image of a dystopian setting, students to craft sentences and apply linguistic devices.	Summative: How does Shakespeare present the theme of masculinity in Romeo and Juliet? Formative: 1. PEZAL on presentation of Romeo Montague in Act 1 Scene 1. 2. Newspaper report on Mercutio's death.	Summative: Write a short story with the title 'The Woman in the Shadows'. Formative: 1. Write a character description of a female protagonist using a range of linguistic features. 2. Shakespeare presents Juliet as a stereotypical Elizabethan female. To what extent do you agree?	Summative: Class debate on a topical issue. Formative: Summarise the similarities and differences between two non-fiction texts about education.
Year 8: War and Conflict. Year 8: Dystopian Fiction. Year 9: Animal Farm. Year 10: AQA English Language. Explorations in Creative Reading. Year 10: AQA Power and Conflict Poetry Cluster. Year 11: Eduqas 20th Century Literature Reading and Creative Prose Writing. Year 11: Eduqas War Poems.	Year 8: Social Injustice. Year 9: Power in Society. Year 10: AQA Power and Conflict Poetry. Year 10: Writing to Express a Viewpoint (AQA English Language Paper 2 Section B). Year 11: Eduqas War Poems. Year 11: Eduqas English Language Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing.	Year 9: Animal Farm. Year 10: AQA English Language. Explorations in Creative Reading and Writing. Year 11: Eduqas 20th Century Literature Reading and Creative Prose Writing. Year 11: A Christmas Carol.	Year 8: Women in Literature. Year 9: Love Poetry. Year 9: Blood Brothers. Year 10: Macbeth (AQA). Year 11: Macbeth (Eduqas).	Year 9: Love Poetry. Year 9: Blood Brothers. Year 10: Macbeth (AQA). Year 10: An Inspector Calls. Year 11: Macbeth (Eduqas). Year 11: Revision of An Inspector Calls.	This unit links to the Year 7 'Society then and now' unit. Pupils apply their knowledge of grammatical structures, purpose, audience and format to construct effective arguments on controversial topics. This unit supports pupils in Key Stage 4 when completing their spoken language endorsement.

Year
9



English Department

Year 9 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animal Farm	Power in Society	Love Poetry	Blood Brothers	Rhetoric and Speech Writing	Macbeth
Pupils read Orwell's famous fable Animal Farm in its entirety. They explore contextual influences and identify the writer's intent. Pupils start to recognise how literature texts can act as an agent for social change. Pupils examine the development of character and themes across the novella and develop their knowledge and understanding of allegory and satire.	Pupils read a range of fiction and non-fiction texts linked to the themes of power, tyranny and corruption. Pupils analyse writers' use of rhetoric and its influence on audiences. Pupils identify writers' viewpoints relating to power in society and start to express their own views on this topic. Pupils confidently apply rhetorical devices to their own writing.	In this unit, pupils read a selection of love poems and make thematic links. They continue to strengthen their knowledge and understanding of poetic forms and structures. Pupils develop their comparative skills and extend their knowledge of metaphor to discuss big ideas linked to love and relationships. Pupils are exposed to a range of voices within poetry and compare how language and structure is used to express strong feelings. This unit links into the GCSE skill of poetry comparison.	Pupils read the play Blood Brothers in its entirety. They develop knowledge of plot, character and themes and make connections across dramas previously studied. Pupils research and explore the play's context and its influence on the writer and audiences. Pupils comment on authorial intent and explore the methods used by Willy Russell to convey his attitudes to social class, family structures and education.	This unit requires pupils to recognise persuasive devices and rhetoric so they can confidently apply them in their own writing. This unit builds on pupils' knowledge of non-fiction and persuasive devices from Year 8. In this unit, pupils will study and research a topic of their choice and explore the issues surrounding their selected topic. Pupils learn how to craft a speech to influence a specific audience. Pupils deliver their speech during the final summer term as part of their Spoken Language Endorsement for GCSE.	Pupils start the term by presenting their speeches, prepared during summer 1, to a formal audience. Once pupils have completed their Spoken Language Endorsement for GCSE, they are introduced to the GCSE text Macbeth. Pupils read and perform Act 1 of the play and examine how key characters and themes are introduced. Pupils explore contextual factors and recognise their influence on the writer and audiences. Pupils start to analyse the dramatic devices used by Shakespeare.
Understand political ideologies -capitalism, socialism and communism. Knowledge of contextual influences - The Russian Revolution. Authorial Intent. Knowledge of plot, characterisation and themes. Structure of a novella. Understand the cyclical structure. Comment on the use of metaphor and symbolism. Apply analytical verbs (to criticise, to challenge, to expose etc.) Construct thesis statements.	Pupils read extracts from novels and plays (1984, A Handmaid's Tale, Richard III), and a selection of newspaper articles and speeches. Contextual factors surrounding tyranny, dictatorship and revolution. Awareness of communism, capitalism, socialism, hierarchies. Art of rhetoric (Aristotle) – pathos, ethos and logos. Structural/linguistic features and comment on their effects Apply knowledge of grammatical structures. How to structure a convincing argument/viewpoint.	Understand themes and make connections across poetry. Contextual understanding of the varying types of love. Poetic forms and structures. Authorial intent. Discuss and compare poets' methods. Compare themes within the poems. Analytical verbs and connectives. Construct effective thesis statements.	Understand the structure of the play and its effect on audiences Knowledge of plot, character and themes. Understand contextual factors. Revisit features of tragedy. Identify dramatic devices. Understand motifs and symbolism. Understand authorial intent. Explore writer's craft and how staging impacts audience viewpoints.	Understand writers' use of rhetoric to influence and shape audience responses. Be able to craft sentences and paragraphs to persuade and influence an audience. Understand how to apply symbolism and metaphor in writing. Analyse the language used in speeches. Apply features of rhetoric to writing. Planning, proofreading and redrafting.	Recap contextual knowledge from Year 7 and 8. Recap and develop understanding of tragedy and the tragic hero. Develop understanding of the Jacobean period. Knowledge of plot (Act 1) and themes. Knowledge of relationships and characterisation in Act 1. Knowledge of form. Knowledge and understanding of writer's methods. Understand authorial intent.
Summative: In Animal Farm, Orwell's main intention is to highlight how power can corrupt anyone. To what extent do you agree? Formative: 1.Evaluation question: Napoleon is the best choice to lead Animal Farm. To what extent do you agree? 2. Descriptive empathy writing e.g. Describe the Battle of the Cowshed from Snowball's perspective.	Summative: Letter to a local newspaper expressing a viewpoint on power and political leaders. Formative: 1. PEZAL comparing the writers' attitudes in two texts. 2. A plan for a non-fiction, argument-based question with an emphasis on the application of explicitly taught vocabulary.	Summative: Compare how poets present love in 'Valentine' and in one other poem we have studied. Formative: 1. PEZAL comparison for two love poems. 2. Writing as a literary critic- comparison essay style introductory paragraph including thesis statement.	Summative: How does Russell use the relationship between Mickey and Edward to present ideas about class divide? Formative: 1. How does the narrator create a tense mood and atmosphere? PEZAL paragraphs. 2. Write a monologue as Eddie after Mickey confronts him on his return from university.	Summative: Write a persuasive speech on topic of your choice. Formative: 1. Analysis of a successful speech. How does the writer use language to portray...? 2. Write the opening of a speech on a common topic (focus on crafting and grammar).	Summative: Perform speech on a topical issue for Spoken English endorsement. Formative: End of Year 9 exam focusing on key quotations from Act 1 of Macbeth and key vocabulary explicitly taught across Year 9.
Year 9: Blood Brothers. Year 10: Macbeth. Year 10: An Inspector Calls. Year 11: A Christmas Carol.	Year 9: Rhetoric and Speech Writing. Year 10: Power and Conflict Poetry. Year 10: Writers' Viewpoints and Perspectives. Year 11: Transactional Writing.	Year 10: AQA Power and Conflict Poetry. Year 11: Unseen Poetry. Year 11: Eduqas Poetry Revision.	Year 10: An Inspector Calls. Year 11: Macbeth.	Year 10: AQA Writers' Viewpoints and Perspectives. Year 11: Eduqas Transactional Writing. Year 11: Eduqas Reading Non-Fiction.	Year 10: Macbeth (AQA). Year 10: An Inspector Calls (AQA). Year 11: Macbeth (Eduqas). Year 11: Eduqas English Literature Revision.

Year
10



English Department

Year 10 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Literature: AQA Power and Conflict Poetry Cluster. English Language: Explorations in Creative Reading	English Language: Explorations in Creative Reading. English Literature: An Inspector Calls	English Language: Explorations in Creative Writing. English Literature: AQA Power and Conflict Poetry Cluster	English Language: Writers' Viewpoints and Perspectives.	English Literature: Macbeth	English Literature: Macbeth and AQA Power and Conflict Poetry Cluster
English Literature Paper 2 Section B: Pupils read and analyse the poems London, Ozymandias, My Last Duchess and Checking Out Me History from the AQA power and conflict cluster. They identify thematic connections and consider the language, structure and form of each poem. English Language: Pupils are introduced to the GCSE English Language course and initially focus on the AQA Paper 1 Section A exam. Pupils will read extracts from a range of fiction texts (19th, 20th and 21st century) and respond critically to them.	English Language Paper 1 Section A: Pupils prepare for their first English Language mock exam. They will revisit key knowledge and skills covered in term 1. English Literature Paper 2 Section A: Pupils read and study the play An Inspector Calls. They develop knowledge and understanding of the playwright's intentions and the context of the play. They secure knowledge of plot, character and themes. Pupils analyse the writer's use of dramatic devices as well as structure and language.	English Language Paper 1 Section B: Pupils craft pieces of narrative and descriptive writing in response to a visual or written stimulus. English Literature Paper 2 Section B: Pupils read and analyse the poems Charge of the Light Brigade, Bayonet Charge and Exposure, from the AQA power and conflict cluster. They identify thematic connections across the poems and consider the language, structure and form of each poem.	English Language Paper 2 Section A: Pupils are introduced to the Paper 2 exam. They read extracts from a range of non-fiction texts. They read for meaning, summarise and synthesise thematically linked extracts and identify key features of language and structure. Pupils compare writers' viewpoints and perspectives. English Language Paper 2 Section B: Pupils construct their own transactional texts. They write in a variety of forms to convey meaning.	English Literature Paper 1 Section A: Pupils read Shakespeare's Macbeth in its entirety. They develop knowledge and understanding of plot, character, themes and consider these in relation to the play's context. Pupils comment on the writer's craft and the writer's intentions. They deepen their understanding of tragedy.	English Literature Paper 1 Section A: Pupils strengthen their knowledge and understanding of Macbeth by revising killer quotations, revisiting key scenes and analysing key characters and themes in increased detail to prepare for the mock examination. Pupils look at how to plan and structure an academic essay whilst developing their academic vocabulary. English Language Paper 2: Pupils revisit the knowledge and skills taught during the spring term to prepare for their language mock exam. English Literature Paper 2 Section B: Pupils read and analyse the poems Remains, War Photographer and Poppies. They identify thematic connections across the poems and consider the language, structure and form of each poem. Pupils also revisit the 7 poems taught earlier in the year and make wider thematic connections.
Poetry: Biographical knowledge of the poets. Understand connections and thematic links across the poems. Knowledge of contextual factors. Understanding and application of grammatical terminology. Understand poetic forms and structures. Understand writer's intent and message. English Language Paper 1a (reading): Understand implicit and explicit meanings. Summarising texts. Identify key features of language and structure. Understand the writer's intentions and ideas.	English Language: Revisit knowledge and skills covered in term 1a English Literature Paper 2 Section A: Biographical information about the playwright Knowledge of contextual factors such as the Edwardian Britain, WW1, WW2, socialism and capitalism, the Industrial Revolution, The Titanic, The Suffragette and feminism. Knowledge of plot, characters and themes Understanding of dramatic devices and effects. Understand the use of language and structural features. Knowledge of assessment objectives Understand and apply explicitly taught vocabulary.	English Language Paper 1B (writing) Knowledge of how to plan, proofread and redraft. Freytag's pyramid. Narrative voice. Knowledge of SPaG and technical accuracy. Sentence construction and crafting. Knowledge of effective descriptive techniques. English Literature Paper 2 Section B: Biographical information about the poets. Understand the writers' intentions. Contextual information such as the Crimean War and WW1. Knowledge of form, poetic devices and structures. Apply academic verbs when writing essays. Knowledge of assessment objectives. Make connections and thematic links across poems.	English Language Paper 2 Section A: Understand implicit and explicit meanings. Summarise and synthesis texts. Select judicious quotations. Identify key features of language and structure. Understand the writer's intentions and ideas. Identify and understand writers' viewpoints. English Language Paper 2 Section B: Plan, proofread and redraft. Spelling, punctuation and grammar. Sentence construction and crafting. Knowledge of linguistic and structural features. Understand purpose, audience and format. Adapt tone to match purpose and audience.	English Literature Paper 1 Section A: Contextual knowledge such as King James I, Witchcraft, The Great Chain of Being, the Jacobean era and patriarchal structures. Biographical information about Shakespeare. Knowledge of plot, character and themes Knowledge of genre - tragedy and the tragic hero. Understand how to construct thesis statements Understand and apply features of academic writing. Craft effective conclusions. Plan and write academic essays. Knowledge of linguistic and dramatic devices. Writer's use of motifs and symbolism.	English Literature Paper 2 Section B - Poetry: Biographical knowledge of the poets. Understand connections and thematic links across the poems. Knowledge of contextual factors. Understand and utilise grammatical terminology. Understand poetic forms and structures. Understand writer's intent and message. Understand the effects of metaphor and symbolism. English language Paper 2: Revisit and develop the knowledge and skills covered in Spring 2.
Summative Assessment Literature: Paper 2 Section B exam question. Formative Assessments Literature: 1. PEZAL paragraph 2. Comparative PEZAL paragraph Formative Assessment Language: 3. Question 4 critical evaluation	Summative Assessment Language: Paper 1 Section A exam paper. Literature: Paper 2 Section A exam question. Formative Assessments Literature: 1. PEZAL paragraph on Birling. 2. Essay plan and PEZAL paragraph on the theme of social responsibility.	Summative Assessment Language: Paper 1 Section B exam. Formative Assessment Language: 1. Descriptive/narrative plan and the opening paragraph. Formative Assessment Literature: 2. Comparative PEZAL paragraph	Summative Assessment Language: Paper 2 Section B exam question. Formative Assessment Language: 1. Comparative PEA in response to paper 2 question 2 2. PEAZ in response to paper 2 question 3 3. Question 4 - Comparison of writers' viewpoints	Summative Assessment Literature: Paper 1 Section A mock exam in term 3b. Formative Assessment Literature: 1. PEZAL paragraph on Macbeth 2. 2 PEZAL paragraphs on Lady Macbeth – extract and whole text Plan and PEZAL paragraph. Theme of ambition.	Summative Assessment: 1. English Language Paper 2 Mock Exam 2. English Literature Paper 1 Section A Mock exam Formative Assessment Literature: 1. Power and Conflict Retrieval Quiz – test on the 10 poems covered in Year 10.
Year 11: Unseen Poetry. Year 11: AQA Power and Conflict Poetry Cluster Revision. Year 11: AQA English Language. Explorations in Creative Reading and Writing Revision. KS5: A Level English Language: Creative and Critical Writing. A level English Language and Literature Combined: Component 1 – Poetry.	Year 10: AQA English Literature. Macbeth. Year 11: AQA English Language. Explorations in Creative Reading and Writing Revision. Year 11: AQA English Literature. A Christmas Carol. Year 11: AQA English Literature. An Inspector Calls Revision. KS5: A Level English Language and Literature Combined. Component 2 – Drama. KS5: A Level English Literature. Drama.	Year 11: AQA English Language. Explorations in Creative Writing Revision. Year 11: English Literature. Unseen Poetry. Year 11: AQA Power and Conflict Poetry Cluster Revision. KS5: A Level English Language: Creative and Critical Writing. KS5: A Level English Literature: Poetry.	Year 11: AQA English Language. Writers' Viewpoints and Perspectives. Revision. KS5: A Level English Language: Writing about Society.	Year 11: AQA English Literature. Macbeth Revision. KS5: A Level English Literature. Shakespearean Drama.	Year 11: AQA English Language. Writers' Viewpoints and Perspectives. Revision. Year 11: AQA English Literature. Macbeth Revision. KS5: A Level English Literature. Shakespearean Drama. Poetry. KS5: A Level English Language and Literature. Poetry.

Year
11



English Department

Year 11 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>English Literature Paper 1 Section A: Pupils read Shakespeare's Macbeth in its entirety. They develop knowledge and understanding of plot, character and themes. Pupils comment on the writer's craft and the writer's intentions.</p> <p>English Literature Component 2 Section C: Pupils practise analysing unseen poems. They draw meaning from an exploration of language, structure and form. Pupils develop confidence in making thematic connections and comparisons. They analyse the poets' methods and explore the effects.</p>	<p>English Language Component 1: Pupils revisit the Component 1 exam. They read a range of fiction texts for meaning. They practise exam style questions, sometimes in timed conditions, to develop exam technique and to develop writing stamina. They also practise narrative writing and create accounts in response to sample titles.</p> <p>English Literature Component 1 Section B: Pupils read and study poems from the love cluster of the Eduqas poetry anthology. They explore thematic links, examine language, structure and form and make connections between the poems.</p>	<p>English Literature Component 1 Section B: Pupils revise the war and nature poems studied in Year 10 before reading and studying the 'place cluster' from the Eduqas anthology.</p> <p>English Language Component 2: Pupils revisit non-fiction reading and transactional writing. They read extracts from a range of non-fiction texts and practise responding to exam style questions. They construct their own transactional texts for specific purposes and audiences. They write in specific forms to convey meaning.</p>	<p>English Language Component 2: Pupils develop their knowledge and understanding of all six writing formats and the importance of planning and structuring a response.</p> <p>English Literature Component 2 Section C: Pupils revisit unseen poetry and practise annotating and analysing thematically linked poems. They make comparisons and construct exam responses.</p> <p>English Literature Component 2 Section A and Section B: Pupils revise the modern drama and the 19th century novel. They recap plot, character, themes and context (ACC only).</p>	<p>English Literature Component 2 Section B: Pupils revise A Christmas Carol and revisit key quotations and extracts from the text. They show increased understanding of the writer's intentions and the text as an agent for social change. They improve their crafting of essay answers in timed conditions.</p> <p>English Literature Component 1 Section A: Pupils revise Macbeth and revisit key quotations and extracts from the play. They recap plot, character and themes. They plan and write exam responses in timed conditions.</p> <p>English Language Component 1: Pupils read fiction texts and practise their Component 1 exam technique.</p>
<p>English Literature Component 1 Section A: Knowledge of plot, character and themes. Knowledge of genre - tragedy and the tragic hero. Understand authorial intent and contextual influences. Understand key quotations. Construct thesis statements or overviews. Understand features of academic writing. Craft effective conclusions. Plan and craft academic essays. Knowledge of linguistic and dramatic devices. English Literature Component 2 Section C: Read to understand the content and themes of two unseen poems. Knowledge and interpretation of thematic links. Knowledge of poetic forms and conventions. Knowledge of linguistic and structural devices to analyse key quotations. Understand authorial intent. Knowledge and understanding of how to compare texts.</p>	<p>English Language Component 1: Understand implicit and explicit meanings. Summarise texts. Select appropriate textual details. Analyse and evaluate language. Understand the structure and organisation of a text. Apply knowledge of grammar and punctuation for clarity of meaning and communication. Linguistic and structural devices. Craft sentences. Vocabulary. Narrative arc/Freytag's pyramid. Narrative voice/perspective. Plan and proofread. English Literature Component 1 Section B: Read to understand the content and themes of the poems. Understand poetic forms and structures. Understand linguistic devices and their effects. Analysis of key quotations.</p>	<p>English Literature Component 1 Section B: Read to understand the content and themes of the poems. Understand poetic forms and structures. Understand complex linguistic devices and their effects. Understand the poems' contextual factors and their influence on writers. Analyse and recall key quotations. Craft academic writing/essays. Understand how to construct comparative responses. Understand the assessment objectives. English Language Component 2: Understand purpose, audience and format and how this can influence tone. Summarise and synthesise texts. Identify and apply appropriate linguistic devices. Apply appropriate structural features to match format and style. Craft sentences. Accurately using punctuation to convey meaning.</p>	<p>English Language Component 2 Section B: Revision of the knowledge and skills. Revise specific formats. Speech, formal letter, article and review. Apply appropriate linguistic devices. Apply appropriate structural features to match format and style. Craft sentences and use ambitious vocabulary. Accurately using punctuation to convey meaning. English Literature: Component 2: Knowledge and interpretation of themes. Knowledge of forms and conventions. Knowledge of linguistic and structural devices to enhance analysis of key quotations. Understand authorial intent and contextual influences. Knowledge and understanding of how to compare texts (poetry only) Plan and craft academic essays.</p>	<p>English Literature: Revision of key knowledge and skills. Knowledge of revision techniques. Craft analytical essays. Understand how to plan and structure an academic essay. Understand key concepts and ideas in the literature texts. Understand the complexities of writers' craft. Recognise and understand contextual influence. Understand writers' intentions. English Language: Understand big ideas and concepts. Summarise a text. Analyse and evaluate language and its effects -offering figurative interpretations. Understand the structure and organisation of a text. Grammar and punctuation for clarity of meaning and communication. Apply relevant linguistic and structural devices. Craft sentences and using ambitious vocabulary.</p>
<p>Summative Assessment Literature Literature C1 Section A. Extract question – 15 marks Whole play question – 25 marks Formative Assessment Literature: Macbeth 1. PEZAL paragraph on an extract – focus on a key character. 2. PEZAL paragraph on a key theme such as ambition. Formative Assessment Literature: Unseen Poetry 3. PEZA – part A unseen poetry response.</p>	<p>Summative Assessment Literature: Literature C2 Section. Poetry comparison question – theme of love. 25 marks Formative Assessment Language: 1. C1 Question 2 (impression) and C1 Q5 (critical evaluation) 2. C1 SB: Narrative. Formative Assessment Literature: 3. Comparative PEZAL (poetry)</p>	<p>Summative Assessment: mock examinations English Language Component 1 Full Mock Examination. English Literature Component 1a Mock Examination. Formative Assessment Literature: 1. Part A places poetry. Formative Assessment Language: 2. Language C2 SA Q6 – Comparison. 3. Language C2 SB Q5 – Write a guide.</p>	<p>Summative Assessment English Literature: Component 2 Section A – An Inspector Calls or Blood Brothers exam question. 40 marks. Formative Assessment Language: 1. Language C2 SB: Write a speech 2. Literature C2 SB: PEZALs on Blood Brothers – one extract/one whole text 3. Literature C2 SB: PEZALs on A Christmas Carol – one extract/one whole text. 4. Literature C2 SC – Unseen Poetry – Part B</p>	<p>Summative Assessment English Literature: Component 2 Section B A Christmas Carol whole novel question. 40 marks. Formative Assessment Literature: 1. PEZAL paragraph Macbeth – theme 2. Comparative PEZAL paragraph – war poetry Formative Assessment Language: 3. Language C1 SB – Narrative</p>
<p>KS5: A Level English Literature. Component 2: Drama. Shakespeare. A Level English Language and Literature Combined. Component 2: Drama.</p>	<p>KS5: A Level English Language and Literature Combined: Component 1: Poetry. Component 4: Critical and Creative Genre Study. A Level English Literature. Component 1: Poetry A Level English Language. Component 3: Creative and Critical Use of Language.</p>	<p>KS5: A Level English Literature. Component 1: Poetry. A Level English. Component 1 Section B: Language Issues. Component 2. Section A: Language Change Over Time. Component 3: Creative Writing. A Level English Language and Literature Combined. Component 1 Section A: Poetry.</p>	<p>KS5: A Level English Literature. Component 1: Poetry. Component 2 Section B: Drama. A Level English. Component 3: Creative and Critical Use of Language. A Level English Language and Literature Combined: Component 1 Section B: Prose.</p>	<p>KS5: A Level English Language and Literature Combined: Component 1 Section B: Prose. A Level English Literature. Component 1: Poetry. A Level English. Component 1 Section B: Language Issues. Component 2. Section A: Language Change Over Time. Component 3: Creative Writing.</p>

