



Enrichment and Personal Development		Links to Careers in English	
<b>Year 7</b>	<ul style="list-style-type: none"> <li>Pupils will take part in an author visit for Sky Hawk Day.</li> <li>Pupils can visit the theatre to see stories brought to life on stage.</li> <li>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).</li> </ul>	<b>Year 7</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils read a range of gothic texts and may be inspired to become a novelist or literary critic.</li> <li>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.</li> <li>Whilst reading <i>The Tempest</i> and re-enacting key scenes, pupils may decide a career in acting, directing or the media entices them.</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Pupils participate in our end of year public speaking competition to develop their oracy skills.</li> <li>Pupils will take part in an author visit from Matt Oldfield.</li> <li>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).</li> </ul>	<b>Year 8</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils study one of Shakespeare's most famous plays, <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.</li> <li>Whilst studying non-fiction units in the summer term, pupils may consider careers in journalism, media research, public relations, and social media.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Pupils enter creative writing competitions and celebrate events such as National Poetry Day and World Book Day.</li> <li>Pupils are encouraged to participate in a public speaking competition to develop their oracy skills.</li> <li>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).</li> </ul>	<b>Year 9</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils study units on rhetoric and speech writing. These units link specifically to careers in marketing, advertising and politics.</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Pupils can watch a GCSE play performed at the theatre.</li> <li>Pupils attend a talk from a visiting speaker recounting their experience of war.</li> <li>Pupils watch a performance of a GCSE set text from a visiting theatre group.</li> <li>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).</li> </ul>	<b>Year 10</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Pupils can watch a GCSE play performed at the theatre.</li> <li>Pupils watch a performance of a GCSE set text from a visiting theatre group in school.</li> <li>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).</li> </ul>	<b>Year 11</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>



**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
<b>Sky Hawk/Travel Writing</b>	<b>Gothic Horror</b>		<b>Nature Poetry</b>	<b>Non-Fiction Unit – Society then and now</b>	<b>Introduction to Shakespeare (The Tempest)</b>
Pupils begin the unit by recapping their Year 6 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"> <li>Be aware of purpose, audience, format and tone for non-fiction writing.</li> <li>Technical accuracy. Spelling, punctuation and grammar.</li> <li>Identifying, in reading, and applying, in writing, persuasive features.</li> <li>Retrieving relevant quotations to support inferences – both explicit and implicit.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils read The Tell-Tale Heart, The Monkey's Paw, The Yellow Wallpaper and The Landlady.</li> <li>Origins of the gothic genre.</li> <li>Gothic conventions and melodrama.</li> <li>Archetypal characters and themes.</li> <li>Structure of short stories.</li> <li>Narrative voice.</li> <li>Influence of the gothic genre on modern texts.</li> <li>Comparison between gothic texts.</li> <li>Vocabulary development.</li> <li>Writers' methods.</li> <li>Pupils will read extracts from Frankenstein, Rebecca, Dracula, Jekyll and Hyde, The Haunting of Hill House and The Woman in Black.</li> <li>Write for a range of purposes (to describe) and audiences.</li> <li>Use of ambitious vocabulary.</li> <li>Use of effective linguistic techniques.</li> <li>Accurate spelling, punctuation and grammar.</li> <li>Sentence construction and crafting.</li> <li>Know how to plan, proofread and redraft.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils study the poems Daffodils by Wordsworth, Nettles by Scannell, Blessing by Dharker and Death of a Naturalist by Heaney.</li> <li>Biographical knowledge of the poets Knowledge of Romanticism.</li> <li>Annotation skills</li> <li>Understanding of poetic forms.</li> <li>Subject terminology.</li> <li>Structure of an analytical paragraph.</li> <li>Use of analytical verbs.</li> <li>Influence of contextual factors on writers.</li> </ul>	<ul style="list-style-type: none"> <li>Connections and comparisons between texts.</li> <li>Authorial intent and influence.</li> <li>1st person, 2nd and 3rd person perspective.</li> <li>Analysis of writers' methods.</li> <li>Synthesise and summarise.</li> <li>Key vocabulary.</li> <li>Understanding of contextual factors.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline of Shakespeare's life.</li> <li>History of the Globe Theatre.</li> <li>Conventions of a comedy.</li> <li>Plot overview of The Tempest.</li> <li>Introduction to colonialism.</li> <li>Key Awareness of character and themes from Act 1 Scene 2, Act 3 Scene 2 and Act 5.</li> <li>Understanding of form</li> <li>Epilogue.</li> <li>Language analysis.</li> <li>Subject terminology.</li> <li>Dramatic devices.</li> <li>Theme of power and control</li> </ul>
<p>Summative: Pupils write a tourist leaflet persuading people to visit the Scottish Highlands. Spelling test.</p> <p>Formative:</p> <ol style="list-style-type: none"> <li>Non-fiction reading question: How does the writer use language to persuade people to visit Scotland?</li> <li>Write a description of the Scottish Highlands to be included on the Visit Scotland website.</li> </ol>	<p>Summative: How does Dahl present the landlady as an interesting villain?</p> <p>Formative:</p> <ol style="list-style-type: none"> <li>Answer comprehension questions (retrieval and inference) linked to the gothic short story The Tell-Tale Heart.</li> <li>Write an opening to a gothic story,</li> <li>Analyse how language is used in Frankenstein (chapter five) to describe the weather and monster.</li> </ol>		<p>Summative: How does Scannell present the power of nature in Nettles?</p> <p>Formative:</p> <ol style="list-style-type: none"> <li>Write a PEAZL on Daffodils.</li> <li>William Wordsworth's poetry is no longer relevant and should not be studied in contemporary schools. Write the opening to an article expressing your views on this topic.</li> </ol>	<p>Summative: Zoos are barbaric, cruel and outdated. Write a letter to Peta expressing your views about zoos.</p> <p>Formative:</p> <ol style="list-style-type: none"> <li>Write a summary of the different views about zoos.</li> <li>Write one developed argument expressing your views on poverty.</li> </ol>	<p>Summative: 1. Formal presentation on the life and times of William Shakespeare.</p> <p>Formative:</p> <p>Write an imaginative account of a day at the Globe Theatre.</p>
<ul style="list-style-type: none"> <li>Year 7: Nature Poetry.</li> <li>Year 7: Society Then and Now.</li> <li>Year 8: Dystopian Fiction.</li> <li>Year 9: Animal Farm.</li> <li>Year 9: Rhetoric.</li> <li>Year 10: Reading Non-Fiction Texts.</li> <li>Year 10: Explorations in Creative Reading.</li> <li>Year 11: Writers' Viewpoints and Perspectives.</li> <li>Year 11: A Christmas Carol.</li> </ul>	<ul style="list-style-type: none"> <li>Year 8: Dystopian Fiction.</li> <li>Year 9: Animal Farm.</li> <li>Year 10: Creative Writing.</li> <li>Year 11: A Christmas Carol.</li> <li>Year 11: Explorations in Creative Writing.</li> </ul>		<ul style="list-style-type: none"> <li>Year 8: War and Conflict Poetry.</li> <li>Year 9: Love Poetry.</li> <li>Year 10: Power and Conflict Poetry.</li> <li>Year 11: Unseen Poetry and Poetry Revision.</li> </ul>	<ul style="list-style-type: none"> <li>Year 8: War and Conflict and Social Injustice.</li> <li>Year 9: Power in Society and Rhetoric and Speech Writing.</li> <li>Year 10/11: Writing to express a Viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Year 8: Romeo and Juliet.</li> <li>Year 9: Blood Brothers.</li> <li>Year 10: Macbeth and An Inspector Calls.</li> <li>Year 11: Macbeth Revision.</li> </ul>

Year  
**7**



# English Department

## Year 8 Curriculum Plan



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Autumn 1/ Autumn 2	Spring 1	Spring 2/ Summer 1	Summer 2
<b>War and Conflict</b>	<b>Dystopian Fiction</b>	<b>Romeo and Juliet</b> <b>Gender roles in Literature</b>	<b>Social Injustice</b>
<p>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.</p> <p>Pupils 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.</p>	<p>Pupils study texts from the dystopian genre. They are exposed to a variety of short stories such as The Lottery and 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.</p>	<p>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 Elizabethan 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.</p> <p>Pupils use the text to consider gender stereotypes in literature texts. Pupils explore the influence of contextual factors on writers. Pupils start to critique how male and female characters are presented and whether they subvert societal expectations of gender roles.</p>	<p>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.</p> <p>Pupils research, plan and participate in a debate on an issue pertinent to teenagers today. Pupils use their voice to call for social change.</p>
<ul style="list-style-type: none"> <li>Contextual understanding of WW1 and its influence on writers and audiences.</li> <li>Knowledge of plot and characters.</li> <li>Understand how writers create a message.</li> <li>Literary techniques.</li> <li>Flashbacks and narrative voice.</li> <li>Word level analysis and analysis of language devices.</li> <li>Critical evaluation of a text.</li> <li>Sentence construction.</li> <li>Accurate punctuation and apply punctuation for effect.</li> <li>Compare and understand different experiences of war.</li> <li>Understand context and its influence on writers.</li> <li>Understand issues surrounding war e.g., PTSD, National Service, the glorification of war, the morality of war.</li> <li>Summarise and synthesise.</li> <li>Vocabulary development.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and apply the conventions of dystopian fiction.</li> <li>Freitag's pyramid.</li> <li>Types of narrative structure.</li> <li>Understand how to construct a conventional character and setting.</li> <li>Foreshadowing.</li> <li>Identify themes within a text and the effects on audiences.</li> <li>Patterns of language.</li> <li>Linguistic and structural features.</li> <li>Sentence construction.</li> <li>Vocabulary development.</li> <li>Authorial intent.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the whole text and drama form.</li> <li>Conventions of tragedy.</li> <li>Knowledge of contextual factors.</li> <li>Understand themes and characterisation.</li> <li>Apply knowledge of characterisation to writing.</li> <li>Ability to critically evaluate a character/theme.</li> <li>Awareness of dramatic devices and their effect.</li> <li>Identification of prose and blank verse.</li> <li>Academic verbs.</li> <li>Understand effects of Shakespeare's imagery/methods.</li> <li>Critical evaluation of female protagonists.</li> <li>Understand how conventions help to shape a character.</li> <li>Knowledge of contextual factors and their influence on writers.</li> <li>Summarise the differences between characters.</li> <li>Academic verbs (conveys, highlights, connotes, challenges).</li> <li>Literary criticism.</li> <li>Sentence construction. Use of connectives</li> <li>Proofreading.</li> </ul>	<ul style="list-style-type: none"> <li>Compare experiences of different writers and the contextual factors that influence them.</li> <li>Be able to compare writers' perspectives.</li> <li>Apply analytical verbs.</li> <li>Understand how persuasive techniques manipulate an audience.</li> <li>Apply persuasive techniques to talk/writing.</li> <li>Features of speech.</li> <li>Adapt language and tone to match purpose and audience.</li> </ul>
<p><b>Summative:</b> How does Morpurgo use language to make the Sergeant Major's speech persuasive?</p> <p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>Continue to describe the description of the countryside.</li> <li>'Charlie didn't deserve to be killed for cowardice.' To what extent do you agree?</li> <li>Compare experiences of war.</li> <li>Mini test on AO6 (SPaG) skills.</li> </ol>	<p><b>Summative:</b> Description of a dystopian world using linguistic and structural devices.</p> <p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>Analyse the structure of an extract.</li> <li>Using an image of a dystopian setting, students to craft sentences and apply linguistic devices.</li> </ol>	<p><b>Summative:</b> How does Shakespeare present the theme of masculinity in Romeo and Juliet?</p> <p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>PEZAL on presentation of Romeo Montague in Act 1 Scene 1.</li> <li>Newspaper report on Mercutio's death.</li> <li>Shakespeare presents Juliet as a stereotypical Elizabethan female. To what extent do you agree?</li> <li>Society hasn't evolved. Women are seen as being inferior to men. Write a speech to be delivered in assembly expressing your views on the statement.</li> </ol>	<p><b>Summative:</b> Class debate on a topical issue.</p> <p><b>Formative:</b> Summarise the similarities and differences between two non-fiction texts about education.</p>
<p>Year 8: Dystopian Fiction. Year 9: Power in Society Year 10: AQA English Language. Explorations in Creative Reading. Year 10: AQA Power and Conflict Poetry Cluster. Year 11: AQA 20th Century Literature Reading and Creative Prose Writing. Year 11: AQA War Poems.</p>	<p>Year 9: Animal Farm. Year 10: AQA English Language. Explorations in Creative Reading and Writing. Year 11: AQA 20th Century Literature Reading and Creative Prose Writing. Year 11: A Christmas Carol.</p>	<p>Year 8: Women in Literature. Year 9: Love Poetry. Year 9: Blood Brothers. Year 10: Macbeth (AQA). Year 11: Revision of An Inspector Calls.</p>	<p>Year 9: Power in Society. Year 9: Speech Writing and Rhetoric. Year 10: AQA English Language. Writers' Viewpoints and Perspectives. Year 11: English Language Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing.</p>

Year  
**8**



# English Department

## Year 9 Curriculum Plan



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Autumn 1/ Autumn 2		Spring 1	Spring 2	Summer 1/ Summer 2
<b>Power in Society</b>		<b>Love and Relationships</b>	<b>Social Divide</b>	<b>Rhetoric and Speech Writing Spoken Language Endorsement</b>
<p>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. They examine the development of character and themes across the novella and develop their knowledge and understanding of allegory and satire.</p> <p>Pupils also read a range of supporting 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.</p>		<p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
<ul style="list-style-type: none"> <li>Understand political ideologies -capitalism and communism.</li> <li>Knowledge of contextual influences - The Russian Revolution.</li> <li>Authorial Intent.</li> <li>Knowledge of plot, characterisation and themes.</li> <li>Structure of a novella.</li> <li>Understand the cyclical structure.</li> <li>Comment on the use of metaphor and symbolism.</li> <li>Apply analytical verbs (to criticise, to challenge, to expose etc.)</li> <li>Construct thesis statements.</li> <li>Pupils read extracts from novels and plays (1984, A Handmaid's Tale, Richard III), and a selection of newspaper articles and speeches.</li> <li>Contextual factors surrounding tyranny, dictatorship and revolution.</li> <li>Awareness of communism, capitalism, socialism, hierarchies.</li> <li>Art of rhetoric (Aristotle) – pathos, ethos and logos.</li> <li>Structural/linguistic features and comment on their effects</li> <li>Apply knowledge of grammatical structures.</li> <li>How to structure a convincing argument/viewpoint.</li> </ul>		<ul style="list-style-type: none"> <li>Understand themes and make connections across poetry.</li> <li>Contextual understanding of the varying types of love.</li> <li>Poetic forms and structures.</li> <li>Authorial intent.</li> <li>Discuss and compare poets' methods.</li> <li>Compare themes within the poems.</li> <li>Analytical verbs and connectives.</li> <li>Construct effective thesis statements.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the structure of the play and its effect on audiences.</li> <li>Knowledge of plot, character and themes.</li> <li>Understand contextual factors.</li> <li>Revisit features of tragedy.</li> <li>Identify dramatic devices.</li> <li>Understand motifs and symbolism.</li> <li>Understand authorial intent.</li> <li>Explore writer's craft and how staging impacts audience viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Understand writers' use of rhetoric to influence and shape audience responses.</li> <li>Be able to craft sentences and paragraphs to persuade and influence an audience.</li> <li>Understand how to apply symbolism and metaphor in writing.</li> <li>Analyse the language used in speeches.</li> <li>Apply features of rhetoric to writing.</li> <li>Planning, proofreading and redrafting.</li> </ul>
<p>Summative 1: In Animal Farm, Orwell's main intention is to highlight how power can corrupt anyone. To what extent do you agree? Summative 2: "People in positions of power are egotistical and often abuse their privilege. All leader should work to support the best interests of the people they serve." Write a letter to your local newspaper stating whether you agree with this view. Formative:</p> <ol style="list-style-type: none"> <li>PEZAL comparing the writers' attitudes in two texts.</li> <li>Snowball is the best choice to lead Animal Farm. To what extent do you agree?</li> <li>How far does Orwell present Napoleon as a character who is only interested in power?</li> </ol>		<p>Summative: Compare how poets present love in 'Valentine' and in one other poem we have studied. Formative:</p> <ol style="list-style-type: none"> <li>Writing as a literary critic- write a thesis statement in response to an exam style question.</li> <li>Compare how poets present love in Sonnet 130 and in one other poem we have studied.</li> </ol>	<p>Summative: How does Russell present the theme of social class in the play Blood Brothers? Formative:</p> <ol style="list-style-type: none"> <li>How far does Will Russell present Mrs Johnstone as a good mother?</li> <li>Write a description of 1960s Liverpool.</li> </ol>	<p>Summative: Write a persuasive speech on topic of your choice. Formative:</p> <ol style="list-style-type: none"> <li>Analysis of a successful speech. How does the writer use language to portray...?</li> <li>Write the opening of a speech on the dangers of social media.</li> <li>Write a speech on a topic of your choice.</li> </ol>
<p>Year 9: Blood Brothers. Year 10: Macbeth. Year 10: An Inspector Calls. Year 11: A Christmas Carol.</p>	<p>Year 9: Rhetoric and Speech Writing. Year 10: Power and Conflict Poetry. Year 10: Writers' Viewpoints and Perspectives. Year 10 &amp; 11: Transactional Writing.</p>	<p>Year 10: AQA Power and Conflict Poetry. Year 11: Unseen Poetry. Year 11: AQA Poetry Revision.</p>	<p>Year 10: An Inspector Calls. Year 10: Macbeth.</p>	<p>Year 10 &amp; 11: AQA Writers' Viewpoints and Perspectives – reading and writing.</p>

Year  
**9**



# English Department

## Year 10 Curriculum Plan AQA



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Language: Explorations in Creative Reading. English Literature: Macbeth	English Language: Explorations in Creative Reading. English Literature: AQA Power and Conflict Cluster	English Language: Explorations in Creative Writing. English Literature: An Inspector Calls.	English Literature: An Inspector Calls. English Language: Writers' Viewpoints and Perspectives.	English Language: Paper 2 Writers' Viewpoints and Perspectives.	English Literature: AQA Power and Conflict Poetry Cluster English Literature: Unseen Poetry
<b>English Language Paper 1 Section A:</b> 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.  <b>English Literature Paper 1 Section A:</b> 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.	<b>English Literature Paper 1 Section A:</b> Pupils continue to read the play Macbeth and develop their knowledge and understanding of plot, character and themes. Pupils begin to craft thesis statements, develop their essay writing skills and learn key quotations.  <b>English Literature Paper 2 Section B:</b> Pupils read and analyse the poems London, Ozymandias, My Last Duchess, Tissue 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.	<b>English Language Paper 1 Section B:</b> Pupils craft pieces of narrative and descriptive writing in response to a visual or written stimulus.  <b>English Literature Paper 2 Section A:</b> Pupils read and study the play An Inspector Calls. They develop knowledge and understanding of the playwright's intentions and contextual factors. They secure knowledge of plot, character and themes. Pupils analyse the writer's use of dramatic devices as well as structure and language.	<b>English Literature Paper 2 Section A:</b> Pupils continue to read the play An Inspector Calls and enhance their knowledge and understanding of plot, character and themes. Pupils begin to craft essay plans, thesis statements and develop their essay writing skills.  <b>English Language Paper 2 Section A:</b> Pupils are introduced to the Paper 2 Section A reading 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.	<b>English Language Paper 2 Section A:</b> Pupils continue to 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.  <b>English Language Paper 2 Section B:</b> Pupils continue to 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.	<b>English Literature Paper 2 Section B:</b> Pupils read and analyse Charge of the Light Brigade, Exposure, Bayonet Charge, 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 poems taught earlier and make wider thematic connections.  <b>English Literature Paper 2 Section C:</b> Pupils will read and analyse a range of unseen poems. They will identify thematic connections and consider the language, structure, form and message of each poem.
<b>English Language Paper 1 Section A:</b> Understand implicit and explicit meanings. Summarising texts. Identify key features of language and structure. Understand the writer's intentions and ideas.  <b>English Literature Paper 1 Section A:</b> 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.	<b>English Literature Paper 1 Section A:</b> 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  <b>English Literature Paper 2 Section B:</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. Understand writer's intent and message.	<b>English Language Paper 1 Section B:</b> Knowledge of how to plan, proofread and redraft. Freytag's pyramid. Narrative voice. Knowledge of SP&G and technical accuracy. Sentence construction and crafting. Knowledge of effective descriptive techniques.  <b>English Literature Paper 2 Section A:</b> 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.	<b>English Literature Paper 2 Section A:</b> 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.  <b>English Language Paper 2 Section A:</b> 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.	<b>English Language Paper 2 Section A:</b> 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.  <b>English Language Paper 2 Section B:</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.	<b>English Literature Paper 2 Section B:</b> 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.  <b>English Literature Paper 2 Section C:</b> 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.
<b>Summative Assessment Language:</b> Paper 1 Section A exam.  <b>Formative Assessments Language:</b> Paper 1 Question 3 Paper 1 Question 4  <b>Formative Assessment Literature:</b> PEZAL paragraph focused on Act 1 or 2 of Macbeth.	<b>Summative Assessment: Literature Paper 1 Section A:</b> Essay Question - Macbeth <b>Formative Assessments Literature:</b> PEAZL paragraph on a key theme in Macbeth PEAZL paragraph on an extract and a PEAZL paragraph on the whole text (exam preparation) <b>Poetry Formative Assessment:</b> Comparative poetry PEAZL	<b>Summative Assessment Language:</b> Paper 1 Section B exam question.  <b>Formative Assessments Language:</b> Descriptive paragraph (A05 focus) Opening to a narrative (A06 focus)	<b>Summative Assessment Literature:</b> Paper 2 Section A exam question.  <b>Formative Assessment Literature:</b> PEAZL on a key character. PEAZL on a key theme.  <b>Formative Assessment Language:</b> Paper 2 Question 2	<b>Summative Assessment Language:</b> Paper 2 Section B exam question  <b>Formative Assessment Language:</b> Paper 2 Question 4. Opening paragraph to a formal letter. Main argument in a speech.	<b>Summative Assessment Literature:</b> Paper 2 Section B exam question  <b>Formative Assessment Literature:</b> Comparative poetry PEAZL. Unseen Poetry Part A Response.
Year 11: AQA English Language. Explorations in Creative Reading and Writing Revision. KS5: A level English Language: Creative and Critical Writing.  Year 11: AQA English Literature. Macbeth Revision. KS5: A Level English Literature. Shakespearean Drama.	Year 11: Unseen Poetry. Year 11: AQA Power and Conflict Poetry Cluster Revision. A level English Language and Literature Combined: Component 1 – Poetry.  Year 10: AQA English Literature. Macbeth. 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. KS5: A Level English Language: Creative and Critical Writing.	Year 11: AQA English Language. Writers' Viewpoints and Perspectives. Revision. KS5: A Level English Language: Writing about Society. KS5: A Level English Language and Literature Combined. Component 2 – Drama. KS5: A Level English Literature. Drama.	Year 11: AQA English Language. Writers' Viewpoints and Perspectives. Revision. KS5: A Level English Language: Writing about Society. KS5: A Level English Language and Literature Combined. Component 2 – Drama. KS5: A Level English Literature. Drama.	Year 11: English Literature. Unseen Poetry. KS5: A Level English Literature. Shakespearean Drama. Poetry. KS5: A Level English Language and Literature. Poetry.



# English Department

## Year 11 Curriculum Plan



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p><b>English Literature Paper 2 Section B:</b> Pupils read and analyse the poems Remains, War Photographer, Poppies, The Emigree and Kamikaze from the AQA power and conflict cluster. Pupils identify thematic connections and consider the language, structure and form of each poem.</p> <p><b>English Literature Paper 2 Section C</b> 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 their effects.</p> <p><b>English Language Paper 1 Section A:</b> Pupils revisit the reading section of the Paper 1 exam. Pupils read extracts from a range of fiction texts (19th, 20th and 21st century) for meaning and respond critically to them. They practise exam style questions, sometimes in timed conditions, to develop exam technique and writing stamina</p>	<p><b>English Language Paper 1 Section B:</b> Pupils revisit descriptive and narrative writing. Pupils practise planning and structuring narrative and descriptive responses in response to a visual or written stimulus.</p> <p><b>English Literature Paper 1 Section B:</b> Pupils read and study the novel 'A Christmas Carol'. They develop knowledge and understanding of the writer's intentions and contextual factors. They secure knowledge of plot, character and themes. Pupils analyse the writer's use of structure and language.</p>	<p><b>English Literature Paper 1 Section B:</b> Pupils continue to read and study the novel 'A Christmas Carol' in its entirety. They develop knowledge and understanding of the writer's intentions and contextual factors. They secure knowledge of plot, character and themes. Pupils analyse the writer's use of structure and language.</p> <p><b>English Language Paper 2 Section A.</b> Pupils revisit non-fiction reading. They read extracts from a range of non-fiction texts and practise responding to exam style questions.</p>	<p><b>English Language Paper 2 Section B:</b> Pupils develop their knowledge and understanding of different writing formats and the importance of planning and structuring a response.</p> <p><b>English Literature Paper 2 Section B:</b> Pupils read and analyse the poems Storm on the Island, The Prelude and Tissue from the AQA power and conflict cluster. Pupils identify thematic connections and consider the language, structure and form of each poem. Pupils also revisit and revise other poems from the anthology and make wider thematic connections.</p> <p><b>English Literature Paper 2 Section A:</b> Pupils revise An Inspector Calls and revisit key quotations and extracts from the play. They recap plot, character and themes. They display increased understanding of the writer's intentions and the text as an agent for social change. Pupils plan and write exam responses in timed conditions.</p>	<p><b>English Literature Paper 1 Revision:</b> Pupils revise Macbeth and A Christmas Carol. They revisit key quotations and extracts from the play and novella. They recap plot, character and themes. They plan and write exam responses in timed conditions. They show increased understanding of each writer's intentions and the novella as an agent for social change. They improve their crafting of essay answers in timed conditions.</p> <p><b>English Literature Paper 2 Revision:</b> Pupils revise the Paper 2 literature texts (An Inspector Calls and Power and Conflict Poetry) and practise planning and writing essays.</p> <p><b>English Language Revision:</b> Pupils read fiction texts and practise their Paper 1 exam technique.</p>
<p><b>English Literature Paper 2 Section B:</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. Understand writer's intent and message.</p> <p><b>English Literature Paper 2 Section C:</b> 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><b>English Language Component 1:</b> 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.</p>	<p><b>English Language Paper 1 Section B</b> Knowledge of how to plan, proofread and redraft. Freytag's pyramid. Narrative voice. Knowledge of SP&amp;G and technical accuracy. Sentence construction and crafting. Knowledge of effective descriptive techniques.</p> <p><b>English Literature Paper 1 Section B:</b> Contextual knowledge of the Victorian era. Biographical information about Dickens. Knowledge of plot, character and themes. Understand how to construct thesis statements. Understand and apply features of academic writing. Craft effective conclusions. Plan and write academic essays. Knowledge of linguistic devices. Writer's use of motifs and symbolism</p>	<p><b>English Literature Paper 1 Section B:</b> Contextual knowledge of the Victorian era. Biographical information about Dickens. Knowledge of plot, character and themes. Understand how to construct thesis statements. Understand and apply features of academic writing. Craft effective conclusions. Plan and write academic essays. Knowledge of linguistic devices. Knowledge of assessment objectives.</p> <p><b>English Language Paper 2 Section A:</b> Understand purpose, audience and format and how this can influence tone. Understand implicit and explicit meanings. Summarise and synthesise texts. Select judicious quotations. Identify key features of language and structure. Understand the writer's intentions and ideas. Identify and understand writers' viewpoints.</p>	<p><b>English Language Paper 2 Section B:</b> Revision of the knowledge and skills. Revise specific formats. Speech, formal letter, article, leaflet and essay. 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.</p> <p><b>English Literature: Paper 2 Section B:</b> Knowledge and interpretation of themes. Knowledge of forms and conventions. Knowledge of poetic devices to enhance analysis of key quotations. Understand authorial intent and contextual influences. Knowledge and understanding of how to compare poems. Knowledge of academic verbs. Plan and craft academic essays.</p>	<p><b>English Literature:</b> 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.</p> <p><b>English Language Paper 1:</b> 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><b>Formatives English Literature:</b> Comparative PEAZL (war poetry). Unseen Poetry Part A PEAZ paragraph.</p> <p><b>Formatives English Language:</b> Paper 1 Question 3. Paper 1 Question 4.</p>	<p><b>Summative Assessment Literature:</b> English Literature Paper 2 mock examination.</p> <p><b>Summative Assessment Language:</b> English Language Paper 1 mock examination.</p> <p><b>Formative Assessment Literature:</b> Character PEAZL for A Christmas Carol.</p>	<p><b>Summative Assessment Literature:</b> English Literature Paper 1 Section B exam style question (A Christmas Carol).</p> <p><b>Formatives English Literature:</b> A Christmas Carol theme PEAZLs (extract and whole text).</p> <p><b>Formatives English Language:</b> Paper 2 Question 2. Paper 2 Question 4.</p>	<p><b>Summative Assessment Language:</b> Exam style question – writing to express a viewpoint.</p> <p><b>Formatives English Literature:</b> Comparative PEAZL on the theme of nature's power. Extract and PEAZL on a key theme found in An Inspector Calls (class, responsibility, gender, hypocrisy).</p>	<p><b>Summative Assessment Literature:</b> English Literature Paper 1 Section A exam style question (Macbeth).</p>
<p><b>KS5: A Level English Language and Literature Combined:</b> Component 1: Poetry. Component 4: Critical and Creative Genre Study. <b>A Level English Literature.</b> Component 1: Poetry <b>A Level English Language.</b> Component 3: Creative and Critical Use of Language</p>	<p><b>KS5: A Level English Language and Literature Combined:</b> Component 1: Poetry. Component 4: Critical and Creative Genre Study. <b>A Level English Language.</b> Component 3: Creative and Critical Use of Language. <b>A Level English Language and Literature Combined:</b> Component 1 Section B: Prose.</p>	<p><b>A Level English.</b> Component 1 Section B: Language Issues. Component 2. Section A: Language Change Over Time. Component 3: Creative Writing. <b>A Level English Language and Literature Combined:</b> Component 1 Section B: Prose.</p>	<p><b>KS5: A Level English Literature.</b> Component 1: Poetry. Component 2 Section B: Drama. <b>A Level English.</b> Component 3: Creative and Critical Use of Language. <b>A level English Language:</b> Creative and Critical Writing.</p>	<p><b>KS5: A Level English Language and Literature Combined.</b> Component 2 – Drama. <b>A Level English Language and Literature Combined:</b> Component 1 Section B: Prose. <b>A Level English Literature.</b> Component 1: Poetry. <b>A Level English.</b> Component 1 Section B: Language Issues. Component 2. Section A: Language Change Over Time. <b>Component 3:</b> Creative Writing.</p>

Year  
**11**

