

Enrichment and Personal Development

Links to Careers in English

Catholicity in the Curriculum

<p>Year 7</p>	<ul style="list-style-type: none"> Pupils will take part in an author visit for Sky Hawk Day. Pupils can visit the theatre to see stories brought to life on stage. 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). B4 trips to Blackpool Zoo 	<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 The Tempest and re-enacting key scenes, pupils may decide a career in acting, directing or the media enthruses them. 	<ul style="list-style-type: none"> Creation and the Environment: Pupils reflect on the beauty of the natural world when studying Sky Hawk, Swan Song and a selection of nature poetry. They explore the importance of protecting life. Dignity: Pupils study Shakespeare's life and times, focusing on issues such as gender equality and the marginalisation of characters in the Tempest. The Common Good: Pupils examine the role of conscience in The Tell Tale Heart and The Monkey's Paw. Option for the Poor: Pupils compare living conditions in Victorian England with those of today, discussing issues such as poverty and education.
<p>Year 8</p>	<ul style="list-style-type: none"> Pupils participate in our end of year public speaking competition to develop their oracy skills. Pupils will take part in an author visit from Matt Oldfield. 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). B4 trip to Manchester Imperial War Museum 	<ul style="list-style-type: none"> When studying Private Peaceful 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 plays, Romeo and Juliet. 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. 	<ul style="list-style-type: none"> Peace: Through reading Private Peaceful and a selection of war poems, pupils explore the value of human life and the societal impact of war. Dignity and Peace: Pupils examine gender stereotypes and equality in Romeo and Juliet, drawing comparisons with the subjugation of women in modern-day Afghanistan. The Common Good and Creation and the Environment: While studying dystopian literature, pupils explore how power can corrupt and how human actions can negatively affect others and the environment. Dignity, The Common Good and Creation and the Environment: In the topical issues unit, pupils examine important themes such as education, racism, knife crime and animal rights.
<p>Year 9</p>	<ul style="list-style-type: none"> Pupils enter creative writing competitions 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). 	<ul style="list-style-type: none"> Pupils study a range of issues within An Inspector Calls and Macbeth and through analysing the AQA power and conflict poetry cluster. These studies can inspire careers in the military, writing, spoken word artistry or politics. 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. 	<ul style="list-style-type: none"> The Common Good, The Dignity of Work and Participation, Option for the Poor and Dignity: Pupils explore a range of these themes while studying Animal Farm. Dignity: Through a collection of love poems, pupils reflect on individuality and the importance of respect each person's unique characteristics. Option for the Poor, Dignity, The Dignity of Work and Participation and The Common Good: Pupils explore themes such as social class, the effects of unemployment, and the impact of limited education on full participation in society. Dignity, Creation and the Environment, Option for the Poor, The Dignity of Work and Participation, Solidarity and The Common Good: Pupils research, plan and deliver a speech on a social issue they are passionate about, ranging from ethical concerns to the North - South wealth divide in the UK.
<p>Year 10</p>	<ul style="list-style-type: none"> Pupils will watch a GCSE play performed at the theatre or by a touring theatre company in school. Throughout the year, pupils explore a range of themes such as power and control, identity, conflict, class and poverty. These key themes connect 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). 	<ul style="list-style-type: none"> Pupils study a range of issues within An Inspector Calls and Macbeth and through analysing the AQA power and conflict poetry cluster. These studies can inspire careers in the military, writing, spoken word artistry or politics. 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. 	<ul style="list-style-type: none"> Peace, Dignity and The Common Good: Pupils study an anthology of Power and Conflict poetry, reflecting on the destructive impact of war. Option for the Poor and Dignity: While studying An Inspector Calls, pupils explore how poverty and inequality affect individuals and society. The Common Good: Through the study of Macbeth, pupils examine the harmful consequences of selfishness, ambition, and the pursuit of power.
<p>Year 11</p>	<ul style="list-style-type: none"> Pupils will watch a GCSE play performed at the theatre or by 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 and social class. These themes connect 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). 	<ul style="list-style-type: none"> Pupils explore a range of issues within the GCSE set texts they are studying. While studying A Christmas Carol, pupils may consider working for charitable organisations or pursue 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. 	<ul style="list-style-type: none"> Option for the Poor, The Common Good and The Dignity of Work and Participation: While studying a Christmas Carol, pupils explore themes such as poverty, workers' rights, greed, social isolation and redemption. Dignity, Option for the Poor, Creation and the Environment and The Dignity of Work and Participation: In preparation for the English Language Paper 2 examination, pupils engage with texts that address issues such as child labour, education and environmental concerns.



Key areas of focus in this unit of work



Subject specific knowledge



Assessment (including both formative and summative)



Interdisciplinary Learning



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



Autumn	Spring	Summer 1	Summer 2
The Power of Nature	Gothic Horror	Society then and now	Introduction to Shakespeare (The Tempest)
<p>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 compare aspects to Swan Song. Pupils will read and look at characterisation in Swan Song. They will also look at key themes in the novella. Pupils will become aware of purpose, audience and tone when writing persuasively. Pupils will apply their knowledge of descriptive and persuasive techniques to persuade. Pupils will also be introduced to the Romantic era and be able to discuss the power of nature in the given poems. They will be able to write analytically about poetry.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<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 Pupils study the poems Daffodils by Wordsworth, Nettles by Scannell, Blessing by Dharker Biographical knowledge of the poets Knowledge of Romanticism Annotation skills Understanding of poetic forms 	<ul style="list-style-type: none"> Pupils read The Tell-Tale Heart, The Monkey's Paw 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 Pupils will read extracts from Frankenstein 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 	<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><i>Summative: Pupils write a tourist leaflet persuading a specific audience to visit Wales.</i></p> <p><i>Formative:</i></p> <ol style="list-style-type: none"> Spelling test Complete a speech opening to Year 7 End of unit knowledge test How does Scannell present the power of nature in 'Nettles'? Speaking and Listening Task- based on the novella Swan Song 	<p>Summative: How does Dahl present the landlady as an interesting villain?</p> <ol style="list-style-type: none"> Comprehension questions linked to 'The Tell Tale Heart' Describe a setting for a gothic story How does Shelley use language to describe the monster at the start of the chapter five? Monkey's Paw knowledge quiz Speaking and Listening Task – developing oracy skills 	<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"> Write a developed argument expressing a view on poverty. Comprehension questions. Write a summary of the different views about zoos 	<p>Summative: 1. Formal presentation on the life and times of William Shakespeare.</p> <p>Formative:</p> <ol style="list-style-type: none"> Write a descriptive account of a day at the Globe Theatre. Knowledge based quiz with an extended task.
<p>Geography: Pupils will study the environment, climate/weather in Wales when writing a description.</p> <p>Drama: Pupils will create a perform a script linked to the novel's protagonist.</p> <p>RE: Pupils will learn about the power of nature within the unit and the impact on people. When studying poetry, pupils will gain knowledge about injustice and respect for the beauty of the natural world. Pupils will explore how people should respect nature.</p> <p>History: Pupils will gain knowledge of the Romantic era.</p>	<p>History: Pupils will look at the history of the Gothic genre.</p> <p>RE: Pupils will study issues such as creation, conscience and the sanctity of life.</p> <p>Geography: Pupils will look at the weather when exploring Chapter 5 of Frankenstein.</p> <p>Science: Pupils will look at creating life/cloning/body parts in Frankenstein.</p>	<p>RE: Pupils explore ideas surrounding moral responsibility and ethics. Pupils consider key concepts like judgement. Pupils will consider attitudes towards people in poverty, animals and consider the sanctity of life.</p> <p>History: Pupils will look at the history of the menagerie and link it to modern day zoos. Pupils will understand Victorian society and some themes/ideas such as prisons, poverty and the class divide.</p> <p>Science: Pupils will look at conservation projects and breeding programmes.</p>	<p>History: Pupils will learn about the play's Jacobean context, life at the time and about The Globe Theatre, colonialism within the play.</p> <p>Drama: Pupils will learn about stage crafting, characterisation and features of s comedy, history, tragedy.</p> <p>RE: Pupils will learn about the abuse of power and links to morality and ethics within the play. Pupils will explore the mistreatment of characters within the play and marginalisation.</p>
<p>Year 7: Society Then and Now</p> <p>Year 8: Dystopian Fiction</p> <p>Year 9: Animal Farm</p> <p>Year 9: Rhetoric</p> <p>Year 10: Reading Non-Fiction Texts</p> <p>Year 10: Explorations in Creative Reading</p> <p>Year 11: Writers' Viewpoints and Perspectives</p> <p>Year 11: A Christmas Carol</p> <p>Year 8: War and Conflict Poetry</p> <p>Year 9: Love Poetry</p> <p>Year 10: Power and Conflict Poetry</p> <p>Year 11: Unseen Poetry and Poetry Revision</p>	<p>Year 8: Dystopian Fiction</p> <p>Year 9: Animal Farm</p> <p>Year 10: Creative Writing</p> <p>Year 11: A Christmas Caro.</p> <p>Year 11: Explorations in Creative Writing</p>	<p>Year 8: War and Conflict and Social Injustice</p> <p>Year 9: Power in Society and Rhetoric and Speech Writing</p> <p>Year 10/11: Writing to express a Viewpoint</p>	<p>Year 8: Romeo and Juliet</p> <p>Year 9: Blood Brothers</p> <p>Year 10: Macbeth and An Inspector Calls</p> <p>Year 11: Macbeth Revision</p>



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

7B4 Curriculum Plan



Holy Cross
 CATHOLIC HIGH SCHOOL



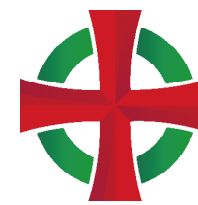
Autumn	Spring	Summer 1	Summer 2
The Power of Nature	Gothic Horror	Society then and now	Introduction to Shakespeare (The Tempest)
<p>Pupils begin the unit by recapping their Y6 transition work on the novel Sky Hawk, completing several reading and writing tasks linked to the story. Later, pupils use their knowledge and understanding of Sky Hawk to compare aspects to Swan Song. Pupils will read and look at characterisation in Swan Song. They will also look at key themes in the novella. Pupils will become aware of purpose, audience and tone when writing persuasively. Pupils will apply their knowledge of descriptive and persuasive techniques to persuade. Pupils will also be introduced to the Romantic era and be able to discuss the power of nature in the given poems. They will be able to write analytically about poetry.</p> <ul style="list-style-type: none"> Be aware of purpose, audience, format and tone for non-fiction writing Retrieving relevant quotations to support inferences – both explicit and implicit Pupils study the poems Daffodils by Wordsworth and Nettles by Scannell Biographical knowledge of the poets Knowledge of Romanticism Annotation skills Understanding of poetic forms <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Technical accuracy. Spelling, punctuation and grammar Identifying, in reading, and applying, in writing, persuasive features Address Key Stage 2 SPaG gaps 	<p>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.</p> <ul style="list-style-type: none"> Pupils read The Tell-Tale Heart, The Monkey's Paw and The Landlady Origins of the gothic genre Gothic conventions and melodrama Archetypal characters and themes Influence of the gothic genre on modern texts Comparison between gothic texts Writers' methods Pupils will read extracts from Frankenstein Write for a range of purposes (to describe) and audiences. Use of ambitious vocabulary Use of effective linguistic techniques <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Structure of short stories Narrative voice Vocabulary development Accurate spelling, punctuation and grammar Address Key Stage 2 SPaG gaps 	<p>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.</p> <ul style="list-style-type: none"> Connections and comparisons between texts Authorial intent and influence Analysis of writers' methods Synthesise and summarise <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> 1st person, 2nd and 3rd person perspective Key vocabulary Understanding of contextual factors Address Key Stage 2 SPaG gaps 	<p>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.</p> <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 Pupils to read the abridged version of the play Understanding of form Epilogue Language analysis Subject terminology Dramatic devices Theme of power and control <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Address Key Stage 2 SPaG gaps
<p>Summative Assessments: Pupils write a tourist leaflet persuading a specific audience to visit Wales. Scaffolded and planned in advance, template provided with sentence starters and success criteria.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> Spelling test. Complete a speech opening to Year 7- sentence stems provided for support. Pupils to plan as a class. End of unit knowledge test- amended questions to include SPaG focus as well as Swan Song knowledge. How does Scannell present the power of nature in 'Nettles'? Sentence stems provided and PEAZ plan given. Speaking and Listening Task- based on the novella Swan Song. Pupils to work in small groups/pairs for support. 	<p>Summative Assessments: How does Dahl present the landlady as an interesting villain? PEAZ structure given and planned in advance in class</p> <p>Formative Assessments:</p> <ol style="list-style-type: none"> Comprehension questions linked to 'The Tell Tale Heart'. Amended to include Key Stage 2 SPaG gaps Describe a setting for a gothic story. Image given and pupils to plan in advance in the class. Sentence stems provided. Success criteria given. How does Shelley use language to describe the monster at the start of the chapter five? PEAZ structure given and planned in advance in class Monkey's Paw knowledge quiz. Amended to include pre-taught SPaG. Speaking and Listening Task – developing oracy skills. Pupils to work in small groups/pairs for support and with a familiar adult. 	<p>Summative Assessments: Zoos are cruel and inhumane. Write a letter to PETA expressing your views about zoos. Sentence stems provided and pre-planned in class. Pupils to use visit to the zoo as stimulus.</p> <p>Formative Assessments:</p> <ol style="list-style-type: none"> Write a developed argument expressing a view on conservation to help inform arguments for/against zoos. Sentence stems provided and pre-planned in class Comprehension questions. Write a summary of the different views about zoos. The texts for this need to be adapted and possibly changed for the correct reading age using AI. Sentence starters given for pupils to complete and model example provided. 	<p>Summative Assessments: Formal presentation on the life and times of William Shakespeare. Pupils to complete this in pairs for support. Sentence stems and success criteria.</p> <p>Formative Assessments:</p> <ol style="list-style-type: none"> Write a descriptive account of a day at the Globe Theatre. Sentence stems provided and pre-planned in class. Pupils to complete a timeline as a plan to help with this. Knowledge based quiz with pre-taught SPaG.
<p>Geography: Pupils will study the environment, climate/weather in Wales when writing a description. Drama: Pupils will create a perform a script linked to the novel's protagonist. RE: Pupils will learn about the power of nature within the unit and the impact on people. When studying poetry, pupils will gain knowledge about injustice and respect for the beauty of the natural world. Pupils will explore how people should respect nature. History: Pupils will gain knowledge of the Romantic era.</p>	<p>History: Pupils will look at the history of the Gothic genre. RE: Pupils will study issues such as creation, conscience and the sanctity of life. Geography: Pupils will look at the weather when exploring Chapter 5 of Frankenstein. Science: Pupils will look at creating life/cloning/body parts in Frankenstein.</p>	<p>RE: Pupils explore ideas surrounding moral responsibility and ethics. Pupils consider key concepts like judgement. Pupils will consider attitudes towards people in poverty, animals and consider the sanctity of life. History: Pupils will look at the history of the menagerie and link it to modern day zoos. Pupils will understand Victorian society and some themes/ideas such as prisons, poverty and the class divide. Science: Pupils will look at conservation projects and breeding programmes.</p>	<p>History: Pupils will learn about the play's, life at the time and about The Globe Theatre within the play. Drama: Pupils will learn about stage crafting, characterisation and features of s comedy, history, tragedy. RE: Pupils will learn about the abuse of power and links to morality and ethics within the play. Pupils will explore the mistreatment of characters within the play and marginalisation.</p>
<p>Year 7: Society Then and Now Year 8: Dystopian Fiction, War and Conflict Poetry Year 9: Animal Farm, Rhetoric, Love Poetry Year 10: Reading Non-Fiction Texts Year 10: Explorations in Creative Reading, Power and Conflict Poetry Year 11: Writers' Viewpoints and Perspectives Year 11: A Christmas Carol, Unseen Poetry and Poetry Revision</p>	<p>Year 8: Dystopian Fiction Year 9: Animal Farm Year 10: Creative Writing Year 11: A Christmas Caro. Year 11: Explorations in Creative Writing</p>	<p>Year 8: War and Conflict and Social Injustice Year 9: Power in Society and Rhetoric and Speech Writing Year 10/11: Writing to express a Viewpoint</p>	<p>Year 8: Romeo and Juliet Year 9: Blood Brothers Year 10: Macbeth and An Inspector Calls Year 11: Macbeth Revision</p>

Year
8



English Department

Year 8 Curriculum Plan



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Autumn 1	Spring 1	Spring 2	Summer 2
<p>War and Conflict</p> <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. 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>Dystopian Fiction</p> <p>Pupils study texts from the dystopian genre. They are exposed to a variety of short stories such as The Lottery 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>Gender in Literature</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. 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>Topical Issues</p> <p>Pupils are exposed to a range of topical 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.</p>
<ul style="list-style-type: none"> Contextual understanding of WW1 and its influence on writers and audiences 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 eg PTSD, National Service, the glorification of war, the morality of war Summarise and synthesise Vocabulary development 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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/method 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 	<ul style="list-style-type: none"> 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
<p>Summative Assessments How does Morpurgo use language to make the Sergeant Major's speech persuasive?</p> <p>Formative Assessments 1. How does the writer use language to describe Tommo's feelings in the extract 2. Write a description of the gas attack 3. Knowledge quiz 4. Compare experiences of war 5. More needs to be done to support ex-servicemen and women especially those suffering with PTSD. To what extent do you agree?</p>	<p>Summative Assessments Description of a dystopian world using linguistic and structural devices.</p> <p>Formative Assessments 1. Analyse the structure of The Lottery 2. Image of a dystopian setting. Students to craft sentences and apply linguistic devices</p>	<p>Summative Assessments How does Shakespeare present the theme of masculinity in Romeo and Juliet?</p> <p>Formative Assessments 1. PEAZ on the presentation of Romeo Montague in Act 1 Scene 1 2. Knowledge quiz on context, vocab, plot, character and language with an extended task. 3. Lit style: Shakespeare presents Juliet as a stereotypical Elizabethan female. To what extent do you agree? 4. Gender equality has been achieved. Write the opening of a speech to be delivered in assembly expressing your views on this statement</p>	<p>Summative Assessments Class debate on a topical issue.</p> <p>Formative: 1. Summarise the similarities and differences between two non-fiction texts about education 2. Knowledge quiz</p>
<p>History: Pupils will understand experiences of war, National Service, the conditions in the trenches and discuss patriotism and trench warfare. Pupils will develop an understanding of propaganda and how it was effective. Pupils will explore the consequences of war such as shell shock, PTSD and veteran care. RE: Pupils will consider the value of human life and the impact that war has on society and the individual. Maths: Pupils might use logos in their writing expressing a viewpoint.</p>	<p>RE: Pupils will consider how power can corrupt people in society and the effect on citizens. History: Pupils will learn about banned books in society. Geography: different landscapes/ environments are explored when describing.</p>	<p>History: Pupils will learn about the play's Elizabethan context, life at the time and about The Globe Theatre, Drama: Pupils will learn about stage crafting, characterisation and features of s comedy, history, tragedy. RE: Pupils will learn about the abuse of power and links to morality and ethics within the play.</p>	<p>PE: Pupils will be required to express their opinions on gender in equality in sport. Geography and RE: Pupils will become familiar of other cultures and how people are treated for example, Afghanistan and America. RE: They will be aware of the treatment of the poor and marginalised in society.</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>



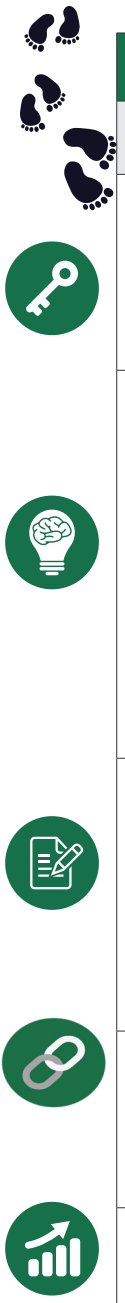
English Department

8B4 Curriculum Plan



Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Spring 1	Spring 2	Summer 2
<p>War and Conflict</p> <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. 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> <ul style="list-style-type: none"> Contextual understanding of WW1 and its influence on writers and audiences Knowledge of plot and characters Literary techniques Word level analysis and analysis of language devices Critical evaluation of a text Compare and understand different experiences of war Understand context and its influence on writers Understand issues surrounding war eg PTSD Summarise and synthesise <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Understand how writers create a message Sentence construction Accurate punctuation, and apply punctuation for effect addressing Key Stage 2 gaps Vocabulary development SPaG - Key Stage 2 gaps addressed 	<p>Dystopian Fiction</p> <p>Pupils study a small selection of texts from the dystopian genre. They are exposed to a variety of 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> <ul style="list-style-type: none"> Recognise and apply the conventions of dystopian fiction Foreshadowing Identify themes within a text and the effects on audiences Linguistic and structural features. <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Types of narrative structure Understand how to construct a conventional character and setting Sentence construction Vocabulary development Authorial intent SPaG - Key Stage 2 gaps addressed 	<p>Gender in Literature</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. 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> <ul style="list-style-type: none"> 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 Understand effects of Shakespeare's imagery/method Critical evaluation of female protagonists Understand how conventions help to shape a character Knowledge of contextual factors Pupils to read the abridged version Pupils to watch modern retelling <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Summarise the differences between characters Sentence construction. Use of connectives Proofreading SPaG - Key Stage 2 gaps addressed 	<p>Topical Issues</p> <p>Pupils are exposed to a range of topical 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.</p> <ul style="list-style-type: none"> Compare experiences of different writers and the contextual factors that influence them Understand how persuasive techniques manipulate an audience Apply persuasive techniques to talk/writing Adapt language and tone to match purpose and audience SPaG - Key Stage 2 gaps addressed <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Be able to compare writers' perspectives Apply analytical verbs Features of speech
<p>Summative Assessments How does Morpurgo use language to make the Sergeant Major's speech persuasive? Sentence stems provided. PEAZL structure given.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> How does the writer use language to describe Tommo's feelings in the extract. PEAZ plan given and sentence stems provided. Write a description of the gas attack. Success criteria given and planned in advance. Knowledge quiz include Key Stage 2 SPaG focus. More needs to be done to support ex-servicemen and women especially those suffering with PTSD. To what extent do you agree? Sentence stems and planned in advance. 	<p>Summative Assessments Description of a dystopian world using linguistic and structural devices. Success criteria given and planned in advance. Image shown before the test.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> Analyse the structure of The Maze Runner. Sentence stems, planned in advance, quotes provided. Image of a dystopian setting. Students to craft sentences and apply linguistic devices. Success criteria given and planned in advance. 	<p>Summative Assessments How does Shakespeare present the theme of masculinity in Romeo and Juliet? Sentence stems provided. PEAZL structure given. Key quotations chosen before the test.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> PEAZ on the presentation of Romeo Montague in Act 1 Scene 1. Sentence stems provided. PEAZL structure given. Knowledge quiz on context, vocab, plot, character and language with an extended task. Amended, include Key Stage 2 SPaG gaps. Lit style: Shakespeare presents Juliet as a stereotypical Elizabethan female. To what extent do you agree? Planned in advance. Sentence stems provided. PEAZL structure given. Speech Opening- presented in class in small group. 	<p>Summative Assessments Class debate on a topical issue. In small groups. Topic chosen by teacher. Sentence Stems.</p> <p>Formative: Assessments</p> <ol style="list-style-type: none"> Summarise the similarities and differences between two non-fiction texts about education. Sentence stems provided. PEAZL structure given. Knowledge quiz. Amended and include Key Stage 2 and Key Stage 3 SPaG.
<p>History: Pupils will understand experiences of war, National Service, the conditions in the trenches and discuss patriotism and trench warfare. Pupils will develop an understanding of propaganda and how it was effective. Pupils will explore the consequences of war such as shell shock, PTSD and veteran care. RE: Pupils will consider the value of human life and the impact that war has on society and the individual. Maths: Pupils might use logos in their writing expressing a viewpoint.</p>	<p>RE: Pupils will consider how power can corrupt people in society and the effect on citizens. History: Pupils will learn about banned books in society. Geography: different landscapes/environments are explored when describing.</p>	<p>History: Pupils will learn about the play's Elizabethan context, life at the time and about The Globe Theatre, Drama: Pupils will learn about stage crafting, characterisation and features of s comedy, history, tragedy. RE: Pupils will learn about the abuse of power and links to morality and ethics within the play.</p>	<p>PE: Pupils will be required to express their opinions on gender in equality in sport. Geography and RE: Pupils will become familiar of other cultures and how people are treated for example, Afghanistan and America. RE: They will be aware of the treatment of the poor and marginalised in society.</p>
<p>Year 8: Dystopian Fiction Year 9: Power in Society Year 10: AQA English Language. Explorations in Creative Reading, AQA Power and Conflict Poetry Cluster Year 11: AQA 20th Century Literature Reading and Creative Prose Writing, 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, A Christmas Carol</p>	<p>Year 8: Women in Literature Year 9: Love Poetry, Blood Brothers Year 10: Macbeth (AQA) Year 11: Revision of An Inspector Calls</p>	<p>Year 9: Power in Society, 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>





English Department

Year 9 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL

Autumn 1/ Autumn 2	Spring 1	Spring 2	Summer 1/ Summer 2
Power in Society	Love and Relationships	Social Divide	Rhetoric and Speech Writing Spoken Language Endorsement
<p>Pupils read Orwell's famous fable <i>Animal Farm</i> 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 <i>Blood Brothers</i> 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"> Understand political ideologies -capitalism 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, newspaper articles and speeches Pupils explore contextual factors surrounding tyranny, dictatorship and revolution Awareness of communism, capitalism, socialism, hierarchies Art of rhetoric (Aristotle) – pathos, ethos and logos Recognise structural and linguistic features and comment on their effects Apply knowledge of grammatical structures How to structure a convincing argument/viewpoint 	<ul style="list-style-type: none"> 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 Pupils to study <i>Valentine</i>, <i>Cozy Apologia</i> and <i>Am Very Bothered</i>, <i>Sonnet 130</i> 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<p>Summative Assessment "People in power are manipulative, corrupt and hypocritical. They put their own interests before the needs of the people they serve." Write a letter to your local MP, expressing your views on this statement.</p> <p>Formative Assessments 1. How does Orwell use language to portray Squealer as manipulative? 2. Knowledge based quiz. 3. Write a paragraph describing the aftermath of Napoleon's show trials from Clover's perspective. 4. Oracy Task – Mock Trial. Which animal is most responsible for the failure of the farm?</p>	<p>Summative Assessment Compare how poets present love in 'Valentine' and in one other poem we have studied.</p> <p>Formative Assessments 1. Write as a literary critic- Write a thesis statement in response to an exam style question. 2. Compare how poets present love in <i>Sonnet 130</i> and in one other poem we have studied</p>	<p>Summative Assessments How does Russell present the theme of social class in the play <i>Blood Brothers</i>?</p> <p>Formative Assessments 3. How does Willy Russell use language to portray Mrs Johnstone to the audience in Act 1? 4. Write a description of 1960s Liverpool. 5. Knowledge Quiz 6. Willy Russell does not believe the education system is meritocratic. To what extent do you agree?</p>	<p>Summative Assessments Spoken Language Endorsement.</p> <p>Formative Assessments 1. How does the writer use language to...? Write 1 PEAZLs in response. 2. Write the opening of a speech on the dangers of social media. 3. Write a speech on a controversial topic of choice.</p>
<p>History: Pupils learn about the Russian Revolution and the impact on the Russian people. Pupils will discuss other leaders and their abuse of power. RE: Pupils explore how people abuse their power and the effects on the individual and society. Pupils will write about the treatment of others in society and the suffering of the poor. Geography: Pupils are exposed to different powerful leaders and this links to the 'Super Powers' unit where they discuss soft/hard power. Drama: Pupils will be able to stage a mock trial and explore characterisation within the play.</p>	<p>RE: Pupils understand love and respect of others through different poems studied. Pupils will discuss different types of love/relationships in the poems studied. Pupils discuss the importance of the individual and what makes them unique. History: Pupils will become familiar with the issues and treatment of women in society in <i>Sonnet 130</i>.</p>	<p>History: Pupils explore the class divide in 1960-80s Liverpool. RE: Pupils explore themes such as social class, the effects of unemployment, and the impact of limited education on full participation in society. Drama: Pupils will learn about stage crafting, characterisation and realise that <i>Blood Brothers</i> is a play that needs to be performed on stage. Music: They will be exposed to songs within the play.</p>	<p>RE: Pupils research their own topic of choice, which could be on an ethical or moral issue. Computing: Pupils will become familiar with the negative effects of social media on the individual and society. Maths: Pupils will include statistical data (logos) in their writing.</p>
<p>Year 9: <i>Blood Brothers</i> and Rhetoric and Speech Writing Year 10: <i>Macbeth</i>, Power and Conflict Poetry, Writers' Viewpoints and Perspectives and An Inspector Calls Year 10 & 11: Transactional Writing Year 11: A Christmas Carol</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: <i>Macbeth</i>.</p>	<p>Year 10 & 11: AQA Writers' Viewpoints and Perspectives – reading and writing.</p>





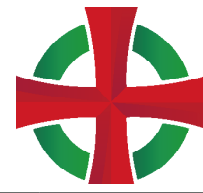
Autumn 1/ Autumn 2	Spring 1	Spring 2	Summer 1/ Summer 2
Power in Society	Love and Relationships	Social Divide	Rhetoric and Speech Writing Spoken Language Endorsement
<p>Pupils read Orwell's famous fable Animal Farm in its entirety. They explore contextual influences and identify the writer's intent. 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"> Understand political ideologies - capitalism and communism (brief overview) Knowledge of contextual influences - The Russian Revolution Authorial intent Structure of a novella Construct thesis statements Pupils read extracts from novels, newspaper articles and speeches Pupils explore contextual factors surrounding tyranny, dictatorship and revolution Awareness of communism, capitalism, socialism, hierarchies Recognise structural and linguistic features and comment on their effects How to structure a convincing argument/viewpoint <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Knowledge of plot, characterisation and themes Apply analytical verbs (to criticise, to challenge, to expose etc.) Apply knowledge of grammatical structures Build on Key Stage 2/3 SPaG knowledge 	<ul style="list-style-type: none"> Understand themes and make connections across poetry Contextual understanding of the varying types of love Authorial intent Discuss and compare poets' methods Compare themes within the poems Construct effective thesis statements Pupils to study Valentine and I Am Very Bothered, Sonnet 130 <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Poetic forms and structures Analytical verbs and connectives Build on Key Stage 2/3 SPaG knowledge 	<ul style="list-style-type: none"> Understand the structure of the play and its effect on audiences Revisit features of tragedy Identify dramatic devices Understand motifs and symbolism Understand authorial intent Explore writer's craft and how staging impacts audience viewpoints <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Knowledge of plot, character and themes. Understand contextual factors Build on Key Stage 2/3 SPaG knowledge 	<ul style="list-style-type: none"> Understand writers' use of rhetoric to influence and shape audience responses Understand how to apply symbolism and metaphor in writing Analyse the language used in speeches Apply features of rhetoric to writing <p>Foundational Knowledge:</p> <ul style="list-style-type: none"> Be able to craft sentences and paragraphs to persuade and influence an audience Planning, proofreading and redrafting Build on Key Stage 2/3 SPaG knowledge
<p>Summative Assessment "People in power are manipulative, unfair and put their own interests before the needs of the people they serve." Write a letter to your local MP, expressing your views on this statement. Pre-planned and paragraph plan, scaffolding prior to assessment.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> How does Orwell use language to portray Squealer as manipulative? Key quotations provided, PEAZL structure given. No sentence stems. Knowledge based quiz. Amended and SPaG added. Write a paragraph describing the aftermath of Napoleon's show trials from Clover's perspective. Sentence stems, key vocabulary and image given with prior planning. Oracy Task – Q and A, provided in advance and planned together. Which animal is most responsible for the failure of the farm? 	<p>Summative Assessment Compare how poets present love in 'Valentine' and in one other poem we have studied. Pupils given quotations to revise at home. PEAZL structure given. Pupils given the named poem in advance.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> Write as a literary critic- Write an introduction in response to an exam style question. Planned in advance. How does Duffy present the theme of love in Valentine? PEAZL structure given. 	<p>Summative Assessments How does Russell present the theme of social class in the play Blood Brothers? Pupils given quotations to revise at home. Pupils given the question theme in advance. Aim to write an introduction, 2 PEAZL and conclusion.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> How does Willy Russell use language to portray Mrs Johnstone to the audience in Act 1? PEAZL structure given. Selection of quotations given to choose. Write a description of 1960s Liverpool. Planning sheet and image provided as prompt. Knowledge Quiz. Amended with SPaG. Willy Russell does not believe the education system is fair. To what extent do you agree? Planned in advance. 	<p>Summative Assessments Spoken Language Endorsement. Pupils planned in class and teacher to read through their speech and live mark. Pupils to record in a small room with a familiar member of staff.</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> How does the writer use language to...? Write 1 PEAZLs in response. PEAZL structure given. Selection of quotations given to choose. Questions decided and based on pupils interest Write the opening of a speech on the dangers of social media. Sentence stems provided. Write a speech on a controversial topic of choice. Pupils planned in class and teacher to read through their speech and live mark. Pupils to record in a small room with a familiar member of staff.
<p>History: Pupils learn about the Russian Revolution and the impact on the Russian people. Pupils will discuss other leaders and their abuse of power. RE: Pupils explore how people abuse their power and the effects on the individual and society. Pupils will write about the treatment of others in society and the suffering of the poor. Geography: Pupils are exposed to different powerful leaders and this links to the 'Super Powers' unit where they discuss soft/hard power. Drama: Pupils will be able to stage a mock trial and explore characterisation within the play.</p>	<p>RE: Pupils understand love and respect of others through different poems studied. Pupils will discuss different types of love/relationships in the poems studied. Pupils discuss the importance of the individual and what makes them unique. History: Pupils will become familiar with the issues and treatment of women in society in Sonnet 130.</p>	<p>History: Pupils explore the class divide in 1960-80s Liverpool. RE: Pupils explore themes such as social class, the effects of unemployment, and the impact of limited education on full participation in society. Drama: Pupils will learn about stage crafting, characterisation and realise that Blood Brothers is a play that needs to be performed on stage. Music: They will be exposed to songs within the play.</p>	<p>RE: Pupils research their own topic of choice, which could be on an ethical or moral issue. Computing: Pupils will become familiar with the negative effects of social media on the individual and society. Maths: Pupils will include statistical data (logos) in their writing.</p>
<p>Year 9: Blood Brothers and Rhetoric and Speech Writing Year 10: Macbeth, Power and Conflict Poetry, Writers' Viewpoints and Perspectives and An Inspector Calls Year 10 & 11: Transactional Writing Year 11: A Christmas Carol</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 & 11: AQA Writers' Viewpoints and Perspectives – reading and writing.</p>





English Department

Year 10 Curriculum Plan AQA



Holy Cross
CATHOLIC HIGH SCHOOL

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 Literature: AQA Power and Conflict Poetry. English Language: Explorations in Creative Writing.	English Literature: An Inspector Calls.	English Language: Writers' Viewpoints and Perspectives. English Literature: Unseen Poetry	English Literature: AQA Power and Conflict Poetry Cluster English Language: Writers' Viewpoints
<u>English Language Paper 1 Section A:</u> 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. <u>English Literature Paper 1 Section A:</u> 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.	<u>English Literature Paper 1 Section A:</u> 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. <u>English Literature Paper 2 Section B:</u> 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.	<u>English Literature Paper 2 Section B:</u> Pupils continue to read and analyse the specified poems from the AQA power and conflict cluster. They identify thematic links and consider the language, structure and form of each poem. <u>English Language Paper 1 Section B:</u> Pupils craft pieces of narrative and descriptive writing in response to a visual or written stimulus.	<u>English Literature Paper 2 Section A:</u> 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.	<u>English Literature Paper 2 Section A:</u> 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. <u>English Language Paper 2 Section A:</u> 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.	<u>English Language Paper 2 Section B:</u> Pupils will write for a specific audience, purpose and form, developing their ability to express a clear viewpoint using persuasive and rhetorical techniques. They will learn to plan and structure extended responses, using tone, language and organisation effectively to communicate with clarity and impact. <u>English Language Paper 2 Section B:</u> 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.
<u>English Language Paper 1 Section A:</u> Understand implicit and explicit meanings. Summarising texts. Identify key features of language and structure. Understand the writer's intentions and ideas. <u>English Literature Paper 1 Section A:</u> 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.	<u>English Literature Paper 1 Section A:</u> 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 <u>English Literature Paper 2 Section B:</u> 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.	<u>English Language Paper 2 Section B:</u> Biographical information about the poets. Understand the writers' intentions. Contextual information such as WW1. Knowledge of form, poetic devices and structures. <u>English Literature Paper 1 Section B:</u> 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.	<u>English Literature Paper 2 Section A:</u> 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 Suffragettes 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.	<u>English Literature Paper 2 Section A:</u> 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. <u>English Language Paper 2 Section A:</u> 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.	<u>English Language Paper 2 Section B:</u> 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. <u>English Literature Paper 2 Section B:</u> 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.
Summative Assessment Language: Paper 1 Section A exam. Formative Assessments Language: Paper 1 Question 3 Formative Assessment Literature: Character PEAZL paragraph	Summative Assessment: Literature Paper 1 Section A: Essay Question - Macbeth Formative Assessments Literature: PEAZL paragraph on an extract and a PEAZL paragraph on the whole text (exam preparation) Macbeth Knowledge Quiz	Summative Assessment Language: Paper 1 Section B exam question. Formative Assessment Literature: Comparative PEAZL paragraph Formative Assessments Language: Descriptive paragraph (A05 focus)	Formative Assessment Literature: An Inspector Calls knowledge test on plot, characters and themes. PEAZL paragraph on a key character.	Summative Assessment Language: Paper 2 Section A exam question. Formative Assessment Language: Paper 2 Question 4. Formative Assessment Literature: PEAZL paragraphs focused on a key theme.	Summative Assessment Language: Paper 2 Section A exam Formative Assessment Language: Introduction and main paragraph to a speech. Formative Assessment Literature: Comparative poetry PEAZL.
English Literature: Macbeth History: Pupils learn about the play's Jacobean context, the Gunpowder Plot and the Divine Right of Kings. RE: Pupils learn about conscience, good and evil and The Great Chain of Being. Drama: Pupils learn about stage crafting, characterisation, tragedy and dramatic devices.	English Literature: Conflict Poetry History: Pupils explore human experiences in war, understand conditions in the trenches and discuss the impact of patriotism and trench warfare.	English Language: Paper 1 Section B Art: Pupils respond to visual images or pieces of artwork.	English Literature: Paper 2 Section A History: Pupils explore pre-WW2 society, class structures and societal attitudes. Pupils develop knowledge and understanding of women's suffrage and labour rights. RE: Pupils explore ideas surrounding moral responsibility and ethics. Pupils consider key concepts like judgement and redemption. Geography: Due to the play's industrial setting, pupils learn about urban life, class divides and living conditions in Edwardian Britain. Drama: Pupils learn about stage crafting, characterisation, tragedy and dramatic device	English Language: Paper 2 Section B Geography: Pupils may be required to express views on globalisation, climate change and deforestation. PE: Pupils may be required to express their opinions on gender inequality, inclusion or racism in sport. RE: Pupils complete a range of writing tasks centred around ethical issues like animal rights, war, poverty and human rights. History: Pupils encounter famous historical speeches or propaganda to help develop knowledge and understanding of rhetoric and linguistic devices. Maths: When writing speeches, pupils include statistical data (logos).	English Literature: Paper 2 Section B RE: Pupils explore moral dilemma and the sanctity of life when studying poems like Remains, War Photographer and Kamikaze. History: When studying War Poetry, pupils reflect on post-war consequences such as shell shock, PTSD and veteran care.
Year 11: AQA English Language. Explorations in Creative Reading and Writing Revision. KSS: A Level English Language: Creative and Critical Writing. Year 11: AQA English Literature. Macbeth Revision. KSS: A Level English Literature. Shakespearean Drama.	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. KSS: A Level English Language and Literature Combined: Component 2 – Drama. KSS: A Level English Literature. Drama	Year 11: AQA English Language. Explorations in Creative Writing Revision. KSS: A Level English Language: Creative and Critical Writing.	Year 11: AQA English Language. Writers' Viewpoints and Perspectives. Revision. KSS: A Level English Language: Writing about Society. KSS: A Level English Language and Literature Combined: Component 2 – Drama. KSS: A Level English Literature. Drama.	Year 11: AQA English Language. Writers' Viewpoints and Perspectives. Revision. KSS: A Level English Language: Writing about Society. Year 11: Unseen Poetry Revision.	Year 11: English Literature. Unseen Poetry. KSS: A Level English Literature. Shakespearean Drama. Poetry. KSS: A Level English Language and Literature. Poetry. Year 11: AQA English Language. Writers' Viewpoints and Perspectives. Revision



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: Poetry</p> <p>English Language: Explorations in Creative</p>	<p>English Language: Explorations in Creative Writing</p>	<p>English Literature: A Christmas Carol</p>	<p>English Language: Writers' Viewpoints and Perspectives</p> <p>English Literature Revision</p>	<p>English Language Paper 1 Revision</p> <p>English Literature Revision</p>
<p><u>English Literature Paper 2 Section B:</u> Pupils read and analyse the poems <i>Poppies</i>, <i>The Emigree</i>, <i>Kamikaze</i>, <i>The Prelude and Storm on the Island</i> from the AQA power and conflict cluster. Pupils identify thematic connections and consider the language, structure and form of each poem.</p> <p><u>English Literature Paper 2 Section C</u> 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><u>English Language Paper 1 Section A:</u> 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><u>English Language Paper 1 Section B:</u> 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><u>English Literature Paper 1 Section B:</u> 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><u>English Literature Paper 1 Section B:</u> 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><u>English Literature Paper 1a Revision:</u> Pupils revise Macbeth. They revisit key quotations and extracts from the play. They recap plot, character and themes. They plan and write exam responses in timed conditions. They show increased understanding of the writer's intentions, and they improve their crafting of essay answers in timed conditions.</p> <p><u>English Language Paper 2 Revision:</u> Pupils revisit non-fiction reading. They read extracts from a range of non-fiction texts and practise responding to exam style questions. Pupils develop their knowledge and understanding of different writing formats and the importance of planning and structuring a response.</p> <p><u>English Literature Paper 2 Section A:</u> 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><u>English Literature Paper 2 Section B:</u> 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><u>English Language Revision:</u> Pupils read fiction texts and practise their Paper 1 exam technique.</p> <p><u>English Literature Paper 1 Revision:</u> Pupils revise <i>Macbeth</i> and <i>A Christmas Carol</i>. 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 the writers' intentions and the novella as a vehicle for social change. They improve their crafting of essay answers in timed conditions.</p> <p><u>English Literature Paper 2 Revision:</u> Pupils revise the Paper 2 literature texts (<i>An Inspector Calls</i> and <i>Power and Conflict Poetry</i>) and practise planning and writing essays.</p>
<p><u>English Literature Paper 2 Section B:</u> 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><u>English Literature Paper 2 Section C:</u> 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><u>English Language Component 1:</u> 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><u>English Language Paper 1 Section B</u> 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><u>English Literature Paper 1 Section B:</u> 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><u>English Literature Paper 1 Section B:</u> 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><u>English Literature Paper 1 Section A:</u> Revision of plot, character and themes. Craft analytical essays. Understand how to plan and structure an academic essay. Understand key concepts and ideas in the literature text. Understand the complexities of writers' craft. Recognise and understand contextual influence. Understand the writer's intentions.</p> <p><u>English Language Paper 2</u> 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. 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><u>English Literature: Paper 2 Revision</u> 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. Pupils revise the plot, character and themes in An Inspector Calls. Pupils practise academic writing.</p>	<p><u>English Language Paper 1:</u> 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><u>English Literature:</u> 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>



English Department

Year 11 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>English Literature: Poetry</p> <p>English Language: Explorations in Creative</p>	<p>English Language: Explorations in Creative Writing</p>	<p>English Literature: A Christmas Carol</p>	<p>English Language: Writers' Viewpoints and Perspectives</p> <p>English Literature Revision</p>	<p>English Language Paper 1 Revision</p> <p>English Literature Revision</p>
<p>Formative Assessments Literature: Knowledge test on the 'AQA Power and Conflict' poems.</p> <p>PEAZL paragraph – theme focused.</p> <p>PEAZL paragraph on the poem 'Poppies' Comparative poetry PEAZL</p> <p>Formative Assessment Language: Paper 1 Question 3.</p>	<p>English Language: Paper 1 Section 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.</p> <p>English Literature: Paper 1 Section 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>Summative Assessment Literature: English Literature Paper 1 Section B exam style question (A Christmas Carol).</p> <p>Formative Assessments Literature: Knowledge test on A Christmas Carol.</p> <p>A Christmas Carol theme PEAZLs (extract and whole text).</p>	<p>Summative Assessment Language: Exam style question – writing to express a viewpoint.</p> <p>Formative Assessment Language: Opening to a formal letter expressing a viewpoint (AO5 focus).</p> <p>Formative Assessments Literature: Knowledge quiz on An Inspector Calls Macbeth essay response.</p>	<p>Formative Assessment Literature: Paper 1 reading question.</p> <p>Live marking/verbal feedback to be offered as pupils prepare for their terminal examinations.</p>
<p>English Literature: Paper 2 Section B and C</p> <p>RE: Pupils explore ideas about identity, belonging and exile.</p> <p>History: Pupils consider the effects of regime changes on individuals and communities.</p>	<p>English Literature: Paper 1 Section B</p> <p>RE: Pupils explore ideas about redemption, forgiveness, compassion and charity.</p> <p>History: Pupils learn about Victorian Society, the Industrial Revolution and social reform.</p> <p>Geography: Pupils learn about the novella's urban setting, living conditions and access to resources.</p>	<p>English Literature: Paper 1 Section B</p> <p>RE: Pupils continue to explore ideas about redemption, forgiveness, compassion and charity.</p> <p>History: Pupils continue to learn about Victorian Society, the Industrial Revolution and social reform.</p> <p>Geography: Pupils continue to learn about the novella's urban setting, living conditions and access to resources.</p>	<p>English Language: Paper 2</p> <p>Geography: Pupils may be required to express views on globalisation, climate change and deforestation.</p> <p>PE: Pupils may be required to express their opinions on gender inequality, inclusion or racism in sport.</p> <p>RE: Pupils complete a range of writing tasks centred around ethical issues like animal rights, war, poverty and human rights.</p> <p>History: Pupils may encounter famous historical speeches or propaganda to help develop knowledge and understanding of rhetoric and linguistic devices.</p> <p>Maths: Pupils will include statistical data (logos) in their writing.</p>	<p>English Literature: Paper 1 Revision</p> <p>Drama: Pupils recognise Macbeth is a play that is meant to be performed on stage. They consider Shakespeare's use of dramatic devices, stage crafting and characterisation.</p>
<p>KSS: A Level English Language and Literature Combined: Component 1: Poetry. Component 4: Critical and Creative Genre Study.</p> <p>A Level English Literature. Component 1: Poetry A Level English Language. Component 3: Creative and Critical Use of Language</p>	<p>KSS: A Level English Language and Literature Combined: Component 1: Poetry. Component 4: Critical and Creative Genre Study.</p> <p>A Level English Language. Component 3: Creative and Critical Use of Language.</p> <p>A Level English Language and Literature Combined: Component 1 Section B: Prose.</p>	<p>A Level English. Component 1 Section B: Language Issues. Component 2. Section A: Language Change Over Time. Component 3: Creative Writing.</p> <p>A Level English Language and Literature Combined: Component 1 Section B: Prose.</p>	<p>KSS: A Level English Literature. Component 1: Poetry. Component 2 Section B: Drama.</p> <p>A Level English. Component 3: Creative and Critical Use of Language.</p> <p>A level English Language: Creative and Critical Writing.</p>	<p>KSS: A Level English Language and Literature Combined. Component 2 – Drama.</p> <p>A Level English Language and Literature Combined: Component 1 Section B: Prose.</p> <p>A Level English Literature. Component 1: Poetry.</p> <p>A Level English. Component 1 Section B: Language Issues. Component 2. Section A: Language Change Over Time. Component 3: Creative Writing.</p>