



NOTTINGHAM GIRLS' ACADEMY

English Curriculum

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to acquire a diverse contextual knowledge of the world in which we live and in doing so, the English curriculum aims to promote challenge, understanding and empathy. Our pupils are introduced to such powerful ideologies via the themes and ideas encountered in their study of literary texts and in the skills acquired as a result of their exploration of the English language, from KS3 onwards. We endeavour to ensure that our pupils' pursuit of language allows them to participate fully as members of a C21st global society.

Aims

The overarching aim for English at NGA is to promote high standards via an introduction to the wide reaching and multifarious uses of language, by equipping pupils with a strong command of spoken and written English and to develop their love of literature through widespread reading of texts both old and new. Through exposure to a wide range of texts and genres, English at NGA aims to ensure that all pupils are able to:

- read effectively, fluently, with good understanding and develop inference skills from KS3 onwards
- develop the habit of reading widely and often, for both pleasure and information through reading varied texts in class
- acquire a wide vocabulary, an understanding of linguistic conventions for reading, writing and spoken language
- appreciate rich and varied literary cultures
- write clearly, accurately and coherently, adapting their language and style to accommodate a range of contexts, purposes and audiences
- use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas, via the spoken and written form
- analyse language, form and structure
- comment on contextual issues
- compare writers' viewpoints and perspectives
- make informed, mature decisions based on the themes and issues raised in both fiction and non-fiction texts

Curriculum-at-a-Glance: English

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>READING AND WRITING SKILLS (Questions 1-4) (BISP paper 1 – KS3 pack AQA)</p> <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>	<p>NOVEL</p> <ul style="list-style-type: none"> • Murder Most Unladylike • Look Into My Eyes • Wonder • A Monster Calls • Butterfly Lion <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>	<p>PLAY</p> <ul style="list-style-type: none"> • Tulip Touch • The Garbage King • Salem <p>WRITE AN EXTRA SCENE AND PERFORM (DRAMA OBJECTIVES)</p>	<p>19th CENTURY TEXT- Childhood and Family 2 (Education) cluster from KS3 AQA booklet (Jay Raynor/Boarding school paper 2 – non fiction)</p> <p>WRITING FROM A VIEWPOINT P2 (AO5 and AO6)</p>	<p>POETRY – Time and Place</p> <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>	<p>NOVEL</p> <ul style="list-style-type: none"> • Look Into My Eyes • Take Your Last Breath • Wonder <p>PAPER 1 QUESTION ON THE NOVEL</p>
Year 8	<p>READING AND WRITING SKILLS (Questions 1-4) (KS3 pack AQA – Ruby Redfort)</p> <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>	<p>NOVEL</p> <ul style="list-style-type: none"> • The Boy in the Striped Pyjamas • My Sister Lives on the Mantlepiece • Take Your Last Breath • The War that Saved my Life <p>WRITING TO ARGUE P2 (AO5 and AO6)</p>	<p>PLAY</p> <ul style="list-style-type: none"> • Our Day Out • Jane Eyre • Kindertransport <p>WRITING TO PERSUADE P2 (AO5 and AO6)</p>	<p>19th CENTURY TEXT</p> <ul style="list-style-type: none"> • Choice of cluster from KS3 AQA booklet <p>WRITING TO PERSUADE P2 (AO5 and AO6)</p>	<p>POETRY – Theme of family</p> <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>	<p>SHAKESPEARE</p> <ul style="list-style-type: none"> • Women in Shakespeare • Sonnets <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>

Year 9	<p>READING AND WRITING SKILLS (Questions 1-4) (KS3 pack AQA)</p> <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>	<p>NOVEL</p> <ul style="list-style-type: none"> The Woman in Black Catch your Death Change is Gonna Come Watch us Rise Death in the Spotlight The Hate U Give <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p>	<p>19th CENTURY TEXT - A Woman's Place cluster from KS3 AQA booklet</p>	<p>PAPER 2 SKILLS (READING AND WRITING) (Qs 1-4 KS3 pack AQA)</p> <p>WRITING TO ARGUE P2 (AO5 and AO6)</p>	<p>SHAKESPEAREAN VILLAINS (Lady Macbeth/Macbeth/Tybalt/Iago/The Witches/Lord and Lady Capulet)</p> <p>WRITING TO ARGUE P2 (AO5 and AO6)</p>	<p>GCSE POETRY CLUSTER – Power and Conflict</p>
Year 10	<p>English Literature Paper 2 Section A Modern Texts - J.B Priestley's 'An Inspector Calls'</p> <p>English Language Paper 2 Section B – Writing to argue</p>	<p>English Literature Paper 1 Section B 19th century novel – A Christmas Carol/Jekyll and Hyde</p>	<p>English Literature Paper 2 Section B - 5 x Power and Conflict poems (3 weeks)</p> <p>English Language Paper 1 Section B – Writing to describe (3 weeks)</p>	<p>English Literature Paper 1 Section A Shakespeare – Romeo and Juliet/Macbeth</p> <p>English Language Paper 2 Section B – Agree/disagree with statement linked to Shakespeare text</p> <p>English Language Spoken Language (Non-examination)</p>	<p>English Literature Paper 2 Section B - 5 x Power and Conflict poems (3 weeks)</p> <p><u>Consolidation</u> → English Literature Paper 1 Section A Shakespeare – Romeo and Juliet/Macbeth <u>AND</u> Practice poetry comparisons (essay writing) (3 weeks)</p>	<p>English Literature Paper 2 Section B - 5 x Power and Conflict poems (3 weeks)</p> <p>English Literature Paper 2 Section C – Unseen Poetry skills OR English Language Paper 2 Section A (3 weeks)</p>
Year 11	<p>English Literature Paper 1 Section A</p>	<p>English Language Paper 1 Section A (3 weeks)</p>	<p>English Language Paper 2 Section A (3 weeks)</p>	<p>English Language Paper 2 Section B (4 weeks)</p>	<p>REVISION</p>	<p>N/A</p>

	<p>Shakespeare – Romeo and Juliet/Macbeth OR Power and Conflict poetry (4 weeks)</p> <p>English Language Paper 1 Section B (3 weeks)</p>	<p>English Language Paper 1 Section B – Write an opening to a short story (3 weeks)</p>	<p>MOCKS/ English Language Paper 2 Section B (3 weeks)</p>	<p><u>REVISION</u> → English Literature Paper 1 Section B 19th century novel – A Christmas Carol/Jekyll and Hyde (2 weeks)</p>		
Year 12	<p>A Streetcar Named Desire (Paper 2 – post 1945)</p> <p>Othello (Paper 1 – Love Through the Ages)</p> <p>Wider reading</p> <p>Critical theory</p>	<p>A Streetcar Named Desire (Paper 2 – post 1945)</p> <p>Othello (Paper 1 – Love Through the Ages)</p> <p>Wider reading</p> <p>Critical theory</p>	<p>The Great Gatsby (Paper 1 – Love Through the Ages)</p> <p>Comparison skills</p> <p>Pre-1900 anthology (Paper 1 – Love Through the Ages)</p> <p>Wider reading</p> <p>Critical theory</p>	<p>The Great Gatsby (Paper 1 – Love Through the Ages)</p> <p>Unseen poetry (Paper 1 – Love Through the Ages)</p> <p>Wider reading</p> <p>Critical theory</p>	<p>The Color Purple (Paper 2 – post 1945)</p> <p>Comparison skills</p> <p>Feminine Gospels (Paper 2 – post 1945)</p> <p>Wider reading</p> <p>Critical theory</p>	<p>Unseen poetry (Paper 1 – Love Through the Ages)</p> <p>NEA research</p> <p>Wider reading</p> <p>Critical theory</p>
Year 13	<p>NEA</p> <p>Unseen prose (Paper 2 – post 1945)</p> <p>Application of critical theory to texts</p>	<p>NEA</p> <p>Unseen prose (Paper 2 – post 1945)</p> <p>Application of critical theory to texts</p>	<p>Revision of set texts (Othello, pre 1900 poetry, The Great Gatsby)</p> <p>Exam practice</p>	<p>Revision of set texts (A Streetcar Named Desire, The Color Purple, Feminine Gospels)</p> <p>Exam practice</p>	<p>Revision (Unseen poetry and unseen prose extracts)</p> <p>Exam practice</p>	

Medium Term Plan: English

Year 7 English

Knowledge, Qualifications and Assessment

What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Reading Skills baseline test	30	Baseline test (section A) reading analysis Assessment 2 – Q5 Writing to Describe (BISP P1)	<ul style="list-style-type: none"> • Read and retrieve (Q1) • Language analysis (Q2) • Structure analysis (Q3) • Analysis and evaluation of question based on text (Q4) • Writing skills (Q5) including vocab, structure, SPaG. 	<ul style="list-style-type: none"> • Starting point • KS2 analysis structures • Creative writing from SATs
Novel	28	Analysis of extract (Reading) Writing to Describe (cold assessment from HT1)	<ul style="list-style-type: none"> • Language analysis (AO2 Lang and Lit) • Context (AO3 Lit) • Shared reading • Shared exploration of themes 	<ul style="list-style-type: none"> • Writing to describe skills (from HT1) • Moving towards more extended language analysis (from HT1)
Play	30	Internal monologue/extra scene and performance Analysis of theme/character (cold assessment from HT1)	<ul style="list-style-type: none"> • Exploration of themes and ideas • Exploration of structure of drama text, dialogue, stage directions, scene setting, context. • Experience of performance • Experience in writing drama 	<ul style="list-style-type: none"> • Extended analysis of a theme/character (from HT1 and HT2) – Lit p2

19th Century Text (Childhood and Education)	20	Writing to Argue (Lang p2) Comparison of 19 th Century and Modern Text (Lang p2)	<ul style="list-style-type: none"> • Writing to argue skills – PERSUADER • Counter argument • Structuring an argument • Shape opinions/voice • Context (for 19th Century Text) • Comparison skills • Structuring GCSE style response 	<ul style="list-style-type: none"> • Using non-fiction texts as springboard for writing to argue
Poetry	24	Comparison of two poems Writing to Describe	<ul style="list-style-type: none"> • Comparison skills • Approaching/analysing poetry • Context • Language analysis • Poetic techniques 	<ul style="list-style-type: none"> • Link to Question 4 Paper 2 • Starters linked to language skills • Writing to Describe skills (from HT1 and HT2)
Novel	28	Question 4 – To what extent do you agree (Language based skills on a Literature text)	<ul style="list-style-type: none"> • Language analysis (AO2 Lang and Lit) • Context (AO3 lit) • Shared reading • Shared exploration of themes 	<ul style="list-style-type: none"> • Writing to Describe skills (from HT1) • Moving towards more extended language analysis (from HT1) • Novel analysis skills (from HT1)

- **Prior learning/spaced retrieval tasks are based on the skills (not revisiting specific texts/content) needed to be successful at GCSE – they run through from KS3 to GCSE. This differs slightly for KS4 as the content is set by the exam board therefore we will need to revisit both content AND skills.**

Qualities

During Year 7, pupils will have opportunities to develop the following BUILD qualities:

<i>BUILD Quality</i>	<i>How the Year 7 English curriculum contributes to developing this quality:</i>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

Skills

During Year 7, pupils will have opportunities to develop the following wider skills:

<i>Skill Area</i>	<i>How the Year 7 English curriculum contributes to developing this skill area:</i>
<i>Literacy & Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

Enrichment

During Year 7, the following events, visits, and trips will enrich the English curriculum:

During Year 7, the following events, visits, and trips will enrich the English curriculum:

[illegible]

Year 8 English

Knowledge, Qualifications and Assessment

What pupils will study during Year 8, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Reading Skills baseline test	30	Baseline test (section A) reading analysis Assessment 2 – Q5 Writing to Describe (Ruby Redfort)	<ul style="list-style-type: none"> • Read and retrieve (Q1) • Language analysis (Q2) • Structure analysis (Q3) • Analysis and evaluation of question based on text (Q4) • Writing skills (Q5) including vocab, structure, SPaG. 	<ul style="list-style-type: none"> • Link back Y7 (HT1)
Novel	28	Analysis of extract (Reading) Writing to Argue (cold assessment HT4 Y7)	<ul style="list-style-type: none"> • Language analysis (AO2 Lang and Lit) • Context (AO3 Lit) • Shared reading • Shared exploration of themes • Writing skills (Q5 P2) including vocab, structure, SPaG. 	<ul style="list-style-type: none"> • Writing to argue skills (from HT4 Y7) • Extended language analysis (from HT1)
Play	30	Writing to Persuade (speech)	<ul style="list-style-type: none"> • Exploration of themes and ideas • Exploration of structure of drama text, dialogue, stage directions, scene setting, context. • Experience of presentation • Writing to argue skills – PERSUADER • Performance skills 	<ul style="list-style-type: none"> • Writing to present a viewpoint skills (Y7 HT4) • Performance/presentation skills (Y7 HT3)

19th Century Text	20ish	Writing to Argue/Persuade (Lang p2) Comparison of 19 th Century and Modern Text (Lang p2)	<ul style="list-style-type: none"> • Writing to argue skills – PERSUADER • Counter argument • Structuring an argument • Shape opinions/voice • Context (for 19th Century Text) • Comparison skills • Structuring GCSE style response 	<ul style="list-style-type: none"> • Writing to present a viewpoint (Y7 HT4/Y8 HT3) • Comparing texts (summary question 2) (Y7 HT4/HT5)
Poetry	24ish	Comparison of two poems Writing to Describe	<ul style="list-style-type: none"> • Comparison skills • Approaching/analysing poetry • Context • Language analysis • Poetic techniques 	<ul style="list-style-type: none"> • Link to Question 4 Paper 2 • Starters linked to language skills • Writing to Describe skills (from Y7 HT1 and HT2/Y8 HT1) • Comparison of poems (Y7 HT5)
Shakespeare	28ish	Extract analysis based on theme/character	<ul style="list-style-type: none"> • Language analysis (AO2 Lang and Lit) • Context (AO3 Lit) • Shared reading • Shared exploration of themes • Analysis of Shakespearean language/structural devices 	<ul style="list-style-type: none"> • Extended language analysis (from HT1) • New skills related to Shakespeare

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Qualities

During Year 8, pupils will have opportunities to develop the following BUILD qualities:

<i>BUILD Quality</i>	<i>How the Year 8 English curriculum contributes to developing this quality:</i>
<i>Respect</i>	
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<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

Skills

During Year 8, pupils will have opportunities to develop the following wider skills:

Skill Area	How the Year 8 English curriculum contributes to developing this skill area:
<i>Literacy & Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

Enrichment

During Year 8, the following events, visits, and trips will enrich the English curriculum:

During Year 8, the following events, visits, and trips will enrich the English curriculum:

[illegible]

Year 9 English

Knowledge, Qualifications and Assessment

What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
GCSE Reading and Writing Skills	24	Baseline test – Analytical writing Writing to Describe – Using paper 1 text.	<ul style="list-style-type: none"> • Themes analysis • Deconstruction of language and structure • Writing to describe skills • Evaluative thinking (Lang/Lit) 	<ul style="list-style-type: none"> • Link to HT 1 (Y7 and Y8) • Skills throughout Y7 and Y8
The Novel	24	Analysis of structure in extract Writing to Describe – Extra chapter/completing a chapter/character monologue	<ul style="list-style-type: none"> • Context (Lit p1/Lit p2) • Analysis of writer's structure (Lang p1) • Critical response/standard English (Lang and Lit) • Writing to Describe skills 	<ul style="list-style-type: none"> • Link to Y7 and Y8 (HT2) • Paper 1 skills (Y7 and Y8 HT1)
19th Century	24	19 th Century and Modern Text comparison	<ul style="list-style-type: none"> • Comparative essay writing skills (Lang p2/Lit p2) • Theme analysis (Lang p2) • Analysis of writer's methods (Lang p1 and lit p1) • Use of evidence (Lang and Lit) 	<ul style="list-style-type: none"> • Link to Y7/Y8 HT (HT4) • Comparison skills (Y7 HT5 and Y8 HT5)
Paper 2 Skills	20	Comparison of writer's viewpoints Writing to Argue (speech)	<ul style="list-style-type: none"> • Comparison skills • Analysis of viewpoint • Presentation skills • Writing to argue skills 	<ul style="list-style-type: none"> • Link to Y7 HT 4 • Link to comparison of texts (Y7 HT5 and Y8 HT5)
Shakespeare - villains	28	Writing to Argue Analysis of extract – Theme/Character	<ul style="list-style-type: none"> • Themes analysis (Lit p1/Lit p2) • Context (Lit p1/Lit p2) 	<ul style="list-style-type: none"> • Analysis of extract (theme/character) – links back to skills studied in HT6 Y8.

			<ul style="list-style-type: none"> • Deconstruction of language and dramatic devices (Lit p1/Lit p2 – AO2) • Writing to Argue skills (Lang p2) • Evaluative thinking (Lang/Lit) 	<ul style="list-style-type: none"> • Shakespearean devices/structure etc. – HT6 Y8
GCSE Poetry Cluster	28	Comparison of two GCSE anthology poems	<ul style="list-style-type: none"> • Comparative essay writing skills (Lang p2/Lit p2) • Theme analysis (Lang p2) • Analysis of writer's methods (Lang p1 and Lit p1) • Use of evidence (Lang and Lit) • Context (AO3) – Political/Social 	<ul style="list-style-type: none"> • Comparison skills (poetry) from Y7/Y8 HT 5 • Also link to comparison skills from P2 (Y7/Y8 HT4)

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Qualities

During Year 9, pupils will have opportunities to develop the following BUILD qualities:

<i>BUILD Quality</i>	<i>How the Year 9 English curriculum contributes to developing this quality:</i>
<i>Respect</i>	
<i>Kindness</i>	
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<i>Positivity</i>	
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<i>Aspiration</i>	
<i>Empathy</i>	

Skills

During Year 9, pupils will have opportunities to develop the following wider skills:

<i>Skill Area</i>	<i>How the Year 9 English curriculum contributes to developing this skill area:</i>
<i>Literacy & Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

Enrichment

During Year 9, the following events, visits, and trips will enrich the English curriculum:

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[illegible]

Year 10 English

Knowledge, Qualifications and Assessment

What pupils will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
An Inspector Calls (English Literature – Paper 2 Sec A) English Language Paper 2 Section B	30	Analytical/Contextual essays (theme/character) Viewpoint piece based on their opinions of a theme in An Inspector Calls.	<ul style="list-style-type: none"> Themes analysis (Lit p1/Lit p2) Context (Lit p1/Lit p2) Deconstruction of Language and dramatic devices (Lit p1/Lit p2 – AO2) Writing to argue skills (Lang p2) Evaluative thinking (Lang/Lit) 	<ul style="list-style-type: none"> Analysis of extract (theme/character) – links back to skills studied in HT6 Y8. Play form - devices/structure etc. – HT6 Y8 English Language Paper 2 (Writing to Argue Skills - link back to Y9 HT4)
A Christmas Carol OR Jekyll and Hyde (English Literature – Paper 1 Sec B)	28	Analysis of extract (Reading) Writing to Describe (cold assessment from HT1)	<ul style="list-style-type: none"> Language analysis (AO2 Lang and Lit) Context (AO3 Lit) Shared reading Shared exploration of themes 	<ul style="list-style-type: none"> Developing cultural capital/context introduced in KS3 (with 19th Century extracts) Features of 19th Century Language
Power and Conflict poetry x5 (English Literature – Paper 2 Sec B) English Language Paper 1 Section B	30	Comparison of two GCSE anthology poems Writing to Describe – Based on an image from one of the poems (text transformation)	<ul style="list-style-type: none"> Comparative essay writing skills (Lang p2/Lit p2) Thematic analysis (Lang p2) Analysis of writer's methods (Lang p1 and Lit p1) Use of evidence (Lang and Lit) Context (AO3) – Political/Social Writing to Describe skills 	<ul style="list-style-type: none"> Pop-up starters on AIC/ACC Comparison skills (poetry) from Y7/Y8/Y9 HT 5 Also link to comparison skills from P2 (Y7/Y8/Y9 HT4) Further development of Writing to Describe skills (linked throughout KS3)
Romeo and Juliet OR Macbeth (English)	20	Analytical/Contextual essays (theme/character)	<ul style="list-style-type: none"> Themes analysis (Lit p1/Lit p2) Context (Lit p1/Lit p2) 	<ul style="list-style-type: none"> Pop-up starters on AIC/ACC Analysis of extract (theme/character) – links back

Literature – Paper 1 Sec A) English Language Paper 2 Sec B		Viewpoint piece based on their opinions of a theme in Shakespearean tragedy.	<ul style="list-style-type: none"> Deconstruction of Language and dramatic devices (Lit p1/Lit p2 – AO2) Writing to Argue skills (Lang p2) Evaluative thinking (Lang/Lit) 	to skills studied in HT6 Y8/Y10 HT1 <ul style="list-style-type: none"> Play form - devices/structure etc – HT6 Y8/Y10 HT1 English Language Paper 2 (Writing to Argue Skills - link back to Y9 HT4/Y10 HT1)
Power and Conflict poetry x5 (English Literature – Paper 2 Sec B) Shakespeare essay practice	24	Comparison of two GCSE anthology poems Analytical/Contextual essays (theme/character)	<ul style="list-style-type: none"> Comparative essay writing skills (Lang p2/Lit p2) Thematic analysis (Lang p2) Analysis of writer's methods (Lang p1 and Lit p1) Use of evidence (Lang and Lit) Context (AO3) – Political/Social Themes analysis (Lit p1/Lit p2) Context (Lit p1/Lit p2) Deconstruction of Language and dramatic devices (Lit p1/Lit p2 – AO2) Evaluative thinking (Lang/Lit) 	<ul style="list-style-type: none"> Pop-up starters on AIC/ACC Comparison skills (poetry) from Y7/Y8/Y9 HT 5 AND Y10 HT3 Also link to comparison skills from P2 (Y7/Y8/Y9 HT4) Analysis of extract (theme/character) – links back to skills studied in HT6 Y8/Y10 HT1 AND Y10 HT4 Play form - devices/structure etc – HT6 Y8/Y10 HT1 and HT4
Power and Conflict poetry x5 (English Literature – Paper 2 Sec B) Unseen poetry skills	28	Comparison of two GCSE anthology poems Analytical essays	<ul style="list-style-type: none"> Comparative essay writing skills (Lang p2/Lit p2) Thematic analysis (Lang p2) Analysis of writer's methods (Lang p1 and Lit p1) Use of evidence (Lang and Lit) Context (AO3) – Political/Social Analysis of writer's methods (Lang p1 and Lit p1) Use of evidence (Lang and Lit) Thematic analysis (Lang p2) Big ideas 	<ul style="list-style-type: none"> Pop-up starters on AIC/ACC Comparison skills (poetry) from Y7/Y8/Y9 HT 5 AND Y10 HT3 Also link to comparison skills from P2 (Y7/Y8/Y9 HT4) Starting point – Unseen Poetry

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During Year 10, pupils will have opportunities to develop the following BUILD qualities:

<i>BUILD Quality</i>	<i>How the Year 10 English curriculum contributes to developing this quality:</i>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

Skills

During Year 10, pupils will have opportunities to develop the following wider skills:

<i>Skill Area</i>	<i>How the Year 10 English curriculum contributes to developing this skill area:</i>
<i>Literacy & Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

Enrichment

During Year 10, the following events, visits, and trips will enrich the English curriculum:

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[illegible]

Year 11 English

Knowledge, Qualifications and Assessment

What pupils will study during Year 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
English Literature Paper 1 and Paper 2 Consolidation English Language Paper 1 Section B	30	Analytical/Contextual essays (theme/character) Comparison of two GCSE anthology poems Writing an opening – Based on one of the Literature texts i.e. poem/character/opening to an ‘unseen’ snapshot	<ul style="list-style-type: none"> Comparative essay writing skills (Lang p2/Lit p2) Themes analysis (Lit p1/Lit p2) Context (Lit p1/Lit p2) Deconstruction of Language and dramatic devices (Lit p1/Lit p2 – AO2) Evaluative thinking (Lang/Lit) Big ideas Dialogue led/character led/setting led – looking at extracts which model these opening styles Analysis of structure – punctuation, paragraphing, sentence types – using it to craft writing SPaG 	<ul style="list-style-type: none"> Recap themes/ideas/culture/context from Literature texts
English Language Paper 1 Sec A English Language Paper 1 Sec B	28	Analytical response to Section A – Questions 1-4 Extended piece of creative writing	<ul style="list-style-type: none"> Read and retrieve (Q1) (AO1) Language analysis (Q2) (AO2) Structure analysis (Q3) (AO2) Analysis and evaluation of question based on text (Q4) (AO3) 	<ul style="list-style-type: none"> Started in KS3 Language skills addressed whilst studying ‘The Novel’, Baseline tests and SOW

			<ul style="list-style-type: none"> Writing skills (Q5) including vocab, structure, SPaG. (AO5 and AO6) 	
English Language Paper 2 Sec A English Language Paper 2 Sec B	30	Writing to Argue/Persuade (Lang p2) Comparison of 19 th Century and Modern Text (Lang p2)	<ul style="list-style-type: none"> Writing to argue skills – PERSUADER Counter argument Structuring an argument Shape opinions/voice Context (for 19th Century Text) Comparison skills Structuring GCSE style response 	<ul style="list-style-type: none"> Writing to present a viewpoint (Y7 HT4/Y8 HT3/Y9 HT3) Comparing texts (Y7 HT4/HT5/Y9 HT4)
English Language Paper 2 Consolidation English Literature Paper 1 and Paper 2	20	Comparison of 19 th Century and Modern Text (Lang p2) Writing to Argue/Persuade (Lang p2) Analytical/Contextual essays (theme/character) Comparison of two GCSE anthology poems	<ul style="list-style-type: none"> Context (for 19th century text) Comparison skills Structuring GCSE style response Writing to argue skills – PERSUADER Counter argument Structuring an argument Shape opinions/voice Comparative essay writing skills (Lang p2/Lit p2) Themes analysis (Lit p1/Lit p2) Context (Lit p1/Lit p2) Deconstruction of Language and dramatic devices (Lit p1/Lit p2 – AO2) Evaluative thinking (Lang/Lit) Big ideas 	<ul style="list-style-type: none"> Writing to present a viewpoint (Y7 HT4/Y8 HT3/Y9 HT3) Comparing texts (Y7 HT4/HT5/Y9 HT4) Recap themes/ideas/culture/context from Literature texts
Tailored response to class needs – Week split for Language and Literature Revision		<ul style="list-style-type: none"> Full responses to Language and Literature papers. 	<ul style="list-style-type: none"> Individual self-diagnostic practice based on Language and Literature AOs Polishing and honing skills 	<ul style="list-style-type: none"> Individual self-diagnostic practice based on Language and Literature AOs Polishing and honing skills
Course End – Final examinations				

Prior learning/spaced retrieval tasks are based on the skills (not revisiting specific texts/content) needed to be successful at GCSE – they run through from KS3 to GCSE. This differs slightly for KS4 as the content is set by the exam board therefore we will need to revisit both content AND skills.