

# Curriculum-at-a-Glance: English September 2020

## Changes to our curriculum in the light of lost schooling.

The most notable changes have been made to the start of KS3; we have introduced a mini scheme on short stories at the very start of the year. As our KS3 children need to find their post – lockdown voices, we intend to use the stories to encourage the girls to engage with themes and ideas, such as diversity, challenge, change, identity, community and isolation. The girls will need this short time to re-calibrate, to think, discuss and explore as a means of re-entering life at school.

For KS4 / 5, we will watch and respond to changes accordingly. Poetry is compulsory for English Literature. Modern Texts OR the C19th novel can be dropped from the GCSE English Literature assessment ( at the moment).

|        | Half Term 1  | Half Term 2   | Half Term 3  | Half Term 4   | Half Term 5  | Half Term 6   |
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| Year 7 | <p>EMC short stories until classes switch OR any other suitable SS</p> <hr/> <p>Assessment: short story to be written with new teacher, approx week 3/4.</p> | <p>Novel continues...<br/><b>Begin to feed in P1 Q4 skills.</b></p> <hr/> <p><b>Assessment: Paper 1 Q4 on the novel. One lesson</b></p> | <p>PLAY</p> <p>Goodnight Mr Tom<br/>Tulip Touch<br/>Garbage King<br/>Salem<br/>Lion /Witch</p> <p>WRITE AN EXTRA SCENE AND PERFORM (DRAMA OBJECTIVES?)</p> | <p>19<sup>th</sup> CENTURY TEXT- Childhood and Family 2 (Education) cluster from KS3<br/>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>Paper 2 : Non – Fiction. News Articles /Magazines.</p> |

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|                      | <p>500 - 700words.</p> <p>-----</p> <p>NOVEL</p> <ul style="list-style-type: none"> <li>• Murder Most Unladylike</li> <li>• Look Into My Eyes?</li> <li>• A Monster Calls</li> <li>• Butterfly Lion (Low ability)</li> <li>•</li> </ul> <p><b>Feed in P1 skills Qs 1-3.</b></p>                      | <p>Run up to Christmas: Prep /AQA paper 1 BISP Qs 1-3.</p> <p><b>Assessment Qs 1-30</b></p> <p><b>One lesson.</b></p>   |  |  |   |   |
| <p><b>Year 8</b></p> | <p>Three week intro: EMC short stories for Year 8.<br/>OR any other suitable SS</p> <p>Assessment: Writing a short story. 500 - 700 words.</p> <p>-----</p> <p>Second part of half term.</p> <p><b>Novel.</b></p> <ul style="list-style-type: none"> <li>• The Boy in the Striped Pyjamas</li> </ul> | <p>Continue with the novel – four / five weeks.</p> <p><b>Assessment Q4</b></p> <p><b>One lesson.</b></p> <hr/> <p>Run up to Christmas: Ruby Redfort <b>specimen paper 1, questions 1- 3.</b></p> | <p>PLAY</p> <ul style="list-style-type: none"> <li>• Our Day Out</li> <li>• Jane Eyre</li> <li>• Kindertransport</li> <li>• GE</li> <li>• His Dark Materials.</li> </ul> <p>WRITING TO PERSUADE P2 (AO5 and AO6)</p> | <p>19<sup>th</sup> CENTURY TEXT</p> <ul style="list-style-type: none"> <li>• Choice of cluster from KS3 AQA booklet (not A Woman’s Place)</li> <li>• Will need a modern and 19<sup>th</sup> century non-fiction text linked by theme.</li> </ul> <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 <a href="#">Women in Shakespeare?</a> <a href="#">Sonnets?</a></p> <p>WRITING TO DESCRIBE P1 (AO5 and AO6)</p> |

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|                      | <ul style="list-style-type: none"> <li>• My Sister Lives on the Mantlepiece</li> <li>• Take Your Last Breath?</li> <li>• The War that Saved my Life</li> </ul> <p><b>Feed in Q 1- 3 skills. Fun</b></p>  | <p><b>Assessment; one lesson.</b></p>   |  |  |   |   |
| <p><b>Year 9</b></p> | <p>Two / three week intro: EMC short stories for Year 9. OR any other suitable SS.</p> <p>Assessment: short story. 500 – 700 words</p> <p>-----</p> <p>Second half of term NOVEL</p> <ul style="list-style-type: none"> <li>• The Woman in Black</li> <li>• Murder in the Spotlight</li> <li>• Catch your Death.</li> <li>• The Hate U Give.</li> <li>• The Black Flamingo</li> <li>• On the Come Up.</li> </ul> | <p>Continue with the NOVEL</p> <ul style="list-style-type: none"> <li>• The Woman in Black</li> <li>• Murder in the Spotlight</li> <li>• Catch your Death.</li> <li>• The Hate U Give.</li> <li>• On the Come Up</li> <li>• The Black Flamingo.</li> </ul> <p><b>Assessment: Paper 1 / Q4. One lesson</b></p> <hr/> <p>Run up to Christmas: Y9 AQA Paper 1: Qs 1-3.</p> <p><b>Assessment Qs 1- 3. One lesson.</b></p> | <p>19<sup>th</sup> CENTURY TEXT - A Woman’s Place cluster from KS3 AQA booklet</p> <p><b>Non-fiction text comparisons.</b></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 (LM/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> |

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|                | <b>Feed in skills for Paper 1 Qs 1-3 Fun.</b>  |   |  |   |  |   |
| <b>Year 10</b> | <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 / from a perspective.</p> | <p>English Literature Paper 1 Section B 19<sup>th</sup> 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>MOP UP</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> |
| <b>Year 11</b> | <p>Shakespeare; until mid October: R and J or Macbeth. Context plot character /theme Key scenes 'Big ideas ' Analysis Essays based on short extracts in style of the exam.</p>     | <p>English Language Paper 1 Section A (3 weeks)</p> <p>English Language Paper 1 Section B – Write an opening to a short story / image etc (3 weeks)</p> <p>4 x Lang<br/>1x poetry</p> | <p>English Language Paper 2 Section A (3 weeks)</p> <p>English Language Paper 2 Section B (3 weeks)</p> <p>Mocks?</p> <p>'ACC' OR 'AIC' retrieval</p>          | <p>English Language Paper 2 Section B (4 weeks)</p> <p><u>REVISION</u> → English Literature Shakespeare Poetry.</p>   | <p>REVISION.</p>   | <p>N/A</p>  |

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| <b>Year 12</b>     | <b>Sept</b><br><b>Intro to the course:</b><br><b>CTu /Kfi.</b><br><b>Love Through the</b><br><b>Ages Paper 1.</b>  | <b>Nov</b><br>TGG ( CTu)   | <b>Jan</b><br>Essay work: TGG<br>/poetry CTu – two<br>weeks.  | <b>Feb</b><br>Othello continues)<br>CTu). Essay prep last<br>week of half term<br>( March).                                    | <b>April</b><br>Streetcar continued:<br>essay prep in run up<br>to May half term. ( KFi)                 | <b>June</b><br>Paper 1 Mock.   |
| <b>Context</b>     |  |  |   |  |  |  |
| <b>The text</b>    | Unseen poetry ( KFi)   | KFi: Pre C19th<br>poetry Anthology   | Essay work: Unseen<br>poetry KFi  |  |  | Serious NE prep /<br>looking at structure<br>of the NEA /  |
| <b>Analysis</b>    | Critical theory ( CTu /<br>KFi)  | CTu / KFi – start<br>making links<br>between TGG and<br>Poetry.  | Begin Othello ( CTu)  | <b>Intro to Paper 2:</b> KFi.<br>Streetcar : KFi   | Mop and revision /<br>revisit weak spots in<br>readiness for Paper 1<br>mock.                            | weighting / model<br>essay titles / subject<br>matter / girls start<br>reading / research ( CTu) |
| <b>Theory</b>      | TGG ( CTu)<br>Wide reading ( the<br>girls).  | Critical theory  |   | Wider reading ( the<br>girls)  | Wider reading ( the<br>girls).   | <b>Paper 2: unseen (KFi<br/>/CTu)</b>  |
| <b>Essay prep.</b> |  |  |   | Critical theory.   | Critical theory.   |  |
| <b>Year 13</b>     | Sept<br>JSM : Othello x 3<br>CTu: NEA check –<br>two weeks<br>Then: recap on<br>theme of Love.<br>C19th poetry<br>TGG<br>Half term<br>homework:<br>Research on Duffy/<br>TFG / Alice Walker. | November<br>JSm: TCP x 3<br><br>CTu: TFG – end of<br>November–selected<br>poems – six / seven<br>to begin.<br><br>Christmas: NEA<br>( latest). | Jan<br>Essay prep on TCP /<br>TFG–timed essays<br>(JSM)<br><br>Unseen prose: CTU.<br>NEA deadline end of<br>Jan.<br>Half Term h/work –<br>re-reading Streetcar. | Feb<br>Essays / revision:<br>CTu TGG and Poetry<br>JSm Othello<br><br>Streetcar...<br><br>CTu: C19th mop up.<br>JSm: C19th mop | April<br>Essay /revision<br>CTu: Streetcar<br>revision<br>JSm/ TFG /TCP.<br><br>Mop up anything<br>else. | June: exam.  |

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|  | <p>Wide reading throughout – independently.</p> <p>Critical theory – keep referring to throughout</p> |  |  | <p>Easter homework:<br/>Unseen prose essay<br/>Unseen poetry essay.</p> |  |  |
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