

Curriculum Overview 2024-25 English

Curriculum Overview for Year 7

	AUTUMN TERM- CELEBRATING CULTURE & IDENTITY		SPRING TERM- GOTHIC & SUPERNATURAL		SUMMER TERM- CHALLENGING VIEWPOINTS	
TERM and TOPIC	<p>HT1: Recount writing <i>Recount Writing (7 weeks)</i> Students will learn and apply a range of creative writing skills to their own piece of recount writing through looking at autobiographical extracts.</p>	<p>HT2: Diversity Poetry <i>Reading (7 weeks)</i> Using a variety of poems, students will read and analyse poems from diverse cultures.</p>	<p>HT3: The Graveyard Book <i>Reading (6 weeks)</i> Students will explore how Neil Gaiman structures and develops the text in order to develop understanding of the gothic genre.</p>	<p>HT4: The Graveyard Book <i>Descriptive Writing (6 weeks)</i> Using Neil Gaiman's, The Graveyard Book as a stimulus, students will adopt the characteristics of writing to describe/ narrate.</p>	<p>HT5: The Tempest <i>Reading (5 weeks)</i> Using <i>The Tempest</i> to introduce students to the works of William Shakespeare, they will consider the power and influence of key characters in the play.</p>	<p>HT6: Rhetoric <i>Persuasive Writing (7 weeks)</i> Developing strategies to persuade and argue, through oracy, reading and writing, based around current social and equality issues.</p>
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Prior Learning: Celebrations First person narrative Punctuation Cultural identity</p> <p>Key Knowledge: Crafting language to express thoughts, feelings and emotions</p> <p>Themes: Family, love, loss, home, culture, celebration</p> <p>Skills: Creative writing Use of engaging writing methods (simile, metaphor etc)</p>	<p>Prior Learning: Poetic methods Word classes Inference</p> <p>Key Knowledge: Variety of poetry and poetic form, rhyme in poetry, language methods in poetry</p> <p>Themes: Variety of cultures</p> <p>Skills: Using poetry to have a voice Language analysis Structural analysis</p>	<p>Prior Learning: Horror conventions Word classes Inference Narrative arcs</p> <p>Key Knowledge: Context: 19th century views of witchcraft Genre: Gothic genre</p> <p>Themes: Family, leadership, compassion, forgiveness, morality</p> <p>Skills: Critical evaluation Language analysis Structural analysis</p>	<p>Prior Learning: Horror conventions Story writing Punctuation Narrative arcs</p> <p>Key Knowledge: Context: 19th century views of witchcraft Genre: Gothic genre</p> <p>Themes: Family, leadership, compassion, forgiveness, morality</p> <p>Skills: Writing to describe (symbolism, show not tell) Writing to narrate</p>	<p>Prior Learning: Power Magic Inference Shakespeare at KS2</p> <p>Key Knowledge: Context: Shakespearean Britain, Shakespearean tragedy, Patriarchal societies</p> <p>Themes: Patriarchy, power, justice</p> <p>Skills: Inference Retrieval Language analysis Structural analysis</p>	<p>Prior Learning: Giving an opinion Justice Using rhetoric Letter writing</p> <p>Key Knowledge: Manipulating language, Logos, Pathos, Ethos Language of persuasion (DIPAFORST)</p> <p>Themes: Social inequality, unfair treatment, lack of funding, justice, power</p> <p>Skills: Writing to persuade Writing to argue Letter writing Speech writing</p>

	<p>Future links: Creative writing for Language Paper 1 Thematic links throughout curriculum i.e. love, loss, culture</p>	<p>Future links: Poetic form and methods KS4 ready Cultural Diversity</p>	<p>Future links: ACC in KS4 supernatural, compassion, forgiveness AIC in KS4 morality Developing analytical skills for Literature and Language Papers</p>	<p>Future links: ACC in KS4 supernatural, compassion, forgiveness AIC in KS4 morality Developing creative writing skills for GCSE Language Paper 1</p>	<p>Future links: Shakespeare in more detail throughout KS3/4 Basic contextual details Thematic links throughout curriculum i.e. power</p>	<p>Future links: Language Paper 2 transactional writing skills at KS4 Writing in different forms i.e. article, letter</p>
<p>Assessment</p>	<p>Interim: Write a description of a celebration you have taken part in and how you felt when you were experiencing it. AO5 & AO6</p> <p>Final: Write an autobiographical recount of a time/ event in your life. AO5 & AO6</p>	<p>Interim: How are emotions presented in the poem, 'Blessing'? AO1, AO2 & AO3</p> <p>Final: Explore how William Blake presents Chimney Sweepers in the poem. AO1, AO2 & AO3</p>	<p>Interim: How has the writer used language to describe the ghoulish gate? AO2</p> <p>Final: How has the writer used language to create an ominous tone? AO2</p>	<p>Interim: Write a description based on an image. AO5 & AO6</p> <p>Final: Write the opening to your own gothic short story. AO5 & AO6</p>	<p>Interim: How is Prospero presented in the beginning of the play? AO1, AO2 & AO3</p> <p>Final: Consider whether Prospero uses his power and influence for good or evil. OR How does Caliban manifest his mental and moral degradation? AO1, AO2 & AO3</p>	<p>Interim: Imagine you are a spokesperson for your local community. Write a speech to give to your community where you express your views on a current issue. AO5 & AO6</p> <p>Final: Write a letter to your local MP to ask for funding for a new youth centre in your area. AO5 & AO6</p>
<p>Spiritual, Moral, Social and Cultural (SMSC) development</p>	<p>Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Cultural and Spiritual Development: Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand,</p>	<p>Cultural and Moral Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Spiritual Development: Use of imagination and creativity in learning.</p>	<p>Moral Development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Social Development: Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p>



		accept and respect diversity. Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Exploring and developing opinions on moral and ethical issues.			
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Curriculum Overview for Year 8

	AUTUMN TERM- SURVIVAL MODE		SPRING TERM- LOVE & LIBERATION		SUMMER TERM- POWER & CONFLICT	
TERM AND TOPIC	HT1: Stone Cold <i>Reading (7 weeks)</i> Explore the dual narrative in Swindells' <i>Stone Cold</i> and how he structures and develops the novel to develop understanding of and empathy for characters in difficult situations.	HT2: Survival <i>Persuasive Writing (7 weeks)</i> Using a range of extracts, students will look at the theme of survival and apply their learning to transactional writing.	HT3: Disturbed Voices - Poetry <i>Reading (6 weeks)</i> Read, analyse and respond to a variety of poems revolving around the theme of love, inequality and liberation.	HT4: A Midsummer Night's Dream <i>Reading (6 weeks)</i> Explore the play ' <i>A Midsummer Night's Dream</i> ' through analysis of key characters, issues and themes presented.	HT5: Short stories <i>Descriptive Writing (5 weeks)</i> Students will read and analyse a selection of short stories with links to power and conflict in order to develop their own descriptive and narrative skills.	HT6: Conflict in Action <i>Reading (7 weeks)</i> Students will learn about different elements of war and conflict whilst applying their knowledge to analysing language in fiction and non-fiction texts.
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Prior Learning: Family- from The Graveyard Book and Shakespeare's The Tempest.</p> <p>Key Knowledge: Context: Post-Thatcher Britain Structural analysis Dual Narrative</p> <p>Themes: Friendship, inequality, loneliness, isolation</p> <p>Skills: Language analysis Structural analysis Inference Retrieval Critical Evaluation</p>	<p>Prior Learning: Leadership- from all Y7 units Manipulating Language- from Rhetoric</p> <p>Key Knowledge: Themes: Survival, resilience, challenges and adversity.</p> <p>Form: Letter writing, diary entries, articles</p> <p>Skills: Writing to inform Writing to persuade Writing to explain DIPAFORST</p>	<p>Prior Learning: Poetic form and methods- from Diversity Poetry Brief links to the role of women in Literature</p> <p>Key Knowledge: Context: 18th Century roles of women</p> <p>Themes: Love, inequality, liberation</p> <p>Form: Dramatic monologue, narrative voice</p> <p>Skills: Inference Retrieval Language analysis Structural analysis Poetic form Critical Evaluation</p>	<p>Prior Learning: Shakespeare in y7 Dramatic Monologues Shakespearean Era</p> <p>Key Knowledge: Context: Shakespearean Britain Shakespearean comedy</p> <p>Themes: mischief, jealousy, transformation, dreams, love's difficulty</p> <p>Skills: Inference Retrieval Language Analysis Structural Analysis</p>	<p>Prior Learning: Power and conflict- present in all Y7 units Descriptive and narrative writing- Y7 HT2 and Writing Warriors throughout Y7</p> <p>Key Knowledge: Themes: Power, control, inequality, violence, danger, innocence, freedom, relationships, war, mistaken identity, obedience, conformity</p> <p>Form: short stories</p> <p>Skills: Language of description Creative writing Narrative formation</p>	<p>Prior Learning: Leadership and power Analytical and reading skills</p> <p>Key Knowledge: Themes: Conflict, conflict theory, conflict resolution, religious symbolism, inequality</p> <p>Form: fictional extracts, speeches, articles, diary entries</p> <p>Skills: Language analysis Structural analysis Inference Retrieval</p>

	<p>Future links: Bradfordian writers- JB Priestley in KS4 Thematic links i.e. inequality</p>	<p>Future links: Writing in different forms KS4 ready Transactional writing skills DIPAFORST techniques for writing</p>	<p>Critical comparison</p> <p>Future links: Roles of women in past times Poetic form and methods Thematic links throughout curriculum i.e. inequality</p>	<p>Future links: Shakespeare at KS4 Jealousy and mischief in Othello Y9 Transformation in Scrooge at KS4 Views on masculinity</p>	<p>Future links: Thematic links throughout curriculum i.e. power and conflict Descriptive writing skills linked to KS4 Language Paper 1</p>	<p>Future links: Links to power and conflict ready for KS4 Analytical skills linked to Language and Literature</p>
<p>Assessment</p>	<p>Interim: How has Swindells used language to describe Vince? AO2</p> <p>Final: How has the writer structured the text to interest you as a reader? AO2</p>	<p>Interim: 'We should give money to homeless people.' Write an article explaining your point of view on this statement. AO5 & AO6</p> <p>Final: Write a letter to the government, from the perspective of someone who has survived a traumatic experience, persuading them to do more to help those who have suffered. AO5&AO6</p>	<p>Interim: How is violence presented in the poem 'The Hitcher' by Simon Armitage? AO1, AO2 & AO3</p> <p>Final: Compare how loss is presented in 'Havisham' and 'The Laboratory'. AO1, AO2 & AO3</p>	<p>Interim: What does Egeus think about Lysander's love for his daughter? How does this relate to the context of the Elizabethan era? AO1, AO2 & AO3</p> <p>Final: What opinions on love and marriage are expressed by Shakespeare through the characters in AMSND? AO1, AO2 & AO3</p>	<p>Interim: Using 'insert short story' as a stimulus, write a short 'insert genre' narrative including AO5 & AO6</p> <p>Final: Using 'insert short story' as a guide, write a short 'insert genre' narrative including ... AO5 & AO6</p>	<p>Interim: How has Cormier structured this extract to help the reader understand why Francis enlisted in the army? AO2</p> <p>Final: How does the author use language to make the reader empathise with Aibileen? AO2</p>
<p>Spiritual, Moral, Social and Cultural (SMSC) development</p>	<p>Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Moral and Cultural Development: Ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities.</p>	<p>Spiritual Development: Knowledge of, and respect for, different people's faiths, feelings and values.</p>	<p>Cultural Development: Developing cultural capital through understanding and evaluating the cultural impact of literature on history and society.</p>	<p>Spiritual Development: Knowledge of, and respect for, different people's faiths, feelings and values.</p>	<p>Moral development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>

Curriculum Overview for Year 9

	AUTUMN TERM- INJUSTICE & INFLUENCE		SPRING TERM- DISORDER, REALITY & AUTHORITY		SUMMER TERM- LANGUAGE & POWER	
TERM AND TOPIC	<p>HT1: Noughts & Crosses <i>Reading (7 weeks)</i> Students will explore how Malorie Blackman structures and develops the text in order to develop understanding of the dystopian genre as well as an understanding of speculative fiction and an alternative history.</p>	<p>HT2: Noughts & Crosses <i>Writing (7 weeks)</i> Using Malorie Blackman's, Noughts & Crosses as a stimulus, students will adopt the characteristics of writing to describe/ narrate.</p>	<p>HT3: Conflict Poetry Comparison <i>Reading (6 weeks)</i> Read and analyse a collection of poems relating to the theme of conflict.</p>	<p>HT4: A Midsummer Night's Dream <i>Reading (6 weeks)</i> Explore the play 'A Midsummer Night's Dream' through analysis of key characters, issues and themes presented.</p>	<p>HT5: Language Paper 1 Skills <i>Reading & Writing (5 weeks)</i> <i>Explore Language Paper 1 and analyse a piece of fiction text, as well as practising the art of writing to describe/ narrate.</i></p>	<p>HT6: Language Paper 2, Question 5 & Spoken Language <i>Writing and Oracy (7 weeks)</i> <i>Practice key skills in transactional writing. Additionally, produce a spoken language script to be assessed for GCSE.</i></p>
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Prior Learning: Dystopian conventions Word classes Inference Narrative arcs</p> <p>Key Knowledge: Context: 21st century alternative history Genre: Dystopian genre</p> <p>Themes: Racism, division, discrimination, tragedy, privilege, love, lust, power, violence, friendship, youth, innocence, family, growing up</p>	<p>Prior Learning: Dystopian conventions Word classes Inference Narrative arcs Punctuation</p> <p>Key Knowledge: Context: 21st century alternative history Genre: Dystopian genre</p> <p>Themes: Racism, division, discrimination, tragedy, privilege, love, lust, power, violence, friendship, youth, innocence, family, growing up</p>	<p>Prior Learning: Poetic form Poetic methods Analysis</p> <p>Key Knowledge: Poetic form Critical comparison</p> <p>Context: Conflict in various forms Themes: Oppression, Identity and Power, Human Nature, Morality</p>	<p>Prior Learning: Shakespeare in y7 Dramatic Monologues Shakespearean Era</p> <p>Key Knowledge: Context: Shakespearean Britain Shakespearean comedy</p> <p>Themes: Mischief, jealousy, transformation, dreams, love's difficulty</p>	<p>Prior Learning: Paper 1 style questions in KS3 Language analysis skills Narrative/ Descriptive writing</p> <p>Key Knowledge: Paper 1 English Language: 1h 45m</p> <p>Q1: List 4 things Q2: Language analysis (WHZW) Q3: Structural analysis (WHZW) Q4: Discursive essay (WHZW) Q5: Writing to describe/ narrate (RAMPS5)</p>	<p>Prior Learning: Paper 2 style questions in Y7/8 Comparative skills Writing to persuade/argue</p> <p>Key Knowledge: Paper 2 English Language, Q5: 45m</p> <p>Q5: Writing to Argue/Persuade/ Explain (DIPAFORST)</p>

	<p>Skills: Critical evaluation Language analysis Structural analysis Inference Retrieval</p> <p>Future links: Power and control in all KS4 texts Developing analytical skills for Literature and Language Papers</p>	<p>Skills: Writing to describe (symbolism, show not tell) Writing to narrate</p> <p>Future links: Power and control in all KS4 texts Developing creative writing skills for Language Paper 1 at GCSE</p>	<p>Skills: Language Analysis Structural Analysis Inference Retrieval</p> <p>Future links: Poetry comparison at KS4 Various contextual links to KS4 Multiple themes at KS4</p>	<p>Skills: Inference Retrieval Language Analysis Structural Analysis</p> <p>Future links: Shakespeare at KS4 Jealousy and mischief in Othello Y9 Transformation in Scrooge at KS4 Views on masculinity</p>	<p>Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Structural Analysis Writing to describe/ narrate</p> <p>Future links: Analytical skills Extracts from different time periods in history</p>	<p>Skills: Writing to Argue/Persuade/ Explain</p> <p>Future links: Argumentative/ persuasive writing skills</p> <p>Key Knowledge Spoken Language (2 weeks): Speaking for appropriate purpose and audience, demonstrating passion about a chosen topic</p> <p>Skills: Speaking aloud in front of an audience, speaking confidently, clearly and passionately</p> <p>Future links: Analytical skills Power/ Abuse of Power Conflict in war Conflict in identity Opinions Speaking skills</p>
Assessment	Interim: TBC AO1, AO2 & AO3	Interim: TBC AO5 & AO6	Interim: How is oppression presented in 'Not my business' and	Interim: What does Egeus think about Lysander's love for	Interim: Paper 1, Question 4: To what extent do you	Interim: Choice between theme or

	Final: TBC AO1, AO2 & AO3	Final: TBC AO5 & AO6	'One Hundred Years Ago'? AO1, AO2 & A03 Final: How is human nature presented in 'Vultures' and 'What were the like'? AO1, AO2 & A03	his daughter? How does this relate to the context of the Elizabethan era? AO1, AO2 & AO3 Final: What opinions on love and marriage are expressed by Shakespeare through the characters in AMSND? AO1, AO2 & AO3	agree with the statement? Final: Full Language Paper 1 in exam conditions AO1/AO2/AO3/ AO5/AO6	character question. AO1, AO2, AO3, AO4 Final: Spoken Language Assessments
Spiritual, Moral, Social and Cultural (SMSC) development	Moral Development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Cultural Development: Developing cultural capital through understanding and evaluating the cultural impact of literature on history and society.	Moral Development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Cultural Development: Developing cultural capital through understanding and evaluating the cultural impact of literature on history and society.	Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

Curriculum Overview for Year 10 Literature and Language

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TERM AND TOPIC	HT1: Macbeth <i>(7 weeks)</i>	HT2: Macbeth <i>(7 weeks)</i>	HT3: Language Paper 1 <i>(6 weeks)</i>	HT4: Writers' Viewpoints and Perspectives- Paper 2 <i>(6 weeks)</i>	HT5: Spoken Language Assessment and Power and Conflict Poetry Anthology <i>(5 weeks)</i>	HT6: Power and Conflict Poetry Anthology and Unseen Poetry <i>(7 weeks)</i>
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Prior Learning: Shakespeare in KS3 Contextual details from differing time periods</p> <p>Key Knowledge: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Ambition, Power, Tyranny, Corruption, Guilt</p>	<p>Prior Learning: Shakespeare in KS3 and HT1 Y11 Contextual details from differing time periods</p> <p>Key Knowledge Macbeth: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Ambition, Power, Tyranny, Corruption, Guilt</p>	<p>Prior Learning: Paper 1 style questions in KS3 Language analysis skills Narrative/ Descriptive writing</p> <p>Key Knowledge: Paper 1 English Language: 1h 45m</p> <p>Q1: List 4 things Q2: Language analysis (WHW) Q3: Structural analysis (WHW) Q4: Discursive essay (WHW) Q5: Writing to describe/ narrate (RAMPS5)</p>	<p>Prior Learning: Paper 2 style questions in KS3 Comparative skills Writing to persuade/argue</p> <p>Key Knowledge: Paper 2 English Language: 1h 45m</p> <p>Q1: True/false Q2: Summary-similarities/ differences (SQI) Q3: Use language to influence (WHW) Q4: Compare how writers convey different attitudes (WHW) Q5: Writing to Argue/Persuade/ Explain (DIPAForest)</p>	<p>Prior Learning: Poetry in KS3 Power and Conflict themes Contextually relevant poetry Death and Loss Patriotism</p> <p>Key Knowledge Spoken Language (2 weeks): Speaking for appropriate purpose and audience, demonstrating passion about a chosen topic</p>	<p>Prior Learning: Poetry in KS3 Power and Conflict themes Contextually relevant poetry Death and Loss Patriotism Oracy in KS3 Campaigning for social equality</p> <p>Key Knowledge Poetry/ Unseen (6 weeks): Full, academic comparison essays Analysing unseen poetry Theme: Conflict Context: WW2 history of the conflict, Ireland – The Troubles</p>

	<p>Skills: Inference Retrieval Language Analysis Critical Evaluation Structural Analysis</p> <p>Future links: Analytical skills Contextual knowledge of Shakespearean Era</p>	<p>Skills: Inference Retrieval Language Analysis Critical Evaluation Structural Analysis</p> <p>Future links: Analytical skills Knowledge of questions on exam papers</p>	<p>Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Structural Analysis Writing to describe/ narrate</p> <p>Future links: Analytical skills Extracts from different time periods in history</p>	<p>Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Comparative Analysis Writing to Argue/Persuade/ Explain</p> <p>Future links: Analytical skills Extracts from different time periods in history</p>	<p>Skills: Speaking aloud in front of an audience, speaking confidently, clearly and passionately</p> <p>Future links: Analytical skills Opinions</p> <p>Key Knowledge Poetry: Full, academic comparison essays Theme: Conflict Context: World War history, Modern Warfare, Ireland – The Troubles, Revolution</p> <p>Skills: Inference Retrieval Language Analysis Poetic form</p> <p>Future links: Analytical skills Power/ Abuse of Power Conflict in war Conflict in identity</p>	<p>Skills: Inference Retrieval Language Analysis Poetic form</p> <p>English Literature Revision of 'An Inspector Calls' interleaved.</p> <p>Mock Examinations (2 weeks): English Language Paper 2 and English Literature Paper 2- AIC, P&C Poetry and Unseen Poetry</p> <p>Future links: Analytical skills Power/ Abuse of Power Conflict in war Conflict in identity</p>
Assessment	Interim: Explore how Shakespeare presents	Interim: Explore how Shakespeare presents	Interim: Paper 1, Question 4: To what extent do you	Interim: Explore how Shakespeare presents	Interim:	Interim: Spoken Language assessment recordings.

	<p>Macbeth in a given extract and the play so far.</p> <p>Final: Explore how Shakespeare presents the theme of heroism in this extract and the play as a whole.</p>	<p>Lady Macbeth's state of mind in this extract and the play as a whole.</p> <p>Final: Explore how Shakespeare presents a given theme/character in a given extract and the play as a whole.</p>	<p>agree with the statement?</p> <p>Final: Full Language Paper 1 in exam conditions AO1/AO2/AO3/AO5/AO6</p>	<p>Lady Macbeth's state of mind in this extract and the play as a whole.</p> <p>Final: Explore how Shakespeare presents a given theme/character in a given extract and the play as a whole.</p>	<p>Spoken Language assessments presented in class.</p> <p>Final: Compare a named poem with a relevant poem from the anthology. AO1/AO2/AO3</p>	<p>Final: Full Mock Examination for Literature Paper 2 and Language Paper 2.</p>
<p>Spiritual, Moral, Social and Cultural (SMSC) Development</p>	<p>Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Moral Development: An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Cultural Development: Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.</p>	

Curriculum overview for Year 11 Literature and Language

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TERM AND TOPIC	HT1: Language Paper 1 and Macbeth (7 weeks)	HT2: Macbeth (7 weeks)	HT3: Power and Conflict Poetry Anthology & Language Paper 1 (6 weeks)	HT4: Revision of Language and Literature Papers & Mocks (6 weeks)	HT5: Targeted Revision (5 weeks- 4 weeks before first exam)	HT6: N/A (7 weeks)
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Prior Learning: Shakespeare in KS3 Contextual details from differing time periods</p> <p>Key Knowledge Language Paper 1 (2/3 weeks): Paper 1 English Language: 1h 45m</p> <p>Q1: List 4 things Q2: Language analysis (WHW) Q3: Structural analysis (WHW) Q4: Discursive essay (WHW) Q5: Writing to describe/ narrate (RAMPS5)</p>	<p>Prior Learning: Shakespeare in KS3 and HT1 Y11 Contextual details from differing time periods</p> <p>Key Knowledge: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Ambition, Power, Tyranny, Corruption, Guilt</p>	<p>Prior Learning: Paper 1 style questions in KS3 Language analysis skills Narrative/ Descriptive writing Poetry in Y10 Power and Conflict themes Contextually relevant poetry Death and Loss Patriotism</p> <p>Key Knowledge Language Paper 1: Paper 1 English Language: 1h 45m</p> <p>Q1: List 4 things Q2: Language analysis (WHW) Q3: Structural analysis (WHW) Q4: Discursive essay (WHW) Q5: Writing to describe/ narrate (RAMPS5)</p>	<p>Prior Learning: All GCSE texts in preparation for exams</p> <p>Key Knowledge: English Language revision (2 weeks) English Literature revision (2 weeks)</p>	<p>Targeted Revision (English Literature and English Language)</p> <p>Proposal (subject to change due to individual class teacher judgement)- one week per exam paper</p> <p><u>Monday 12th May AM Literature Paper 1 exam</u></p> <p><u>Tuesday 20th May AM Literature Paper 2 exam</u></p> <p><u>Friday 23rd May AM Language Paper 1 exam</u></p> <p><u>Friday 6th June AM Language Paper 2 exam</u></p>	

	<p>Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Structural Analysis Writing to describe/narrate</p> <p>Key Knowledge Macbeth: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Ambition, Power, Tyranny, Corruption, Guilt</p> <p>Skills: Inference Retrieval Language Analysis Critical Evaluation Structural Analysis</p> <p>Future links: Analytical skills Contextual knowledge of Shakespearean Era</p>	<p>Skills: Inference Retrieval Language Analysis Critical Evaluation Structural Analysis</p> <p>English Literature Revision of 'A Christmas Carol' interleaved.</p> <p>Mock Examinations (2 weeks): English Language Paper 1 and English Literature Paper 1- Macbeth and ACC</p> <p>Future links: Analytical skills Knowledge of questions on exam papers</p>	<p>Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Structural Analysis Writing to describe/narrate</p> <p>Key Knowledge Power and Conflict Poetry: Full, academic comparison essays Analysing unseen poetry Theme: Conflict Context: WW2 history of the conflict, Ireland – The Troubles</p> <p>Skills: Inference Retrieval Language Analysis Poetic form</p> <p>Future links: Analytical skills Extracts from different time periods in history Power/ Abuse of Power Conflict in war Conflict in identity</p>	<p>Skills: Methods to write analytical answers Inference Analysis Comparative Analysis Writing creatively/discursively</p> <p>Mock Examinations (2 weeks): TBC dependent on performance in mocks</p> <p>Future links: Analytical skills Power/ Abuse of Power Conflict in war and identity Life in Britain pre/post war</p>		
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<p>Assessment</p>	<p>Interim: Language Paper 1, Question 4 and 5.</p> <p>Final: Explore how Shakespeare presents the theme of heroism in this extract and the play as a whole.</p>	<p>Interim: Explore how Shakespeare presents Lady Macbeth's state of mind in this extract and the play as a whole.</p> <p>Final: Full Mock Examination for Literature Paper 1 and Language Paper 1.</p>	<p>Interim: Paper 1, Question 4: To what extent do you agree with the statement?</p> <p>Final: Full Language Paper 1 in exam conditions AO1/AO2/AO3/AO5/AO6</p>	<p>Full Mock Examination for one Literature and one Language paper, dependent on mock results.</p>	<p>In class live marking, questioning and clarifying.</p>	
<p>Spiritual, Moral, Social and Cultural (SMSC) Development</p>	<p>Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Moral Development: An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Spiritual Development: Use of imagination and creativity in their learning and a willingness to reflect on their experiences.</p>			