



English Department - Year 7 Long Term Curriculum Map 2017/2018

	Half Term 1 (06/09/2017 - 20/10/2017) 6 and a half weeks	Half Term 2 (30/10/2017- 21/12/2016) 8 weeks	Half Term 3 (08/01/2018- 17/02/2018) 6 weeks	Half Term 4 (26/02/2018- 29/03/2018) 5 weeks	Half Term 5 (16/04/2018- 25/05/2018) 6 weeks	Half Term 6 (04/06/2018- 20/07/2018) 7 weeks
Half Termly Focus	<p>WHO DO YOU THINK YOU ARE? Please Lovely Alien - Baseline Writing Assessment</p> <p>Autobiography & Biography Look at a range of non-fiction writing based on people's lives Other Cultures/modern/Pre 20th Century</p>	<p>WHAT THE DICKENS? 'A Christmas Carol'</p> <p>Reading of the novel Range of tasks based around the novel and Charles Dickens and the contextual setting</p>	<p>WHY ARE YOU PLAGUING ME? 'Kiss of Death'</p> <p>Read the novel, exploring writer's techniques (structure/ language) visit to Eyam; Writing a persuasive speech (structure/ language). Drafting/ editing</p>	<p>WHY ARE YOU PLAGUING ME? 'Kiss of Death'</p> <p>Focus on non-fiction relating to disease and treatment throughout history. Focus on comparative skills.</p>	<p>ARE YOU TELLING ME STORIES? Myths, Legends, Fairytales and Descriptive and Narrative Writing</p> <p>Reading of extracts/stories and looking at images to inspire our own descriptive and narrative writing</p>	<p>WHERE IS THE POET IN YOU? Introduction to Poetry</p> <p>Revision of poetic devices and a fun exploration of poetic forms and structures; pupils to create a poetry anthology; poetry slam!</p>
Formal Assessment (recorded on SIMS)	<p>Speaking and Listening: Paired interview: finding out about your talking buddy (SPAF2)</p>	<p>Speaking and Listening:</p>	<p>Speaking and Listening:</p>	<p>Speaking and Listening: Individual speech: Independent version of Mompesson's persuasive speech (SPAF1)</p>	<p>Speaking and Listening:</p>	<p>Speaking and Listening: Performance of poetry anthology/Poetry Slam (SPAF3)</p>
	<p>Reading:</p>	<p>Reading: Reading comprehension and analysis of the language and structure used in an extract from 'A Christmas Carol' (AO1, AO2, AO3)</p>	<p>Reading:</p>	<p>Reading: Reading comprehension and evaluation, including analysis of the language and structure used in an extract from 'Kiss of Death' (AO1, AO2, AO3, AO4)</p>	<p>Reading:</p>	<p>Reading: Final reading assessment based on 'Boy in the Striped Pyjamas' (AO1, AO2, AO3, AO4)</p>
	<p>Writing: Baseline assessment - Please Lovely Alien Writing to describe (AO5 and AO6)</p>	<p>Writing:</p>	<p>Writing: Mompesson's persuasive speech based on events in the novel AO1: (AO5 and AO6)</p>	<p>Writing</p>	<p>Writing: A piece of creative writing (story or description of an imaginative character) (AO5 and AO6)</p>	<p>Writing:</p>

**Literacy/
Skills**
(to cover in stand-alone lesson and/or driven through all lessons)

<p>AO1:</p> <ul style="list-style-type: none"> - Comprehension skills - Skimming and scanning 	<p>AO1:</p> <ul style="list-style-type: none"> - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) <ul style="list-style-type: none"> - Developing interpretations/ reading between the lines - Using a dictionary to find meaning - Context of the novel 	<p>AO1:</p> <ul style="list-style-type: none"> - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) <ul style="list-style-type: none"> - Developing interpretations/ reading between the lines - Context of the novel 	<p>AO1:</p> <ul style="list-style-type: none"> - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) <ul style="list-style-type: none"> - Developing interpretations/ reading between the lines - Context of the novel 	<p>AO1:</p> <ul style="list-style-type: none"> - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) <ul style="list-style-type: none"> - Developing interpretations/ reading between the lines - Context of the stories 	<p>AO1:</p> <ul style="list-style-type: none"> - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) <ul style="list-style-type: none"> - Developing interpretations/ reading between the lines
<p>AO2:</p> <ul style="list-style-type: none"> - Structure of texts (autobiog/biog/diary) - Connectives (time and comparison) - First/second/third person - Recognising facts and opinions 	<p>AO2:</p> <ul style="list-style-type: none"> - Structure of texts (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects 	<p>AO2:</p> <ul style="list-style-type: none"> - Structure of texts (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects 	<p>AO2:</p> <ul style="list-style-type: none"> - Structure of texts (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects 	<p>AO2:</p> <ul style="list-style-type: none"> - Structure of texts (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects 	<p>AO2:</p> <ul style="list-style-type: none"> - Revision of language/structure and effects
<p>AO3:</p>	<p>AO3:</p> <ul style="list-style-type: none"> - Similarities/differences between texts/extracts 	<p>AO3:</p>	<p>AO3:</p> <ul style="list-style-type: none"> - Similarities/differences between tabloids/ broadsheets 	<p>AO3:</p> <ul style="list-style-type: none"> - Similarities/differences between texts/extracts 	<p>AO3:</p>
<p>AO4:</p>	<p>AO4:</p>	<p>AO4:</p> <ul style="list-style-type: none"> - Introduction to critical evaluation 	<p>AO4:</p> <ul style="list-style-type: none"> - Continue to develop critical evaluation skills: pick out writer's methods 	<p>AO4:</p> <ul style="list-style-type: none"> - Critical evaluation: how the writer builds tension (methods used) 	<p>AO4:</p> <ul style="list-style-type: none"> - Revision of how to evaluate
<p>AO5:</p> <ul style="list-style-type: none"> - P.A.F. - Writing to suit purpose - Editing - Drafting 	<p>AO5:</p> <ul style="list-style-type: none"> - P.A.F. - Expanded noun phrases 	<p>AO5:</p> <ul style="list-style-type: none"> - P.A.F. - Modal verb revision - Persuasive techniques - Vocabulary in speeches <ul style="list-style-type: none"> - Editing - Drafting 	<p>AO5:</p> <ul style="list-style-type: none"> - P.A.F. - Consistent use of tense 	<p>AO5:</p> <ul style="list-style-type: none"> - P.A.F. - Descriptive devices - Revise tenses - Using a thesaurus to develop vocab 	<p>AO5:</p> <ul style="list-style-type: none"> - P.A.F. - Poetic devices - Using a thesaurus to develop vocab
<p>AO6:</p> <ul style="list-style-type: none"> - Sentence structure revision - Punctuation . , ; - Paragraphing and topic sentences revision 	<p>AO6:</p> <ul style="list-style-type: none"> - Sentence structures - independent clause and relevant punctuation 	<p>AO6:</p> <ul style="list-style-type: none"> - Structure of a speech - Sentences for effect - Paragraphing for effect - Punctuation: using a colon 	<p>AO6:</p> <ul style="list-style-type: none"> - Structural devices (article; leaflets) - Sentence structures and punctuation - () - Consistent use of tense 	<p>AO6:</p> <ul style="list-style-type: none"> - Structural devices (story) - Sentence structures and punctuation for effect . . . - Speech punctuation - for effect - Paragraphing for effect 	<p>AO6:</p> <ul style="list-style-type: none"> - Structural devices (poetic forms) - Punctuation for effect

Extra Curricular, Competitions & Links	CAT tests Reading and spelling tests Roald Dahl day 13/9/2017 Associated lessons National Poetry Day 28/09/2017 Inter-house poetry competition			Inter-house/class speaking and listening competition World Book Day 2/3/2018 Associated lessons Inter-house book quiz	Shakespeare's birthday 23/4/1564 Associated lessons	End of Year Assessments National Sports Week Associated lessons Inter-house Poetry Slam competition (in conjunction with Drama)
Trips		Pantomime theatre trip - date TBC		Eyam Trip in conjunction with History and Geography TBA		

Link to new GCSE	Baseline Assessment - AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, audiences and purposes. AO6 - Use a range of vocabulary and sentence	Reading 'A Christmas Carol' Lit Objectives: AO1 - Read, understand and respond to the texts Use textual references including quotes to support and illustrate interpretations.	AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, audiences and purposes. AO6 - Use a range of vocabulary and sentence structures for clarity,	AO1 - Show understanding of a text AO2 - Analysis of language and structure AO4 - Ability to critically evaluate a text	AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, audiences and purposes. AO6 - Use a range of vocabulary and sentence structures for clarity,	Lit Objectives: AO1 - Read, understand and respond to the texts Use textual references including quotes to support and illustrate interpretations.
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	<p>structures for clarity, purpose and effect, with accurate punctuation and spelling.</p> <p>Autobiographies - AO1 - Show understanding of a text AO2 - Analysis of language and structure AO4 -Ability to critically evaluate a text</p>	<p>AO1 - Show understanding of a text AO2 - Analysis of language and structure AO4 -Ability to critically evaluate a text</p> <p>Memorising quotes - similar to the way that students will be expected to memorise quotes for their GCSE exams.</p>	<p>purpose and effect, with accurate punctuation and spelling.</p> <p>AO1 - Show understanding of a text AO2 - Analysis of language and structure AO4 -Ability to critically evaluate a text</p>		<p>purpose and effect, with accurate punctuation and spelling.</p> <p>AO1 - Show understanding of a text AO2 - Analysis of language and structure AO4 -Ability to critically evaluate a text</p>	<p>AO3 - Show understanding of relationships between texts and the contexts in which they were written</p>
<p>AO Assessment Tasks</p>	<p>Paired interview; finding out about your talking buddy (SPAF2)</p>	<p>Role play based on characters (SPAF3)</p>	<p>Discussion of different types of descriptive and narrative writing (SPAF 2)</p>	<p>Interviewing Malcolm Rose (SPAF1/2)</p> <p>Present Author Study to the class - Dickens</p>	<p>Presenting your news report (SPAF3)</p> <p>Speech to class - an account of living with the plague OR Mompesson's speech persuading the villagers to quarantine Eyam (SPAF1)</p>	<p>Discussion of different poems (SPAF2)</p>
	<p><u>Week 2 - Baseline Assessment</u> AO5 and AO6</p> <p><u>Week 4</u> S&L assessment - Buddy interview, discussion</p> <p><u>Week 6</u> P1 Q2 style language analysis on Mrs Pratchet (AO1 and AO2)</p>	<p><u>Week 2</u> S&L - Conversation between Bob and Scrooge - drama</p> <p><u>Week 4</u> First half of Christmas Carol exam paper (AO1, AO2, AO4)</p> <p><u>Week 6</u> Persuasive writing - persuade Scrooge to give money to charity (AO5 and AO6)</p> <p><u>Week 8</u> Second half of Christmas Carol paper (AO1, AO2, AO4)</p>	<p><u>Week 2</u> Paper 2 Q3 (non fiction) (AO1, AO2, AO4)</p> <p><u>Week 4</u> Paper 2 Q4 style questions (non fiction) (AO1, AO2, AO3 AO4)</p> <p><u>Week 6</u> Eyam Speech (AO5 and AO6)</p>	<p><u>Week 2</u> S&L - Performing Eyam speech</p> <p><u>Week 4 - 5</u> KOD Reading Paper (AO1, AO2, AO3 and AO4)</p>	<p><u>Week 2</u> End of year writing exam (AO5 and AO6)</p> <p><u>Week 4</u> 250 word story competition</p> <p><u>Week 6</u> End of year reading exam (AO1, AO2, AO3 AO4)</p>	<p><u>Week 4</u> Comparative PEEs of two poems (AO1 to AO4)</p> <p><u>Week 6</u> Original sonnet (AO5 and AO6)</p>
	<p>Autobiography project - Create an autobiography of yourself that you can</p>	<p>Dickens Author Study Project</p>	<p>Project on a book or piece of writing of their choice - link to preparing for WBD</p>	<p>Collect questions for Malcolm Rose Research Eyam - Eyam Project</p>	<p>Malcolm Rose Author Study Project</p>	<p>Project on something they feel strongly about</p>

	present to the class - 'This is your Life' Family tree research					
Homework	<p>Banded spelling test on weeks without a specific homework</p> <p>Week 2 - "My favourite book" review</p> <p>Week 4 - Personal profile - flipped learning for buddy interviews</p> <p>Week 6 - Glossary of language terms</p>	<p>Banded spelling test on weeks without a specific homework</p> <p>Week 2 - Charles Dickens profile/author study</p> <p>Week 4 - Revision of Christmas Carol key quotes</p> <p>Week 6 - Christmas Carol contextual research</p> <p>Week 8 - Christmas Carol test revision</p>	<p>Banded spelling test on weeks without a specific homework</p> <p>Week 2 - Plague research project (flipped learning)</p> <p>Week 4 - Reading and annotating article (flipped learning)</p> <p>Week 6 - Performance preparation for Eyam speech</p>	<p>Banded spelling test on weeks without a specific homework</p> <p>Week 2 - Literacy "fill the gaps" skills homework.</p> <p>Week 4 - Literacy "fill the gaps" skills homework</p> <p>Week 5 - author study on Malcolm Rose</p>	<p>Banded spelling test on weeks without a specific homework</p> <p>Week 2 - Literacy "fill the gaps" skills homework.</p> <p>Week 4 - Redraft 250 word story</p> <p>Week 6 - Literacy "fill the gaps" skills homework.</p>	<p>Banded spelling test on weeks without a specific homework</p> <p>Week 4 - Research and find a selection of poetry</p>



English Department - Year 8 Long Term Curriculum Map 2017/2018

	Half Term 1 (06/09/2017 - 20/10/2017) 6 and a half weeks	Half Term 2 (30/10/2017- 21/12/2016) 8 weeks	Half Term 3 (08/01/2018- 17/02/2018) 6 weeks	Half Term 4 (26/02/2018- 29/03/2018) 5 weeks	Half Term 5 (16/04/2018- 25/05/2018) 6 weeks	Half Term 6 (04/06/2018- 20/07/2018) 7 weeks
Half Termly Focus	<p>Murder, Mystery, Horror & Crime</p> <p>Read a range of short stories and descriptions from different times - focusing on a specific genre.</p> <p>Producing own creative writing linked to genre.</p>	<p>Let's get reading... A novel / play</p> <p>Read a novel/play from the departmental selection. Explore the language, structure and other techniques used.</p> <p>Explore the social and historical context of the novel.</p>	<p>Shakespeare: The Globe and 'Macbeth'</p> <p>Introduction to Shakespeare's London and The Globe Theatre; introduction to Shakespearean language and insults. Introduction to the plot of 'Macbeth' and the characters. Begin reading the whole play.</p>	<p>Shakespeare: The Globe and 'Macbeth'</p> <p>Continue to read the entire play exploring key themes, language, structure, dramatic techniques and the social/historical context of the play.</p>	<p>Let's talk: Speeches</p> <p>Read and analyse a range of speeches from different times.</p> <p>Develop their own 'political' campaign and speech.</p>	<p>Let's get reading ... Relationship Poetry</p> <p>Read a range of relationship poems from different times; analyse the use of language, structure and techniques.</p>
Formal Assessment (recorded on SIMS)	<p>Speaking and Listening: Discussion: Paired interview of characters based on one of the stories/ group discussion of the rights/wrongs in a story (SPAF2)</p>	<p>Speaking and Listening:</p>	<p>Speaking and Listening: Drama: Hot-seat a character from the play - pupils have to answer questions in role/role play an additional scene (SPAF3)</p>	<p>Speaking and Listening:</p>	<p>Speaking and Listening: Presentation: Deliver a 'political' speech/campaign on a controversial subject or something that you would like to change (SPAF1)</p>	<p>Speaking and Listening:</p>
	<p>Reading:</p>	<p>Reading: Lit: Extract and whole novel question. (LIT: AO1, AO2, AO3, AO4)</p>	<p>Reading:</p>	<p>Reading: Lit: Analyse an extract from 'Macbeth' exploring writer's methods and context. Linking ideas to the whole text. (LIT: AO1, AO2, AO3, AO4)</p>	<p>Reading:</p>	<p>Reading: Lit: Comparing two poems exploring language, structure and other methods linked to the theme of relationships. (LIT: AO1, AO2, AO3, AO4)</p>
	<p>Writing: Creative writing (story/description) based on the horror genre</p>	<p>Writing:</p>	<p>Writing: Description of a day at The Globe or persuading people to visit The Globe.</p>	<p>Writing</p>	<p>Writing: End of year assessments (All AOs)</p>	<p>Writing:</p>

Literacy /Skills

(to cover in stand-alone lesson and/or driven through all lessons)

	Writing to describe and entertain (AO5 and AO6)		(AO5 and AO6)			
	AO1: - Comprehension skills - Skimming and scanning - Using a dictionary to find meaning - Supporting ideas with quotations (PEE) - Developing interpretations/ reading between the lines	AO1: - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) - Developing interpretations/ reading between the lines	AO1: - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) - Developing interpretations/ reading between the lines	AO1: - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) - Developing interpretations/ reading between the lines	AO1: - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) - Developing interpretations/ reading between the lines	AO1: - Comprehension skills - Skimming and scanning - Supporting ideas with quotations (PEE) - Developing interpretations/ reading between the lines
	AO2: - Structure of texts (short stories) (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects	AO2: - Structure of texts (play/novel) (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects	AO2: - Structure of texts (play) (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects	AO2: - Structure of texts (play) (Sequencing, sentence structures, cliff hangers) - Identifying language techniques in a text - Analysing effects	AO2: - Structure of texts (Speeches/ spoken language) - Identifying language techniques in a text - Analysing effects - Recognising facts and opinions	AO2: - Revision of language/structure/ other methods and effects
	AO3: - Similarities/differences between texts/extracts	AO3: - Similarities/differences between texts/extracts - Context of the novel/ play	AO3: - Context of the play	AO3: - Similarities/differences between characters at different times in the play - Context of the play	AO3: - Similarities/differences between texts/extracts	AO3: - Similarities/differences between
	AO4: - Revision of critical evaluation - what does the writer do to engage his readers?	AO4: - Develop critical evaluation - what does the writer do to engage his readers?	AO4:	AO4: - Develop critical evaluation - what does the writer do to engage his readers?	AO4: - Develop critical evaluation: how does the writer convey a powerful message?	AO4: - Develop critical evaluation - what does the writer do to engage his readers?
	AO5: - P.A.F. - Writing to suit purpose - Adverbial, adjective and expanded noun phrases - Using vocabulary for effect - Using a thesaurus to help improve vocab - Editing - Drafting	AO5: - P.A.F. - Writing to suit purpose - Consistent use of tense revision - Comparative connectives	AO5: - P.A.F. - Writing to suit purpose - Modal and imperative verb revision - Persuasive techniques - Vocabulary in speeches - Editing - Drafting	AO5: - P.A.F. - Persuasive devices revision - Revise tenses - Using a thesaurus to develop vocab - Editing - Drafting	AO5: - P.A.F. - Poetic devices revision - Using a thesaurus to develop vocab	AO5: - P.A.F. - Poetic devices revision - Using a thesaurus to develop vocab
	AO6:	AO6:	AO6: - Structure of a speech	AO6:	AO6:	AO6:

	<ul style="list-style-type: none"> - Sentence structure revision – sentences for effect - Punctuation revision – punctuation for effect - Speech punctuation - Paragraphing and topic sentences revision 	<ul style="list-style-type: none"> - Sentence structures – clauses and relevant punctuation 	<ul style="list-style-type: none"> - Sentence structures and punctuation – () : ; - Paragraphing for effect - Punctuation: using a colon 	<ul style="list-style-type: none"> - Structural devices (article; leaflets) - Sentence structures and punctuation – () : ; - Consistent use of tense 	<ul style="list-style-type: none"> - Structural devices (speech) - Sentence structures and punctuation for effect . . . - Paragraphing for effect 	<ul style="list-style-type: none"> - Structural devices (poetic forms)
	<p>CAT tests</p> <p>Reading and spelling tests</p> <p>Roald Dahl day 13/9/2017 Associated lessons</p> <p>National Poetry Day 6/10/2016 Inter-house poetry competition</p>		<p>Theatre performance of 'Macbeth'</p>	<p>World Book Day 2/3/2018 Associated lessons</p>	<p>Inter-house/class speaking and listening competition</p> <p>Shakespeare's birthday 23/4/1564 Associated lessons</p>	<p>End of Year Assessments</p> <p>National Sports Week Associated lessons</p>
Assessment	<p>Week 2 – Horror story / introduction (AO5 and AO6)</p> <p>Week 4 – Role play – interview a character from a horror story (S and L)</p> <p>Week 6 – P1 Q2 style language analysis of a horror extract (AO1, AO2, AO4)</p>	<p>Week 2 – P1 Q4 question based on the opening of the novel</p> <p>Week 4 – Transactional writing task dependent on novel AO5 and AO6</p> <p>Week 6 – Q3 structure style question – extract from the novel (AO1, AO2, AO3, AO4)</p> <p>Week 8 – Lit style question – extract and whole novel (Lit AOs)</p>	<p>Week 2 – Persuasive piece – visit The Globe (AO5 and AO6)</p> <p>Week 4 – Discussion of the key themes – who is to blame? (S and L)</p> <p>Week 6 – Analysis of a key scene – focus on including context (Lit AOs)</p>	<p>Week 2 – Key character diary entry (AO5 and AO6)</p> <p>Week 4 – Lit style question – extract and whole play (Lit AOs)</p>	<p>Week 2 – End of year writing exam (AO5 and AO6)</p> <p>Week 4 – Comparison of two political speeches (AO1, AO2, AO3, AO4)</p> <p>Week 6 – End of year reading exam (AO1, AO2, AO3 AO4)</p>	<p>Week 2 – Analysis of poem from anthology (Lit AOs)</p> <p>Week 4 – Comparison of two poems from the anthology (Lit AOs)</p> <p>Week 6 – Personal poetry project (AO5 and AO6)</p>
Homework	<p>Week 2 – Short description of a horror setting in preparation for creating own horror story (flipped learning)</p>	<p>Week 2 – Critical thinking – film review</p> <p>Week 4 – author study. Research and presentation to be created.</p>	<p>Week 2 – Research The Globe Theatre and create information leaflet.</p> <p>Week 4 – Revision of key themes from the play Macbeth</p>	<p>Week 2 – Mind-map on key character in preparation for diary entry</p> <p>Week 4 – Revision of key quotes in preparation for assessment</p>	<p>Week 2 – "Filling in the gaps" literacy homework</p> <p>Week 4 – "Filling in the gaps" literacy homework</p> <p>Week 6 – "Filling in the gaps" literacy homework</p>	<p>Week 2 – Revision of poetic techniques – complete glossary sheet</p> <p>Week 4 – Revision of poems studied.</p>

	<p>Week 4 - Prepare questions for interview with a horror character</p> <p>Week 6 - Linguistic technique glossary sheet</p> <p>Weekly spelling tests will also be set.</p>	<p>Week 6 - Read and annotate extract from novel in preparation for assessed piece</p> <p>Week 8 - revision quiz based on key events and characters from the novel</p>	<p>Week 6 - Revision of key quotes from Act 1 Scene 7 in preparation for assessed piece</p>			<p>Week 6 - Prepare poem and practise performance for the inter-house poetry slam competition.</p>
RRS	<p>Reading and spelling tests</p> <p>Roald Dahl day 13/9/17 - associated lessons</p> <p>National Poetry Day - Poetry competition (years 7-9)</p>		<p>World Book Day Associated lessons</p>		<p>Shakespeare's birthday - 23/4/2015</p> <p>Inter-house Political speech campaign</p> <p>Tests</p>	<p>National Sports Week</p>



English Department - Year 9 Long Term Curriculum Map 2017/2018

	Half Term 1 6 and a half weeks	Half Term 2 7 and a half weeks	Half Term 3 6 weeks	Half Term 4 5 weeks	Half Term 5 6 weeks	Half Term 6 7 weeks
Half Termly Focus	<p>WAR . . . WHAT IS IT GOOD FOR?</p> <p>Explore the theme of conflict through a range of different reading material including: non-fiction texts, letters, diaries, speeches, autobiographies etc. Practise comparison skills in style of Language Paper 2 Q2.</p> <p>Study Exposure, Bayonet Charge from Anthology.</p> <p>Study Suicide in the Trenches and other unseen poems about war. Practise analysis skills in style of Literature Paper 2 section C unseen.</p> <p>Develop creative writing skills. Use images and clips to practise descriptive writing skills in style of Language Paper 2 Q5.</p> <p>1 reading lesson per week:</p>	<p>WAR . . . WHAT IS IT GOOD FOR?</p> <p>Develop creative writing skills. Use images and clips to practise descriptive writing skills in style of Language Paper 2 Q5.</p> <p>Study Charge of the Light Brigade, The Emigree, Kamikaze, Poppies. Practise analysis and comparison skills in style of Literature Paper 2 section B Poetry comparison. Focus on the experience of war.</p> <p>Speaking and listening. Research key poets from poems studies in HT1 and HT2, and context, and practise delivering presentation to class.</p>	<p>LET'S GET READING . . . MODERN PLAY</p> <p>Read An Inspector Calls/Blood Brother/DNA. Whole Play. Explore the language, structure and other techniques used.</p> <p>Explore the social and historical context of the play. Read a range of non-fiction texts to develop contextual awareness. Eg. Role of women, role of men, Industrial Revolution, family, upper and lower class etc.</p> <p>Develop creative writing skills using diary entries etc.</p>	<p>LET'S GET READING . . . MODERN PLAY</p> <p>Continue reading play. Focus on key scenes to prepare for Explore the language, structure and other techniques used. Explore the social and historical context of the play. Prepare for assessed piece on a character from the play in the style of Paper 2 Section A.</p> <p>Writing to express viewpoint. Prepare to produce a persuasive piece from the perspective of one of the characters from the play.</p>	<p>ROMEO AND JULIET</p> <p>Introduce play. Look at context, characters and plot (via the easy reader).</p> <p>Explore the social and historical context of the play. Read a range of non-fiction texts to develop contextual awareness. Eg. Role of women, role of men, attitudes to religion and superstition, violence etc.</p> <p>Read the whole of Act 1 with your class. Practise analysis of Prologue, Act 1 scene 1, Act 1 scene 2 and Act 1 scene 5. Explore the language, structure and other techniques used. Explore the social and historical context of the play</p>	<p>ROMEO AND JULIET</p> <p>Read to the end of the play. Focus on key scenes. Explore the language, structure and other techniques used. Explore the social and historical context of the play Act 2 scene 2, Act 3 scene 1, Act 3 scene 5, Act 5 scene 3. Practise analysis of key scenes.</p> <p>Explore the social and historical context of the play. Read a range of non-fiction texts to develop contextual awareness. Eg. Role of women, role of men, attitudes to religion and superstition, violence etc.</p>

	M Band Book Thief S Band Private Peaceful Boy in the Striped Pyjamas J Band					
AOs	<p>English language writing skills:</p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Language reading skills:</p> <p>AO1 - show understanding of a text and make inferences</p> <p>English Literature skills:</p> <p>AO1: Read, understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p>	<p>English language writing skills:</p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Literature skills:</p> <p>AO1: Read, understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p>	<p>English Language reading skills:</p> <p>AO3 - ability to compare writers' ideas and perspectives</p> <p>English Literature skills:</p> <p>AO1: Read, understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	<p>English language writing skills:</p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Language reading skills:</p> <p>AO2 - analysis of language and structure</p>	<p>English language writing skills:</p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Language reading skills:</p> <p>AO1 - show understanding of a text and make inferences</p> <p>AO2 - analysis of language and structure</p>	<p>English Language reading skills:</p> <p>AO4 - Ability to critically evaluate a text</p> <p>English Literature skills:</p> <p>AO1: Read, understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>

	<p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	<p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>				
Formal Assessment (recorded on SIMS)	Speaking and Listening:	Speaking and Listening: Formal presentation delivered to the class based on a key poet/context etc.	Speaking and Listening: Dramatic role play/monologue on one of the characters	Speaking and Listening:	Speaking and Listening: Jeremy Kyle Show after Act 1 scene 5.	Speaking and Listening:
	Reading:	Reading: Lit: Comparison of two poems	Reading:	Reading: Literature mock Paper 2 section A - modern play	Reading:	Reading: Lit: Capulet question
	Writing: Creative writing based on an image of 9/11	Writing:	Writing: Diary entry from character from play	Writing	Writing: Description of a disagreement	Writing:
Key Pieces	<p>Week 2</p> <p>9/11 creative writing piece in style of Language Paper 1 Section B Q5 - mark out of 40 - to be completed in class time (45 mins)</p> <p>Week 4</p> <p>Study Out of the Blue as an unseen, linked to Literature Paper 2 Section C Poetry exam - mark out of 24 - to be completed in class time. How is the experience of war presented? Create 2-3 PEE paragraphs (45 mins)</p> <p>Week 6</p>	<p>Week 2</p> <p>PEE paragraphs on Poppies. How does the poet present strong feelings? - mark out of 24 - to be completed in class time (45 minutes)</p> <p>Week 4</p> <p>Paper 2 Section B poetry comparison. Could be on any of the poems studied in HT1 and HT2: Exposure, Bayonet Charge, Charge of the Light Brigade, The Emigree, Kamikaze, Poppies. How is the experience of war presented? Create 2 comparative PEEs - mark out 30 - to be</p>	<p>Week 2</p> <p>Dramatic role play on one of the main characters. Mrs Birling, Mrs Johnson or Phil</p> <p>Week 4</p> <p>Comparison of context resources in the style of a Language paper 2 Q4 - writers' viewpoints and perspectives - two sources (one old/one new) on gangs or factory conditions or family/gender roles - "Compare how the writers' convey their different perspectives" - Create a comparative PEE on language - mark out of 16</p>	<p>Week 2</p> <p>Persuasive writing piece in style of Language paper 2 section B Q5. Micky to persuade Mrs. Lyons to give him a job, Eva to persuade Mrs. Birling to give her charity, Phil to persuade Brian to give a statement - mark out of 40 and to be completed in class time (45 mins)</p> <p>Week 4</p> <p>Extract from the play and character question. "How does the writer use language to present the character?" - mark out of</p>	<p>Week 1</p> <p>Language paper 2 Q1 style statements from a non-fiction contextual source. Mark out of 4</p> <p>Week 2</p> <p>Description of a fight scene/opening to a short story about a disagreement. Use fight scene Act 1 scene 1 for inspiration and an image from the fight scene as stimulus. Creative writing piece in the style of Language Paper 1 section B Q5 - mark out of 40 - to be completed in class time (45 mins)</p>	<p>Week 3</p> <p>Language paper 1 Q4. "To what extent do you agree that Juliet shows courage in Act 3 Scene 5?" - mark out of 20 - product 3 PEEs</p> <p>Week 5</p> <p>Lord Capulet literature question. Used for groupings for GCSE. "How is Capulet presented in this scene and elsewhere in the play? (30+3 marks)</p>

	<p>Link to Language paper 2 question 2. Compare two sources</p> <p>"Write a summary of the differences between the experience of war in source A and source B"</p> <p>Source A - account of trench life</p> <p>Source B - account of 9/11. Create a comparative PEE on the sources - mark out of 8</p>	<p>complete in class time (45 minutes)</p> <p>Week 6</p> <p>Write a description of life in the trenches using an image in the style of Language Paper 1 Section B Q5 - mark out of 40 (45 minutes)</p>	<p>Week 6</p> <p>Diary entry from the perspective of a character. Mark as a Language paper 1 Q5 - mark out of 40.</p>	<p>12 - in style of Language Paper 2 question 3</p>	<p>Week 4</p> <p>Romeo and Juliet question on Romeo's emotions in Act 1 Scene 5. "How does Shakespeare use language to present Romeo's feelings?" - Produce three PEEs - Mark out of 12 in the style of a Language paper 2 Q3.</p>	
Homework	<p>Week 1</p> <p>Flip learning - Research 9/11. Watch Youtube video and take notes to share with class.</p> <p>Week 3</p> <p>Research post-traumatic stress disorder in preparation for reading Suicide in the Trenches</p> <p>Week 5</p> <p>Flip learning - annotate the poem Poppies over half term, ready to feedback in lesson 1.</p>	<p>Week 1</p> <p>Flip learning - Research Kamikaze pilots.</p> <p>Week 3</p> <p>Spelling test on key poetry vocabulary.</p> <p>Week 5</p> <p>Flip learning - watch YouTube clip on life in the trenches and complete worksheet to demonstrate understanding of the difficulties faced by soldiers in the trenches.</p>	<p>Week 1</p> <p>Flip learning - Research social class and hierarchy (Blood Brothers and Inspector Calls) and the 2010 riots in Manchester (DNA)</p> <p>Week 3</p> <p>Prepare a key quotation grid for a theme in the play.</p> <p>Week 5</p> <p>Prepare a key quotation grid for the protagonist in the play.</p>	<p>Week 1</p> <p>Create an AFOREST glossary.</p> <p>Week 3</p> <p>Flip learning - Plan for the persuasive piece that will be completed in class.</p> <p>Week 5</p> <p>Complete revision worksheet in preparation for end of term assessment.</p>	<p>Week 1</p> <p>Flip learning - Research Elizabethan England.</p> <p>Week 2</p> <p>Create a modern day Prologue.</p> <p>Week 3</p> <p>Flip learning - Annotate Act 1 scene 5, when Romeo and Juliet meet.</p>	<p>Week 1</p> <p>Learn key quotations and annotate on the themes of love and hate.</p> <p>Week 3</p> <p>Create a character profile for the Nurse including key quotations.</p> <p>Week 5</p> <p>Create a character profile for Friar Lawrence including key quotations.</p>



English Department - Year 10 Long Term Curriculum Map 2017-2018

English Language - Paper 1 Section A Exam skills - Reading	English Language - Paper 2 Section A Exam Skills - Reading	English Language - Paper 1 Section B Exam Skills - Writing to describe	English Language - Paper 2 Section B Exam Skills - Writing to present a viewpoint
English Literature - Paper One Section A Exam skills - Shakespeare (Romeo and Juliet)	English Literature - Paper Two Section A Exam Skills - Modern Play	English Literature - Paper Two Section B Exam Skills - Comparing power and conflict poems	Review of English Literature Paper Two Preparation for mock examination

Year & groups		Half Term 1 6 ½ weeks Sept - Oct	Half Term 2 7 ½ weeks Nov - Dec	Half Term 3 6 weeks Jan - Feb	Half Term 4 5 weeks Feb - April	Half Term 5 6 weeks April - May	Half Term 6 7 weeks June - July
10 All groups	1	<p>English Language Paper One: Section A (reading) Explorations in creative reading and writing</p> <p>15 minutes reading time (one source) and 45 minutes to answer the four questions</p>	<p>English Language Paper One: Section A (reading) Explorations in creative reading and writing</p> <p>15 minutes reading time and 45 minutes to answer the four questions</p>	<p>English Language Paper One: Section A (reading) Explorations in creative reading and writing</p> <p>15 minutes reading time and 45 minutes to answer the four questions</p>	<p>English Language Paper Two: Section A (reading) Writers' viewpoints and perspectives</p> <p>15 minutes reading time (two sources) and 45 minutes to answer the four questions</p>	<p>English Language Paper Two: Section A (reading) Writers' viewpoints and perspectives</p> <p>15 minutes reading time and 45 minutes to answer the four questions</p>	<p>English Language Paper Two: Section A (reading) Writers' viewpoints and perspectives</p> <p>15 minutes reading time and 45 minutes to answer the four questions</p>
	5 lessons a week	<p>Introduction to Paper 1 Section A</p> <p>Look at single extracts of literature fiction from the 20th or 21st century.</p> <p>Teach subject specific terminology</p> <p>Develop skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p>	<p>Develop pupils understanding of the unit 1 section a examination</p> <p>Continue to look at extracts of literature fiction from the 20th or 21st century.</p> <p>Continue to develop pupils' knowledge of subject specific terminology</p> <p>Develop reading skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p>	<p>Develop pupils understanding of the unit 1 section a examination</p> <p>Continue to look at extracts of literature fiction from the 20th or 21st century.</p> <p>Continue to develop pupils' knowledge of subject specific terminology</p> <p>Develop reading skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p>	<p>Introduction to Paper 2 Section A</p> <p>Look at a range of non-fiction texts from the 19th, 20th and 21st century.</p> <p>Look at a range of formats such as: high quality journalism, articles, reports, travel writing, essays, accounts, letters, diaries, and reports, autobiographical and biographical passages...</p>	<p>Develop pupils understanding of the unit 2 section a examination</p> <p>Continue to look at a range of non-fiction texts from the 19th, 20th and 21st century.</p> <p>Look at a range of formats such as: high quality journalism, articles, reports, travel writing, essays, accounts, letters, diaries, and reports, autobiographical and biographical passages...</p>	<p>Develop pupils understanding of the unit 2 section a examination</p> <p>Continue to look at a range of non-fiction texts from the 19th, 20th and 21st century.</p> <p>Look at a range of formats such as: high quality journalism, articles, reports, travel writing, essays, accounts, letters, diaries, and reports, autobiographical and biographical passages...</p>

	<p>AO1 – Show understanding of a text and make inferences</p> <p>AO2 – Analysis of language and structure</p> <p>AO4 – Ability to critically evaluate a text</p> <p>Start to introduce the four reading questions to pupils</p>	<p>AO1 – Show understanding of a text and make inferences</p> <p>AO2 – Analysis of language and structure</p> <p>AO4 – Ability to critically evaluate a text</p> <p>Practise exam style questions with pupils, look at model answers, how to structure responses, success criteria etc.</p>	<p>AO1 – Show understanding of a text and make inferences</p> <p>AO2 – Analysis of language and structure</p> <p>AO4 – Ability to critically evaluate a text</p> <p>Prepare for mock examination</p> <p>Practise exam style questions with pupils in timed conditions, look at model answers, success criteria etc.</p>	<p>Develop skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p> <p>AO1 – show understanding of a text and make inferences</p> <p>AO2 – analysis of language and structure</p> <p>AO3 – ability to compare writers' ideas and perspectives</p> <p>Start to introduce the four reading questions and how to structure responses using PEE</p>	<p>Develop skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p> <p>AO1 – show understanding of a text and make inferences</p> <p>AO2 – analysis of language and structure</p> <p>AO3 – ability to compare writers' ideas and perspectives</p> <p>Practise exam style questions with pupils, look at model answers, success criteria etc.</p>	<p>Develop skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p> <p>AO1 – show understanding of a text and make inferences</p> <p>AO2 – analysis of language and structure</p> <p>AO3 – ability to compare writers' ideas and perspectives</p> <p>Prepare for mock examination</p> <p>Practise exam style questions with pupils in timed conditions, look at model answers, success criteria etc.</p>
2	<p>English Language Paper One: Section B (writing)</p> <p>Explorations in creative reading and writing</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper One: Section B (writing)</p> <p>Explorations in creative reading and writing</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper One: Section B (writing)</p> <p>Explorations in creative reading and writing</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper Two: Section B (writing)</p> <p>Writers' viewpoints and perspectives</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper Two: Section B (writing)</p> <p>Writers' viewpoints and perspectives</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper Two: Section B (writing)</p> <p>Writers' viewpoints and perspectives</p> <p>45 minutes to produce a piece of extended writing</p>
	<p>Introduction to Section B – Creative and descriptive writing</p> <p>Focus on developing pupils spelling, punctuation and grammar (worth 16/40 marks)</p> <p>Revise descriptive devices with pupils</p> <p>Look at how to structure a piece of</p>	<p>Continue to develop pupils' descriptive and narrative writing skills.</p> <p>Revise sentence structures, paragraphing, and punctuation; explore ways to use them for effect.</p> <p>Give pupils chance to create writing from a written prompt, scenario or visual stimulus.</p>	<p>Continue to develop pupils' descriptive writing skills in preparation for mock examination.</p> <p>Pupils should develop their ability to use different sentence structures, paragraphs and punctuation for effect.</p> <p>Pupils need to practise utilising ambitious vocabulary and descriptive techniques to create effect.</p>	<p>Introduction to Section B – Writing to present a viewpoint</p> <p>Pupils should continue to develop their ability to use different sentence structures, paragraphs and punctuation in order to emphasise their views and create emotional impact.</p> <p>Pupils need to revise rhetorical devices and PAF</p>	<p>Continue to develop pupils' writing – need to be able to present viewpoint</p> <p>Pupils should continue to develop their ability to use different sentence structures, paragraphs and punctuation in order to emphasise their views and create emotional impact.</p> <p>Pupils need to utilise a range of rhetorical devices to help fulfil the PAF</p>	<p>Continue to develop pupils' writing – need to be able to present viewpoint</p> <p>Pupils should continue to develop their ability to use different sentence structures, paragraphs and punctuation in order to emphasise their views and create emotional impact.</p> <p>Pupils need to utilise a range of rhetorical devices and PAF</p>

	<p>descriptive/narrative writing for impact</p> <p>Develop pupils vocabulary - need to be able to make ambitious choices in their writing</p> <p><u>Assessment Objectives:</u></p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Give pupils chance to plan and consider ideas for their writing (content is worth 24/40 marks)</p> <p>Look at how to structure a piece of descriptive/narrative writing for impact</p> <p>Show pupils model answers, share success criteria etc.</p> <p><u>Assessment Objectives:</u></p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Give pupils chance to create writing from a written prompt, scenario or visual stimulus in timed conditions.</p> <p>Give pupils chance to plan and consider ideas for their writing (content is worth 24/40 marks)</p> <p>Show pupils model answers, share success criteria etc.</p> <p>Prepare pupils for mock exam by planning opportunities for them to respond to exam style questions in timed conditions.</p>	<p>Pupils will need time to discuss, explore and reflect on different issues and express their opinions</p> <p>Allow pupils opportunity to plan and gather ideas.</p> <p>Explore different ways to structure writing for effect linked to PAF</p> <p>Start to introduce exam style questions</p> <p><u>Assessment Objectives:</u></p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Pupils will need time to discuss, explore and reflect on different issues and express their opinions</p> <p>Allow pupils opportunity to plan and gather ideas.</p> <p>Explore ways to structure writing for effect linked to PAF</p> <p>Practise responding to exam style questions</p> <p><u>Assessment Objectives:</u></p> <p>AO5 - communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Pupils will need time to discuss, explore and reflect on different issues and express their opinions</p> <p>Allow pupils opportunity to plan and gather ideas.</p> <p>Explore ways to structure writing for effect linked to PAF</p> <p>Prepare pupils for the end of year mock exam by planning opportunities for them to respond to exam style questions in timed conditions.</p>
3, 4, and 5	<p>English Literature Paper One: Section A Shakespeare. Romeo and Juliet</p> <p>Full exam length: 1 hour 45 minutes</p> <p>Fifty five minutes to be spent on this section of the exam.</p>	<p>English Literature Paper Two: Section A Modern prose or Drama An Inspector Calls or Blood Brothers</p> <p>Full exam length: 2 hours and 15 minutes to complete the three sections</p>	<p>English Literature Paper Two: Section A Modern prose or Drama An Inspector Calls or Blood Brothers</p> <p>Full exam length: 2 hours and 15 minutes to complete the three sections</p>	<p>English Literature Paper Two: Section B Poetry: Power and Conflict</p> <p>Full exam length: 2 hours and 15 minutes to complete the three sections</p>	<p>English Literature Paper Two: Section B Poetry: Power and Conflict</p> <p>Full exam length: 2 hours and 15 minutes to complete the three sections</p>	<p>English Literature Paper Two: Section B Poetry: Power and Conflict</p> <p>Full exam length: 2 hours and 15 minutes to complete the three sections</p>

<p>Section A = 34 marks in total</p>	<p>Forty five minutes to be roughly spent on this section of exam.</p> <p>Section A = 34 marks in total</p>	<p>Forty five minutes to be roughly spent on this section of exam.</p> <p>Section A = 34 marks in total</p>	<p>Forty minutes to be roughly spent on this section of the exam</p> <p>Section B = 30 marks in total</p>	<p>Forty minutes to be roughly spent on this section of the exam.</p> <p>Section B = 30 marks in total</p>	<p>Forty minutes to be roughly spent on this section of the exam.</p> <p>Section B = 30 marks in total</p>
<p>Recap the plot, characters and themes of the play with pupils.</p> <p>Annotate key extracts of the text focusing on characterisation and themes and making links to the play as a whole.</p> <p>Explore the plays social and historical context</p> <p>Revise language and dramatic techniques with pupils and explore their effect on the audience.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes</p> <p>Practise exam style questions, show model answers, share success criteria etc.</p> <p>Prepare pupils for a mock exam on English Literature, Paper 1 Section A (Shakespeare)</p> <p><u>Assessment Objectives:</u></p> <p>A01: Read, understand and respond to texts</p>	<p>Introduce the play to pupils.</p> <p>Read the play and focus on developing pupils' understanding of plot, character and themes.</p> <p>Explore the social and historical context of the play.</p> <p>Revise language and dramatic techniques</p> <p>Explore how Priestly/ Russell present the key characters and themes. Link ideas to the effect on the audience.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes. Pupils will not have access to the text or an extract from the play in the exam.</p> <p><u>Assessment Objectives:</u></p> <p>A01: Read, understand and respond to texts</p> <p>Therefore pupils need to develop an informed personal response to the play</p>	<p>Continue to explore the play with pupils</p> <p>Revise pupils' understanding of plot, character and themes</p> <p>Continue to explore the social and historical context of the play.</p> <p>Continue to revise language and dramatic techniques and explore their effect on the audience</p> <p>Continue to explore how Priestly/ Russell present the key characters and themes. Link ideas to the effect on the audience.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes. Pupils will not have access to the text or an extract from the play in the exam.</p> <p>Continue to find links between events in the play and its social and historical context</p>	<p>Introduce the key themes power and conflict. Explore interpretations of the key words and the various types of conflict.</p> <p>Explore connotations of conflict and power.</p> <p>Revise poetic techniques and structures</p> <p>Introduce poems to pupils</p> <p>Read the poems. Discuss relevance of the title. Explore content, themes and ideas.</p> <p>Annotate poems looking at language and structure, Start to explore their effect on the reader (AO2). Encourage pupils to think about the contextual elements (AO3).</p> <p>Aim to study the following poems this half term:</p> <p><u>Poppies by Jane Weir</u></p> <p><u>War Photographer by Carol Ann Duffy</u></p> <p><u>Remains by Simon Armitage</u></p> <p><u>Kamikaze by Beatrice Garland</u></p>	<p>Teach the following poems this half term:</p> <p><u>Checking Out My History by John Agard</u></p> <p><u>London by William Blake</u></p> <p><u>Ozymandias by Percy Shelley</u></p> <p><u>My Last Duchess by Robert Browning</u></p> <p><u>Tissue by Imitias Dharker</u></p> <p>Read each of the poems. Discuss relevance of the title. Explore content, themes and ideas.</p> <p>Annotate poems looking at language and structure, start to explore their effect on the reader (AO2). Encourage pupils to think about the contextual elements covered in the poems (AO3).</p> <p>Start to discuss any links between the poems</p> <p>Complete SLIMS grid for each poem (can be used as a revision aid later).</p>	<p>Teach the following poems this half term:</p> <p><u>The Prelude by William Wordsworth</u></p> <p><u>Storm on the Island by Seamus Heaney</u></p> <p><u>Bayonet Charge by Ted Hughes</u></p> <p><u>Exposure by Wilfred Owen</u></p> <p><u>The Charge of the Light Brigade by Alfred Lloyd Tennyson</u></p> <p>Read each of the poems. Discuss relevance of the title. Explore content, themes and ideas.</p> <p>Annotate poems looking at language and structure, start to explore their effect on the reader (AO2). Encourage pupils to think about the contextual elements covered in the poems (AO3).</p> <p>Start to discuss any links between the poems</p>

	<p>Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	<p>Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	<p>Look at how to structure an essay in response to exam style questions.</p> <p>Share model answers, success criteria with pupils.</p> <p>Practise exam style questions with pupils (no extract or text will be available for pupils in the exam).</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	<p>Start to discuss any links between the poems</p> <p>Complete SLIMS grid for each poem (can be used as a revision aid later).</p> <p>Complete general PEE paragraphs to help develop personal responses to the different poems (AO1)</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p>	<p>Complete general PEE paragraphs to help develop personal responses to the different poems (AO1)</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p>	<p>Complete SLIMS grid for each poem (can be used as a revision aid later).</p> <p>Complete general PEE paragraphs to help develop personal responses to the different poems (AO1)</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p>
Assessments	English Literature mock exam based on Paper 1					

	Section A (Shakespeare) to be completed in class in timed conditions.		English Language mock exam based on Paper 1 Section A and B One hour and 45 minutes in total. English Literature mock exam based on Paper 2 Section B (modern play) to be completed in class in timed conditions			English Language mock exam based on Paper 2 Section A and B
Key pieces	<p>Week 2 - Kes extract Paper 1, question 2 - analysis of language. Pupils to create 2 PEE paragraphs in response to an exam style question.</p> <p>Week 4 - Kes extract Paper 1, question 4 - Critical evaluation. To what extent do you agree that Hines successfully presents Billy's difficult life in the extract? Pupils to create 2/3 PEEs in response to the exam style question.</p> <p>Week 7 - Literature: Paper 1 Section A Shakespeare exam style question. Unseen (extract will be taken from Act 1 or 2)</p>	<p>Week 2 - Language Paper 1 Section B - Question 5 Describe an abandoned town. Pupils to produce at least 1 ½ sides of A4.</p> <p>Week 4 - Great Expectations extract Language Paper 1, question 3. Pupils to respond to an exam style question and construct three PEEs on the structure of the text.</p> <p>Week 7 - Modern Play. Literature: Paper 2 Section A. Essay style question - pupils to construct 3 PEEs in response to one of the following: Blood Brothers: How is the Mrs Johnstone presented during the opening of the play? An Inspector Calls: How is Mr Birling at the start of the play?</p>	<p>Week 2 - English Language Paper 1 Section B - internal examination - question 5. Pupils to complete in exam conditions - 1 lesson only. Date tbc.</p> <p>Week 4 - English Literature: Paper 2 Section A - internal exam. Pupils to respond to an exam question on the modern play. Exam conditions - 1 lessons only. Date tbc.</p> <p>Week 6 - English Language Paper 1 Section A - internal examination - questions 1-4. Pupils to complete in exam conditions - 2 lessons only. Date tbc.</p>	<p>Week 1 - English Language Paper 2 Section A - question 2. Pupils to construct 2 comparative PEEs summarising the differences between the two extracts.</p> <p>Week 3 - English Language Paper 2 Section A - question 4. Pupils to construct 2 comparative PEEs comparing the writers' viewpoints and perspectives.</p> <p>Week 5 - English Literature Pupils to construct 2 PEEs explaining how the soldier's experience of war is presented in poem Bayonet Charge.</p>	<p>Week 2 - Paper 2 Section B Question 5 Pupils to construct a speech expressing their viewpoint on banning sugar in schools.</p> <p>Week 4 - English Literature Paper 2 Section B Internal examination. Comparison of two poems from the Power and Conflict Anthology. Pupils to complete in exam conditions - 1 lesson only.</p> <p>Week 6 - English Language Paper 2 Section A - question 3. Pupils to create 3 PEE paragraphs in response to an exam style question.</p>	<p>Week 2 or 3 - Paper 2 Section A and B mock examination. Internal exam - to be completed in the hall (classed as two key pieces).</p> <p>Week 5 - English Literature Paper 2 Section B Analysis of an unseen poem. Pupils to create two detailed PEEs.</p>

			DNA: How is the theme of Phil presented at the start of the play?				
	ESD	Catch up sessions for pupils who have missed any Shakespeare revision	Catch up sessions on Blood Brothers / An Inspector Calls / DNA exploring plot and characterisation	Catch up sessions on Blood Brothers / An Inspector Calls / DNA looking at how to structure an exam style response	Catch up sessions on power and conflict poetry.	Catch up sessions on power and conflict poetry	Revision in preparation for mock exams and power and conflict poetry.
	H/W tasks	<p>Week 1</p> <p>Create a mind map on key characters/themes of Romeo and Juliet to revise content covered in year 9.</p> <p>Week 3</p> <p>Flip learning - Key quote analysis from Act 3 Scene 1.</p> <p>Week 5</p> <p>Flip learning - Annotate Act 3 Scene 5 before covering in class.</p> <p>Week 7</p> <p>Flip learning - Revise social and history context for the play they are studying next term.</p>	<p>Week 1</p> <p>Create a character profile for Mr Birling (Inspector), Mrs Johnstone (Blood Brothers) or Leah (DNA)</p> <p>Week 3</p> <p>Create a detailed mind-map on a theme of choice from the play including key quotations.</p> <p>Week 5</p> <p>Key vocabulary spelling test and glossary of key words/terminology.</p>	<p>Week 1</p> <p>Flip learning - Create a plan for the descriptive writing key piece. Planning grid to be provided for students.</p> <p>Week 3</p> <p>Revise key quotations in preparation for literature assessment.</p> <p>Week 5</p> <p>Revise for paper 1 reading assessment. Practise extract to be provided.</p>	<p>Week 1</p> <p>Flip learning - Research post-traumatic stress disorder.</p> <p>Week 3</p> <p>Flip learning - Photo from war provided and pupils to write down five questions they would like to ask the photographer. Then swap in class and pupils to respond to each other from perspective of photographer.</p> <p>Week 5</p> <p>Glossary of key poetic techniques with examples from the poems covered so far.</p>	<p>Week 1</p> <p>Flip learning - Research a historical figure who has lost their power/who did not have the respect from the people they were leading.</p> <p>Week 3</p> <p>Create a persuasive speech on something you would like to see changed in school.</p> <p>Week 5</p> <p>Flip learning - Annotate The Prelude ahead of studying in class.</p>	<p>Week 1</p> <p>Revise for paper 2 reading assessment. Practise extract to be provided.</p> <p>Week 3</p> <p>Flip learning - annotate unseen poem to be studied in class following this.</p> <p>Week 5</p> <p>Research the author: Dickens. Stevenson or Shelley and read chapter one ready for the first lesson. Online link will be provided.</p>



English Department - Year 11 Long Term Curriculum Map 2017 - 2018

English Language - Paper 1 Section A Exam skills - Reading	English Language - Paper 1 Section B Exam Skills - Writing to describe	English Language - Paper 2 Section A Exam Skills - Reading	English Language - Paper 2 Section B Exam Skills - Writing to present a viewpoint	English Literature - Paper One Section A Exam skills - Shakespeare (Romeo and Juliet)
English Literature - Paper One Section A 19 th Century novel	English Literature -Paper Two: Section B Poetry: Power and Conflict	English Literature -Paper Two: Section A. Modern prose or Drama	English Literature -Paper Two: Section C. Poetry: Unseen	

Year & groups		Half Term 1 6 ½ weeks Sept - Oct	Half Term 2 7 ½ weeks Nov - Dec	Half Term 3 6 weeks Jan - Feb	Half Term 4 5 weeks Feb - April	Half Term 5 6 weeks April - May	Half Term 6 7 weeks June - July
11 All groups	1	English Language Paper One: Section A (reading) Explorations in creative reading and writing 15 minutes reading time (one source) and 45 minutes to answer the four questions	English Language Paper One: Section A (reading) Explorations in creative reading and writing 15 minutes reading time and 45 minutes to answer the four questions	English Language Paper Two: Section A (reading) Writers' viewpoints and perspectives 15 minutes reading time (two sources) and 45 minutes to answer the four questions	English Language Paper Two: Section A (reading) Writers' viewpoints and perspectives 15 minutes reading time and 45 minutes to answer the four questions	English Language Paper One: Section A (reading) Explorations in creative reading and writing 15 minutes reading time and 45 minutes to answer the four questions	English Language Paper Two: Section A (reading) Writers' viewpoints and perspectives 15 minutes reading time and 45 minutes to answer the four questions 3 lessons a week
	5 lessons a week	Reintroduce the skills for the paper 1 section A exam Look at single extracts of literature fiction from the 20 th or 21 st century. Teach subject specific terminology Develop skills linked to the different assessment objectives <u>Assessment objectives:</u>	Develop pupils understanding of the unit 1 section A examination Continue to look at extracts of literature fiction from the 20 th or 21 st century. Continue to develop pupils' knowledge of subject specific terminology Develop reading skills linked to the different assessment objectives	Reintroduce the skills needed for the Paper 2 Section A Look at a range of non-fiction texts from the 19 th , 20 th and 21 st century. Look at a range of formats such as: high quality journalism, articles, reports, travel writing, essays, accounts, letters, diaries, and reports, autobiographical and biographical passages...	Develop pupils understanding of the unit 2 section A examination Continue to look at a range of non-fiction texts from the 19 th , 20 th and 21 st century. Look at a range of formats such as: high quality journalism, articles, reports, travel writing, essays, accounts, letters, diaries, and reports, autobiographical and biographical passages...	Develop pupils understanding of the unit 1 section A examination Continue to look at extracts of literature fiction from the 20 th or 21 st century. Continue to develop pupils' knowledge of subject specific terminology Develop reading skills linked to the different assessment objectives	Develop pupils understanding of the unit 2 section A examination Continue to look at a range of non-fiction texts from the 19 th , 20 th and 21 st century. Look at a range of formats such as: high quality journalism, articles, reports, travel writing, essays, accounts, letters, diaries, and reports, autobiographical and biographical passages...

		<p>AO1 - Show understanding of a text and make inferences</p> <p>AO2 - Analysis of language and structure</p> <p>AO4 - Ability to critically evaluate a text</p> <p>Start to reintroduce the four reading questions to pupils</p>	<p><u>Assessment objectives:</u></p> <p>AO1 - Show understanding of a text and make inferences</p> <p>AO2 - Analysis of language and structure</p> <p>AO4 - Ability to critically evaluate a text</p> <p>Prepare for mock examination</p> <p>Practise exam style questions with pupils, look at model answers, how to structure responses, success criteria etc.</p>	<p>Develop skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p> <p>AO1 - show understanding of a text and make inferences</p> <p>AO2 - analysis of language and structure</p> <p>AO3 - ability to compare writers' ideas and perspectives</p> <p>Start to introduce the four reading questions and how to structure responses using PEE</p>	<p>Develop skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p> <p>AO1 - show understanding of a text and make inferences</p> <p>AO2 - analysis of language and structure</p> <p>AO3 - ability to compare writers' ideas and perspectives</p> <p>Prepare for mock examination</p> <p>Practise exam style questions with pupils, look at model answers, success criteria etc.</p>	<p><u>Assessment objectives:</u></p> <p>AO1 - Show understanding of a text and make inferences</p> <p>AO2 - Analysis of language and structure</p> <p>AO4 - Ability to critically evaluate a text</p> <p>Prepare for examination Tuesday, 6th June 2017</p> <p>Practise exam style questions with pupils, look at model answers, how to structure responses, success criteria etc.</p>	<p>Develop skills linked to the different assessment objectives</p> <p><u>Assessment objectives:</u></p> <p>AO1 - show understanding of a text and make inferences</p> <p>AO2 - analysis of language and structure</p> <p>AO3 - ability to compare writers' ideas and perspectives</p> <p>Prepare for mock examination</p> <p>Practise exam style questions with pupils in timed conditions, look at model answers, success criteria etc.</p>
2	<p>English Language Paper One: Section B (writing)</p> <p>Explorations in creative reading and writing</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper One: Section B (writing)</p> <p>Explorations in creative reading and writing</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper Two: Section B (writing)</p> <p>Writers' viewpoints and perspectives</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper Two: Section B (writing)</p> <p>Writers' viewpoints and perspectives</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper One: Section B (writing)</p> <p>Explorations in creative reading and writing</p> <p>45 minutes to produce a piece of extended writing</p>	<p>English Language Paper Two: Section B (writing)</p> <p>Writers' viewpoints and perspectives</p> <p>45 minutes to produce a piece of extended writing</p>	
	<p>Reintroduction to Section B - Creative and descriptive writing</p> <p>Focus on developing pupils spelling, punctuation and grammar (worth 16/40 marks)</p> <p>Revise descriptive devices with pupils</p> <p>Look at how to structure a piece of</p>	<p>Continue to develop pupils' descriptive and narrative writing skills.</p> <p>Revise sentence structures, paragraphing, and punctuation; explore ways to use them for effect.</p> <p>Give pupils chance to create writing from a written prompt, scenario or visual stimulus.</p>	<p>Reintroduction to Section B - Writing to present a viewpoint</p> <p>Pupils should continue to develop their ability to use different sentence structures, paragraphs and punctuation in order to emphasise their views and create emotional impact.</p> <p>Pupils need to revise rhetorical devices and PAF</p>	<p>Continue to develop pupils' writing - they need to be able to present a viewpoint</p> <p>Pupils should continue to develop their ability to use different sentence structures, paragraphs and punctuation in order to emphasise their views and create emotional impact.</p> <p>Pupils need to utilise a range of rhetorical devices to help fulfil the PAF</p>	<p>Continue to develop pupils' descriptive and narrative writing skills.</p> <p>Revise sentence structures, paragraphing, and punctuation; explore ways to use them for effect.</p> <p>Give pupils chance to create writing from a written prompt, scenario or visual stimulus.</p> <p>Give pupils chance to plan and consider ideas for their</p>	<p>2 lessons a week</p> <p>Continue to develop pupils' writing - need to be able to present a viewpoint</p> <p>Pupils should continue to develop their ability to use different sentence structures, paragraphs and punctuation in order to emphasise their views and create emotional impact.</p> <p>Pupils need to utilise a range of rhetorical devices to help fulfil the PAF</p>	

	<p>descriptive/narrative writing for impact</p> <p>Develop pupils vocabulary – need to be able to make ambitious choices in their writing</p> <p>Assessment Objectives:</p> <p>AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Give pupils chance to plan and consider ideas for their writing (content is worth 24/40 marks)</p> <p>Look at how to structure a piece of descriptive/narrative writing for impact</p> <p>Show pupils model answers, share success criteria etc.</p> <p>Prepare for mock examination</p> <p>Assessment Objectives:</p> <p>AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Pupils will need time to discuss, explore and reflect on different issues and express their opinions</p> <p>Allow pupils opportunity to plan and gather ideas.</p> <p>Explore different ways to structure writing for effect linked to PAF</p> <p>Start to introduce exam style questions</p> <p>Assessment Objectives:</p> <p>AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Pupils will need time to discuss, explore and reflect on different issues and express their opinions</p> <p>Allow pupils opportunity to plan and gather ideas.</p> <p>Explore ways to structure writing for effect linked to PAF</p> <p>Practise responding to exam style questions</p> <p>Prepare for mock examination</p> <p>Assessment Objectives:</p> <p>AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>writing (content is worth 24/40 marks)</p> <p>Look at how to structure a piece of descriptive/narrative writing for impact</p> <p>Show pupils model answers, share success criteria etc.</p> <p>Prepare for mock examination</p> <p>Assessment Objectives:</p> <p>AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Pupils will need time to discuss, explore and reflect on different issues and express their opinions</p> <p>Allow pupils opportunity to plan and gather ideas.</p> <p>Explore ways to structure writing for effect linked to PAF</p> <p>Practise responding to exam style questions</p> <p>Prepare for mock examination</p> <p>Assessment Objectives:</p> <p>AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical techniques to support coherence and cohesion of texts</p> <p>AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
3, 4, and 5	<p>English Literature Paper One: Section B</p> <p>The 19th century novel</p> <p>Full exam length: 1 hour 45 minutes</p>	<p>English Literature Paper One: Section B</p> <p>The 19th century novel</p> <p>Full exam length: 1 hour 45 minutes</p>	<p>English Literature Paper Two: Section C</p> <p>Poetry: Unseen</p> <p>Two questions for pupils to complete.</p>	<p>English Literature Paper Two: Section A</p> <p>Modern prose or Drama</p> <p>An Inspector Calls or Blood Brothers</p>	<p>English Literature Paper Two: Section B</p> <p>Poetry: Power and Conflict</p> <p>1 lesson a week</p> <p>Full exam length: 2 hours and 15 minutes to complete the three sections</p>	

		<p>Fifty minutes to be spent on this section of the exam.</p> <p>Section B = 30 marks in total</p> <p>3 lessons a week</p> <p>Introduce the novel to the pupils</p> <p>Read the novel. Focus some lessons on exploring the plot, characters and themes.</p> <p>Annotate key extracts of the text focusing on characterisation and themes and making links to the novel as a whole.</p> <p>Explore the novels social and historical context</p> <p>Analyse the writer's use of language and structural devices in the novel and explore their effect on the reader.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes</p> <p>Practise exam style questions, show model answers, share success criteria etc.</p> <p><u>Assessment Objectives:</u></p>	<p>Fifty minutes to be spent on this section of the exam.</p> <p>Section B = 30 marks in total</p> <p>3 lessons a week</p> <p>Continue to explore the novel with pupils.</p> <p>Revise pupils' understanding of plot, character and themes</p> <p>Annotate key extracts of the text focusing on characterisation and themes and making links to the novel as a whole.</p> <p>Explore the novels social and historical context</p> <p>Analyse the writer's use of language and structural devices in the novel and explore their effect on the reader.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes</p> <p>Practise exam style questions, show model answers, share success criteria etc.</p> <p>Prepare pupils for full paper 1 mock exam</p>	<p>Part A = 24 marks Write a response to an unseen poem</p> <p>Part B = 8 marks Write a comparative response to two unseen poems</p> <p>3 lessons a week</p> <p>Continue to explore the play with pupils</p> <p>Revise pupils' understanding of plot, character and themes</p> <p>Continue to explore the social and historical context of the play.</p> <p>Continue to revise language and dramatic techniques and explore their effect on the audience</p> <p>Continue to explore how Priestly/ Russell present the key characters and themes. Link ideas to the effect on the audience.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes. Pupils will not have access to the text or an extract from the play in the exam.</p> <p>Continue to find links between events in the play</p>	<p>Full exam length: 2 hours and 15 minutes to complete the three sections</p> <p>Forty five minutes to be roughly spent on this section of exam.</p> <p>Section A = 34 marks in total</p> <p>3 lessons a week</p> <p>Exam Revision</p> <p>Revise pupils' understanding of plot, character and themes</p> <p>Continue to explore the social and historical context of the play.</p> <p>Continue to revise language and dramatic techniques and explore their effect on the audience</p> <p>Continue to explore how Priestly/ Russell present the key characters and themes. Link ideas to the effect on the audience.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes. Pupils will not have access to the text or an extract from the play in the exam. Continue to find links between events in the play and its social and historical context</p>	<p>Forty five minutes to be roughly spent on this section of the exam.</p> <p>Section B = 30 marks in total</p> <p>Read each of the poems. Discuss relevance of the title.</p> <p>Explore content, themes and ideas.</p> <p>Annotate poems looking at language and structure, start to explore their effect on the reader (AO2). Encourage pupils to think about the contextual elements covered in the poems (AO3).</p> <p>Start to discuss any links between the poems</p> <p>Complete SLIMS grid for each poem (can be used as a revision aid later).</p> <p>Complete general PEE paragraphs to help develop personal responses to the different poems (AO1)</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant</p>	
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		<p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	<p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks)</p>	<p>and its social and historical context</p> <p>Look at how to structure an essay in response to exam style questions.</p> <p>Share model answers, success criteria with pupils.</p> <p>Practise exam style questions with pupils (no extract or text will be available for pupils in the exam).</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p>	<p>Look at how to structure an essay in response to exam style questions.</p> <p>Share model answers, success criteria with pupils.</p> <p>Practise exam style questions with pupils (no extract or text will be available for pupils in the exam).</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	<p>subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>English Literature Paper One: Section A Shakespeare. Romeo and Juliet 1 lesson a week Section A = 34 marks in total</p> <p>Recap the plot, characters and themes of the play with pupils.</p> <p>Annotate key extracts of the text focusing on characterisation and themes and making links to the play as a whole.</p> <p>Explore the plays social and historical context</p> <p>Revise language and dramatic techniques with pupils and explore their effect on the audience.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes</p> <p>Practise exam style questions, show model answers, share success criteria etc.</p> <p>Prepare pupils for a mock exam on English Literature, Paper 1 Section A (Shakespeare)</p>	
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						<p><u>Assessment Objectives:</u> AO1: Read, understand and respond to texts Therefore pupils need to develop an informed personal response to the play Use textual references including quotations to support and illustrate interpretations (12 marks).</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology (12 marks).</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written (6 marks).</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (4 marks).</p>	
<p>English Literature Paper One: Section B The 19th century novel Full exam length: 1 hour 45 minutes</p> <p>Fifty minutes to be spent on this section of the exam.</p> <p>Section B = 30 marks in total 1 lesson a week</p> <p>Prepare the pupils for the Paper 1 literature exam</p>							

						<p>Revise pupils' understanding of plot, character and themes</p> <p>Annotate key extracts of the text focusing on characterisation and themes and making links to the novel as a whole.</p> <p>Explore the novels social and historical context</p> <p>Analyse the writer's use of language and structural devices in the novel and explore their effect on the reader.</p> <p>Complete quotation hunts with pupils and find ways to help them memorise key quotations linked to character and themes</p> <p>Practise exam style questions, show model answers, share success criteria etc.</p> <p>Prepare pupils for full paper 1 mock exam</p>	
Assessments		<p>Full paper one English Language mock exam</p> <p>Full paper one English literature mock exam (Shakespeare and 19th century novel)</p>		<p>Full paper two English language mock exam</p> <p>Full paper two English literature mock exam (Play, conflict poems and unseen poems).</p>	<p>Tuesday, 22nd May 2017 English Literature paper 1 exam</p> <p>Friday, 25th May 2017 English literature paper 2 exam</p>	<p>Tuesday, 5th June 2017 English language Paper 1 exam</p> <p>Friday, 8th June 2017 English language paper 2 exam</p>	
ESD	All pupils to attend.	All pupils to attend.	All pupils to attend.	All pupils to attend.	All pupils to attend.	All pupils to attend.	All pupils to attend.
	Read Romeo and Juliet (the full play)	Read Romeo and Juliet (the full play) Revision	Speaking and listening presentation	Speaking and listening presentation	Revision of Romeo and Juliet and the 19 th century novel.	Revision sessions leading up to the Paper 1 and Paper 2 mock examination.	

		Complete revision sheets of plot, character, themes, language and structure in each scene. Booklet to be provided.	Complete revision sheets of plot, character, themes, language and structure in each scene. Booklet to be provided.			Pupils to revise key chapters/scenes. Revise key quotations and practise exam style questions.	
Marking	Key Pieces	Week 2 – Focus on English Language section A. Pupils to respond to a text and create 2 PEEs analysing the language used. Question 2 Week 4 – Focus on English Literature. Pupils to be given a short extract from the 19 th century novel and create two PEEs on the presentation of a character theme or setting, Week 6 – Focus on English Language section A. Pupils to respond to a text and create three evaluative PEEs in response to question 4 .	Week 2 – Focus on English Literature. Pupils to be given a short extract from the 19 th century novel and create three PEEs on the presentation of a character or theme. One PEE must focus on the whole novel. Pupils should memorise their own quotations. Week 4 – Focus on English Language Section B. Pupils to create a piece of descriptive writing using an image as a stimulus. Question 5 Week 6 – Focus on English Language. Pupils to respond to a text and analyse the language used. Question 3 .	Week 1 – marking of Paper one mock examination. Week 3 – Focus on English language section A. Pupils to respond to two non-fiction texts and create 2 comparative PEEs summarising the differences. Question 2 Week 5 – Focus on English Literature section B. Pupils to create 2 comparative PEEs comparing how the effects of war are presented in Poppies and one other poem.	Week 1 – Focus on English Language section A. Pupils to respond to two non-fiction texts and compare the writers' views. Question 4 Week 3 – Focus on English Literature. Pupils to complete 3 PEE paragraphs in response to an exam style question on the modern play. Week 5 – Focus on English Language section b. Pupils to create an article expressing their viewpoint on a controversial issues. Question 5	Week 1 – marking of paper 2 mock examination. Week 3 – Focus on English Language Section A, Pupils to create 2 PEEs analysing the language used in the extract. (Question 2) Week 5 – Focus on English Literature Paper 1 Section A. Provide pupils with an extract from the play Romeo and Juliet. Pupils to respond to an exam style question	N/A
H/w tasks		Week 1 - Complete research sheet on Victorian Britain and 19 th century author. Week 2 - spelling of key vocabulary from the 19 th century text and glossary. Week 3 - Quotation worksheet. Identify the language used and the effect on the reader. Learn quotations in preparation for mini-assessment in week 4.	Week 1 - Spelling test and glossary of key vocabulary from the 19 th century novel. Week 2 - quotation hunt. Find key quotations about key characters and themes. Complete worksheet. Week 3 - extract from a key chapter in the novel. Pupils to annotate the extract and identify the language and structural devices used.	Week 1 - complete glossary of descriptive techniques. Week 2 - annotate an unseen poem. Complete worksheet. Week 3 - Create a success criteria for the English Literature Paper 2 exam.	Week 1: Research task on context to the play. Week 2: quotation sheet on the play Week 3: create a revision resource on a key character from the novel.	Week 1 – revision worksheet on poems which explore the effects of conflict. Week 2 – revision worksheet on poems which explore individual experiences of war. Week 3 – extract from Romeo and Juliet, pupils to annotate and create a PEE chain.	Week 1: Revision booklets for English Language Paper 1 and 2

		<p>Week 4 - Timeline of events so far in the novel. Key quotation to be identified next to each event.</p> <p>Week 5 - Create a character profile on the protagonist of the novel. Identify key quotations</p> <p>Week 6. Extract from a key chapter in the novel. Pupils to annotate the text in as much detail as possible. Pupils need to explore characterisation, theme, setting, language, structure and contextual factors.</p>	<p>Week 4 - complete revision material for English Literature Paper 1 Section A - Shakespeare</p> <p>Week 5 - complete revision material for English Literature Paper 1 Section B - 19th century novel (Frankenstein, Dr Jekyll and Mr Hyde or A Christmas Carol).</p> <p>Week 6 - revision for mock examinations. Revision pack provided.</p>	<p>Week 4 - Create a comparative PEE on two unseen poems.</p> <p>Week 5 - revision sheet focused on nature poems in the conflict cluster</p> <p>Week 6 - revision sheet focused on the power poems in the conflict cluster.</p>	<p>Week 4: create a mind map of key themes in the play with key quotations.</p> <p>Week 5: Complete revision worksheet on the play.</p>	<p>Week 4 - key quotations worksheet linked to themes and characters in R&J</p> <p>Week 5 - key quotations linked to themes and characters in the 19th century novel.</p> <p>Week 6 - extract from the 19th century novel. Pupils to annotate and create PEE chain.</p>	
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