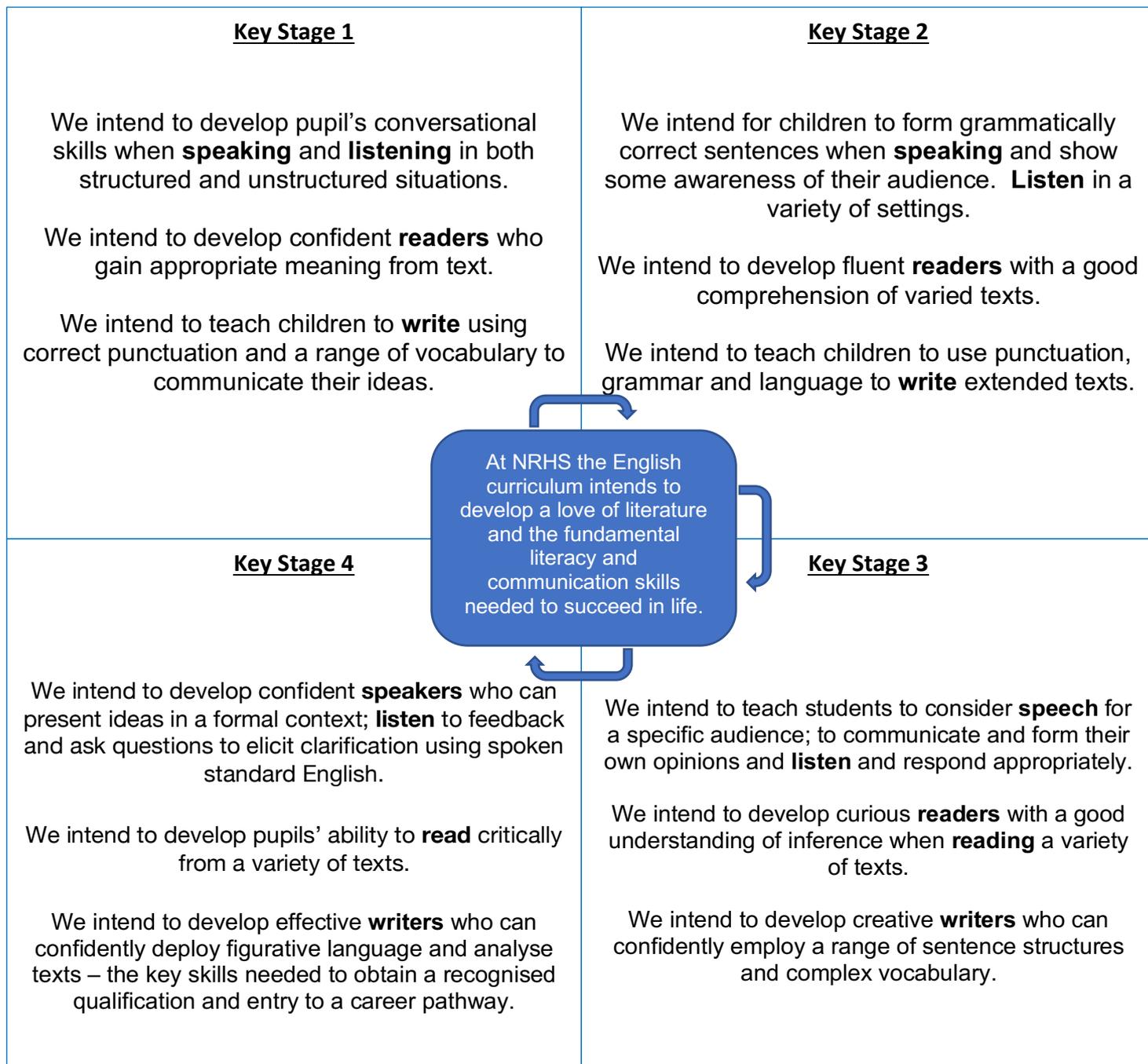


The intent of the English curriculum at NRHS



Year 1	Knowledge to be taught		Big picture cross curriculum links
Sept-Oct (Term 1.1)	Labels, lists and captions Narrative – Stories with predictable or patterned structures Information text- Layout (Science/topic link) Poetry Songs and repetitive poems Recount – Fact	<p align="center"> SPAG: Separation of words with spaces Capital letters Capital letters for personal pronouns Full stops Exclamation marks Question marks Join sentences using and Suffixes i.e (ed,ing & er) Prefixes (un) </p>	<ul style="list-style-type: none"> • Links to Geography – labels lists and captions about local areas and where they live. • Links to Science – seasonal changes • Links to RE - what is religion • Links to ICT – online safety
Oct-Dec (Term 1.2)	Narrative – Stories with familiar settings Information texts – Layout and structure (Science/topic link) Non-fiction instructions eg. How to make a salad/How to post a letter		<ul style="list-style-type: none"> • Links to History – Changes within living memory. • Links to Science – seasonal changes
Jan-Feb (Term 2.1)	Narrative – Stories from other cultures Recount – Fact Information Texts- (Science/Topic) link		<ul style="list-style-type: none"> • Links to History – The great fire of London for both recount and information text) • Links to Science – plants • Links to RE – Festivals
Feb-April (Term 2.2)	Narrative Stories about Fantasy Worlds Traditional and FairyTales		
April-May (Term 3.1)	Fact recount (2 weeks) Information Texts (optional: Science/Topic link) Poetry		<ul style="list-style-type: none"> • Links to Geography – weather • Links to Science – everyday materials • Links to RE – Christian and Muslim beliefs
May-July (Term 3.2)	Narrative – Stories with familiar settings - using full sentences Information Texts – (Science/Topic link) Poetry		<ul style="list-style-type: none"> • Links to History – stories about the UK (castles, folk stories) • Links to Science – scientists and inventors • Links to PSHE – Relationships (poetry) • Links to Art – different artists, architects and designers • Links to ICT – ebooks and animated story books

Year 2	Knowledge to be taught		Big picture cross curriculum links
<p>Sept-Oct (Term 1.1)</p>	<p>Narrative – Stories from familiar settings Non-fiction: Non-Chronological Report Non-fiction: Instructions</p>	<p>SPAG: Separation of words with spaces Capital letters Capital letters for personal pronouns Full stops Commas Apostrophes Verb Adjective Adverbs Noun Suffix Present continuous and past tense Subordination</p>	<ul style="list-style-type: none"> • Links to Geography – what is there around me, report on the local area. • Links to Science – plants (non-chronological and instructions) • Links to Cooking – healthy meals • Links to ICT- coding (instructions) /online safety
<p>Oct-Dec (Term 1.2)</p>	<p>Non-Chronological Report – Link to geography or history topic/or based on class book Narrative – Stories from familiar settings Recount - diary entries Poetry Songs and repetitive poems (create class poem)</p>		<ul style="list-style-type: none"> • Links to History – Guy Fawkes and the gun powder plot (report, recount) • Links to Science – rocks: types of rocks and how they are formed
<p>Jan-Feb (Term 2.1)</p>	<p>Narrative -Traditional Stories Alternative versions Recounts – diary entries Poetry – Traditional Poems</p>		<ul style="list-style-type: none"> • Links to PSHE – Going for goals
<p>Feb-April (Term 2.2)</p>	<p>Narrative – Different stories by the same author Non-Chronological Report – Link to geography or history topic/or based on class book Poetry</p>		<ul style="list-style-type: none"> • Links to History – Rosa Parks and Elizabeth Fry • Links to Science – plants • Links to RE – easter
<p>April-May (Term 3.1)</p>	<p>Explanations Narrative Non-Chronological Report – Link to geography or history topic/or based on class book</p>		<ul style="list-style-type: none"> • Links to Science – animals including humans and nutrition • Links to Art – Describe difference/similarities making links to won work (explanation)
<p>May-July (Term 3.2)</p>	<p>Narrative – Extended stories / significant authors Poetry – Humorous poems Instructions</p>		<ul style="list-style-type: none"> • Links to RE – stories that inspire • Links to ICT – presenting instructions

Year 3	Knowledge to be taught		Big picture cross curriculum links
<p align="center">Sept-Oct (Term 1.1)</p>	<p>Narrative – (Editing texts – (assessing the effectiveness of their own and others’ writing) Non Chronological report - Using headings and sub headings Poetry (traditional poems) - Preparing poems to read aloud and to perform (intonation, tone, volume and action).</p>	<p align="center">SPAG:</p>	<ul style="list-style-type: none"> • Links to Art (similes) • Links to Geography – local area focus • Links to RE – worship, prayer, celebration.
<p align="center">Oct-Dec (Term 1.2)</p>	<p>Narrative - Organising paragraphs around a theme Personal recount – Diaries Play/Performance piece (Christmas production)</p>	<p align="center">Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases</p>	<ul style="list-style-type: none"> • Links to History – Diary of Neolithic people. • Links to History or Science Trip Recount.
<p align="center">Jan-Feb (Term 2.1)</p>	<p>Narrative – Creating settings, characters and plot Non Chronological report Poetry – performance poems</p>	<p align="center">Subordinating connectives</p>	<ul style="list-style-type: none"> • Links to RE –Hinduism • Links to Link to Geography – Earth as seen from space. • Links to science – Forces and Magnets
<p align="center">Feb-April (Term 2.2)</p>	<p align="center">Instructions Classical Narrative - (Retell, diary and newspaper)</p>	<p align="center">Punctuation:</p>	<ul style="list-style-type: none"> • Links to Food tech – instructions • Links to Horticulture – sewing seeds • Links to Science – plants • Links to History – early Britain
<p align="center">April-May (Term 3.1)</p>	<p>Non – Chronological report Narrative - Increasing range of sentence structures Plays and dialogues - Prepare play scripts to read aloud and to perform (intonation, tone, volume and action)</p>	<p align="center">Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas</p>	<ul style="list-style-type: none"> • Links to Geography – Where and why does the world rumble? • Links to Science – animals including humans • Links to RE – Sikhism stories
<p align="center">May-July (Term 3.2)</p>	<p align="center">Persuasive writing Non – Chronological reports - (biography, instructions) Shape poems</p>	<p align="center">Apostrophes Brackets Elipses Colons</p>	<ul style="list-style-type: none"> • Links to Art – biography of artist. • Links to History – Ancient Egyptians • Links to Science – non-chronological report. Biography of inventors.

Curriculum Information – English

Year 4	Knowledge to be taught		Big picture cross curriculum links
Sept-Oct (Term 1.1)	Poems & playscripts Non-chronological reports (Using simple organisational devices [for example, headings and sub-headings]) Recounts (Diaries) Narratives (Creating settings, characters and plot)	SPAG: Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives Punctuation: Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	<ul style="list-style-type: none"> • Links to Science – Living things and their habitats • Links to RE – exploring Christianity and the importance of Jesus (report)
Oct-Dec (Term 1.2)	Recounts (newspapers) Poetry - Creating images Instructions/explanations Play/Performance piece (Christmas production)		<ul style="list-style-type: none"> • Links to History – Roman Britain • Links to Science - States of matter – water in all states • Links to PSHE – developing confidence (instructions/explanations) • Links to ICT – online safety
Jan-Feb (Term 2.1)	Chronological reports Narrative Recount – Letters		<ul style="list-style-type: none"> • Links to Science – sound: how it is made how it travels, pitch and volume. • Links to ICT – writing for different audiences (reports, recounts)
Feb-April (Term 2.2)	Non-Chronological reports Poetry – Traditional poems Narrative (Stories that raise issues)		<ul style="list-style-type: none"> • Links to History – Anglo Saxons and the Vikings • Links to Science – electricity and how it was discovered
April-May (Term 3.1)	Non Chronological reports Play scripts		<ul style="list-style-type: none"> • Links to Geography – global warming and fossil fuels, recycling • Links to Science – animals including humans
May-July (Term 3.2)	Narrative Persuasive texts Poetry – performance poetry		<ul style="list-style-type: none"> • Links to History – Ancient Greek Culture, persuasive text on their influence. • Links to Science – Gerald Durrell and the dangers posed to living things in Madagascar

Curriculum Information - English

Year 5	Knowledge to be taught		Big picture cross curriculum links
Sept-Oct (Term 1.1)	Non – Chronological reports – [Headings, bullet points, underlining] Narrative – How authors develop characters and settings in what pupils have read, listened to or seen performed.	SPAG: Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives Punctuation: Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	<ul style="list-style-type: none"> • Links to Science – Living things and their habitats
Oct-Dec (Term 1.2)	Recount – diaries, letters and newspapers Persuasive Play/Performance piece (Christmas production)		<ul style="list-style-type: none"> • Links to History – Recounts on the Vikings existence • Links to PSHE – preparing to play an active role as citizens (instruction/explanation)
Jan-Feb (Term 2.1)	Non-chronological reports Instructions/explanation Narrative		<ul style="list-style-type: none"> • Links to Geography – how is Alaska changing – chronological report • Links to Science – forces
Feb-April (Term 2.2)	Playscripts – Focus on performance, showing understanding. (Intonation, tone and volume) Poetry – focusing on performance and conveying a message		
April-May (Term 3.1)	Discursive text and debate Poetry – To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		<ul style="list-style-type: none"> • Links to PSHE – developing a healthy lifestyle: body changes, puberty, emotions (discursive text and debate)
May-July (Term 3.2)	Comparative reports Narrative - Describing settings, characters and atmosphere		<ul style="list-style-type: none"> • Links to History – Maya civilisation compared to our own.

Year 6	Knowledge to be taught		Big picture cross curriculum links
<p align="center">Sept-Oct (Term 1.1)</p>	<p align="center">Writing: Narrative - Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Non-chronological report Poetry – The power of imagery *Editing proof-read for spelling and punctuation errors</p>	<p align="center">SPAG: Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives</p> <p align="center">Punctuation: Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons</p>	<ul style="list-style-type: none"> • Links to Geography – local area • Links to Science – animals including humans • Links to RE – different gods
<p align="center">Oct-Dec (Term 1.2)</p>	<p align="center">Persuasive Recount – Biographies & Historical (Link to history topic) Play/Performance piece (Christmas production)</p>		<ul style="list-style-type: none"> • Links to History – WW2 impact on local area • Links to PSHE – ant-bullying
<p align="center">Jan-Feb (Term 2.1)</p>	<p align="center">Narrative Letters and diaries Poetry (Slam poetry)</p>		
<p align="center">Feb-April (Term 2.2)</p>	<p align="center">Narrative Playscript Newspaper report SPAG lesson focus (assessment week)</p>		<ul style="list-style-type: none"> • Links to History – British history beyond 1066
<p align="center">April-May (Term 3.1)</p>	<p align="center">Writing: Non-Chronological reports SPAG revision SATS</p>		<ul style="list-style-type: none"> • Links to Geography – sustainable tourism from around the world • Links to Science – Living things and their habitats
<p align="center">May-July (Term 3.2)</p>	<p align="center">Narrative Debate and discursive Non Chronological report</p>		<ul style="list-style-type: none"> • Links to History – The Shang dynasty of ancient China • Links to Science – Scientists and inventors • Links to PSHE – developing good relationships and respecting difference

Curriculum Information - English

Year 7	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Considering Others	<ul style="list-style-type: none"> Students get to know each other through an imaginary journey on a Coach Trip using non-fiction research and persuasive writing skills. Students read The Tunnel of Freedom – Ghosts of Underground Railroad Passengers; discuss the role of Harriet Tubman in the Underground Railroad before writing a two-paragraph review about their first impressions of the story. <p>Assessment: Mini-Project: Create a PowerPoint presentation about Harriet Tubman and the Underground Railroad</p>	<ul style="list-style-type: none"> Links to Humanities: Harriet Tubman Links to ALS: Morality
Oct-Dec (Term 1.2)	Ghostly Christmas	<ul style="list-style-type: none"> Students learn how to structure their Narrative Writing effectively and develop basic writing skills culminating in a creative and independently written ghost story. Students are introduced to Dickens' ghost story A Christmas Carol and learn how to identify the features of a play script, write a character description and, write and perform a play script. <p>Assessment: School production: A Christmas Carol</p>	<ul style="list-style-type: none"> Links to PE: Teamwork Links to Humanities: Industrial Revolution Links to PSHE: Poverty, Hardship Links to ALS: Abundance, Revolution
Jan-Feb (Term 2.1)	Shakespeare	<ul style="list-style-type: none"> Students are introduced to Shakespeare with an overview of the English language, starting with Old English all the way up to Modern English enabling students to put Shakespearean language into context. Students take a close look at Elizabethan theatre as well as The Globe and its history, including its new incarnation, before embarking on a Trip to The Globe to carry out research to find out about Shakespeare's life and times. Students read the novel A Monster Calls in its entirety in preparation for next term. <p>Assessment: Shakespeare research project</p>	<ul style="list-style-type: none"> Links to Humanities: The Romans (how they influenced Shakespeare's works)

<p>Feb-April (Term 2.2)</p>	<p>The Bigger Picture</p>	<ul style="list-style-type: none"> • Students begin the study of A Monster Calls; discover how the monster works as a metaphor and gain a clear understanding of the features of a realist novel and linear plot. • Students explore allegory, develop their inference skills and engage with themes of grief, loss, the supernatural and the stigma of mental health in today's society. Students are also exposed to the wider messages of healing and the courage it takes to survive. <p>Assessment: Essay: How is the theme of loss presented in the novel A Monster Calls?</p>	<ul style="list-style-type: none"> • Links to Food Tech: Balanced diet to improve mental health • Links to PSHE: Emotional Wellbeing, Identity • Links to PE: Exercise to improve wellbeing • Links to Art: Improving mental health through creativity • Links to ALS: Compassion, Adversity
<p>April-May (Term 3.1)</p>	<p>Growing Our Own</p>	<ul style="list-style-type: none"> • Students are gently introduced to poetry based around the topic of Sunflowers revising basic language features such as adjectives and similes, as well as an exploration into basic poetry analysis. Students will also have the opportunity to grow their own sunflower. • Reading for pleasure: Private Peaceful <p>Assessment: Write a poem about sunflowers using basic language features</p>	<ul style="list-style-type: none"> • Links to Horticulture: Planting out • Links to Science: Flower and seed dispersal • Links to Science: Life cycle of a sunflower • Links to Food Tech: Dietary requirements
<p>May-July (Term 3.2)</p>	<p>Gloriously Tragic</p>	<ul style="list-style-type: none"> • Students examine the context of the First World War; practice their information retrieval and comprehension skills; explore the perspectives of the soldiers who fought, and are encouraged to produce their own creative writing based on the topic. Students will examine how codes and technology helped soldiers to communicate on the front line during the war. • Reading for pleasure: Private Peaceful. Discussion: Is war glorious or a tragic injustice? <p>Assessment: TBC</p>	<ul style="list-style-type: none"> • Links to Humanities: WWI • Links to PSHE: Remembrance Day • Links to ALS: Context, Suffering, Justice, Injustice

Curriculum Information - English

Year 8	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Social Silence	<ul style="list-style-type: none"> Students examine Greta Thunberg's climate change protest to explore a social issue and persuasive devices. Students examine speeches and performances from a variety of key historical and contemporary figures of African American and Black British descent to explore how language can be used to illustrate ones perspective. Students design their own version of a fair society to develop their knowledge of persuasive devices; purpose and audience; speaking and listening skills in diplomacy; time management; public speaking; tone and evaluation. <p>Assessment: Spoken Language How can I use my voice in society?</p>	<ul style="list-style-type: none"> Links to Humanities: Civil Rights Movement Links to Humanities: Geography – Climate Change Links to PSHE: Emotional Wellbeing Links to ALS: Suffering, Justice, Turmoil, Relentless, Transpire Links to PE: Leadership and Communication
Oct-Dec (Term 1.2)	Rebellious Power	<ul style="list-style-type: none"> Students use their knowledge of allegory to understand the historical context of Animal Farm and use the associations of certain animals to develop their understanding of character. Students pay close attention to Old Major's speech and begin to identify language features in the text. Students learn the meaning of propaganda; explore some key features of analytical writing; identify ways that Orwell presents ideas of power and are introduced to the statement-quotation-inference method to support their points. Students learn how to write creatively from the point of view of the characters and explore differences between democracy and dictatorship. <p>Assessment: TBC</p>	<ul style="list-style-type: none"> Links to PSHE: Identity Links to Humanities: Russian Revolution, Communism, WWII Links to PSHE: The 2011 London Riots Links to ALS: Rebellion, Deception, Revolution, Zealous

<p>Jan-Feb (Term 2.1)</p>	<p>Shakespeare</p>	<ul style="list-style-type: none"> • Students learn how to Understand Plays to highlight the importance of language in relation to context. Students explore the structure of plays, the different types of Shakespearean plays and the use of language in extracts from Romeo and Juliet, The Taming of the Shrew and As You Like It. • Students study Oberon’s speech from A Midsummer Nights Dream, identifying key words and phrases to form an understanding of Oberon’s description of Love-in-Idleness • Students look at how staging affects the way a play is interpreted and explore different versions to compare interpretations before planning and creating their own staging of the speech. <p>Assessment: TBC</p>	<ul style="list-style-type: none"> • Links to Humanities: History; Elizabethan Era
<p>Feb-April (Term 2.2)</p>	<p>Conventional Quest</p>	<ul style="list-style-type: none"> • Students explore the horror-fiction genre in Skulduggery Pleasant and use their first impressions to develop an understanding of how writers’ use the first paragraph to hook readers in; students examine characters, plot and use statement-quotation-inference to support their points • Students explore the concept of doppelgänger; create a tension graph; examine the key theme in the novel; look at the effects of word choices and sentence lengths, and discover the five components stories use in the narrative structure. <p>Assessment: Create an exciting new advertisement for ‘<i>Skulduggery Pleasant the YouTuber</i>’</p>	<ul style="list-style-type: none"> • Links to Maths: Sequences and Graphs • Links to ALS: Supernatural
<p>April-May (Term 3.1)</p>	<p>Poetry</p>	<ul style="list-style-type: none"> • Students explore key poetic concepts in Pop and Poetry through the work of contemporary songwriters and pop stars. • Students learn how to define poetry and examine key language features such as extended metaphors: hyperbole, symbolism, personification, figurative language and similes. • Students analyse pop songs, explore how rap music and lyrics are used to express ideas and identity, examine pop culture references; explore character by looking at the social context; study the style of an idiosyncratic poet and create poetry that evokes a specific location. 	<ul style="list-style-type: none"> • Links to Humanities: History of Black America – Rap • Links to ALS: Contemporary

		<p>Assessment: Essay: Can Pop songs and Rap be considered poetry?</p>	
<p>May-July (Term 3.2)</p>	<p>Into the Unknown</p>	<ul style="list-style-type: none"> • Students explore the social and historical context of Frankenstein; looking closely at creative interpretation and how language is used to create mood, atmosphere and to develop character. Students are encouraged to make connections to the Prometheus myth then given an extract from which they have to independently annotate, before writing a mini-essay. • Students are introduced to Swift's Gulliver's Travels and the concept of satire is explained and explored. Students study the social and historical context before reading two extracts from the novel and identifying satire within them. <p>Assessment: Mini-Essay</p>	<ul style="list-style-type: none"> • Links to Humanities: Marxism • Links to Science: Birth of Science • Links to ALS: Enlighten

Curriculum Information - English

Year 9	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Creative, analytical mystery	<ul style="list-style-type: none"> Students explore Malala Yousafi's campaign for girls' education in Pakistan to examine the role of differences and prejudice in the 21st Century. Students study The Curious Incident of the Dog in the Night-time looking closely at the features of a detective story and the unusual way the novel is written. Students explore narrative structure, irony, creative writing and produce diary entries from the perspective of the characters. Students examine how Haddon explores family relationships in the play before watching the live performance on stage. <p>Assessment: Write a review of the performance</p>	<ul style="list-style-type: none"> Links to PSHE: Emotional Wellbeing, Identity Links to ALS: Dilemma, Demeanour
Oct-Dec (Term 1.2)	Creative, analytical mystery	<ul style="list-style-type: none"> Students explore different non-fiction text types in the murder mystery unit 'Whodunit?' to unravel a mystery featuring a series of famous literary characters identified as potential suspects. Students deepen their knowledge of purpose, audience and format; learn how to write for a tabloid and broadsheet newspaper, and understand the conventions of writing for social media. Students explore formal letter writing, persuasive speech and ways to plan a non-fiction text. Students also revisit spelling, punctuation and grammar with a specific focus on commas, modal verbs, speech marks, colons and semi-colons, sentence structures and the use of emotive language. <p>Assessment: Write your own non-fiction text - paying attention to the skills developed throughout '<i>Whodunnit?</i>'</p>	<ul style="list-style-type: none"> Links to Humanities: Jack the Ripper Links to PSHE: Crime and Punishment Links to ALS: Redemption, Persistence

<p>Jan-Feb (Term 2.1)</p>	<p>Tragic Love</p>	<ul style="list-style-type: none"> • Students use the forbidden relationship theme in Noughts and Crosses to discover how to create convincing characters in narrative writing and examine relationships between the characters. <p>Assessment: Essay: Discuss the different states of Callum and Sephy's relationship throughout the novel and how this affects each character.</p>	<ul style="list-style-type: none"> • Links to ALS: Contradiction • Links to PSHE: Communities
<p>Feb-April (Term 2.2)</p>	<p>Tragic Love</p>	<ul style="list-style-type: none"> • Students explore key plot points and characters in Romeo and Juliet and analyse their relationship. Students examine different language techniques and apply social and historical context to broaden their understanding of the play. Students explore themes of fate and conflict while making comparisons with the text Noughts and Crosses from last term. <p>Assessment: TBC</p>	<ul style="list-style-type: none"> • Links to ALS: Inevitability • Links to PSHE: Healthy and Unhealthy Relationships
<p>April-May (Term 3.1)</p>	<p>Sinister Stories</p>	<ul style="list-style-type: none"> • Students develop and hone their reading and writing skills in our Sinister Stories unit, responding to three contemporary texts. Students form first impressions of character and plot, analyse how language creates effects and begin to understand how authors use narrative conventions. • Students explore narrative progression, analyse how symbolism and literary devices can be used to create effects and how setting contributes to mood and atmosphere. Students explore context when reading literature, evaluate the impact of narrative voice, apply the technique of showing not telling in writing and plan the building blocks of a short story. <p>Assessment: Reading Assessment or Write a sinister story</p>	<ul style="list-style-type: none"> • Links to Humanities: WWI • Links to PSHE: Homelessness • Links to ALS: Parts of Speech, Materialism

May-July
(Term 3.2)

Poisonous Poetry

- Students **read, understand and analyse** classic English poetry, which covers Shakespeare through to the present day exploring **different forms** all unified by dark and disturbing themes.
- Students **compare two poets** looking closely at The Romantics, The Shakespearean Sonnet, archaic language, iambic pentameter and similes. Students consider the importance of imagery and context; explore subtext to make **inferences based on evidence** in the text, examine dramatic monologues and devices to increase tension and **analyse how a writer uses language** to convey character and, to create humour and atmosphere.

Assessment:

Compare how the poets create an atmosphere of menace in two of the poems you have studied.

- Links to Humanities: The Romantic Era
- Links to ALS: Malevolent

Curriculum Information - English

Year 10	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Sharing Stories	<ul style="list-style-type: none"> Students examine the role of media bias and propaganda in the Windrush Scandal to form their own point of view in a written blog or article. Students develop skills in retrieving basic information from unseen text supporting their ideas with evidence and quotation; develop an understanding of inference and implication, and understand how to make and present inferences about people and places Using basic extracts from a range of stories, students explore and form an understanding of basic narrative techniques focusing on narrative perspective, theme, structure, literal and metaphorical reading and the effect of writers' choices. Poetry Cluster 1: Students study and compare War Photographer and Remains to explore the effects of sibilance, internal rhyme, colour imagery, colloquial language, alliteration, metaphor and flashback. <p>Reading for pleasure: Pigeon English Discussion: Immigration, Knife Crime</p> <p>Assessment: Complete a practice English Language Paper 1, Section A.</p>	<p><u>Windrush</u></p> <ul style="list-style-type: none"> Links to Food Tech: International Cuisine Links to PSHE: Emotional Wellbeing, Identity in Britain <p><u>Poetry:</u></p> <ul style="list-style-type: none"> Links to Humanities: Phone Hacking Scandal (2011) Links to PSHE: The Media: Princess Diana (1996); Caroline Flack (2020) Links to ALS: Conscience, Controversy, Relentless
Oct-Dec (Term 1.2)	Sharing Stories	<ul style="list-style-type: none"> Students hone their technical skills by exploring how English spelling has evolved, how they can use this to recognise spelling patterns and revise the importance of adding meaning and clarity with punctuation. Students use a range of techniques to structure their narratives to keep readers interested and engaged, create convincing characterisation and voice to generate ideas to write their own successful narrative. Poetry Cluster 2: Students study and compare Charge of the Light Brigade, Bayonet Charge and Exposure, examining the effects of metaphor, simile, repetition and rhythm, alliteration, effective language, rhetorical questions, imagery, enjambment and personification. <p>Assessment:</p>	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> Links to Humanities: Battle of Balaclava in the Crimean War, WWI, Patriotism Links to Humanities: Impact of WWI Links to ALS: Omniscience, Patriarchy

		<p>Complete a practice English Language Paper 1, Section B.</p> <p>Reading for pleasure: DNA Discussion: Morality and Gangs</p>	
<p>Jan-Feb (Term 2.1)</p>	<p>Responding to Issues</p>	<ul style="list-style-type: none"> • Students make inferences about ideas and attitudes, summarise and synthesise information in non-fiction texts and analyse and compare different views and perspectives. • Students look at the Grenfell tragedy to examine issues around social responsibility and social injustice; students will explore persuasive and rhetorical devices to develop an understanding of attitudes, viewpoints, and point of view writing. • Poetry cluster 3: Students study and compare Kamikaze and Poppies exploring the effects of sensory imagery and semantic field of colour; verbs and double meanings; the use of enjambment, past tense, metaphor, simile and symbolism. <p>Reading for pleasure: Blood Brothers Discussion: social classes, social superiority, class divide</p> <p>Assessment: Complete a practice English Language Paper 2, Section A. Spoken Language.</p>	<p><u>Language:</u></p> <ul style="list-style-type: none"> • Links to PSHE: Communities • Links to PE: Leadership • Links to ALS: Suffering <p><u>Poetry:</u></p> <ul style="list-style-type: none"> • Links to Humanities: Armistice Day, 911, 7.7 • Links to PSHE: Remembrance Day, Suicide Bombers • Links to ALS: Turmoil, Ambiguity
<p>Feb-April (Term 2.2)</p>	<p>Responding to Issues</p>	<p>Students examine what context can mean and how thinking about context can deepen their understanding of ideas in a text; an exploration of setting, as context, will encourage students to consider the effects of setting a work of literature in the past.</p> <ul style="list-style-type: none"> • Students read An Inspector Calls or DNA before exploring the plot, characters, language and structure, closely examining themes around social responsibility or morality before embarking on a trip to watch the play at the theatre; students will attend a complementary workshop to consolidate their learning. • Poetry cluster 4: Students study and compare Storm on the Island and London to examine the effects of repetition, metaphor, juxtaposition, oxymoron, simile, imagery and powerful verbs. <p>Assessment: Practice exam-style question from English Literature Paper 2, Section A.</p>	<p><u>An Inspector Calls:</u></p> <ul style="list-style-type: none"> • Links to Humanities: Capitalism, Socialism, Feminism, The Commonwealth Party • Links to PSHE: Unhealthy Relationships • Links to PSHE – Social Conscience: Coronavirus, Politics: The Labour Party, Poverty in London • Links to ALS: Context, Conscience, Contrition, Exploitation, Complicity, Dissent <p><u>DNA:</u></p> <ul style="list-style-type: none"> • Links to PSHE – Morality, Gangs • Links to ALS: Complicity <p><u>Poetry:</u></p>

			<ul style="list-style-type: none"> • Links to Humanities: French Revolution; Conflict in Northern Ireland • Links to PSHE: Poverty, Social Inequality: Grenfell • Links to ALS: Contradiction, Juxtaposition
<p>April-May (Term 3.1)</p>	<p>Creativity and Analysis</p>	<ul style="list-style-type: none"> • Students sharpen their technical skills focusing on vocabulary and meaning; words and sentence functions; develop their understanding of literary forms; revisit narrative perspective, theme and structure before analysing short passages from stories and unseen poems to explore different ways of explaining and commenting on writers' use of language and structure. • Work continues on the Power and Conflict poetry cluster examining poems with the same context but from a different perspective allowing students to compare how poets' present a similar idea; students use their skills to structure a written comparison to two poems. • Poetry cluster 5: Students study and compare an extract from The Prelude and Emigree to explore the effects of epiphany, juxtaposition, oxymoron, effective language, contrast and metaphor. <p>Reading for pleasure: 1984 Discussion: Totalitarianism</p> <p>Assessment: Practice exam-style question from English Literature Paper 2, Section B.</p>	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> • Links to Humanities: Romantic Era • Links to ALS: Repression, Juxtaposition, Epiphany
<p>May-July (Term 3.2)</p>	<p>Creativity and Analysis</p>	<ul style="list-style-type: none"> • Students discover why the opening of a story is important and look at how writers' create meanings and effects with structure and form, developing their own descriptive techniques in the process; students learn how to write to describe; understand how to structure a description and generate ideas effectively. • Students are introduced to critical evaluation; discover how to form an interpretation and, gather and present evidence about language, structure and mood. • Poetry cluster 6: Students study and compare Tissue and Ozymandias to examine the effects of extended metaphors, simile, 	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> • Links to Humanities: Egyptian Pharaoh Ramses II • Links to ALS: Superficial

enjambment, repetition, dramatic irony, juxtaposition, alliteration and caesura.

End-of-Year-10 assessment:

English Language Paper 1 mock exam
English Literature Paper 2 mock exam

Curriculum Information - English

Year 11	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Connecting with the Past	<ul style="list-style-type: none"> Students research and formulate an argument about a historical black figure of their choosing to build skills of critical evaluation and response, learning how to put evidence together clearly and effectively for literary and non-fiction texts. Students' work with 19th-century and modern non-fiction extracts to explore industrialism and Margaret Thatcher's de-industrialisation of Britain, comparing the different ways viewpoints are presented in texts from the early twentieth century. Poetry cluster 7: Students study and compare Checking out me History and My Last Duchess to explore the effects of repetition, phonetic spelling, imagery, metaphor, contrast, rhyming couplets and euphemism. <p>Assessment: English Literature Paper 2, Section B mock exam Practice exam-style question from English Language Paper 2, Section B.</p>	<p><u>Language:</u></p> <ul style="list-style-type: none"> Links to Humanities: Black History, The Thatcher Era Links to PSHE: Politics – Conservative Party, Austerity Links to ALS: Controversy <p><u>Poetry:</u></p> <ul style="list-style-type: none"> Links to PSHE: Domestic Violence, Culture, Identity, The Black British Experience Links to ALS: Manipulation, Patriarchy. Flaw
Oct-Dec (Term 1.2)	Connecting with the Past	<ul style="list-style-type: none"> Students read and study the plot, theme, character, language and structure in A Christmas Carol while exploring themes around social injustice before embarking on a trip to the theatre to watch the live performance. Students identify ways writers' introduce important details at the start of their texts; discover how Shakespeare presents a key theme in Macbeth; explain themes, ideas and language by referring to the context and discover how the ideas of the time affect the language of the text. <p>Assessment: English Language Paper 2 mock exam English Literature Paper 1, Section B mock exam</p>	<p><u>Christmas Carol:</u></p> <ul style="list-style-type: none"> Links to Humanities: Industrial Revolution, Victorian Era Links to PSHE: Poverty Links to ALS: Abundance, Revolution, Juxtaposition, Supernatural <p><u>Macbeth:</u></p> <ul style="list-style-type: none"> Links to Humanities: James I: Gunpowder plot (1605) Links to PSHE – Bonfire Night

<p>Jan-Feb (Term 2.1)</p>	<p>The Writer's Craft</p>	<ul style="list-style-type: none"> • Students read and study Macbeth or Romeo and Juliet in terms of plot, theme, character, language and structure. • Using extracts from unseen poetry and Macbeth or Romeo and Juliet, students' practise their comparative and unseen skills. • Students revise roles of capitalism, socialism, feminism, power, ambition, social injustice, social responsibility, social conscience and tragic heroism across all literature texts studied. • Revision. <p>Assessment: English Literature Paper 2, Section C mock exam</p>	<p><u>Macbeth:</u></p> <ul style="list-style-type: none"> • Links to Humanities: James I • Links to ALS: Manipulation, Ambiguity, Divine, Superstition, Deception <p><u>Romeo and Juliet</u></p> <ul style="list-style-type: none"> • Links to Humanities: Elizabethan Era, The Renaissance, The Reformation: Dogmatic Catholics and Protestants • Links to ALS: Dogmatic, Inevitability, Oppressive, Hierarchy
<p>Feb-April (Term 2.2)</p>	<p>The Writer's Craft</p>	<ul style="list-style-type: none"> • Students complete the study of Macbeth or Romeo and Juliet. • Revision. <p>Assessment: English Literature Paper 1 full mock exam</p>	
<p>April-May (Term 3.1)</p>	<p>Consolidation and Exam Preparation</p>	<ul style="list-style-type: none"> • Revision. <p>Assessment: English Language full mock exam English Literature full mock exam</p>	
<p>May-July (Term 3.2)</p>	<p>Study Leave</p>		