

Students will be exposed to a diverse range of myths and legends and learn about the history of storytelling and the importance of effective, purposeful communication in storytelling.	As a modern text, A Monster Calls will contextualise the content explore in half-term 1 in a more relatable and realistic way. Students will empathise with Conor and learn from the experiences of others.	As a classic text, students will be exposed to a variety of contextual factors that will challenge and engage their ability to relate to those from the past. Not only will this build their confidence as effective communicators, they will also build their understanding of our literary heritage.	Through the consideration of a variety of texts, students will explore a diverse range of ideas all linked to the theme of relationships.	Through the consideration of a variety of poems, students will explore a diverse range of ideas all linked to the theme of power.	Students will encounter a range of texts in a variety of forms and for a range of purposes, challenging students to engage with a range of subjects and messages.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be assessed twice on writing skills.	Students will be assessed twice on reading skills.	Students will be assessed twice on reading skills.	Students will be assessed twice on writing skills.	Students will be assessed twice on reading skills.	Students will be assessed twice on writing skills.
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
Students will not only be exposed to a variety of reading stimuli this half-term, they will also be encouraged to produce their own extended, creative writing with a specific focus on technical structures through sentence types and punctuation.	Students will focus specifically on their reading skills and will spend a significant amount of time engaging with the text. Students will take the role of the audience and reflect on the intentions of the writer before providing academic critique.	Students will feel challenged by the language and will work extremely hard to develop confidence when approaching the vocabulary and linguistic structures in this text.	Students will spend significant time developing their abilities as effective, engaging writers. However, students will also actively read a range of diverse texts.	The literacy focus this half-term will be analytical skills, particularly analysing the linguistic and structural choices of writers.	Students will continue to develop their abilities as effective, engaging writers. However, students will also actively read a range of diverse texts.
Oracy					
Oracy will be always be key in English with frequent use of class discussion as a tool for building academic confidence. Students will also have the ability to present their extension projects at the end of the half term. Students will discuss their feelings and thoughts regarding key texts frequently and learn how to express opinions academically.					
Home Learning					
Educake - Students will have work set weekly on Educake. This work will reflect key skills and content covered in English lessons.					
Extension project – Each half term, students will engage in a long-term extension project.					

Subject: English

Year Group: Year 7 Z Band Differentiated Curriculum

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Theme: The Supernatural		Theme: Relationships		Theme: Power	
1.1 September – October 7 weeks	1.2 November – December 7 weeks	2.1 January – February 7 weeks	2.2 March – April 6 weeks	3.1 April – May 5 weeks	3.2 June-July 7 weeks
Reading: The Woman in Black	Writing: Gothic Writing	Reading: Respect	Writing: Fiction Writing	Reading: The Terrible Fate of Humpty Dumpty	Writing: Non-Fiction Writing
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
Reading and comprehension. Inference. Vocabulary expansion. Building an opinion Opinion/quote/explanation	Reading and comprehension skills Inference Vocabulary expansion Writing Progression Building on Creating writing: - Sentence structures and punctuation - Vocabulary	Reading and comprehension. Inference. Vocabulary expansion. Building an opinion: Opinion/quote/explanation	Reading and comprehension skills Inference Vocabulary expansion Writing Progression Building on Creating writing: - Sentence structures and punctuation - Vocabulary - Language devices	Reading and comprehension. Inference. Vocabulary expansion. Analysis of word choice Building an opinion: Opinion/quote/explanation Analysing language: Analysis of word choice	Reading and comprehension skills Inference Vocabulary expansion Writing Progression Building on Creating writing: - Sentence structures and punctuation - Vocabulary - Persuasive devices
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
Students will focus on the key theme of the	Throughout this scheme students will focus on the key skills of	Throughout this scheme students will look at	Throughout this scheme, students will focus on the	Students will focus on key themes such as	Throughout this scheme, students will

supernatural within the scheme and look at the idea of the gothic and gothic conventions.	creative writing. Students will look at writing for a specific genre and using the appropriate vocabulary to fit the tone of their text.	relationship and racism within society. Within this scheme we will make wider links to society and the importance of treating others with respect.	key skills of creative writing. Students will look at writing for a specific genre and using the appropriate vocabulary to fit the tone of their text.	power and the power that people can have in society and within friendships groups. This scheme will also look at the power of words and how words and actions can have detrimental impacts on people.	focus on the key skills of persuasive. Students will look at writing for a specific purpose and text, while using the appropriate vocabulary to fit the tone of their text.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on reading.
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
SPAG Grammar: Adjectives, verbs and nouns. Sentences: Simple sentences and BOYS (compound) sentences Punctuation: Sentence punctuation (Capitals, full stops and commas.) Spelling: Spellings Lists, synonyms and antonyms	SPAG Grammar: Re-visit prior learning, adverbs and prepositions. Sentences: Re-visit prior learning, complex and standard/nonstandard sentences. Punctuation: Re-visit all prior learning, sentence punctuation and exclamation marks, Spelling: Re-visit prior learning, plurals and spelling lists.	SPAG Grammar: Re-visit prior learning, pronouns and determiners. Sentences: Re-visit prior learning of fundamental sentence structures. Punctuation: Re-visit prior learning, sentence punctuation, question mark. Spelling: Re-visit prior learning, prefixes and spelling lists.	SPAG Grammar: Re-visit prior learning and tenses. Sentences: Re-visit prior learning of fundamental sentence structures. Punctuation: Re-visit prior learning of sentence punctuation. Spelling: Re-visit prior learning and suffixes.	SPAG Grammar: Mastery of all prior grammar skills. Sentences: Mastery of all prior sentence types. Punctuation: Mastery of all prior punctuation skills. Spelling: Re-visit prior learning and homophones.	SPAG Grammar: Mastery of all prior grammar skills. Sentences: Mastery of all prior sentence types. Punctuation: Mastery of all prior punctuation skills. Spelling: Re-visit prior learning and word families.
Home Learning					
Reading based homework Each week, students will read an extract or short story based on the theme for the half term. Students will also have comprehension activities to complete based on their reading.					

Spellings

Each week, students have a list of 10 spellings to learn ready for their spelling test the following week.

Subject: English

Year Group: Year 8 X and Y Band

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Theme: Outsiders		Theme: Identity		Theme: Conflict	
1.1 September – October 7 weeks	1.2 November – December 7 weeks	2.1 January – February 7 weeks	2.2 March – April 6 weeks	3.1 April – May 5 weeks	3.2 June-July 7 weeks
Reading: Of Mice and Men	Writing: Fiction writing	Reading: Mockingbird	Writing: Non-fiction writing	Reading: World War Poetry	Writing: Journey's End
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
This half-term, students will focus on the classic novella <i>Of Mice and Men</i> by John Steinbeck. Students will explore a range of themes, all relating to the central idea of outsiders, a theme that	In order to develop their creative writing skills, students will read a range of fiction stories to provide inspiration for their own writing. Students will learn how to effectively structure a short story and make specific choices to impact the reader.	As in half-term 1, students will again explore a theme through a novel. This time, students will explore theme of identity through <i>Mockingbird</i> by Kathryn Erskine and the protagonist, Caitlin, on her journey to gain closure.	For the final half-term, students will return to a focus on writing skills, this time focusing on non-fiction writing for a range of purposes. Building on Creating writing:	An integral part of our history, the World Wars also served as inspiration for a range of literature that has the power to change people and challenge viewpoints.	In order to consolidate their understanding of the impacts of conflict, students will use the play <i>Journey's End</i> by R. C. Sherriff to understand how a writer can convey

<p>is central to empathising with characters in literature.</p> <p>Building on Analytical writing:</p> <ul style="list-style-type: none"> - Understanding how to express critical opinions with references to the text. - Understanding how a writer's choices can create multiple meanings. - Understanding the effects of language. 	<p>Building on Creating writing:</p> <ul style="list-style-type: none"> - Sentence structures and punctuation - Vocabulary 	<p>Building on Analytical writing:</p> <ul style="list-style-type: none"> - Understanding how to express critical opinions with references to the text. - Understanding how a writer's choices can create multiple meanings. - Understanding the effects of language. 	<ul style="list-style-type: none"> - Sentence structures and punctuation - Vocabulary - Using language devices. 	<p>Building on Analytical writing:</p> <ul style="list-style-type: none"> - Understanding how to express critical opinions with references to the text. - Understanding how a writer's choices can create multiple meanings. - Understanding the effects of language. - Understanding how to construct a line of argument. 	<p>messages through literature.</p> <p>Building on Creating writing:</p> <ul style="list-style-type: none"> - Sentence structures and punctuation - Vocabulary - Using language devices.
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
A seminal text, <i>Of Mice and Men</i> will provide students with a rich exposure to cultural norms that they may not previously have considered.	Students will explore a range of characters and themes and learn to empathise with writers and protagonists with a range of experiences.	Students will, through Caitlin's first-person narrative, learn to empathise with a range of characters and consider a range of factors that can impact communication.	Students will encounter a range of texts in a variety of forms and for a range of purposes, challenging students to engage with a range of subjects and messages.	Students will develop an understanding of the impacts of power and conflict that is essential for success later in their school careers.	Students will develop an understanding of the impacts of power and conflict from the perspective of a writer, something that will be essential when considering texts in the future.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
Students will focus on analytical writing,	The priority for the half-term is writing skills, so students will	Students will focus on analytical writing, critiquing	The priority for the half-term is writing skills, but	Students will focus on analytical writing,	The priority for the half-term is writing

critiquing the writer's choices and considering the importance of the difference between context of production and reception.	spend significant time developing their abilities as effective, engaging writers.	the writer's choices and considering the importance of a first-person narrative.	students will also read a range of diverse texts.	critiquing the writer's choices and considering the importance of poetry as a form.	skills, so students will spend significant time developing their abilities as effective, engaging writers and actively read a play dealing with the theme of conflict.
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Home Learning

Educake - Students will have work set weekly on Educake. This work will reflect key skills and content covered in English lessons.

Extension project – Each half term, students will engage in a long-term extension project.

Subject: English

Year Group: Year 8 Z Band Differentiated Curriculum

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Theme: Outsiders		Theme: Identity		Theme: Conflict	
1.1 September – October 7 weeks	1.2 November – December 7 weeks	2.1 January – February 7 weeks	2.2 March – April 6 weeks	3.1 April – May 5 weeks	3.2 June-July 7 weeks
Reading: Of Mice and Men	Writing: Fiction writing	Reading: Noughts and Crosses	Writing: Non-Fiction Writing	Reading: WW1 Poetry	Writing: Fiction Writing
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
Reading and comprehension. Inference. Vocabulary expansion. Analysis of word choice	Reading and comprehension skills Inference Vocabulary expansion Writing Progression Building on Creating writing:	Reading and comprehension. Inference. Vocabulary expansion. Analysis of word choice Analysis of language devices	Reading and comprehension skills Inference Vocabulary expansion Writing Progression	Reading and comprehension. Inference. Vocabulary expansion. Analysis of word choice Analysis of language devices	Reading and comprehension skills Inference Vocabulary expansion Writing Progression

<p>Students will be given comprehension questions to accompany the chapters they are reading within the lesson.</p> <p>Students will be given vocabulary to enhance their understanding of the texts, as well as new vocabulary to expand their knowledge.</p>	<p>Students will be given a range of fiction and non-fiction to read that link to their wider understanding of the topic. Comprehension questions and wider debate questions will accompany the extracts they are reading.</p> <p>Students will be given vocabulary to enhance their understanding of the texts, as well as new vocabulary to expand their knowledge.</p>	<p>Students will be given comprehension questions to accompany the scenes they are reading within the lesson.</p> <p>Students will be given vocabulary to enhance their understanding of the texts, as well as new vocabulary to expand their knowledge.</p>	<p>Students will be given a range of fiction and non-fiction to read that link to their wider understanding of the topic. Comprehension questions and wider debate questions will accompany the extracts they are reading.</p> <p>Students will be given vocabulary to enhance their understanding of the texts, as well as new vocabulary to expand their knowledge.</p>	<p>Students will be given comprehension questions to accompany the poems they are reading within the lesson.</p> <p>Students will be given vocabulary to enhance their understanding of the texts, as well as new vocabulary to expand their knowledge.</p>	<p>embedded literacy task.</p> <p>Students will be given a range of fiction and non-fiction to read that link to their wider understanding of the topic. Comprehension questions and wider debate questions will accompany the extracts they are reading.</p> <p>Students will be given vocabulary to enhance their understanding of the texts, as well as new vocabulary to expand their knowledge.</p>
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<p>Home Learning</p>
<p>Reading based homework Each week, students will read an extract or short story based on the theme for the half term. Students will also have comprehension activities to complete based on their reading.</p> <p>Spellings Each week, students have a list of 10 spellings to learn ready for their spelling test the following week.</p>

Subject: English

Year Group: Year 9 X and Y Band

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Theme: Social and Political Protest		Theme: Morality		Theme: Tragedy	
1.1 September – October 7 weeks	1.2 November – December 7 weeks	2.1 January – February 7 weeks	2.2 March – April 6 weeks	3.1 April – May 5 weeks	3.2 June-July 7 weeks
Reading: Literary Criticism and Brave New World	Writing: Brave New World	Reading: Sherlock Holmes	Writing: Crime Poetry	Reading: Othello	Writing: Non-Fiction Writing
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
<p>At the start of Year 9, students will be challenged to consider texts with a focus on literary criticism, particularly honing in on the ideas of social and political protest in literature.</p> <p>Building on Creating writing:</p> <ul style="list-style-type: none"> - Sentence structures and punctuation - Vocabulary - Using language devices - Structural features 	<p>In order to consolidate their understanding of social and political protest, students will focus on the novel <i>Brave New World</i> by Aldous Huxley, a criticism of the technological advances of human society.</p> <p>Building on Analytical writing:</p> <ul style="list-style-type: none"> - Understanding how to express critical opinions with references to the text. - Understanding how a writer’s choices can create multiple meanings. - Understanding the effects of language. - Understanding how to construct a line of argument. 	<p>Reverting to a focus on reading, students will explore the world of Sherlock Holmes through a focus on the Red Headed League as well as extracts from texts from a similar literary background.</p> <p>Building on Analytical writing:</p> <ul style="list-style-type: none"> - Understanding how to express critical opinions with references to the text. - Understanding how a writer’s choices can create multiple meanings. - Understanding the effects of language. - Understanding how to construct a line of argument. 	<p>Continuing the theme of morality, students will focus on a range of poems that deal with the idea of crime. Students will explore the perspectives of a range of writers and narrators, each dealing with the intriguing nature of crime and its impacts on others.</p> <p>Building on Creating writing:</p> <ul style="list-style-type: none"> - Sentence structures and punctuation - Vocabulary - Using language devices - Structural features 	<p>Revisiting Shakespeare in preparation for Year 10, students will focus on the tragedy of Othello. Students will be expected to provide deep, purposeful analysis of choices and impacts on audience in an effort to consolidate their ability and confidence as critical thinkers and writers.</p> <p>Building on Analytical writing:</p> <ul style="list-style-type: none"> - Understanding how to express critical opinions with references to the text. - Understanding how a writer’s choices can create multiple meanings. - Understanding the effects of language. 	<p>For the final half-term, students will return to a focus on writing skills, this time focusing on non-fiction writing for a range of purposes.</p> <p>Building on Creating writing:</p> <ul style="list-style-type: none"> - Sentence structures and punctuation - Vocabulary - Using language devices - Structural features

				- Understanding how to construct a line of argument.	
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
Where to begin... this half term, students will be challenged more than they ever have before. Students will be expected to take the role of literary critics and begin to learn about conflict theories in literature.	Students will take part in intellectual discussions imposed by Huxley's writing and ideas. Students will also be forced into empathising with a variety of characters with conflicting moral perspectives.	Once again, students will be challenged to accept a context of production that is quite different to their own. Students will also be exposed to a range of texts that deal with similar themes.	Through poetry, students will consider the wider impacts of crime and morality on both the individual and wider society. Students will be forced to engage in consideration of the morality of crime.	As with any classic text, students will face the challenge of understanding the context of production before thinking critically about the writer's choices.	Students will encounter a range of texts in a variety of forms and for a range of purposes, challenging students to engage with a range of subjects and messages.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be assessed twice this half term on writing.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
Students will read a range of texts whilst considering the deep messages of the writers.	Students are expected to read the novel in its entirety and focus more specifically on their writing ability.	The focus in this half term is reading and students will prioritise engaging with the text in a purposeful way in order to construct effective, coherent opinions.	Students will face the challenge of analysing poetic devices and structures that amplify a writer's intention. Students will be expected to express themselves in a similar fashion to the poets they study.	Students will be expected to complete close analysis of the texts with a specific focus on essential extracts and pivotal moments. Students will work towards writing critically in an academic style that facilitates language and structural analysis.	The priority for the half-term is writing skills, so students will spend significant time developing their abilities as effective, engaging writers.
Home Learning					

Throughout this scheme, students will be exposed to the issues around knife crime and current affairs that impact young people in society.	Students will again be exposed to different types of social and political protest writing which will further their understanding of the world around them. The scheme will demonstrate the importance of having a voice and standing up for what is morally right in society.	Through the graphic novel of Dracula, students will explore ideas of morality and inner conflict. Students will look at morality with society and what makes us make moral and immoral decisions.	Students will be exposed to a range of crime poetry from different parts of history, to show how attitudes to crime have changed in society. The poems that are included in the scheme look at different aspects of crime and morality that we see within society.	This scheme will expose students to key themes such as relationships, romantic and parenting, as well as conflict within society.	Students will continue to focus on the theme of tragedy through non-fiction extracts. This will expose them to different tragedies we see in society and contemporary issues over recent years.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.	Students will be assessed twice this half term on reading.	Students will be assessed twice this half term on writing.

Literacy Curriculum:

Each lesson will have embedded literacy task.

Students will be given comprehension questions to accompany the chapters they are reading within the lesson.

Students will be given vocabulary to enhance their understanding of the texts, as well as new vocabulary to expand their knowledge.

Home Learning

Reading based homework

Each week, students will read an extract or short story based on the theme for the half term. Students will also have comprehension activities to complete based on their reading.

Spellings

Each week, students have a list of 3 spellings to learn ready for their spelling test the following week. All of these spellings will be linked to key themes and ideas that are evident within the GCSE English Literature and Language specification.

KS4 Curriculum Journey

Subject: English
Year Group: Year 10

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Theme:		Theme:		Theme:	
1.1 September – October 7 weeks	1.2 November – December 7 weeks	2.1 January – February 7 weeks	2.2 March – April 6 weeks	3.1 April – May 5 weeks	3.2 June-July 7 weeks
An Inspector Calls	Frankenstein	Language paper 1, question 5	Macbeth	Anthology and unseen poetry	Speaking and Listening Language paper 2, question 5
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
<p>Reading: Analysis of a writer’s methods. The impact of the language and its effect on the reader. Applying knowledge of the social and historical context and exploring its relationship to the creation of the text. Exploration of the writer’s intentions. Confident personal Interpretation and evaluation of the text.</p>	<p>Reading: Analysis of a writer’s methods. The impact of the language and its effect on the reader. Applying knowledge of the social and historical context and exploring its relationship to the creation of the text. Exploration of the writer’s intentions. Confident personal Interpretation and evaluation of the text.</p>	<p>Confident use of a range of descriptive techniques with conscious crafting of writing. A sound awareness of the effect of writing techniques on the reader. The use of a wide and accurate use of sentence constructions. The use of varied and accurate punctuation. Grammatical accuracy and coherent construction of a written response. The use of a wide and sophisticated range of vocabulary. Accurate use of paragraphing which shows an awareness of how the</p>	<p>Reading: Analysis of a writer’s methods. The impact of the language and its effect on the reader. Applying knowledge of the social and historical context and exploring its relationship to the creation of the text. Exploration of the writer’s intentions. Confident personal Interpretation and evaluation of the text.</p>	<p>Reading: Analysis of a writer’s methods. The impact of the language and its effect on the reader. Applying knowledge of the social and historical context and exploring its relationship to the creation of the text. Exploration of the writer’s intentions. Confident personal Interpretation of the text. Comparison and evaluation of the methods used in two poems.</p>	<p>Confident use of a range of persuasive techniques with conscious crafting of writing. A sound awareness of the effect of writing techniques on the reader. The use of a wide and accurate use of sentence constructions. The use of varied and accurate punctuation. Grammatical accuracy and coherent construction of a written response.</p>

		structure of a text will impact on the reader.			
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
Socialism. Implications of the First and Second world war. Feminism and suffrage. Class boundaries.	Advancements in science and medicine in the 19th century. The impact of religious beliefs and its influence on society. A knowledge of romanticism, the enlightenment and the sublime and how it is portrayed in the novel. Darwinism and its impact on society in the 19th century.	Students will explore a range of texts which allow them to develop empathy and a broader world and societal view.	Attitudes to women across history. Ideas about how power has changed and evolved over time. The monarchy and the Divine Right of Kings.	Attitudes towards power. Ideas related to conflict, including the First and Second world war. Attitudes towards women. How power is related to identity and culture. Knowledge of Romanticism and the sublime.	Students will read and evaluate a range of texts which will allow them to develop critical skills. They will explore a range of issues. They will develop skills and knowledge in expressing and sharing their viewpoints and opinions.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be assessed twice per half term on their reading skills linked to the GCSE assessment descriptors.	Students will be assessed twice per half term on their reading skills linked to the GCSE assessment descriptors.	Students will be assessed twice per half term on their writing skills linked to the GCSE assessment descriptors.	Students will be assessed twice per half term on their reading skills linked to the GCSE assessment descriptors.	Students will be assessed twice per half term on their reading skills linked to the GCSE assessment descriptors.	Students will be assessed twice per half term on their writing skills linked to the GCSE assessment descriptors and will complete the GCSE Speaking and Listening requirement.
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
Reading for understanding and for comprehension. Developing skills of	Reading for understanding and for comprehension. Developing skills of inference and deduction.	The use of accurate and varied punctuation. Expanding and developing vocabulary. Using a variety	Reading for understanding and for comprehension. Developing skills of inference and deduction.	Reading for understanding and for comprehension. Developing skills of	The use of accurate and varied punctuation. Expanding and

inference and deduction. Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision.	Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision.	of sentence constructions accurately and for effect. Accuracy in paragraphing and the use of paragraphs to create an effect on the reader. Accurate spelling and the development of range of strategies to ensure accuracy in spelling.	Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision.	inference and deduction. Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision. Writing to compare and contrast.	developing vocabulary. Using a variety of sentence constructions accurately and for effect. Accuracy in paragraphing and the use of paragraphs to create an effect on the reader. Accurate spelling and the development of range of strategies to ensure accuracy in spelling.
Home Learning					
Weekly homework to be set on Educake.					

Subject: English
Year Group: Year 11

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Theme:		Theme:		Theme:	
1.1 September – October 7 weeks	1.2 November – December 7 weeks	2.1 January – February 7 weeks	2.2 March – April 6 weeks	3.1 April – May 5 weeks	3.2 June-July 7 weeks
Language paper 1, section A	Language paper 2, section A	Literature revision	Language revision	Literature revision	
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
Reading for understanding and comprehension. Reading for inference.	Reading for understanding and comprehension. Reading for	The revision lessons will be tailored to specific needs and specific bands.	The revision lessons will be tailored to specific needs and specific bands.	The revision lessons will be tailored to specific needs and specific	

Analysis of language and structure of texts. Interpretation and evaluation. Reading and responding to unseen texts	inference. Analysis of language and structure of texts. Summarising of information from unseen texts. Interpretation and comparison. Reading and responding to unseen texts	Teachers will endeavour to fill any gaps in knowledge and skills.	Teachers will endeavour to fill any gaps in knowledge and skills.	bands. Teachers will endeavour to fill any gaps in knowledge and skills.	
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
Students will read and evaluate a range of texts which will allow them to develop critical skills. They will explore a range of important and relevant issues and explore how these are presented in a variety of fiction extracts.	Students will read and evaluate a range of texts which will allow them to develop critical skills. They will explore a range of important and relevant issues from a variety of time periods and genres.	Students will continue to develop their understanding of the contextual factors that impacted the production of these texts and will show an increasing awareness of the comparison between context of production and context of reception.	Students will read and evaluate a range of texts which will allow them to develop critical skills. They will explore a range of important and relevant issues from a variety of time periods and genres.	Students will continue to develop their understanding of the contextual factors that impacted the production of these texts and will show an increasing awareness of the comparison between context of production and context of reception.	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be assessed twice per term based on the assessment for GCSE language.	Students will be assessed twice per term based on the assessment for GCSE language.	Students will be assessed twice per term based on the assessment for GCSE literature.	Students will be assessed twice per term based on the assessment for GCSE language.	Students will be assessed twice per term based on the assessment for GCSE literature.	
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
Reading for understanding and for	Reading for understanding and for comprehension. Developing	Reading for understanding and for comprehension.	The use of accurate and varied punctuation.	Reading for understanding and for	

<p>comprehension. Developing skills of inference and deduction. Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision.</p>	<p>skills of inference and deduction. Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision.</p>	<p>Developing skills of inference and deduction. Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision.</p>	<p>Expanding and developing vocabulary. Using a variety of sentence constructions accurately and for effect. Accuracy in paragraphing and the use of paragraphs to create an effect on the reader. Accurate spelling and the development of range of strategies to ensure accuracy in spelling.</p>	<p>comprehension. Developing skills of inference and deduction. Developing the skills of analysis of language and structure. Expanding the ability to write analytically and with coherence and precision.</p>	
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Home Learning
Homework to be set weekly on Educake.