

Key Stage 3 Long Term Planning 2021-2022

Year 7 INTENT: To explore the foundations of literature, from myths and legends to the beginnings of rhetoric. To begin to understand how texts are constructed, how texts are used to carry a message and they ways writers shape their craft.

Faculty Area: English

Year 7	Transition	Autumn	Spring	Summer
Threshold Concept(s)	'Qualities of Success'	Analysing Techniques and Using Evidence (Lang AO1/AO2/AO3 and Lit AO3)	Awareness of Impact and Understanding Context (Lit AO1/AO3, Lang AO5/AO6)	Structure and Cohesion (Including Rhetoric) (Lit AO2/AO3, Lang AO4/AO5/AO6)
Exploratory Question	What can we learn about ourselves through literature?	What is literature and what can it teach us about humanity?	How do texts explore the wider world?	Can words change the world?
Knowledge	1: Asking good questions 2: Engaging with texts. 3: Making inferences 4: Reading and analysis skills 3: Literature reflecting aspects of the self 4: Implicit SPAG skills integrated through ideation 5: Writing own poems to be collated into anthology	The Origins of Literature: Myths and Legends 1: Word consciousness (transition) 2: Implicit and explicit meaning 3: Integrating subject terminology inc. verbs of inference. 3: Connotation and denotation 4: Figurative language 5: The human condition 6: The Literary Canon (and beyond) 7: Ancient Civilisations 8: Biblical and classical allusions 9: Key texts (Ovid and Homer) 10: Symbolism 11: Key characters in Greek Mythology 12: Allusions in action (modern poetry) 13: Plosives, alliteration, sibilance, assonance, etc.	Conflict: From the Medieval to the Modern 1: Literary conventions: historical fiction. 2: Literary context 3: Contexts of production and reception 4: Text as a construct 5: Narrative perspectives 6: The purpose of poetry 7: Conflict poetry 8: Poetic devices (language and structure) 9: Literal and metaphorical meanings and interpretations 10: Writers' craft 11: Writers' intentions 12: Conventions of autobiographical writing 13: Purpose of autobiographical writing	An Introduction to Rhetoric 1: Definition of rhetoric 2: Aristotle and Aristotelean Rhetoric 3: Rhetoric today 4: Ethos (personal branding; credibility; inclusivity) 5: Pathos (anecdote, emotive language; inspirational language) 6: Logos (logical structure, analogy, comparison, objectivity and reason) 7: Rhetorical sentence structures 8: Rhetorical techniques (metaphor; humour; allusion) 9: Rhetoric in Elizabethan England 10: Julius Caesar
Skills	1: To comprehend and read for meaning 2: Apply knowledge of a text to a piece of writing 3: To explore empathy and curiosity in literature	1: Identify and examine a range of literary devices using accurate subject terminology 2: Examine how to infer and deduce meaning from a range of writers' choices 3: Analyse the specific impact of words/phrases for the reader, considering alternative interpretations	1: Application and appreciation of a range of literary techniques in prose and poetry 2: Create links between context, plot, character and intentions 3: Compare texts and their contextual influences and evaluate their impact on the reader	1: To identify and apply effective rhetorical devices 2: To apply knowledge of rhetorical devices to a range of literary and non-literary texts 3: To create coherent, persuasive writing by applying knowledge from this unit and from SPAG lessons
Connections to previous learning	KS2 Links: Vocabulary; Spelling; Linguistic devices;	KS2 Links: Vocabulary; Spelling; Reading for meaning;	KS2 Links: Vocabulary; Spelling; Reading for meaning;	KS2 Links: Vocabulary; Spelling; Shakespeare;

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	making inferences; reading for meaning; comprehension; poetry; reading for pleasure.	Linguistic devices; making inferences; comprehension reading for pleasure	Literary conventions; Types of text; creative writing; Linguistic devices; structural devices; poetry; narrative perspective; reading for meaning;	non-fiction texts; conscious crafting; Linguistic devices; structural devices communication
Assessment	<i>Written baseline assessment plus CATs</i>	1: (Week 3) Multiple choice key terms test 2: (Week 7) Students are provided with an extract and a list of statements – they must find evidence to support the statements and give reasons for their choices 3: (Week 10) Annotate an extract demonstrating knowledge of key terms and considering effect(s) on the reader (inference and analysis) 4: (Weeks 12 and 13) Create a modern-day character using elements of the archetypes of Greek heroes or villains – Write the opening of a story which features your character, using a range of writer’s methods	1: (Week 3) Multiple choice key terms test 2: (Week 8) Annotate a poem, demonstrating knowledge of key terms and considering effect(s) on the reader and links to context. Students will have been taught context but not seen the poem (<i>Belfast Confetti</i>) 3: (Week 9) Write a piece of analysis, this time the focus is how well students use annotations to create a context-driven analysis, focusing on the text as a construct 4: (Week 12) Text conversion: convert a war poem to short piece of autobiographical writing from the perspective of the protagonist, ensuring the correct conventions are followed.	1: (Week 3) Multiple choice key terms test 2: (Week 5) Annotate the Friends, Roman and Countryman Speech for rhetorical devices and their effect(s) 3: (Week 7) EOY test. Students must complete a multiple-choice test which contains a mixture of learning from the three units this year. They should then write a short speech including the techniques they have learnt this year (school issue) 4: (Week 10) Create your own speech to be delivered to the class/group, utilising the rhetorical devices you have learned in this unit (Topic TBC)
Homework	Set and collected on a weekly basis Homework tasks allow pupils to consolidate, reflect on and revisit in-class learning. Tasks may include pre-reading, research or spelling, punctuation and grammar tasks were appropriate Intended to support and stretch pupils and to develop students’ independent learning skills students are also encouraged to read for pleasure in their own time. Homework is shared on ‘Teams’ as well as in class.			
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Poetry focus	In Year 7, students can take part in: Accelerated reader Debate club Spelling bee Theatre trip Film club Museum visit 500 Words competition Screen writing workshops School Newspaper club Feminist club Lunchtime in the library – a variety of activities on offer WBD Events Roald Dahl Day Celebrations for Shakespeare’s birthday		
CIAG	N/A	HT1: Research skills lesson: what does effective research look like? What are reliable sources? How do we synthesise/summarise information? Linked to independent projects. Teaching	HT4: All year groups to take part in NCW English careers lessons: Where can English take you?	HT5: Developing formal speech. How can we write effective speeches, why is this an important skill, which jobs require us to speak in front of others?

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Year 8 INTENT: To continue a journey through literature, from the renaissance to the romantic. To begin to develop a thoughtful, critical approach to analysis and begin to develop a mature writing style.

Faculty Area: English

Year 8	Autumn	Spring	Summer
Threshold Concept(s)	Analysing Techniques and Using Evidence (Lang AO1/AO2/AO3 and Lit AO3)	Awareness of Impact and Understanding Context (Lit AO1/AO3, Lang AO5/AO6)	Structure and Cohesion (Including Rhetoric) (Lit AO2/AO3, Lang AO4/AO5/AO6)
Exploratory Questions	How does literature explore human morality?	How do texts capture the changing world?	Does literature have the power to shape the world?
Knowledge	<p>The Renaissance: Shakespearean versus modern villains</p> <ol style="list-style-type: none"> 1: Aristotelian dramatic theatre 2: Introduction to Renaissance Theatre 3: Shakespearean archetypes 4: Protagonist/antagonist 5: Characterisation: the villain 6: Motifs of evil 7: Dramatic irony: soliloquys and asides 8: The monologue 9: Iambic Pentameter/Trochaic Tetrameter 10: Narrative Perspective 11: The power of oracy and rhetoric 	<p>Neoclassicism: Alice in Wonderland (Lewis Carroll) and Journeys in Literature</p> <ol style="list-style-type: none"> 1: Literary context: introduction to The Novel form 2: Social/ historical context: colonialism 3: Features of the adventure genre 4: Setting 5: Symbolism, themes and motifs 6: Spiritual Growth: The Concept of Bildungsroman 7: Subtext and Connotation 8: Writer's Intentions 9: Zeitgeist: Discontentment 10: Repression and Oppression in Chinua Achebe's 'Things Fall Apart' 11: Allegory 12: Intertextuality and allusion 13: Incorporating Intertextuality into Creative Writing 	<p>Romanticism: Rime of the Ancient Mariner and Early Victorian England</p> <ol style="list-style-type: none"> 1: Introduction to Romanticism 2: Literary context: sentimentality and divinity 3: Ballad form: 'Rime of Ancient Mariner' 4: Cyclical structure: 'Rime of Ancient Mariner' 5: Whole text cohesion: albatross as linking motif 6: Cohesion and Rhetoric 7: Sonnet form: 'Composed Upon the Westminster Bridge' 8: Use of pathos: 'Beggars in St James Park' (deprivation) 9: Realism: testimony 'An Account of the Peterloo Massacre' 10: Ode form: 'Ode to the West Wind'
Skills Progression	<ol style="list-style-type: none"> 1: Year seven revision 2: Develop inferences to support interpretations 3: Analyse the specific impact of techniques on the reader, considering alternative interpretations 	<ol style="list-style-type: none"> 1: Year seven revision 2: Develop links between context, form and themes 3: Compare texts and their contextual influences and explore writer's message 	<ol style="list-style-type: none"> 1: Year seven revision 2: To apply knowledge of cohesive devices to a range of literary and non-literary texts 3: To recognise conventions of form and structure (poetic and non-fiction)
Connections to previous learning	See KS3-5 Curriculum Map	See KS3-5 Curriculum Map	See KS3-5 Curriculum Map
Assessment	<ol style="list-style-type: none"> 1: (Week 3) Multiple choice key terms test. 2: (Week 6) Create a short guide to Shakespearean theatre (including Shakespearean archetypes, particularly the villain). 3: (Week 9) Students are provided with an extract and a list of questions – they must find evidence, explore effects and identify techniques. 4: (Week 11): Consider who is the better villain? Write a monologue from the point of view of your villain of choice. 	<ol style="list-style-type: none"> 1: (Week 3) Multiple choice context test. 2: (Week 7) Annotate extract with links to context (including thematic links). 3: (Week 8) Use extract as a springboard into whole text response exploring the zeitgeist of the times through a context-driven line of argument. 4: (Week 11) Write a story opening that features allusion and intertextuality (to any text). 	<ol style="list-style-type: none"> 1: (Week 2) Multiple choice context test 2: (Week 5) Respond to structure question on ROAM 3: (Week 7) EOY test: Students must complete a multiple-choice test which contains a mixture of learning from the three units this year and analyse a Romantic poem identifying features of Romantic literature. 4: (Week 10) Create a guide to literature through the ages incorporating learning from Year 7 and 8.

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<p>Homework</p>	<p>Set and collected on a weekly basis Homework tasks allow pupils to consolidate, reflect on and revisit in-class learning. Tasks may include pre-reading, research or spelling, punctuation and grammar tasks were appropriate Intended to support and stretch pupils and to develop students' independent learning skills students are also encouraged to read for pleasure in their own time. Homework is shared on 'Teams' as well as in class.</p>		
<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<p>In year 8, students can take part in: Accelerated reader 500 Words competition Film club Feminist Club Spelling Bee Theatre trip Screen writing Club School newspaper Museum visit Lunchtime in the library – a variety of activities on offer WBD Events Roald Dahl Day Celebrations for Shakespeare's birthday</p>		
<p>CIAG</p>		<p><u>HT3:</u> Study skills lesson - how to best revise and create a study guide Museum visit and talk with employee (employer engagement) <u>HT4:</u> All year groups to take part in NCW English careers lessons: Where can English take you?</p>	

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Year 9 INTENT: Our journey through literature concludes, with a focus on Victorian literature, modernism and postmodernism, casting a critical eye on the role of women in literature. Students will appreciate the value of literature being both of its time and a tool for social change. Writing will be critical, thoughtful and sophisticated.

Faculty Area: English

Year 9	Autumn	Spring	Summer
Threshold Concept(s)	Analysing Techniques and Using Evidence (Lang AO1/AO2/AO3 and Lit AO3)	Awareness of Impact and Understanding Context (Lit AO1/AO3, Lang AO5/AO6)	Structure and Cohesion (Including Rhetoric) (Lit AO2/AO3, Lang AO4/AO5/AO6)
Exploratory Questions	To what extent does literature reflect time, place and people?	Do we live in a patriarchal society?	Do actions speak louder than words?
Knowledge	<p>Gothic Horror: The Portrayal of Victorian Monsters from Dracula to Hyde</p> <ol style="list-style-type: none"> 1: Gothic to the detective genre – conventions and history 2: Literary context- The Victorian era, with a focus on science and religion 5: Critical perspectives (psychoanalytical) 3: Setting as gothic tool (pathetic fallacy etc.) 4: Character archetypes in gothic and detective fiction- crafting character through specific language choices 6: The use of parody/pastiche for effect 7: Use of symbol, motif and imagery specific to genre (religious, scientific, ornithological, thanatological) 8: Allusions (Greek mythology, folk law, biblical, events in history, critical essays) 9: Varying narrative perspectives and their reliability- including narrative poetry 	<p>Lady Macbeth and the Voice of Women in Literature</p> <ol style="list-style-type: none"> 1: Features of the Gothic and psychological horror 2: The Age of Chaucer: Medieval Women 3: Women’s rights in history: feminism and anti-feminism 4: Conventions of Post-Modernism (satire and irony, structural features) 5: Poetic form: dramatic monologue 6: Rhyming techniques in poetry 7: Symbolism of fate 8: Madness/ hysteria as a symbol of oppression (Madwoman in the attack theory?) 9: Setting as character 10: The reinforcement of patriarchal ideologies throughout literature 11: Female character tropes from Catherine Earnshaw to Katniss Everdeen 12: Believable female contemporary characters 	<p>Modernism: To Kill a Mockingbird and Civil Rights Issues in Literature</p> <ol style="list-style-type: none"> 1: Social context- introduction to the Civil Rights Movement 2: Contemporary social issues: global conflict, global warming in the media 3: Revisit rhetoric, looking in more depth at, epideictic, judicial, forensic and deliberative and demonstrative rhetoric 4: Using figures of speech as shared metaphors for effect 5: Parallelism and other cohesive devices 6: Repetition for effect- from anaphora to symplote 7: Revisiting structural devices in poetry- caesura, enjambment, Volta 8: Rhythm and metre in spoken word and rap 9: Use of chronology, retrospective narrative, backstory and flashback 10: Narrative hooks 11: Complex rhyme structures in poetry 12: The epistolary form
Skills	<ol style="list-style-type: none"> 1: Synthesising information across texts, with a focus on identifying writer’s methods. 2: Selecting and embedding judicious evidence 3: Commenting on the effects of writer’s methods, including figurative language, alongside exploring writer’s intentions. 	<ol style="list-style-type: none"> 1: Show a perceptive understanding of the relationship between texts and their contexts of production and reception. 2: Read, understand and respond to texts, maintaining a critical style and develop an informed personal response 3: Use increasingly complex and convincing ideas when crafting your character 	<ol style="list-style-type: none"> 1: Varied and inventive use of structural features 2: Fluently linked paragraphs with seamlessly integrated discourse markers 3: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
Connections to	See KS3-5 Curriculum Map	See KS3-5 Curriculum Map	See KS3-5 Curriculum Map

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<p>previous learning</p> <p>Assessment</p>	<p>1: (Week 4) Multiple choice/spot the wrong answer, key concepts from Y7-Y9 2: (Week 9) Create a recipe of the conventions of the gothic genre 3: Setting: annotate a short story, identifying features of setting and commenting on effect 4: (Retention Test – Unit 2) Comparison question: identify religious symbolism in the Raven and one other text</p>	<p>1: Multiple choice context quiz 2: Female voice in poetry: explore how Duffy presents the role of a wife in 'Mrs. Midas' (AO3) 3: Create a female character demonstrating an understanding of female character tropes and the changing position of women over time, with an added commentary of intentions 4: Compare how Lady Macbeth and The Wife of Bath use their sexuality to control, with a focus on their shared contexts.</p>	<p>1: Re-visiting rhetoric- identifying techniques from multiple choice 2: Analyse an article, identifying writer's methods and commenting on the effect 3: EOY test: Students must complete a multiple-choice test which contains a mixture of learning from the three units and write an article responding to a contemporary issue 4: Write the opening to Dear Justyce (a sequel to our text) with a focus on narrative hooks.</p>
<p>Homework</p>	<p>Set and collected on a weekly basis Homework tasks allow pupils to consolidate, reflect on and revisit in-class learning. Tasks may include pre-reading, research or spelling, punctuation and grammar tasks were appropriate Intended to support and stretch pupils and to develop students' independent learning skills students are also encouraged to read for pleasure in their own time. Homework is shared on 'Teams' as well as in class.</p>		
<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<p>In Year 9, students can take part in: Accelerated reader Top girls Debate club Spelling bee Film club Feminist Club School newspaper Screen writing club Write for Rights Theatre trip Museum visit Lancashire 'Book of the Year' awards Lunchtime in the library – a variety of activities on offer WBD Events Roald Dahl Day Celebrations for Shakespeare's birthday</p>		
<p>CIAG</p>	<p>HT2: 'Teach your peers' assessment - considering the skills required to become a teacher and to teach classmates about the Gothic genre. Teachers to include information about careers pathways and progression (careers in the curriculum)</p>	<p><u>HT4:</u> All year groups to take part in NCW English careers lessons: Where can English take you?</p>	<p>HT^: Year 9: KS4 English – where can it take you?</p>

Key Stage 4 Long Term Planning 2021-2022

Year 10 SYLLABUS: Students will follow the GCSE AQA specifications for both English Language and English Literature. All students will study both subjects and will gain two qualifications at the end of Y11. Students will also explore the links between GCSE and A Level English Literature and be encouraged to use literary critical concepts in their writing.

Curriculum Area: English Language and Literature

Year 10	Autumn 1	Spring	Summer
Syllabus Area	Theme of Conflict: Is conflict in human nature? Macbeth Anthology Poems (Bayonet Charge, Remains, War Photographer, Poppies) Language Paper 1 Section B Language Paper 2 Section B Narrative	Theme of Identity: Is our identity shaped by society? Jekyll and Hyde Anthology Poems (Kamikaze, Cheking Out Me History, The Emigree, Tissue) Language Paper 2 Section A Language Paper 1 Section B Descriptive	Theme of Power: Does power corrupt? Animal Farm Anthology Poems (Ozymandias, My Last Duchess, London and Charge of the Light Brigade) Language Paper 1 Section A Spoken Language Endorsement – The future I want.
Exploratory Questions	Is conflict in human nature?	Is our identity shaped by society?	Does power corrupt?
Knowledge and Skills	<ol style="list-style-type: none"> 1: Examination requirements and assessment objectives 2: Aristotelian Tragedy 3: Shakespearean tragedy 4: Jacobean context 5: Plot 6: Structure (including poetic form) 7: Key characters and relationships 8: Features of stagecraft 9: Poetic devices 10: Kingship and the divine right. 11: Manhood, war and violence (linked to Bayonet Charge) 12: Ambition 13: The supernatural 14: Appearance v. reality 15: Marriage 16: The position of women and motherhood (linked to Poppies) 17: fate v. free will. 18: Guilt (linked to Remains and War Photographer) 19: Justice 	<ol style="list-style-type: none"> 1: Stevenson’s life 2: Features of gothic literature and detective genre 3: Setting - Victorian Britain (focus on London) vs The Emigree 4: Religious attitudes in 19th century 5: Advances in Science (19th century) 6: Plot 7: Key characters and relationships 8: features of descriptive writing 9: Effective characterisation 10: Concept of science v. religion 11: Duality (linked to Tissue) 12: Repression and the importance of reputation (linked to Kamikaze) 13: Societal expectations (linked to Checking Out Me History) 14: Friendship 15: The epistolary form 16: Structural techniques- text and sentence level 17: Rhetorical and cohesive devices (knife crime article) 	<ol style="list-style-type: none"> 1: Orwell’s life and experiences 2: Attitudes towards the ‘class system’ 3: Socialism and socialist literature 4: Context - Capitalism, communism and the Soviet Union 5: Dystopian literature 6: Features of allegory, satire and fable 7: Karl Marx 8: Anthropomorphism and zoomorphism 9: Plot 10: Totalitarianism (linked to London) 11: Knowledge of key characters and relationships 12: Corruption of socialist ideals 14: Greed 14: Propaganda 15: Tyranny (linked to My Last Duchess and Ozymandias) 16: Class stratification 17: Danger of a naive working class. 18: Power of language (linked to Charge of the Light Brigade) 19: Symbol and motif 20: Foreshadowing and irony 21: Poetic forms, structure, context and devices 22: Difference between essay question and extract question 23: Language P1 Structure and requirements

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	<p>20: Academic/analytical writing</p> <p>21: Story writing:</p> <ul style="list-style-type: none"> 9/11 context (text as construct) Drop-Zoom Shift structure Characterisation Building Tension 	<p>18: Allusion- The Bible and Shakespeare’s King Leah</p> <p>19: Language P2 structure and requirements.</p> <p>20: Victorian writing style (linked to Lang: P2)</p> <p>21: Summarising texts (language)</p> <p>22: Making inferences.</p> <p>23: Comparing texts.</p>	<p>24: Writing about language and structure</p> <p>25: Evaluation</p> <p>26: Spoken Language</p>
Links to Prior Learning	<p>The literary canon and texts in context</p> <p>Text as a construct</p> <p>Aristotle</p> <p>Rhetoric</p> <p>Shakespearean theatre</p> <p>Links between context, plot and themes</p> <p>Antagonists/villains in literature</p> <p>Effect(s) of writers’ methods on readers</p> <p>Monologues and soliloquies</p> <p>Literary Criticism</p> <p>Creative writing</p> <p>Narrative hooks</p> <p>Use of chronology, retrospective narrative, backstory and flashback</p> <p>Poetic Devices and poetic form</p>	<p>The literary canon and texts in context</p> <p>Text as a construct</p> <p>Descriptive Writing</p> <p>Transactional writing and non-fiction extracts</p> <p>Antagonists/villains in literature</p> <p>Effect(s) of writers’ methods on readers</p> <p>Links between context, plot and themes</p> <p>Victorian context</p> <p>Gothic literature</p> <p>Science v Religion</p> <p>The romantic genre and epic poetry</p> <p>Poetic Devices and poetic form</p>	<p>The literary canon and texts in context</p> <p>Text as a construct</p> <p>The allegorical form</p> <p>Dystopian fiction</p> <p>Historical fiction</p> <p>Creative writing</p> <p>Transactional writing and non-fiction extracts</p> <p>Effect(s) of writers’ methods on readers</p> <p>Links between context, plot and themes</p> <p>Postmodern literature</p> <p>Marxism</p> <p>Poetic Devices and poetic form</p>
Assessment	<p>1: (Week 4) Macbeth extract analysis (Ambition)</p> <p>2: (Week 7) Poetry Knowledge Quiz</p> <p>3: (Week 9) Macbeth full response – Macbeth as a violent man</p> <p>4: (Week 11) Language Paper 2 Section B</p>	<p>1: (Week 7) Jekyll & Hyde extract analysis</p> <p>2: (Week 11) Jekyll & Hyde full response</p> <p>3: (Week 14) Language full P2</p>	<p>1: (Week 11) Lit P2 Essay Q</p> <p>2: (Week 12) Poetry Comparison</p> <p>3: (Week 14) Language full P1</p>
Homework	<p>Two pieces of homework will be provided each week based on the needs of individual students and the areas of the syllabus they need to focus on. At least one of these will be a piece of written work.</p>	<p>Two pieces of homework will be provided each week based on the needs of individual students and the areas of the syllabus they need to focus on. At least one of these will be a piece of written work.</p>	<p>Two pieces of homework will be provided each week based on the needs of individual students and the areas of the syllabus they need to focus on. At least one of these will be a piece of written work.</p>
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>Theatre trip</p> <p>Film Adaptations</p> <p>Documentary Screenings</p> <p>Debate club</p> <p>Film club</p> <p>Theatre group performance</p> <p>Screenwriting Club</p> <p>The school newspaper</p> <p>Write for rights club</p>	<p>Film Adaptations</p> <p>Documentary Screenings</p> <p>Debate club</p> <p>Film club</p> <p>WBD Events</p> <p>Celebrations for Shakespeare’s birthday</p> <p>Screenwriting Club</p> <p>The school newspaper</p> <p>Write for rights club</p>	<p>Film Adaptations</p> <p>Documentary Screenings</p> <p>Spelling bee</p> <p>Debate club</p> <p>Film club</p> <p>Screenwriting Club</p> <p>The school newspaper</p> <p>Write for rights club</p>
Literacy	<p>Regular opportunities as per assessment schedule and key knowledge/skills</p>	<p>Regular opportunities as per assessment schedule and key knowledge/skills</p>	<p>Regular opportunities as per assessment schedule and key knowledge/skills</p> <p>GCSE spoken language assessment – communication skills</p>
CIAG		<p><u>HT4:</u></p> <p>All year groups to take part in NCW English careers lessons: Where can English take you?</p>	<p>HT5: Communicating with employers (work experience prep)</p> <p>HT6: Communication and spoken language presentation (linking to interview skills and formal/workplace talk)</p> <p>Revision skills lesson (EOY Exams)</p>

Key Stage 4 Long Term Planning 2021-2022

Year 11 SYLLABUS: Students will follow the GCSE AQA specifications for both English Language and English Literature. All students will study both subjects and will gain two qualifications at the end of Y11. Students will also explore the links between GCSE and A Level English Literature and be encouraged to use literary critical concepts in their writing.

Curriculum Area: English Language and Literature

Year 11	Autumn	Spring	Summer 1
Syllabus Area	Theme of Nature: Is man more powerful than nature? Anthology Poems (Exposure, Extract from the Prelude, Storm on the Island) Unseen Poetry (Autumn/Today & Nettles/Brothers) Language P1 Section A Language P2 Section A P1 Section B Descriptive Writing P2 Section B	1: Using data from Mock exams, tailored programme of in-class intervention based on the needs of the class 2: Examination preparation	Examination preparation
Exploratory Questions	Is man more powerful than nature?	How can I ensure I get the grade I deserve?	
Knowledge and Skills	1: Exam requirements and assessment objectives 2: Poetic form, structure and devices 3: Annotating a poem in exam conditions 4: Reading for literal meaning 5: Embedding quotations. 6: Analysing language 7: Identifying themes 8: Structuring a response 9: Identifying deeper meaning 10: Comparing writer's methods 11: Paper 1 Examination Requirements 12: Language P1 Section A 13: Language Paper 2 Exam requirements 14: P2 Section A 15: Features of descriptive writing 16: P1 Section B Descriptive Writing 17: Transactional writing 18: Rhetoric and rhetorical devices 19: Whole text cohesion 20: P2 Section B Environment Speech	Interleaved recapping and revision of: All Macbeth knowledge (as per Y10 and Lit P1 revision PLC) All Jekyll and Hyde knowledge (as per Y10 and Lit P1 revision PLC) All Animal Farm knowledge (as per Y10 and Lit P2 revision PLC) All poetry anthology knowledge (as per Y10 and Lit P2 revision PLC) All unseen poetry knowledge (as per Y10 and Lit P2 revision PLC) All Language Paper 1 knowledge (as per Y10 and Lang P1 revision PLC) All Language Paper 2 knowledge (as per Y10 and Lang P2 revision PLC)	Revision of topics as required – focus dependent on students' needs/class

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Assessment	<p>1: (Week 4) Poetry Comparison 2: (Week 9) Unseen poetry 3: (Week 14) P1Section A description</p>	<p><i>Mock exams: All full papers</i></p>	<p>Targeted assessment in the run up to exams – focus dependent on students’ needs/class</p>
Homework	<p>Two pieces of homework will be provided each week based on the needs of individual students and the areas of the syllabus they need to focus on. At least one of these will be a piece of written work.</p>	<p>Two pieces of homework will be provided each week based on the needs of individual students and the areas of the syllabus they need to focus on. At least one of these will be a piece of written work.</p>	<p>Homework will be replaced by a tailored revision timetable.</p>
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>Poetry performance Poetry readings University-delivered lectures Mensa club Debate Club A-level/sixth form links</p>	<p>Revision tips and strategies Personal statements A-Level/sixth form links University delivered lectures Poetry marketplace event</p>	
Literacy	<p>Regular opportunities as per assessment schedule and key knowledge/skills</p>	<p>Regular opportunities as per assessment schedule and key knowledge/skills</p>	
CIAG	<p>HT1: 2 x lessons on mock interview preparation university talk about studying English (FE/HE information) HT2: Year 11: Theatre group performance and speaking with employees</p>	<p>HT3:Revision skills lesson HT4: English KS5 taster sessions <u>HT4:</u> All year groups to take part in NCW English careers lessons: Where can English take you?</p>	