

Key Stage 3 Long Term Planning

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	Autumn	Spring	Summer
Threshold Concept(s)	Analysing Techniques and Using Evidence	Awareness of Impact and Understanding Context	Structure and Cohesion (Including Rhetoric)
Exploratory Question	What is literature and what can it teach us about humanity?	How do texts explore the wider world?	Can words change the world?
Knowledge	<p>The Origins of Literature: Myths and Legends</p> <ol style="list-style-type: none"> 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 	<p>Conflict: From the Medieval to the Modern</p> <ol style="list-style-type: none"> 1: Literary conventions: historical fiction. 2: Contexts of production and reception 3: Narrative perspectives 4: Range of conflict texts from Beowulf to modern conflict poetry) 5: Introduction to a range of poetic devices (language and structure) 6: Literal and metaphorical meanings and interpretations 7: Writers' craft and writer's intentions 8: Conventions of autobiographical writing 9: Purpose of autobiographical writing 	<p>An Introduction to Rhetoric</p> <ol style="list-style-type: none"> 1: The power and origins of rhetoric 2: Aristotle and Aristotelean rhetoric 3: Ethos (personal branding; credibility; inclusivity) 4: Pathos (anecdote, emotive language; inspirational language) 5: Logos (logical structure, analogy, comparison, objectivity and reason) 6: Features of transactional text types 7: Rhetoric today (a range of modern political speeches) 6: Rhetorical techniques (metaphor; humour; allusion) 9: Rhetoric in Elizabethan England 10: Julius Caesar (whole text with a focus on political rhetoric)
Skills	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1: Application and appreciation of a range of literary techniques in prose and poetry 2: Create links between context, plot, character and intenders 3: Compare texts and their contextual influences and evaluate their impact on the reader 	<ol style="list-style-type: none"> 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	<p>KS2 Links:</p> <p>Vocabulary; Spelling; Reading for meaning; Linguistic devices; making inferences; comprehension reading for pleasure</p>	<p>KS2 Links:</p> <p>Vocabulary; Spelling; Reading for meaning; Literary conventions; Types of text; creative writing; Linguistic devices; structural devices; poetry; narrative perspective;</p>	<p>KS2 Links:</p> <p>Vocabulary; Spelling; Shakespeare; non-fiction texts; conscious crafting; Linguistic devices; structural devices communication</p>

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		reading for meaning;	
Assessment	<p>1: Multiple choice key terms test</p> <p>2: 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</p> <p>3: Annotate an extract demonstrating knowledge of key terms and considering effect(s) on the reader (inference and analysis)</p>	<p>1: Multiple choice key terms test</p> <p>2: Analyse a poem, demonstrating knowledge of key terms and considering effect(s) on the reader and links to context. The focus is how well students create a context-driven analysis, recognising the text as a construct.</p> <p>3: Text conversion: convert a war poem to short piece of autobiographical writing from the perspective of the protagonist, ensuring the correct conventions are followed.</p>	<p>1: Multiple choice key terms test</p> <p>2: Annotate the Friends, Roman and Countryman Speech for rhetorical devices and their effect(s)</p> <p>3: 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 (and perform) a short speech including the techniques they have learnt this year (school issue)</p>
Homework	<p>Set and collected on a weekly basis</p> <p>Homework tasks allow pupils to consolidate, reflect on and revisit in-class learning.</p> <p>Tasks may include pre-reading, research or spelling, punctuation and grammar tasks were appropriate</p> <p>Intended to support and stretch pupils and to develop students' independent learning skills</p> <p>Students are also encouraged to read for pleasure in their own time.</p> <p>Homework is shared on 'Insight' as well as in class and other tools such as Teams and Microsoft Forms may be used.</p>		
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>In Year 7, students can take part in:</p> <ul style="list-style-type: none"> Accelerated reader Debate club Spelling bee Theatre trip Film club Museum visit 500 Words competition Screen writing workshops Feminist club Lunchtime in the library – a variety of activities on offer WBD Events Roald Dahl Day Celebrations for Shakespeare's birthday 		
CIAG	<p><u>HT1:</u> Research skills lesson: what does effective research look like? What are reliable sources? How do we synthesise/summarise information? Linked to independent projects. Teaching</p>	<p><u>HT4:</u></p> <p>All year groups to take part in NCW English careers lessons: Where can English take you?</p>	<p><u>HT5/6:</u> 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?</p>

Key Stage 3 Long Term Planning

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	Awareness of Impact and Understanding Context	Structure and Cohesion (Including Rhetoric)
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: Narrative Perspective 10: The power of oracy and rhetoric 	<p>Neoclassicism: Things Fall Apart (Chinua Achebe) and Journeys in Literature</p> <ol style="list-style-type: none"> 1: Social/ historical context: colonialism 2: Features of the adventure genre 3: Symbolism, themes and motifs 4: Spiritual Growth: The Concept of Bildungsroman 5: Writer's Intentions 6: Zeitgeist: Discontentment 7: Repression and Oppression in Chinua Achebe's 'Things Fall Apart' 8: Allegory 9: Scott's expedition: diary entry 12: Intertextuality and allusion - 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: Sonnet form: 'Composed Upon the Westminster Bridge' 7: Use of pathos: 'Beggars in St James Park' (deprivation) 8: Realism: testimony 'An Account of the Peterloo Massacre' 9: 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 here	See KS3-5 Curriculum Map here	See KS3-5 Curriculum Map here
Assessment	<ol style="list-style-type: none"> 1: Multiple choice key terms test. 2: Students are provided with an extract and a list of questions – they must find evidence, explore effects and identify techniques. 3: Consider who is the better villain? Write a monologue from the point of view of your villain of choice (oracy based?) 	<ol style="list-style-type: none"> 1: Multiple choice context test. 2: Annotate extract with links to context (including thematic links) and use extract as a springboard into whole text response exploring the zeitgeist of the times through a context-driven line of argument. 3: Creative writing: incorporating intertextuality 	<ol style="list-style-type: none"> 1: Multiple choice context test 2: Respond to structure question on ROAM 3: 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.
Homework	<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</p>		

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	<p>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 'Insight' as well as in class and other tools such as Teams and Microsoft Forms may be used.</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 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>

Key Stage 3 Long Term Planning

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	Awareness of Impact and Understanding Context	Structure and Cohesion (Including Rhetoric)
Exploratory Questions	What makes a monster?	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 (Frankenstein; The Play)</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 3: Use of symbol, motif and imagery specific to genre (religious, scientific, ornithological, thanatological) 4: Allusions (Greek mythology, folk lore, biblical, historical) 5: Setting as gothic tool (pathetic fallacy etc.) 6: Character archetypes in gothic and detective fiction- crafting character through specific language choices 7: comparative Writing: presentation of monsters 8: The use of parody/pastiche for effect 9: Varying narrative perspectives and their reliability- including narrative poetry 10: Critical perspectives (psychoanalytical) 	<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: Madness/ hysteria as a symbol of oppression (Madwoman in the attack theory?) 8: The reinforcement of patriarchal ideologies throughout literature 9: postmodern poetry 	<p>Modernism: Dear Martin 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 previous learning	See KS3-5 Curriculum Map here	See KS3-5 Curriculum Map here	See KS3-5 Curriculum Map here

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Assessment	<p>1: Multiple choice: key concepts from Y7-Y9 2: Setting: annotate a short story, identifying features of setting and commenting on effect 3: (Retention Test) Comparison question: identify religious symbolism in the Raven and one other text</p>	<p>1: Multiple choice context quiz 2: Compare the presentation of gender norms in medieval and Renaissance women (Desdemona and Lady Macbeth) 3: Rupi Kaur poetry analysis</p>	<p>1: Re-visiting rhetoric- identifying techniques from multiple choice 2: 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 3: Write own political poetry in preparation for Yr 9 poetry slam.</p>
Homework	<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 where 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 'Insight' as well as in class and other tools such as Teams and Microsoft Forms may be used.</p>		
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>In Year 9, students can take part in: Accelerated reader Top girls Debate club Spelling bee Film club Feminist Club 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>		
CIAG	<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>HT6: Year 9: KS4 English – where can it take you?</p>

Key Stage 4 Long Term Planning

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	Spring	Summer
Syllabus Area	<p>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</p>	<p>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</p>	<p>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.</p>
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) 	<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>19: Justice</p> <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 1 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) Spoken Language Endorsement</p>
Homework	<p>One piece 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.</p>	<p>One piece 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.</p>	<p>One piece 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.</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>Write for rights club</p> <p>A Level taster sessions</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>Write for rights club</p> <p>A Level taster sessions</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>Write for rights club</p> <p>A Level taster sessions</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><u>HT5:</u></p> <p>Communicating with employers (work experience prep)</p> <p><u>HT6:</u></p> <p>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

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
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 & parent poems) 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>One piece 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.</p>	<p>One piece 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.</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>	
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><u>HT3:</u> Revision skills lesson <u>HT4:</u> English KS5 taster sessions <u>HT4:</u> All year groups to take part in NCW English careers lessons: Where can English take you?</p>	