

Curriculum Plan

Department/subject: English

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year 11	Autumn 1- Romeo and Juliet	Autumn 2- Mock Examinations, Spoken Language Assessment, Unseen Poetry
Knowledge to be taught	Context: Social, economic and political situation in Elizabethan and Jacobean England William Shakespeare – biographical information relevant to study – cultural impact Romeo and Juliet – play conventions, plot, characters, themes, motifs, symbolism, sonnet How to analyse and evaluate the writer’s craft	Language Paper 1: structure of exam, Assessment Objectives, strategies for each question, vocabulary, analytical and writing skills Literature Paper – combined How to present in front of audiences
Key words	social, economic, political, class system, fate, inequality, injustice, stage directions, juxtaposition, foreshadowing, dramatic irony, prologue, act, scene, authorial intent, thesis, prologue, patriarchy, Petrarchan love, sonnet	DAFOREST, imagery, manipulation, exam skills, strategies, discourse markers, analysis, evaluation, discourse markers, presentation, speech, delivery, pitch, tone, gestures, body language, poetry, stanza, line, enjambment, caesura, metaphor, simile, juxtaposition
Links to prior knowledge	Play conventions: Shakespeare, Macbeth, Much Ado about Nothing, Inspector Calls, Our Day Out (KS3 and KS4), Across the Barricades Drama Unit Themes of love, inequality, patriarchy: KS3: Heroes, Narrative Voice, Our World, Ruby in the Smoke, Voices, Of Mice and Men / Animal Farm	All KS3 and KS4 English schemes of work develop the skills for both English language exams. The texts are unseen – students apply their knowledge and skills gained and practised throughout their KS3 and KS4 journey. Specific question answering skills are developed in Year 10. Spoken Language Assessment: The Pitch (Year 7), Non-Fiction Writing (Year 8), An Inspector Calls (Year 9), Oracy (Year 9) and Year 10 curriculum where discussions, debating and presenting are part of teaching and learning. Poetry: Our World (Year 7), Voices (Year 8), Oracy (Year 9), Y10 and 11 Poetry Anthology
How knowledge is assessed	An analytical essay which requires students to synthesise their knowledge of the play and its context. It also requires students to demonstrate their analytical and evaluative skills drawing on their understanding of writers’ craft SIMS assessment – the same question answered by the whole cohort	English Language Paper 1 Mock Examination English Literature Paper Combined (Due to Covid disruption) Spoken Language Assessment
How gaps will be addressed	Setting according to needs Marking points distributed strategically so individual feedback can be given and acted upon Teachers noting the gaps which can be address throughout the GCSEs	Setting according to needs Marking points distributed strategically so individual feedback can be given and acted upon Teachers noting the gaps which can be address throughout the GCSEs
Cultural capital lessons	Embedded within the scheme of work Social, cultural and political context of Elizabethan and Jacobean periods. Issues of patriarchy, right to love, fate Explorations of moral decisions, issues of poverty and wealth, lack of opportunities and development of empathy	Embedded within the scheme of work. Social, cultural and political contexts of any texts