

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 10	Spring 1 – Poetry Anthology (interleaving) and English Language Paper 1	Spring 2 – Poetry Anthology (interleaving) and English Language Paper 2
Knowledge to be taught	<ul style="list-style-type: none"> • How to analyse and evaluate the writer’s craft • How to compare poems effectively • Contextual information on each poet, poem, culture, social identity • Knowledge about poetry: vocabulary, structure, form, language • Language Paper 1: structure of exam, Assessment Objectives, strategies for each question, vocabulary, analytical and writing skills 	<ul style="list-style-type: none"> • How to analyse and evaluate the writer’s craft • How to compare poems effectively • Contextual information on each poet, poem, culture, social identity • Knowledge about poetry: vocabulary, structure, form, language. • Language Paper 2: structure of exam, Assessment Objectives, strategies for each question, vocabulary, comparison skills, analytical and writing skills
Key words	verse, stanza, iambic pentameter, rhythm, rhyme scheme, couplet, enjambment, caesura, line, sonnet, quatrain, internal rhyme, speaker, semantic field, metaphor, simile, personification, repetition, alliteration, onomatopoeia, imagery, juxtaposition, antithesis, oxymoron, intention, message, effect, analysis, evaluation, language, methods, structure	verse, stanza, iambic pentameter, rhythm, rhyme scheme, couplet, enjambment, caesura, line, sonnet, quatrain, internal rhyme, speaker, semantic field, metaphor, simile, personification, repetition, alliteration, onomatopoeia, imagery, juxtaposition, antithesis, oxymoron, intention, message, effect, analysis, evaluation, language, methods, structure, comparison, discourse markers
Links to prior knowledge	Poetry: Our World (Year 7), Voices (Year 8), Oracy (Year 9) Fiction Writing and Reading: Heroes (Year 7), Gothic Horror (Year 8) , Voices (Year 8), Creative Writing – Jungle Book (Year 9) + all KS3 units combine all skills needed for the English Language Paper 1 exam	Poetry: Our World (Year 7), Voices (Year 8), Oracy (Year 9) Literary Non-Fiction Writing and Reading: Heroes (Year 7), The Pitch (Year 7), Non-Fiction Writing – Climate and Environment (Year 8), Voices (Year 8) + all KS3 units combine all skills needed for the English Language Paper 1 exam
How knowledge is assessed	<ul style="list-style-type: none"> • English Language Paper 1: a past paper test • SIMS assessment – the same questions answered by the whole cohort 	<ul style="list-style-type: none"> • Poetry: A comparative analytical essay on two poems from the anthology. This essay requires students to synthesise their knowledge of the poems, their contexts and connections between them. It also requires students to demonstrate their analytical and evaluative skills drawing on their understanding of the writers’ craft.

		<ul style="list-style-type: none"> English Language Paper 2: a past paper test SIMS assessments – the same questions answered by the whole cohort
How gaps will be addressed	<p>Setting according to needs</p> <p>Marking points distributed strategically so individual feedback can be given and acted upon</p> <p>Teachers noting the gaps which can be addressed throughout the GCSEs</p>	<p>Setting according to needs</p> <p>Marking points distributed strategically so individual feedback can be given and acted upon</p> <p>Teachers noting the gaps which can be addressed throughout the GCSEs</p>
Cultural capital lessons	<p>Embedded within the scheme of work</p> <p>Social, cultural and political contexts of poems and the fiction texts studied</p> <p>Issues of identity, representation, conflict</p>	<p>Embedded within the scheme of work</p> <p>Social, cultural and political contexts of poems and the literary non-fiction texts studied: 21st, 20th and 19th centuries</p> <p>Issues of identity, representation, conflict, historical changes</p>