



**Hazel** Wood  
High School

Part of the

**Oak**



Learning Partnership

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English  
Curriculum  
Overview 2023  
**Hazel Wood  
High School**



## **Our Curriculum Content:**

*Our curriculum offer seeks to promote a passion for English within all students at Hazel Wood High School. We have ensured that pupils within the English department are exposed to the best that has been thought and said. Their love of the subject is nurtured and will build on the vital foundations of reading, writing, speaking and listening that students have already laid at key stages 1 and 2. It is our goal to promote and engender these skills in all our students in order to promote high standards, high achievement and a commitment to being the best that they can be. We want our students to be not only risk takers, but resourceful and tenacious students who rise to the challenge and can be imaginative and resilient in their approach to new learning within English. We want our students to be interesting, as well as interested, and to be enthusiastic discoverers of new learning. We will make students aware of the 'Literary Trail' that we have created within our curriculum and pupils should make explicit links between themes. We want our students to be brave and motivated to be the best that they can be and to be able to thrive as individuals and develop their own independence. We promote this vision through the learning culture that we instil within our students, through their experiences within the classroom and beyond.*

- We will provide a curriculum that is broad and varied and accessible to all learners and which takes into account the individuality of our students and their context.*
- We will achieve this through our dedication to embracing new ideas and ensuring that our curriculum and teaching styles are constantly developed and honed.*
- We will seek to instil in students an expectation of achieving beyond expectations through the challenge built into lessons and the feedback given to students.*
- We will ensure that we model high quality analysis of texts and will share our love of English both within and beyond the classroom by having an open discussion about contextual factors affecting topics of novels, plays and poems.*
- We will provide opportunities for educational trips to explore different interpretations of texts studied.*
- We will encourage wider reading and extra-curricular clubs to raise aspirations and introduce challenge and a sense of achievement for our learners.*





Year 7	Term 1	Term 2	Term 3
Unit Title	Childhood and Society 19 <sup>th</sup> - 21 <sup>st</sup> Century Fiction 20 <sup>th</sup> Century Non-Fiction Big Question: How has the way children are portrayed changed over time?	Viewpoints and Voices Fiction and Non-fiction – changemakers through the 20 <sup>th</sup> Century Big question: How do we get our voices heard?	Travel and Adventure Recount Writing Autobiographical/ Biographical Big Question: Is Shakespeare still relevant today?
Key Knowledge and understanding that enables skill building.	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How children are presented in both Victorian and modern texts- with a focus on the presentation of children in the media.</li> <li>• How to identify features of plot, context, theme and character for <i>Oliver Twist</i> by Charles Dickens</li> <li>• The context of Victorian Britain</li> <li>• How to analyse characters</li> <li>• The terminology surrounding language analysis</li> <li>• How to select information for Information retrieval tasks</li> <li>• How to use persuasive techniques in writing and speech</li> <li>• How to develop writing skills appropriate to each writing genre</li> <li>• How to use a story map</li> <li>• How to identify audience and purpose</li> <li>• How to analyse media and social media- looking at Task, Audience and Purpose.</li> <li>• How to analyse still images and moving images.</li> </ul>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to identify features of plot, context, theme and character for <i>Stay Where You Are, Then Leave</i> by John Boyne</li> <li>• How to create character and setting descriptions</li> <li>• How to analysis evidence</li> <li>• How to select explicit information from a text</li> <li>• How to use persuasive techniques in writing and speech</li> <li>• How to develop writing skills appropriate to each writing genre</li> <li>• How to identify the difference between fiction and Non-fiction</li> <li>• How to identify audience and purpose</li> </ul> <p>This unit will also explore a range of extracts from non-fiction texts that look at significant people who have made changes in society such as:</p> <ul style="list-style-type: none"> <li>• Malala’s speech</li> <li>• Nelson Mandela</li> <li>• Emmaline Parkhurst</li> <li>• Greta Thunberg</li> <li>• Leonardo Di Caprio</li> </ul>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to identify features of plot, context, theme and character for <i>Touching the Void</i> by Joe Simpson</li> <li>• How to analyse characters and their development throughout a text</li> <li>• How to analyse language using a simple structure</li> <li>• How to use persuasive techniques in writing and speech</li> <li>• How to develop writing skills appropriate to each writing genre</li> <li>• How to use a story map</li> <li>• How to identify audience and purpose</li> <li>• How to analyse print media- looking at travel brochures and planning a holiday.</li> <li>• How to create an advert using persuasive technique.</li> </ul> <p>This unit will also explore a range of travel themed non-fiction and poetry from around the world, so that pupils can understand the conventions of travel writing.</p> <p>Pupils will also explore extracts from a range of Shakespeare’s work, in order to understand how language is used. Extracts studied are from:</p> <ul style="list-style-type: none"> <li>• A range of Shakespeare plays</li> </ul>



	<p>This unit will also explore a range of extracts from fiction and non-fiction texts that look at different aspects of life during the Victorian Era such as:</p> <ul style="list-style-type: none"><li>• Alice in Wonderland</li><li>• Jane Eyre</li><li>• Life in the workhouse</li><li>• Victorian life</li><li>• Victorian Schools</li><li>• Modern adverts depicting childhood</li></ul>		<ul style="list-style-type: none"><li>• Speeches</li><li>• Sonnets</li></ul>
	<p>In Year 7, Learning Objectives are sequenced to ensure that students know and understand how to identify and use the following aspects of grammar:</p> <ul style="list-style-type: none"><li>• Using a range of punctuation correctly</li><li>• Using dialogue and speech</li><li>• Developing cohesion</li><li>• Developing grammatical structures</li><li>• Verb use</li><li>• Modal Verb use</li><li>• Active and Passive Voice</li><li>• Word Classes</li><li>• Descriptive language devices</li><li>• Precise vocabulary choices</li><li>• Parenthesis</li><li>• Subjunctive form</li><li>• Precise vocabulary choices</li><li>• Compound and complex sentences</li></ul>		
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal vocabulary log where they record words that are new to them.</p> <p>Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practise using our tier two and three vocabulary in sentences, and then in their work.</p> <p>Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>		
<b>Assessment Overview</b>	<ul style="list-style-type: none"><li>• Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success.</li></ul>		



	<ul style="list-style-type: none"> <li>•Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons</li> <li>•In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</li> <li>•At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</li> <li>•Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</li> <li>•At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</li> </ul>		
<b>Assessment</b>	<p>At the start of Year 7, students will complete a number of baseline and diagnostic assessments including:</p> <ul style="list-style-type: none"> <li>• NGRT Reading tests</li> <li>• Spelling Tests</li> <li>• Handwriting Speed Tests</li> <li>• Speaking and Listening: Debate about Victorian Schools</li> </ul>	<p>At the end of this unit of work, there will be the following summative assessments:            Writing Assessment 2: Narrative writing- creating a character.            Reading Assessment 2: Reading skills assessment</p>	<p>At the end of this unit of work, there will be the following summative assessments:            Writing Assessment 3: Descriptive Writing- Writing a travel guide            Reading Assessment 3: How does Shakespeare present comedy in this scene? (Donkey scene) from A Midsummer Night's Dream</p>
<b>Year 8</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Unit Title</b>	Home and Identity	Fear	Crime and Punishment



	Big question: What makes you an individual? What makes you part of a community?	Gothic Fiction Big question: How do monsters differ in fiction from reality?	Big question: Does the punishment fit the crime?
Key Knowledge and understanding that enables skill building.	Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"><li>• How to identify features of plot, context, theme and character for <i>The Bone Sparrow</i> by Zara Fraillon and <i>This is the Place</i> by Tony Walsh</li></ul> This unit will also explore a range of extracts from fiction and non-fiction texts that look at how class and poverty are presented in writing such as: <ul style="list-style-type: none"><li>• The conditions of the Working Class in England by Fredrich Engels</li><li>• Oliver Twist by Charles Dickens</li></ul>	Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"><li>• How to identify features of plot, context, theme and character for <i>Frankenstein</i> by Mary Shelley</li></ul> This unit will also explore a range of extracts from fiction and non-fiction texts that look at how fear and tension are created and how language has changed over time such as: <ul style="list-style-type: none"><li>• Texts that show language change</li><li>• <i>A Letter from The Morning Chronicle</i> by Henry Mayhew</li><li>• <i>Jekyll and Hyde</i></li><li>• <i>Dracula</i></li><li>• <i>London Past and Present</i> by Thomas Miller</li><li>• <i>Great Expectations</i> by Charles Dickens</li><li>• <i>The Woman in Black</i> by \Susan Hill</li></ul>	Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"><li>• How to identify features of plot, context, theme and character for <i>The Merchant of Venice</i> by William Shakespeare and <i>The Speckled Band</i> by Arthur Conan Doyle</li></ul> This unit will also explore a range of extracts from fiction and non-fiction texts that look at relationships and love are presented in writing: <ul style="list-style-type: none"><li>• <i>The Scarlett Study</i> by Arthur Conan Doyle</li><li>• <i>About his Person</i> by Simon Armitage</li><li>• <i>The Mysterious Affair at Styles</i> by Agatha Christie</li><li>• <i>Miss Marple A Pocketful of Rye</i> by Agatha Christie</li></ul>
	As part of our 'spiral curriculum' design, which means that students will revisit skills and knowledge to ensure that it is practised repeatedly so that it is better committed to memory, throughout the year we also repeat the following so that students know how, understand and are able to explore: <ul style="list-style-type: none"><li>• Character analysis</li><li>• Language analysis</li><li>• Information retrieval</li><li>• Embedding quotations</li><li>• Comparing and contrasting</li><li>• Using persuasive techniques</li><li>• Counter arguments</li><li>• Context and Theme analysis</li><li>• Identifying mood and tone</li><li>• Genre analysis</li><li>• Embedding quotations</li><li>• Inference and deduction</li><li>• Narrative writing (DSZL)</li></ul>		



	<ul style="list-style-type: none"><li>• Identifying and analysing structural techniques</li><li>• Using ambitious vocabulary</li><li>• Context</li><li>• Evaluating texts</li></ul>
	<p>In Year 8 students revisit grammar skills from Year 7 and are also taught how to identify and use the following aspects of grammar:</p> <ul style="list-style-type: none"><li>• Determiners &amp; Articles</li><li>• Auxiliary &amp; Modal verbs</li><li>• Parenthetical commas, brackets and dashes</li><li>• Noun phrases &amp; verb phrases</li><li>• Embedded clauses</li><li>• Transitive and intransitive verbs</li><li>• Compound &amp; Complex sentences</li><li>• Subject, verb, tense agreement</li><li>• Prefix and Suffixes</li></ul>
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal vocabulary log where they record words that are new to them.</p> <p>Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work.</p> <p>Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"><li>• Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success.</li><li>• Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons</li><li>• In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</li><li>• At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</li><li>• Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</li><li>• At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</li></ul>



Assessment	<p><b>Baseline Reading Assessment 1:</b> Character analysis from <i>The Bone Sparrow</i> (Focus on the character of Harvey)</p> <p><b>Baseline Writing Assessment 1:</b> Descriptive writing -To write a description of a given picture related to home and identity.</p> <p><b>Summative Reading Assessment 1:</b> Character analysis from <i>The Bone Sparrow</i> (focus on the character of Eli)</p> <p><b>Summative Writing Assessment 1:</b> Descriptive writing-To write a description of a given image based on the theme of refugees and asylum.</p>	<p><b>Baseline Reading Assessment 2:</b> <i>Frankenstein the Play</i>. How does the writer present a character's feelings? Presenting Implicit and explicit information.</p> <p><b>Baseline Writing Assessment 2:</b> Narrative writing in the Gothic genre- setting the scene.</p> <p><b>Summative Reading Assessment 2:</b> The writer's use of language. <i>Frankenstein the Play</i>.</p> <p><b>Summative Writing Assessment 2:</b> Narrative writing in the Gothic genre- setting the scene.</p> <p><b>Speaking and Listening 1:</b> A presentation about language over time and their use of language. This is supported by MMU project 'Manchester Voices'</p>	<p><b>Baseline Reading Assessment 3:</b> <i>The Merchant of Venice</i> and character analysis.</p> <p><b>Baseline Writing Assessment 3:</b> Narrative writing in the mystery/crime genre using a poem as a stimulus.</p> <p><b>Summative Reading Assessment 3:</b> <i>The Merchant of Venice</i> and character analysis.</p> <p><b>Summative Writing Assessment 3:</b> Narrative writing in the mystery/crime genre using an image as stimulus.</p>
Year 9	Term 1	Term 2	Term 3
Unit Title	<p>Power and Politics</p> <p>Big question: How do texts reflect world events and society?</p>	<p>Conflict</p> <p>Big Question: What motivates conflict?</p>	<p>Love</p> <p>Big Question: Love is love?</p>





Key Knowledge and understanding that enables skill building.

Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:

- how to write for a particular purpose
- how to analyse language
- How to summarise and synthesise texts making clear comparisons.
- How to identify key features of plot, context, theme and character

In order to do this, they will read:

- Animal Farm by George Orwell
- Extracts from a variety of 19<sup>th</sup> and 21<sup>st</sup> century, non-fiction texts on a range of world events and issues including:
  - Human Rights/ Rights of a child
  - FGM
  - Child Soldiers
  - Inspirational Women
  - Social Media
  - BLM
  - Refugees/Asylum
  - Fair trade

Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:

- How to retrieve explicit and implicit information from the text,
- How to analyse language and structure
- How to evaluate texts.
- How to identify different types of non-fiction texts

• How to write for a variety of different purposes and audiences

• How to identify key features of plot, context, theme and character

In order to do this, they will read:

- Blood Brothers by Willy Russell
- Extracts from a variety of fiction and non-fiction texts including:
  - *Dulce et Decorum Est* by Wilfred Owen
  - *Private Peaceful* by Michael Morpurgo
  - *Who's for the Game* by Jessie Pope
  - Famous speeches from WW1 and WW2

Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:

- How to write for a range of different purposes and audiences.
- How to analyse language and form in detail
- How to identify key features of plot, context, theme and character

In order to do this, they will read:

- *Romeo and Juliet* by Shakespeare
- Extracts from a variety of fiction and non-fiction texts including:
  - *The Penelopiad* by Margaret Atwood
  - Poetry from John Cooper Clark, John Hegley Keats and Wordsworth
  - Serena William's letter to her mother
  - Plague and Covid 19 pandemic diary entries





	<p>As part of our 'spiral curriculum' design, which means that students will revisit skills and knowledge from year 7 and 8 to ensure that it is practised repeatedly, so that it is better committed to memory throughout the year, we also repeat the following so that students know how, understand and are able to explore:</p> <ul style="list-style-type: none"><li>• Character analysis</li><li>• Theme analysis</li><li>• Analysing language and structure</li><li>• A structure for analysing language that teaches students how to zoom in on impactful words (PEEZL) whilst they develop their independence to do this.</li><li>• Context</li><li>• Summarising and comparing</li><li>• Information retrieval</li><li>• Persuasive techniques</li><li>• Shaping opinion</li><li>• Counter arguments</li></ul>
	<p>In Year 9, students revisit grammar skills from Year 7 and Year 8 and are also taught how to identify and use the following aspects of grammar:</p> <ul style="list-style-type: none"><li>• Prepositions</li><li>• Conjunctions and connectives</li><li>• Finite and Non-finite verbs</li><li>• Punctuation for effect</li><li>• Prepositional phrases</li><li>• Adverbial phrases</li><li>• Moving clauses/phrases: Fronted adverbials etc.</li><li>• Main verb</li><li>• Spoken vs Written communication</li></ul>
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal vocabulary log where they record words that are new to them.</p> <p>Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work.</p> <p>Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"><li>• Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success.</li></ul>



	<ul style="list-style-type: none"><li>• Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons</li><li>• In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</li><li>• At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</li><li>• Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</li><li>• At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</li></ul>		
Assessment	<p><b>Baseline Reading Assessment 1:</b> <i>Animal Farm</i> using Old Major's speech and persuasive language techniques.</p> <p><b>Baseline Writing Assessment 1:</b> Write a speech in response to a statement.</p> <p><b>Summative Reading Assessment 1:</b> <i>Animal Farm</i> and 'how does the writer use language?' style question.</p> <p><b>Summative Writing Assessment 1:</b> Write a speech in response to a statement.</p>	<p><b>Baseline Reading Assessment 2:</b> <i>Blood Brothers</i> analysing themes.</p> <p><b>Baseline Writing Assessment 2:</b> Writing an article in response to a statement.</p> <p><b>Summative Reading Assessment 2:</b> <i>Blood Brothers</i> evaluation style question, question on themes and character.</p> <p><b>Summative Writing Assessment 2:</b> Write an article in response to a statement.</p>	<p><b>Baseline Reading Assessment 3:</b> <i>Romeo and Juliet</i>, how does the writer present a character?</p> <p><b>Baseline Writing Assessment 3:</b> Write a letter in response to statement.</p> <p><b>Summative Reading Assessment 3:</b> <i>Romeo and Juliet</i>, how does the writer present a character?</p> <p><b>Summative Writing Assessment 3:</b> Write a letter in response to statement.</p>



GCSE ENGLISH LANGUAGE			
Year 10	Term 1	Term 2	Term 3
Unit Title	Poverty and Class	War and Politics	Relationships
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to analyse language, structure and form</li> <li>• Why and how to use the PEEZL paragraph structure.</li> <li>• How to embed quotations.</li> <li>• A variety of ways to define and shaping opinion.</li> <li>• How to identify and use persuasive techniques</li> <li>• How to write for given audiences and purposes.</li> <li>• How to write for real life purposes- job applications, CVs and job descriptions.</li> </ul> <p>We are also aiming to embed these aspects of Literacy:</p> <ul style="list-style-type: none"> <li>• Morphology</li> <li>• Etymology (Latin, French, Germanic spelling rules)</li> <li>• Words changing word classes (deverbal nouns – nominalisation, denominal verbs etc.)</li> </ul> <p>In order to do this, students will study extracts from a variety of fiction and non-fiction including:</p> <ul style="list-style-type: none"> <li>• <i>The Hunger Games</i> by Suzanne Collins</li> <li>• Marcus Rashford open letter to MPs</li> <li>• <i>A Walk in a Workhouse</i> by Charles Dickens</li> </ul>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to analyse language, structure and form</li> <li>• Why and how to use the PEEZL</li> <li>• How to use language to compare and contrast</li> <li>• How to identifying mood and tone and perspective</li> <li>• How to use a variety of structures to organise our own creative writing (including DSZL and SICCAR)</li> </ul> <p>We are also continuing to embed these aspects of Literacy:</p> <ul style="list-style-type: none"> <li>• Morphology</li> <li>• Etymology (Latin, French, Germanic spelling rules)</li> <li>• Words changing word classes (deverbal nouns – nominalisation, denominal verbs etc.)</li> <li>• 'Moods' – indicative, imperative, interrogative, conditional, subjunctive</li> </ul> <p>In order to do this, they will study extracts from a variety of fiction and non-fiction including:</p> <ul style="list-style-type: none"> <li>• <i>The Last Night</i></li> <li>• <i>Hacksaw Ridge</i></li> <li>• <i>War of the Worlds</i></li> </ul>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to analyse language, structure and form and the effect these have.</li> <li>• How to synthesise information from a range of sources.</li> <li>• Why and how to use the PEEZL whilst moving towards the more ambitious What/How/Why structure.</li> <li>• How to evaluate texts and writer's intent.</li> <li>• How to use a variety of structures to organise our own non-fiction</li> <li>• How to write effective thesis statements and conclusions.</li> </ul> <p>We are also beginning to revise these aspects of Literacy:</p> <ul style="list-style-type: none"> <li>• Punctuation Bootcamp</li> <li>• Capital Letters, full stops, commas</li> <li>• Semi-colons, brackets, dashes</li> </ul> <p>In order to do this, they will study extracts from a variety of fiction and non-fiction including:</p> <ul style="list-style-type: none"> <li>• <i>Veronica</i></li> <li>• <i>Why Be Happy When You Could Be Normal?</i> – Jeanette Winterson</li> <li>• <i>Starter for Ten</i> – David Nicholls</li> <li>• <i>Anne Lister's Diary</i></li> </ul>



	<ul style="list-style-type: none"> <li>• <i>A portrait of 21st Century Poverty</i> – newspaper article</li> <li>• <i>The Third Life of Grange Copeland</i> by Alice Walker</li> </ul>		<p>Students will also develop their writing skills for a variety of purposes and audiences.</p>
<p><b>Vocabulary</b></p>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal vocabulary log where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work. Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>		
<p><b>Assessment Overview</b></p>	<ul style="list-style-type: none"> <li>• Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success.</li> <li>• Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons</li> <li>• In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</li> <li>• At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</li> <li>• Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</li> <li>• At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</li> </ul>		
	<p>Assessment Objectives we focus on this term:</p>		





## Assessment

- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling

Throughout this unit, students will be assessed on their key learning.

Students complete three assessments throughout the term. Each assessment features a reading section and a writing section.

### Baseline Assessment

'*Children in Prison...*' extract by Oscar Wilde  
AO1 and AO2  
Descriptive Writing  
AO5 and AO6

### Mid-Point Assessment

This is a brief formative assessment in student books. It will feature one language analysis task and a short piece of writing.

### Summative Assessment

'*Good Omens*' extract by Gaiman and Pratchett  
AO1 and AO2  
Descriptive Writing

Assessment Objectives we focus on this term (whilst continuing to develop previously taught AOs)

- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Throughout this unit, students will be assessed on their key learning.

Students complete three assessments throughout the term. Each assessment features a reading section and a writing section.

### Baseline Assessment

'*The Sniper*' extract by Liam O'Flaherty  
AO1, AO2 and AO4  
Speech Writing  
AO5 and AO6

### Mid-Point Assessment

This is a brief formative assessment in student books. It will feature one language analysis task and a short piece of writing.

### Summative Assessment

'*Regeneration*' extract by Pat Barker  
AO1, AO2 and AO4  
Narrative Writing  
AO5 and AO6

Assessment Objectives we focus on this term (whilst continuing to develop previously taught AOs):

- AO4: Evaluate texts critically and support this with appropriate textual references

Throughout this unit, students will be assessed on their key learning.

Students complete three assessments throughout the term. Each assessment features a reading section and a writing section.

### Baseline Assessment

Thematically linked extracts from Mrs Hinch and Mrs Beeton  
AO1, AO2, AO3 and AO4  
Article Writing  
AO5 and AO6

### Mid-Point Assessment

This is a brief formative assessment in student books. It will feature one language analysis task and a short piece of writing.

### Summative Assessment

Students will also complete a full series of English Language and English Literature mocks at the end of this term.



Year 11	Term 1	Term 2	Half Term 5	Half Term 6
<b>Unit Title</b>	<b>Paper 1 Reading Paper 1 Writing</b>	<b>Paper 2 Reading Paper 2 Writing</b>	<b>Exam Practice</b>	
<b>Key Knowledge and Understanding that, where necessary, enables skill building.</b>	<p>Lesson Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• how to analyse fiction texts and language, structure and form and the effect these have.</li> <li>• know how to write exam style answers in the style of an English academic.</li> <li>• how to write a narrative to entertain and engage.</li> <li>• how to write in the style of an author.</li> </ul> <p>Students will use an exam past paper booklet which includes a variety of extracts from 20<sup>th</sup> Century Fiction.</p>	<p>Lesson Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• how to analyse non-fiction texts and language, structure and form and the effect these have.</li> <li>• how to write exam style answers in the style of an English academic.</li> <li>• how to write a transactional text for a variety of purposes and audiences.</li> <li>• how to write in the style of a journalist.</li> </ul> <p>Students will use an exam past paper booklet which includes a variety of extracts from 19<sup>th</sup> and 21<sup>st</sup> Century non-fiction.</p>	<p>Revision TBC based on need</p> <p>Students will be using their final lessons with us to complete timed exam practice and self-assessment using mark schemes. Our results from assessments will mean that students and classes may be completing bespoke activities to support individuals and groups of students in achieving their best outcome in their GCSEs.</p> <p>Revision Guides and resources are available via our website and the Year 11 English TEAM.</p>	
	<p><b>For success in this GCSE course, throughout these terms, we are continually spiraling back to these areas so that the students know and understand how to:</b></p> <ul style="list-style-type: none"> <li>• Analyse language, structure and form</li> <li>• Select evidence judiciously</li> <li>• Explode quotations to be able to layer meaning</li> <li>• Develop a personal response</li> <li>• Use the PEEZL structure if they need this to structure their responses to texts.</li> <li>• Secure Sentence structures and use them for impact</li> <li>• Use a varied vocabulary and language for effect</li> <li>• Develop their own opinions</li> <li>• Successfully structure any text type</li> <li>• Write under timed conditions, with resilience, planning and proofing.</li> </ul>			
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal vocabulary log where they record words that are new to them.</p>			



	<p>Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work. Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>		
<b>Assessment</b>	<p>Throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that helps them to move on with success. Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from all Homework is recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p>		
	<p>In November, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable to course leader to adapt teaching where they may be gaps in knowledge.</p> <p>Throughout this unit, students will be assessed on their key learning and they will track their scores in their own trackers. The formative key piece for this term will be: Walking Talking Mock Paper 1 The summative key piece for this term will be: Mock 1 Paper 1 and Paper 2</p>	<p>Throughout this unit, students will be assessed on their key learning and they will track their scores in their own trackers. The formative key piece for this term will be: Walking Talking Mock Paper 2 The summative key piece for this term will be: Mock 2 Paper 1 and Paper 2</p>	<p>Students will be given timed exam practice and self-assessment using mark schemes to develop their understanding of how to include assessment objectives into their responses. Teachers will also provide bespoke feedback to help students to understand the exam process.</p>





<b>GCSE ENGLISH LITERATURE</b>			
<b>Year 10</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Unit Title</b>	<b>A Christmas Carol</b>	<b>An Inspector Calls</b>	<b>Macbeth</b>
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The plot of <i>A Christmas Carol</i></li> <li>• The characters from <i>A Christmas Carol</i></li> <li>• The context of <i>A Christmas Carol</i></li> <li>• The themes, meanings and links explored in the AQA Conflict Poetry Cluster</li> <li>• How to analyse and link poems.</li> </ul> <p>Character Focus for <i>A Christmas Carol</i>:</p> <ul style="list-style-type: none"> <li>• Scrooge</li> <li>• The Ghosts</li> </ul> <p>Theme Focus for <i>A Christmas Carol</i>, to support contextual understanding:</p> <ul style="list-style-type: none"> <li>• Redemption</li> <li>• Poverty</li> </ul> <p>The poems from the Poetry Cluster that are explored:</p> <ul style="list-style-type: none"> <li>• London by William Blake</li> <li>• Ozymandias by Shelley</li> <li>• Prelude by Wordsworth</li> <li>• My Last Duchess</li> </ul>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The plot of <i>An Inspector Calls</i></li> <li>• The characters from <i>An Inspector Calls</i></li> <li>• The context of <i>An Inspector Calls</i></li> <li>• The themes, meanings and links explored in the AQA Conflict Poetry Cluster</li> <li>• How to analyse and link poems.</li> </ul> <p>Character Focus for <i>An Inspector Calls</i></p> <ul style="list-style-type: none"> <li>• Mrs Birling</li> <li>• Sheila</li> </ul> <p>Theme Focus to support contextual understanding:</p> <ul style="list-style-type: none"> <li>• Generations</li> <li>• Class</li> </ul> <p>The poems from the Poetry Cluster that are explored:</p> <ul style="list-style-type: none"> <li>• Bayonet Charge</li> <li>• Charge of the Light Brigade</li> <li>• Exposure</li> <li>• War Photographer</li> <li>• Kamikaze</li> </ul>	<p>Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The plot of <i>Macbeth</i></li> <li>• The characters from <i>Macbeth</i></li> <li>• The context of <i>Macbeth</i></li> <li>• The themes, meanings and links explored in the AQA Conflict Poetry Cluster</li> <li>• How to analyse and link poems.</li> </ul> <p>Character Focus for <i>Macbeth</i>:</p> <ul style="list-style-type: none"> <li>• Macbeth</li> <li>• Witches</li> </ul> <p>Theme Focus to support contextual understanding:</p> <ul style="list-style-type: none"> <li>• Ambition</li> <li>• Supernatural</li> </ul> <p>Poetry Cluster 3:</p> <ul style="list-style-type: none"> <li>• Storm on the Island</li> <li>• Tissue</li> <li>• Remains</li> <li>• Poppies</li> <li>• Checking out Me History</li> </ul>
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal vocabulary log where they record words that are new to them.</p> <p>Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work.</p> <p>Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>		



<p><b>Assessment Overview</b></p>	<ul style="list-style-type: none"> <li>Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success.</li> <li>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons</li> <li>In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</li> <li>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</li> <li>Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</li> <li>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</li> </ul> <p>The Assessment Objectives for English Literature are:</p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>		
<p><b>Assessment</b></p>	<p>Throughout this unit, students will be assessed on their key learning and they will track their scores in their own trackers.</p> <p><b>ACC Formative Assessment 1</b> How does Dickens present poverty throughout the novella?</p> <p><b>At the end of this unit of work, there will be the following summative assessment: ACC Assessment 1</b> How does Dickens portray the transformation of Scrooge throughout the novella?</p>	<p>Throughout this unit, students will be assessed on their key learning and they will track their scores in their own trackers.</p> <p><b>AIC Formative Assessment 1</b> How does Priestley present Sheila in <i>AIC</i>?</p> <p><b>At the end of this unit of work, there will be the following summative assessment: AIC Assessment 1</b> How does Priestley present the different generations in <i>AIC</i>?</p>	<p>Throughout this unit, students will be assessed on their key learning and they will track their scores in their own trackers.</p> <p><b>Macbeth Formative Assessment 1</b> How does Shakespeare present Macbeth's ambition in <i>Macbeth</i>?</p> <p><b>At the end of this unit of work, there will be the following summative assessment: Macbeth Assessment 1</b> How does Shakespeare present the supernatural within the play? Students will also complete a full series of English Language and Literature Mocks at the end of Year 10.</p>



Year 11	Term 1	Term 2	Half Term 5	Half Term 6
<b>Unit Title</b>	<b>Revision of Set Texts</b>	<b>Essay Planning</b>	<b>Exam Practice</b>	
<b>Key Knowledge and Understanding that, where necessary, enables skill building.</b>	Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following about each Literature text they studied in Year 10: <ul style="list-style-type: none"><li>• Plot summary</li><li>• Big Ideas</li><li>• Key Quotes</li><li>• 5 key extracts</li></ul>	Learning Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"><li>• know and understand how to plan for, and write, academic essays about each of our key texts: <i>Romeo and Juliet</i>, <i>A Christmas Carol</i>, <i>An Inspector Calls</i> and, Power and Conflict Poetry and Unseen Poetry</li><li>• How to write an essay</li><li>• How examination mark schemes are used and to be able to apply these to their own work</li><li>• How to write an effective thesis when writing</li><li>• How to plan essays in order to meet the main assessment objectives</li></ul> This will result in the production of five detailed essay plans to use for revision.	Students will be using their final lessons with us to complete timed exam practice and self-assessment using mark schemes. Our results from assessments will mean that students and classes may be completing bespoke activities to support individuals and groups of students in achieving their best outcome in their GCSEs. Revision Guides and resources are available via our website and the Year 11 English TEAM. By the end of this unit, we expect students will know how to write and assess academic essays in timed conditions about each of our key texts.	
	<b>For success in this GCSE course, throughout these terms, we are continually spiraling back to these areas so that the students know and understand how to:</b> <ul style="list-style-type: none"><li>• Analyse language, structure and form</li><li>• Select evidence judiciously</li><li>• Explode quotations to be able to layer meaning</li><li>• Develop a personal response</li><li>• Use the PEEZL structure if they need this to structure their responses to texts.</li><li>• Develop their own opinions</li><li>• Write under timed conditions, with resilience, planning and proofing.</li></ul>			
<b>Vocabulary</b>	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book. In this subject, students also utilise a personal vocabulary log where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work.			



	<p>Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>		
<b>Assessment</b>	<p>Throughout the year, students will be formatively assessed on their improving skills to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that helps them to move on with success. Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from all Homework is recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. The Assessment Objectives for English Literature are: AO1: <ul style="list-style-type: none"><li>• Read, understand and respond to texts.</li><li>• use textual references, including quotations, to support and illustrate interpretations.</li></ul>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>		
	<p>In November, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable the course leader to adapt teaching where there may be gaps in knowledge. Throughout this unit, students will be assessed on their key learning and they will track their scores in their own trackers. Formative Assessments this term will be on:</p> <ul style="list-style-type: none"><li>• <i>Romeo and Juliet</i></li><li>• <i>Unseen Poetry</i></li></ul>	<p>Throughout this unit, students will be assessed on their key learning and they will track their scores in their own trackers. In Spring, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable the course leader to adapt teaching where there may be gaps in knowledge. Formative Assessments this term will</p> <ul style="list-style-type: none"><li>• A Christmas Carol</li><li>• An Inspector Calls</li><li>• Power and Conflict Poetry</li></ul>	<p>Students will be given timed exam practice and self-assessment using mark schemes to develop their understanding of how to include assessment objectives into their responses. Teachers will also provide bespoke feedback to help students to understand the exam process.</p>



**Hazel Wood**  
High School

	The November Mocks series will include both English Literature papers.		
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