

## CURRICULUM SUMMARY – ENGLISH

### YEAR 7

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b> The Novel: 'Oliver Twist' by Charles Dickens</p>	<p><b>CONTENT</b> Poetry: Poetry Anthology – Heritage &amp; Modern</p>	<p><b>CONTENT</b> Writing with Purpose</p>
<p><b>ASSESSMENTS</b> November: Standardised test in a format adapted from AQA GCSE English Language Paper 1 (Test A) Students are tested on their responses to an extract of prose fiction, with assessment of skills of inference, an ability to use quotations to support arguments, and analysis of the methods writers use to create particular effects. Students are also tested with a creative writing response to a pictorial prompt, assessing content, organisation and technical accuracy.</p> <p>Students also complete a class-based assessment on their study of "Oliver Twist".</p>	<p><b>ASSESSMENTS</b></p> <p>Students produce a class-based response to a poem they have studied, and/or to an 'unseen' poem. Responses are assessed for understanding of the thoughts/feelings conveyed by the poet as related to a particular theme/idea. Students are expected to quote to support their responses and to analyse the methods used to create particular effects.</p>	<p><b>ASSESSMENTS</b> End-of-year exam: Standardised test in a format adapted from AQA GCSE English Language Paper 1 (Test B) Students are tested on their responses to an extract of prose fiction, with assessment of skills of inference, an ability to use quotations to support arguments, and analysis of the methods writers use to create particular effects. Students are also tested with a creative writing response to a pictorial prompt, assessing content, organisation and technical accuracy. The exam measures progress made since November. Students are also tested on their responses to articles/editorials &amp; non-fiction media sources.</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Children should be equipped with a dictionary/thesaurus, lever-arch file, dividers, highlighter pens, glue sticks, scissors, pens and pencils.</li> <li>• Encourage children to read independently.</li> <li>• Encourage children to take part in Hasmonean's in-house creative writing competition.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• See Term 1 for equipment requirements</li> <li>• Encourage children to read a range of poetry at home and to take part in Hasmonean's poetry competition.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• See Term 1 for equipment requirements</li> <li>• Encourage children to watch/read appropriate news media and to keep up to date with current affairs.</li> <li>• Encourage children to read a range of non-fiction texts.</li> </ul>

## CURRICULUM SUMMARY – ENGLISH

### YEAR 8

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b> ‘Literary Shorts’: An Anthology</p>	<p><b>CONTENT</b> ‘Poetry from Different Cultures’: An Anthology</p>	<p><b>CONTENT</b> Introduction to Shakespeare Studies: Contexts, Genre, Language</p>
<p><b>ASSESSMENTS</b> Students complete in-class assessments based on an anthology of short fiction. This includes responding to a short story they haven’t read before, as well as analyses of stories they have studied in class. Skills assessed include:</p> <ul style="list-style-type: none"> <li>• understanding of explicit and implicit detail</li> <li>• using quotation to support responses</li> <li>• analysing the methods writers use to achieve effects</li> <li>• explanation of reader’s response</li> </ul>	<p><b>ASSESSMENTS</b> <b>February: Standardised test in a format adapted from AQA GCSE English Language Paper 1 (Test C)</b> Students are tested on their response to an extract of prose fiction, with assessment of skills of inference, an ability to use quotations to support arguments, and analysis of the methods writers use to create particular effects. Students are also tested with a creative writing response to a pictorial prompt, assessing content, organisation and technical accuracy. The exam measures progress made since Year 7.</p> <p>In-class assessment of responses to poetry, including comparison between poems of language, structure and form</p>	<p><b>ASSESSMENTS</b> End-of-year exam: Standardised test in a format adapted from AQA GCSE English Language Paper 2 Students are tested on their responses to extracts of non-fiction prose, with assessment of skills of inference, an ability to use quotations to support arguments, and analysis of the methods writers use to create particular effects. Students are also tested with a task on writing to argue, assessing content, organisation and technical accuracy.</p> <p>In-class assessment of responses to extracts from a range of Shakespeare plays. Focused on ability to engage with explicit and implicit detail, as well as Shakespeare’s methods.</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Children should be equipped with a lever-arch file, dividers, highlighter pens, glue sticks, scissors, pens and pencils.</li> <li>• Encourage children to read independently.</li> <li>• Encourage children to complete homework to a high standard.</li> <li>• Encourage children to take part in Hasmonean’s in-house creative writing competition.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• See Term 1 for equipment requirements</li> <li>• Encourage children to read a range of poetry at home and to take part in Hasmonean’s poetry competition.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• See Term 1 for equipment requirements</li> <li>• Encourage children to watch/read appropriate news media and keep up to date with current affairs.</li> <li>• Encourage children to read a range of non-fiction texts.</li> </ul>

**YEAR 9 – GCSE AQA ENGLISH LANGUAGE: 8700 AQA ENGLISH LITERATURE: 8702**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>  <b>Crime and Punishment: Reading 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts and extracts: fiction and non-fiction</b></p>	<p><b>CONTENT</b>                      AQA Anthology, ‘Poems Past and Present’, for English Literature Paper 2 / English Language Paper 2: Reading</p>	<p><b>CONTENT</b>  <b>Descriptive and narrative compositions</b>  <b>Spoken Language Presentations / Introduction to ‘Macbeth’</b></p>
<p><b>Integrated course towards: AQA GCSE English Language 8700 and AQA GCSE English Literature 8702</b>  <i><b>NB: The precise focuses of interim tests during the GCSE course may change based on ongoing assessments of pupils’ needs/priorities, but notice of test formats is always given to pupils reasonably in advance and embedded in the teaching.</b></i>  <b>Term 1: Reading a range of passages, including extracts from a selection of the English Literature set texts (see list below) and from material forming relevant contexts to these. Writing: English Language Paper 1 Section B skills: Descriptive and narrative compositions</b>  <b>ASSESSMENT</b>  <b>November: Tasks based on taught content.</b></p>	<p>A study of poems about conflict, from a first section of Cluster 2, ‘Power and Conflict’, in the AQA Poetry Anthology (for English Literature Paper 2, Section B).                      A study of approaches to ‘Unseen’ poetry (for English Literature Paper 2, Section C).                      A focus on English Language Paper 2, the Reading section: comparisons of extracts from 19<sup>th</sup> and 20<sup>th</sup>/21<sup>st</sup> century non-fiction texts; summarising differences; comparing writers’ uses of language and structure.  <b>ASSESSMENT</b> Tasks based on taught content.</p>	<p><b>Focus: English Language Paper 1 Section B skills: Writing: Descriptive and narrative compositions</b></p> <p><b>Preparing and practising spoken presentations for the AQA Spoken Language Endorsement</b></p> <p><b>Introduction to ‘Macbeth’, for English Literature Paper 1, focusing on context and plot, ready for a complete study in Year 10.</b></p> <p><b>ASSESSMENT</b> Spoken Language Presentations</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>For equipment requirements, see next column.                      Texts: Students use English Literature set texts in the following editions:                      ‘Macbeth’: Cambridge Schools Edition (2014)                      ‘Dr Jekyll and Mr Hyde’: EMC Full Text Study Guide Edition                      ‘An Inspector Calls’: Heinemann Edition                      The AQA Anthology, ‘Poems Past and Present’                      See Year 10 Term 1 column for Study Guides details.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Students should be equipped with:                      a lever arch file for keeping GCSE English Language and GCSE English Literature notes, essays and resources; and                      file dividers                      Students should use a dictionary and thesaurus or a dictionary/thesaurus combined, pens, highlighters and glue sticks.</p> <p>Encourage regular reading; both fiction and non-fiction, including feature articles in broadsheet newspapers.</p> <p>Encourage effective management of a revision schedule.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Encourage strategies for improving spelling. Support students in mastering creative writing – in developing banks of vocabulary from which it might be possible to draw when writing descriptive and narrative pieces.</p> <p>Encourage the student’s preparation of their spoken language presentation on a topic of their choice. (The presentation should last for about five minutes, and the student should be ready to field questions from their peers on the topic.) The results of this assessment are submitted to AQA for the Spoken Language Endorsement.</p> <p>Encourage use of resources posted to Moodle.</p>

**YEAR 10 - GCSE AQA ENGLISH LANGUAGE: 8700 AQA ENGLISH LITERATURE: 8702**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>                      'Macbeth'                      'Power and Conflict' Poetry</p>	<p><b>CONTENT</b>                      'Macbeth' / 'Power and Conflict' Poetry &amp; 'Unseen' Poetry /                      'The Strange Case of Dr Jekyll and Mr Hyde'</p>	<p><b>CONTENT</b>                      'An Inspector Calls'                      'The Strange Case of Dr Jekyll and Mr Hyde'</p>
<p>A study of 'Macbeth' (for English Literature Paper 1, Section A).</p> <p>A study of poems about power - from a second section of Cluster 2, 'Power and Conflict', in the AQA Poetry Anthology (for English Literature Paper 2, Section B).</p> <p><b>ASSESSMENT</b>                      November assessment: based on taught content</p>	<p>Completion of studies of 'Macbeth' and 'Power and Conflict' poetry. A focus on skills needed to respond to 'Unseen' poetry (for English Literature Paper 2 Section C), integrated with English Language Reading skills of summary, analysis and evaluation.</p> <p>A study of 'The Strange Case of Dr Jekyll and Mr Hyde' (for English Literature Paper 1, Section B)</p> <p><b>ASSESSMENT</b>                      February examination: based on taught content.</p>	<p>Completion of study of 'The Strange Case of Dr Jekyll and Mr Hyde', integrated with English Language Writing skills of narrative and descriptive composition</p> <p>A study of 'An Inspector Calls' (for English Literature Paper 2, Section A)</p> <p><b>ASSESSMENT</b>                      Class-based tasks based on taught content.</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Encourage students to listen to/watch appropriate productions of 'Macbeth' on audio or DVD</p> <p>Students may find useful any of the following Study Guides, though none is essential:                      Hodder Study and Revise AQA Poetry Anthology: Power and Conflict for GCSE: ISBN 9781471853562                      Hodder Study and Revise Macbeth for GCSE: ISBN 9781471853623                      Hodder Study and Revise The Strange Case of Dr Jekyll and Mr Hyde for GCSE: ISBN 9781471853685                      Hodder Study and Revise An Inspector Calls for GCSE:</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Encourage students to listen to/watch appropriate productions of 'Dr Jekyll and Mr Hyde' on audio or DVD</p> <p>Ensure students are using their own copies of the set texts – see Year 9 Term 1 for details.</p> <p>Students should use appropriate equipment for the course, maintaining their Year 9-10 lever arch file with notes, essays and resources; use file dividers, a dictionary and a thesaurus or dictionary/thesaurus combined, pens, highlighters and glue sticks.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Encourage students to listen to/watch appropriate productions of 'An Inspector Calls' on audio or DVD</p> <p>Encourage strategies for improving spelling. Encourage mastery of banks of descriptive vocabulary, from which it might be possible to draw in descriptive and narrative writing.</p> <p>Encourage use of resources posted to Moodle.</p>

**YEAR 11 – GCSE AQA ENGLISH LANGUAGE: 8700 AQA ENGLISH LITERATURE: 8702**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b> Revision and Practice</p>	<p><b>CONTENT</b> Dealing with Feedback</p>	<p><b>CONTENT</b> Refining Technique</p>
<p>English Language Paper 1: Analysis/evaluation of language, form and structure, combined with revision of extracts from the prose and drama literature texts ('An Inspector Calls', 'Jekyll and Hyde' and 'Macbeth')</p> <p>English Language Paper 2: Skills of comparing texts, combined with a focus on the comparative element of the Poetry questions (English Literature Paper 2, Sections B and C)</p> <p><b>ASSESSMENT</b> December: Full mock exams: English Language Papers 1 and 2, English Literature Papers 1 and 2</p>	<p>English Language Papers 1 and 2: Exam feedback and further practice, including skills of synthesis in Paper 2 Section A, and skills for narrative/descriptive/discursive writing for Papers 1 &amp; 2.</p> <p>English Literature Papers 1 and 2: Exam feedback and further practice, including skills of applying/embedding reference to relevant contexts in the appropriate questions.</p> <p><b>ASSESSMENT</b> Further practice of selected exam sections, utilising a staggered sequence of 'Even Better If...' feedback from the December mocks, to improve performance and technique.</p>	<p>English Language Papers 1 and 2</p> <p>English Literature Papers 1 and 2</p> <p><b>ASSESSMENT</b> Further practice of selected sections, with final refinements of technique and time management; reviewing 'indicative content' in mark schemes for the full complement of specimen and past papers (all available this term on Moodle).</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Ensure students are re-reading copies of the set texts for Literature: see Year 9 Term 1 for details.</p> <p>Ensure students are using at least the four recommended Study Guides: see Year 10 Term 1 for details.</p> <p>Ensure students are maintaining and using as a revision resource their Year 9-11 lever-arch files of work and revision resources. Ensure students are using the revision resources on Moodle.</p> <p>Ensure students are managing an effective, comprehensive revision schedule.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>As for Term 1</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>As for Term 1</p>

**YEAR 12 – A level AQA A LEVEL SPECIFICATION B**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b> AQA A-level English Literature B (7717)*</p> <p><b>Boys:</b> Teacher 1: Aspects of Tragedy: ‘Richard II’ (7717/1A: C) Teacher 2: Aspects of Tragedy: ‘The Great Gatsby’ (7717/1A: C) <b>Girls:</b> Teacher 1: Aspects of Tragedy: ‘Othello’ (7717/1A: A&amp;B) Teacher 2: Elements of Crime Writing: Extracts &amp; ‘The Murder of Roger Ackroyd’ (7717/2A: A &amp; B/C)</p> <p><b>ASSESSMENT</b> Boys: 1A: C (‘Richard II’ &amp; ‘The Great Gatsby’) Girls: 1A: A (‘Othello’)</p>	<p><b>CONTENT</b> Aspects of Tragedy (7717/1A) Elements of Crime Writing (7712/2A)</p> <p><b>Boys:</b> Teacher 1: Elements of Crime Writing: Extracts &amp; ‘The Murder of Roger Ackroyd’ (7717/2A: A &amp; B/C) Teacher 2: Aspects of Tragedy: ‘Othello’ (7717/1A: A&amp;B) <b>Girls:</b> Teacher 1: Aspects of Tragedy: ‘Othello’ &amp; ‘The Great Gatsby’ (7717/1A: A&amp;B and C) Teacher 2: Elements of Crime Writing: Extracts &amp; Crime Poetry: Browning, Crabbe and Wilde (7717/2A: A &amp; B/C)</p> <p><b>ASSESSMENT</b> Boys: 1A: A (‘Othello’); 2A: A (Crime: ‘Unseen’) Girls: 2A: B (‘Ackroyd’); 1A: B (‘Othello’)</p>	<p><b>CONTENT</b> Theory and Independence (Component 3)</p> <p><b>Boys:</b> Teacher 1: Revision of ‘Richard II’/‘Gatsby’ &amp; ‘Ackroyd’. Introduction to ‘Theory &amp; Independence’ – The Novel Teacher 2: Revision of ‘Othello’. Introduction to ‘Theory &amp; Independence’ – Poetry <b>Girls:</b> Teacher 1: ‘Richard II’ (7717/1A: C) Introduction to ‘Theory &amp; Independence’ – The Novel Teacher 2: Revision of approaches to ‘Unseen’ Crime Extracts; ‘Ackroyd’; Browning, Crabbe and Wilde. Introduction to ‘Theory &amp; Independence’ – Poetry <b>ASSESSMENT</b> Boys: 1A: A,B,C; 2A: A,B. Girls: 1A: A,B,C; 2A: A,B or C or C Girls: 1A; 1B; 1C; 2A; 2C</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b> Texts: Students use English Literature set texts in the following editions: ‘Othello’ (Arden, 2016) ‘Richard II’ (Arden) ‘The Great Gatsby’ (Penguin Modern Classics) ‘The Murder of Roger Ackroyd’ (Harper) A selection of poetry by Browning, Crabbe &amp; Wilde is provided. An abridged edition of McEwan’s ‘Atonement’ will be supplied.</p> <p><i>*When choosing between A Level courses, please note that the English Literature course, although fully safeguarded, occasionally includes some themes which are broader than some families and students may feel is right for them.</i></p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b> Encourage students to read widely and to visit the theatre.</p> <p>Students may find it helpful to listen to/watch productions of Shakespeare on audio/DVD, especially tragedies; dramatisations of novels by Agatha Christie; or adaptations of other classic crime texts. Students should read or see plays by Shakespeare in the same Tetralogy as ‘Richard II’ – ‘Henry IV Parts 1 &amp; 2’ &amp; ‘Henry V’ – and they should read Christie novels featuring Hercule Poirot, further to ‘The Murder of Roger Ackroyd’.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b> Encourage students continue to read widely and to visit the theatre.</p> <p>Ensure students are using the revision resources on Moodle.</p> <p>Ensure students are managing an effective, comprehensive revision schedule.</p> <p>The following study guides may be helpful, though neither is essential:  ‘English Literature B: A/AS Level for AQA Student Book’, Atherton, Carol, Andrew Green and Gary Snapper (Cambridge UP), ISBN 978-1-107-46802-3</p>

**YEAR 13 – A Level AQA A LEVEL SPECIFICATION B**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b> AQA A-level English Literature B (7717)</p>	<p><b>CONTENT</b> Aspects of Tragedy (7717/1A) Elements of Crime Writing (7712/2A)</p>	<p><b>CONTENT</b> Aspects of Tragedy (7717/1A) Elements of Crime Writing (7712/2A)</p>
<p><b>Boys:</b> Teacher 1: Browning (7717/2A) &amp; Revision of Aspects of Tragedy (7717/1A); Completion of ‘Theory &amp; Independence’ - The Novel Teacher 2: ‘The Murder of Roger Ackroyd’, Crabbe &amp; Wilde; Completion of ‘Theory &amp; Independence’ – Poetry <b>Girls:</b> Teacher 1: Browning (7717/2A) &amp; Revision of Aspects of Tragedy (7717/1A); Completion of ‘Theory &amp; Independence’ - The Novel Teacher 2: ‘The Murder of Roger Ackroyd’, Crabbe &amp; Wilde; Completion of ‘Theory &amp; Independence’ – Poetry</p> <p><b>ASSESSMENT: Theory &amp; Independence</b></p>	<p><b>Boys:</b> Teacher 1: Revision of Aspects of Tragedy (7717/1A) Teacher 2: Revision of Elements of Crime Writing (7717/2A) <b>Girls:</b> Teacher 1: Revision of Aspects of Tragedy (7717/1A) Teacher 2: Revision of Elements of Crime Writing (7717/2A)</p> <p><b>ASSESSMENT</b> Mock: Aspects of Tragedy (7717/1A) Mock: Elements of Crime Writing (7717/2A)</p>	<p><b>Boys:</b> Teacher 1: Revision of Aspects of Tragedy (7717/1A) Teacher 2: Revision of Elements of Crime Writing (7717/2A) <b>Girls:</b> Teacher 1: Revision of Aspects of Tragedy (7717/1A) Teacher 2: Revision of Elements of Crime Writing (7717/2A)</p> <p><b>ASSESSMENT</b> Aspects of Tragedy (7717/1A) Elements of Crime Writing (7717/2A)</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Texts: Students use English Literature set texts in the following editions, bringing copies to lessons during the course as and when directed by teachers: ‘Othello’ (Arden, 2016) ISBN-10: 1472571762 ‘Richard II’ (Arden) ISBN-10: 1903436338 ‘The Great Gatsby’ (Penguin Modern Classics) ‘Atonement’ (Vintage Edition) ‘The Murder of Roger Ackroyd’ (Harper) ISBN-10: 0007141343 A selection of poetry by Browning, Crabbe &amp; Wilde is provided.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Encourage students to read widely and to visit the theatre.</p> <p>Encourage students to listen to/watch productions of Shakespeare on audio/DVD, especially tragedies; dramatisations of novels by Agatha Christie; or adaptations of other classic crime texts.</p> <p>Students may find it helpful to read History plays by Shakespeare in the same Tetralogy as ‘Richard II’ – ‘Henry IV Parts 1 &amp; 2’ &amp; ‘Henry V’ – and they should read Christie novels featuring Hercule Poirot, further to ‘The Murder of Roger Ackroyd’.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Encourage students continue to read widely and to visit the theatre.</p> <p>Ensure students are using the revision resources on Moodle.</p> <p>Ensure students are managing an effective, comprehensive revision schedule.</p>