

# Hasmonean Girls English Department Curriculum Plan

	TERM 1	TERM 2	TERM 3
<b>YEAR 7 (2 of 3 lessons)</b>	<p style="text-align: center;"><b>"The Giver" by Lois Lowry</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To read, understand and respond to texts clearly and independently, both verbally and in written form.</li> <li>To understand the difference between explicit and implicit meanings in a text.</li> <li>To be able to use quotations to support ideas about texts.</li> <li>To understand the difference between inference and analysis.</li> <li>To be able to identify language techniques in a text using accurate subject terminology.</li> <li>To be able to explain the effects of language techniques on readers.</li> <li>To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Recreation Task using "The Giver" as a springboard.</b></p> <p><b>End of Term Assessment: Response to unseen "The Giver" extract.</b></p>	<p style="text-align: center;"><b>An Introduction to Poetry</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To read, understand and respond to poems clearly and independently, both verbally and in written form.</li> <li>To be able to identify explicit and implicit meanings in a poem.</li> <li>To be able to use quotations to support ideas about poems.</li> <li>To engage with some of the methods poets use to help communicate meaning to their readers.</li> <li>To be able to correctly identify a range of poetic techniques using accurate subject terminology.</li> <li>To be able to explain the effects of poetic techniques on readers.</li> <li>To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Response to a taught poem (open book)</b></p> <p><b>End of Term Assessment - Response to an unseen poem</b></p>	<p style="text-align: center;"><b>Media and Advertising</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To understand the genre, audience and purpose of a text.</li> <li>To be able to identify the techniques writers use when trying to persuade/entertain their audiences.</li> <li>To be able to comment on the effects of rhetorical devices.</li> <li>To be able to use quotations to support ideas.</li> <li>To be able to interpret the impact of presentational devices and rhetorical devices used in advertising.</li> <li>To communicate ideas clearly, appropriately, effectively and imaginatively when constructing persuasive texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Room 101 - Writing to Entertain</b></p> <p><b>End of Term Assessment - Writing to a brief - Persuasive Writing</b></p>
<b>YEAR 7 (1 of 3 lessons)</b>	<p style="text-align: center;"><b>Alternate weekly programme of study:</b></p> <p><b>WEEK ONE:</b> Weekly Writing Challenge</p> <p><b>WEEK TWO:</b> LEXIA Independent Literacy Programme that focuses on three key areas:</p> <ul style="list-style-type: none"> <li>Word Study</li> <li>Grammar</li> <li>Comprehension</li> </ul>	<p style="text-align: center;"><b>Alternate weekly programme of study:</b></p> <p><b>WEEK ONE:</b> Weekly Writing Challenge</p> <p><b>WEEK TWO:</b> LEXIA Independent Literacy Programme that focuses on three key areas:</p> <ul style="list-style-type: none"> <li>Word Study</li> <li>Grammar</li> <li>Comprehension</li> </ul>	<p style="text-align: center;"><b>Alternate weekly programme of study:</b></p> <p><b>WEEK ONE:</b> Weekly Writing Challenge</p> <p><b>WEEK TWO:</b> LEXIA Independent Literacy Programme that focuses on three key areas:</p> <ul style="list-style-type: none"> <li>Word Study</li> <li>Grammar</li> <li>Comprehension</li> </ul>

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<b>YEAR 8 (2 of 3 lessons)</b>	<p style="text-align: center;"><b>Anthology of Short Stories</b></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>To be able to read, understand and form independent ideas about meaning in a range of texts.</li> <li>To understand what a theme is and be able to identify and comment on key themes in a short story.</li> <li>To understand how the structure of a text can contribute to key meanings and messages in a text.</li> <li>To use subject terminology accurately.</li> <li>To be able to embed quotations to support ideas about texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Response to a taught short story (open book)</b></p> <p><b>End of Term Assessment: Response to unseen short story extract</b></p>	<p style="text-align: center;"><b>Poetry about Different Cultures</b></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>To be able to read, understand and form independent ideas about the meanings behind a range of poems.</li> <li>To be able to identify and comment on key themes in a range of poems.</li> <li>To understand how the structure of a poem can contribute to key meanings and messages in a range of poems.</li> <li>To use subject terminology accurately.</li> <li>To be able to embed quotations to support ideas about texts.</li> <li>To identify similarities/differences between poems and to be able to summarise some of these points of comparison using quotations.</li> <li>To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Response to a taught poem (open book)</b></p> <p><b>End of Term Assessment: Response to unseen poem</b></p>	<p style="text-align: center;"><b>An Introduction to Shakespeare</b></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>To be able to read, understand and form independent ideas about a range of Shakespeare extracts.</li> <li>To understand the genres that Shakespeare wrote in and their associated key features/conventions.</li> <li>To develop an understanding and appreciation of the world that Shakespeare lived in.</li> <li>To be able to summarise characters thoughts/feelings from Shakespeare and use quotations to support ideas.</li> <li>To engage with the language Shakespeare uses and explore meanings and effects on audiences using accurate subject terminology.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Recreation Task on "Hamlet"</b></p> <p><b>End of Term Assessment: Response to a seen extract</b></p>
<b>YEAR 8 (1 of 3 lesson)</b>	<p>Alternate weekly programme of study:</p> <p><b>WEEK ONE:</b> EMC Let them Loose: Just Write - Creative Writing Session</p> <p><b>WEEK TWO:</b> LEXIA Independent Literacy Programme that focuses on three key areas:</p> <ul style="list-style-type: none"> <li>Word Study</li> <li>Grammar</li> <li>Comprehension</li> </ul>	<p>Alternate weekly programme of study:</p> <p><b>WEEK ONE:</b> EMC Let them Loose: Just Write - Creative Writing Session</p> <p><b>WEEK TWO:</b> LEXIA Independent Literacy Programme that focuses on three key areas:</p> <ul style="list-style-type: none"> <li>Word Study</li> <li>Grammar</li> <li>Comprehension</li> </ul>	<p>Alternate weekly programme of study:</p> <p><b>WEEK ONE:</b> EMC Let them Loose: Just Write - Creative Writing Session</p> <p><b>WEEK TWO:</b> LEXIA Independent Literacy Programme that focuses on three key areas:</p> <ul style="list-style-type: none"> <li>Word Study</li> <li>Grammar</li> <li>Comprehension</li> </ul>

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<p>Year 9  (3 of 5 lessons)</p>	<p><b>"Of Mice &amp; Men" by John Steinbeck</b> <b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To read, understand and form independent ideas about the meanings of texts.</li> <li>To be able to identify explicit and implicit meanings in a text.</li> <li>To be able to engage with the language a writer uses using accurate subject terminology.</li> <li>To be able to precisely select a range of evidence from a text and embed it in a response.</li> <li>To develop ideas about how structure can create a range of effects in a text.</li> <li>To be able to write about the impact of structure on a reader in both verbal and written form.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Response to a seen extract - language and structure.</b></p>	<p><b>GCSE Literature Paper Two: Conflict Poetry</b> Teach:</p> <ul style="list-style-type: none"> <li><b>The Charge of the Light Brigade</b></li> <li><b>Bayonet Charge</b></li> <li><b>Poppies</b></li> <li><b>The Emigree</b></li> </ul> <p>Then focus on <b>comparative skills/essay writing/practice</b> Developing <b>contextual</b> ideas about the poems</p> <p><b>Half Term Assessment:</b> <b>Response to a single taught poem.</b></p>	<p>Preparation for End of Year Exam</p> <p>Poetry Revision</p> <p>THEN:</p> <p>Spoken Language preparation and Filming/Assessment</p> <p><b>End of Year Assessment:</b> <b>Conflict Poetry Comparative Question</b></p>
<p>Year 9  (2 of 5 Lessons)</p>	<p><b>Of Mice &amp; Men by John Steinbeck</b> <b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To be able to draw conclusions about characters, themes, settings, symbols and meanings using precise textual detail.</li> <li>To be able to evaluate a text and argue a point of view in a clear and relevant way.</li> <li>To be able to apply contextual detail to a response to a text that is both relevant and illuminating.</li> <li>To write imaginatively and insightfully using the text as a springboard for a creative piece.</li> </ul> <p><b>End of Term Assessment: Response to a statement about a character in the text.</b></p>	<p><b>GCSE Literature Paper Two: Conflict Poetry</b> Teach:</p> <ul style="list-style-type: none"> <li><b>War Photographer</b></li> <li><b>Exposure</b></li> <li><b>Remains</b></li> <li><b>Kamikaze</b></li> </ul> <p>Then focus on <b>unseen poetry skills and practice</b></p> <p><b>End of Term Assessment:</b> <b>Comparative Poetry Question</b></p>	<p>Preparation for End of Year Exam</p> <p>Unseen Poetry Revision and practice</p> <p>THEN:</p> <p>Preparation for Macbeth (plot, themes, context)</p> <p><b>End of Year Assessment:</b> <b>Unseen Poetry Response</b></p>

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YEAR 10 (3 of 5 lessons a week)	<b>TERM ONE - until Feb Half Term</b>  Literature Paper One, Section A - Macbeth  AO1, 2, 3 and 4  <b>Half Term Assessment: Unseen Response to Macbeth Extract (from Act 1/2)</b>	<b>TERM TWO (post-February Half Term until end of year)</b> <b>TERM THREE</b>  Literature Paper One, Section B - Jekyll and Hyde  AO1, 2 and 3  <b>End of Term Assessment: Unseen Response to Jekyll and Hyde Extract</b>
	Literature Paper Two - Power and Conflict Poetry (Power poems)  AO1, 2 and 3 <b>End of Term Assessment: Comparative response to seen poetry (power and conflict poems)</b>  Please do in following order: Ozymandias London The Prelude My Last Duchess Storm on the Island Tissue Checking Out Me History  Ensure links are made back to conflict poems studied last year when drawing comparisons between poems.	Literature Paper Two, Section A - An Inspector Calls  AO1, 2, 3 and 4  <b>End of Term Assessment: Response to either character/theme question (closed book).</b>

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<p>Year 11 (2 of 4 lessons)</p>	<p>PREPARATION FOR MOCK 1 (week of 4<sup>th</sup> Nov)</p> <p>Language Paper One Revision Literature Paper One Revision</p> <p>Revision of questions 1-5 (inc. Creative Writing) Revision of "Macbeth" and "Jekyll and Hyde"</p> <p>Emphasis on practice responses and essay crafting. Students should revise plot/quotes/themes for HW.</p>	<p>Teacher discretion based on mock exams - identify gaps and skills that need further practice/improvement.</p> <p>There should be some continued teaching of Language skills using the Literature texts.</p> <p>Half Term Assessment: TBC</p>	<p>Study Leave: Revision lessons provided by department.</p>
<p>YEAR 11 (2 of 4 lessons)</p>	<p>PREPARATION FOR MOCK 2 (December)</p> <p>Language Paper Two Revision Literature Paper Two Revision</p> <p>Revision of questions 1-5 (inc. Persuasive Writing) Revision of "An Inspector Calls", "Power and Conflict Poetry" and "Unseen Poetry"</p> <p>Emphasis on practice responses and essay crafting. Students should revise plot/quotes/themes for HW.</p>	<p>Teacher discretion based on mock exams - identify gaps and skills that need further practice/improvement.</p> <p>There should be some continued teaching of Language skills using the Literature texts.</p> <p>Half Term Assessment: TBC</p>	<p>Study Leave: Revision lessons provided by department.</p>

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## A-level: Year 13 NEA (Coursework Element) Timeline:

Students' preliminary research and reading for both NEAs to be done over the summer.  
 Submit proposal for prose NEA in September for approval (end of first week of term)  
 First draft submitted after Succot break. Final draft submitted before the end of term.  
 Submit proposal for poetry NEA in December for approval (last week of term)

### January - Mock Exams

First draft submitted in February (week ending 13<sup>th</sup> February)  
 Final draft submitted beginning of March (no exceptions)  
 Marked by subject teacher 3<sup>rd</sup> week of March

Moderated

Candidates are informed of their raw marks by their subject teacher by the 5<sup>th</sup> April - requests for NEA retrieval need to be made by students by 10<sup>th</sup> April. They will receive a copy of their work by 19<sup>th</sup> April.

Requests for reviews of marking must be made in writing by 30<sup>th</sup> April - request made is not to query mark, but to query mark in the context of peers.

Coursework to be sent to moderators in the beginning of May.

	<b>Tragedy (3 of 5 lessons)</b>	<b>Crime (2 of 5 lessons)</b>
Year 12	<p><b>Term One and Two:</b> Introduction to Tragedy/Genre and close textual study of "Othello".  <b>Half-Term/End of Term Assessments: Section A and B on "Othello"</b></p> <p><b>Term Three:</b> "The Great Gatsby"  <b>End of term:</b> Introduction to demands of Theory and Independence Unit (NEA). Suggesting choices of texts and a brief overview of 6 critical approaches.  <b>End of Term Assessment: Full Section A and B and modified Section C.</b></p>	<p><b>Term One:</b> Introduction to Elements of Crime Writing through unseen extracts and close textual study of "The Murder of Roger Ackroyd."  <b>Half Term Assessment: Section A response</b>  <b>End of Term Assessment: Section B response on "Ackroyd"</b></p> <p><b>Term Two:</b> Study of Crime Poems -            BROWNING: "My Last Duchess", "Porphyria's Lover", "The Laboratory"            WILDE: "The Ballad of Reading Gaol"            CRABBE: "Peter Grimes"  <b>End of Term Assessment: Section C response using poetry and "Ackroyd."</b></p>
Year 13	<p><b>Term One:</b> Study of "Richard II" making constant links and connections with "The Great Gatsby" in preparation for a full Section C assessment in January.  <b>Mock exam: FULL TRAGEDY PAPER</b>            Individual/Independent preparation and ongoing monitoring of NEA choices in prose and poetry.</p>	<p><b>Term One:</b> Close study of "Atonement"  <b>Half Term Assessment: Section B response to "Atonement"</b></p> <p><b>Mock exam: FULL CRIME PAPER</b>  <b>Term Two and Three:</b> Revision of all crime texts/preparation for exam</p>