

Hasmonean Girls English Department Curriculum Plan

KS3 English

Year 7

TERM 1	TERM 2	TERM 3
<p data-bbox="262 240 625 261">“The Breadwinner” by Deborah Ellis</p> <p data-bbox="163 302 319 323">Learning Goals:</p> <ul data-bbox="212 331 716 797" style="list-style-type: none"> • To read, understand and respond to texts clearly and independently, both verbally and in written form. • To understand the difference between explicit and implicit meanings in a text. • To be able to use quotations to support ideas about texts. • To understand the difference between inference and analysis. • To be able to identify language techniques in a text using accurate subject terminology. • To be able to explain the effects of language techniques on readers. • To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p data-bbox="163 833 676 883">Half Term Assessment: Assessment Task using “The Breadwinner”</p> <p data-bbox="163 919 699 969">End of Term Assessment: Assessment Task using “The Breadwinner”</p>	<p data-bbox="888 240 1220 261">Media and the Power of Rhetoric</p> <p data-bbox="749 302 905 323">Learning Goals:</p> <ul data-bbox="798 331 1356 768" style="list-style-type: none"> • To understand the genre, audience and purpose of a text. • To be able to identify the techniques writers use when trying to persuade/entertain their audiences. • To be able to comment on the effects of rhetorical devices. • To be able to use quotations to support ideas. • To be able to interpret the impact of presentational devices and rhetorical devices used in advertising. • To communicate ideas clearly, appropriately, effectively and imaginatively when constructing persuasive texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p data-bbox="749 833 1304 854">Half Term Assessment: Room 101 – Writing to Entertain</p> <p data-bbox="749 889 1314 940">End of Term Assessment – Writing to a brief – Persuasive Writing</p>	<p data-bbox="1539 240 1902 261">The Power of Words through Poetry</p> <p data-bbox="1388 302 1543 323">Learning Goals:</p> <ul data-bbox="1436 331 2037 768" style="list-style-type: none"> • To read, understand and respond to poems clearly and independently, both verbally and in written form. • To be able to identify explicit and implicit meanings in a poem. • To be able to use quotations to support ideas about poems. • To engage with some of the methods poets use to help communicate meaning to their readers. • To be able to correctly identify a range of poetic techniques using accurate subject terminology. • To be able to explain the effects of poetic techniques on readers. • To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p data-bbox="1388 833 2022 854">Half Term Assessment: Response to a taught poem (open book)</p> <p data-bbox="1388 889 1940 911">End of Year Assessment – Response to an unseen poem</p>

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	TERM ONE	TERM TWO	TERM THREE
YEAR 8	<p style="text-align: center;">Literature from other Cultures: Poetry and Prose</p> <p style="text-align: center;">Short Stories</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • To be able to read, understand and form independent ideas about meaning in a range of texts. • To understand what a theme is and be able to identify and comment on key themes in a short story. • To understand how the structure of a text can contribute to key meanings and messages in a text. • To use subject terminology accurately. • To be able to embed quotations to support ideas about texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p style="background-color: yellow;">Half Term Assessment: Response to a taught short story</p> <p style="text-align: center;">Poetry from Different Cultures</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • To be able to read, understand and form independent ideas about the meanings behind a range of poems. • To be able to identify and comment on key themes in a range of poems. • To understand how the structure of a poem can contribute to key meanings and messages in a range of poems. • To use subject terminology accurately. • To be able to embed quotations to support ideas about texts. • To identify similarities/differences between poems and to be able to summarise some of these points of comparison using quotations. • To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p style="background-color: yellow;">End of Term Assessment: Response to unseen poem</p>	<p style="text-align: center;">“The Giver” by Lois Lowry</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • To read, understand and respond to texts clearly and independently, both verbally and in written form. • To understand the difference between explicit and implicit meanings in a text. • To be able to use quotations to support ideas about texts. • To understand the difference between inference and analysis. • To be able to identify language techniques in a text using accurate subject terminology. • To be able to explain the effects of language techniques on readers. • To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p style="background-color: yellow;">Half Term Assessment: Assessment Task using “The Giver”</p> <p style="background-color: yellow;">End of Term Assessment – Persuasive writing task using The Giver</p>	<p style="text-align: center;">Romeo and Juliet by William Shakespeare</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • To be able to read, understand and form independent ideas about Shakespeare. • To develop a global perspective of William Shakespeare as a playwright by focusing on one of his comedies. • To understand the genres that Shakespeare wrote in and their associated key features/conventions. • To develop an understanding and appreciation of the world that Shakespeare lived in. • To be able to summarise characters thoughts/feelings from Shakespeare and use quotations to support ideas. • To engage with the language Shakespeare uses and explore meanings and effects on audiences using accurate subject terminology. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • Developing the value of context and genre when engaging with texts. • Engaging with close reading and appreciating the different effects of form, language and structure when writing about character and themes. <p style="background-color: yellow;">Half Term Assessment: Analysis of extract from the play</p> <p style="background-color: yellow;">End of Year Assessment</p>

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	TERM ONE	TERM TWO	TERM THREE
Year 9	<p>“Of Mice & Men” by John Steinbeck Learning Goals:</p> <ul style="list-style-type: none"> • To read, understand and form independent ideas about the meanings of texts. • To be able to identify explicit and implicit meanings in a text. • To be able to engage with the language a writer uses using accurate subject terminology. • To be able to precisely select a range of evidence from a text and embed it in a response. • To develop ideas about how structure can create a range of effects in a text. • To be able to write about the impact of structure on a reader in both verbal and written form. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. To be able to draw conclusions about characters, themes, settings, symbols and meanings using precise textual detail. • To be able to evaluate a text and argue a point of view in a clear and relevant way. • To be able to apply contextual detail to a response to a text that is both relevant and illuminating. • To write imaginatively and insightfully using the text as a springboard for a creative piece. <p>End of Term Assessment: Response to a statement about a character in the text.</p>	<p>GCSE Literature Paper Two: Conflict Poetry</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • In addition to the previously prepared knowledge of how to approach texts from Term 1... • To read, understand and form independent ideas about the ideas and concepts that link together the poems. • To read and understand the meaning of the poems. • To read and understand the contexts of the poems. • To be able to evaluate a text and argue a point of view in a clear and relevant way. • To be able to apply contextual detail to a response to a text that is both relevant and illuminating. <p>Teach:</p> <ul style="list-style-type: none"> • The Charge of the Light Brigade • War Photographer • Bayonet Charge • Exposure • Poppies • Remains • Kamikaze • The Emigree <p>Half term assessment: Response to one poem from the poetry collection</p> <p>End of Term Assessment: Comparative response to seen poetry (conflict poems)</p>	<p>Speaking & Listening Presentations, <i>Language Skills Transitions</i> Unit</p> <p>Spoken Language preparation and Filming/Assessment</p> <ul style="list-style-type: none"> • To support and prepare students for their speaking and listening assessment <p>Presentation of Speaking and Listening presentations</p> <p>Shakespeare - context</p> <p>Macbeth</p> <ul style="list-style-type: none"> • To introduce and explore the context of Shakespeare – including sociohistorical and literary. • To prepare for study of a play by exploring and creatively reimagining the literary form- students explore and experiment with use of stage directions, lighting, props, etc. • This will include a screening/ viewing of the play for the whole year group, before they go on to analyse it next year. <p>End of Year Assessment</p>

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KS4 English GCSE: AQA ENGLISH LANGUAGE 8700 AQA ENGLISH LITERATURE 8702

YEAR 10	TERM ONE	TERM TWO	TERM 3
	<p>Literature Paper One, Section A – Macbeth</p> <ul style="list-style-type: none"> Deep critical analysis of William Shakespeare’s tragedy “Macbeth” Focus on genre, theme, character, motifs and symbols Focus on structural aspects, writer’s intent Focus on contexts – Elizabethan England, James I, the Supernatural. Understanding how to craft a detailed and perceptive extract-based response to the novel and play. Understanding how to craft a detailed and perceptive extract-based response to the novel. <p>Timed essay practice</p> <p>AO1, 2, 3 and 4</p> <p>Half Term Assessment: Unseen Response to Macbeth Extract (from Act 1/2)</p> <p>End of Term Assessment: Full examination-style question and response for Macbeth</p>	<p>Literature Paper Two – Power Poetry</p> <p>Learning Goals</p> <ul style="list-style-type: none"> To read, understand and form independent ideas about the ideas and concepts that link together the poems. To read and understand the meaning of the poems. To read and understand the contexts of the poems. To be able to evaluate a text and argue a point of view in a clear and relevant way. To be able to apply contextual detail to a response to a text that is both relevant and illuminating. <p>Teach:</p> <ul style="list-style-type: none"> Ozymandias London The Prelude My Last Duchess Storm on the Island Tissue Checking Out Me History <p>Ensure links are made back to conflict poems from Year 9 when drawing comparisons between poems.</p> <p>Half Term Assessment: Comparative response to seen poetry (power and conflict poems)</p> <p>Language Paper 2: Writers viewpoints and perspectives – Reading</p> <p>Learning Goals</p> <ul style="list-style-type: none"> Understand conventions of non-fiction texts including news articles, speeches and leaflets Understand, briefly, contexts of the 19th century and 20th or 21st century that will help in understanding of texts. Understand how writers convey attitudes and opinions. Compare different attitudes and opinions. Synthesise the important ideas and infer meaning. Analyse and compare how different writers affect their readers Utilising a variety of revision techniques and approaches To consolidate learning and understanding of the different approaches to the Language papers Focus on media and non-fiction extracts. Revisiting and refining key skills/assessment objectives. <p>End of Term Assessment: Language Paper 2 Reading questions (Questions 1-4 from the examination)</p>	<p>Language Paper 2: Writers viewpoints and perspectives – Writing</p> <p>Learning Goals</p> <ul style="list-style-type: none"> Know how to establish a clearly identifiable point of view from the start, then follow this through with a coherent series of points to support your central argument Know how to write less and craft more Know how to link paragraphs using connectives and discourse markers Know how to plan and prioritise ideas, in response to the statement <p>Half Term Assessment: Language Paper 2 Writing question (Question 5 from the examination)</p> <p>An Inspector Calls</p> <ul style="list-style-type: none"> Deep critical analysis of <i>An Inspector Calls</i> Focus on genre, theme, character, motifs and symbols Structural aspects – a well-made play, stage directions Writer’s intent – exploration of political viewpoints Contexts early 1900s - 1945 in the United Kingdom <p>End of Year assessment: Response to Literature Paper 2 An Inspector Calls exam-style question</p>

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Year 11	TERM 1	TERM 2	TERM 3
	<p>Literature Paper 1: A Christmas Carol</p> <ul style="list-style-type: none"> • Deep critical analysis of <i>A Christmas Carol</i> • Focus on genre, theme, character, motifs and symbols • Structural aspects linked to a novella • Writer’s intent • Context – linked to Dickens and the times that he was writing about. • Understanding how to craft a detailed and perceptive extract-based response to the novel and play. <p>Timed essay practice</p> <p>Half Term Assessment: Response to ‘A Christmas Carol’ extract and essay</p> <p>End of Term Assessment: Response to ‘A Christmas Carol’ extract and essay</p>	<p>Language Paper 1: Explorations in creative reading and writing – Reading & Writing</p> <p><u>Learning Goals</u></p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts • 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 • Evaluate texts critically and support this with appropriate textual references • 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 • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <p>Half Term Assessment: Language Paper 1 full examination response</p> <p>Unseen poetry</p> <ul style="list-style-type: none"> • Exploration of writer’s methods and intent between unseen poetry texts • Being able to analyse an unseen extract <p>Being able to make comparisons between two unseen extracts</p> <p>End of Term Assessment: Teacher’s discretion</p>	<p>Revision lessons provided by department.</p> <p>Intervention lessons provided by the Department</p>
<p>PREPARATION FOR MOCK 1 - Language Paper One Revision Literature Paper One Revision</p> <p>Revision of questions 1-5 (inc. Creative Writing) Revision of “Macbeth” and “A Christmas Carol”</p> <p>Emphasis on practice responses and essay crafting. Students should revise plot/quotes/themes for HW.</p> <p>PREPARATION FOR MOCK 2 - 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>General revision</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>Regular practice and opportunities for feedback on timed essay practice.</p>	<p>Study Leave</p>	

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Years 12 and 13: English Literature A-Level: AQA A LEVEL ENGLISH LITERATURE SPECIFICATION B

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 13th February)

Final draft submitted beginning of March (no exceptions)

Marked by subject teacher 3rd week of March

Moderated

Candidates are informed of their raw marks by their subject teacher by the 5th April – requests for NEA retrieval need to be made by students by 10th April.

They will receive a copy of their work by 19th April.

Requests for reviews of marking must be made in writing by 30th 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.

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