

Key Stage 3

Assessment Point 1: All students will be assessed formally on work from Half Term 1 during Half Term 2						
S p r i n g T e r m 1	“Words that Burn”	“How do words have the power to ignite a fire within us?”	The Natural World	“How do writers depict the natural world through fables, legends, documentaries, rainforests and other texts?”	Politics of ‘Animal Farm’	“What is a political allegory and how can they reveal truths about society and class?”
	In this unit, we will explore the history of poetry and its importance in creating a voice. We will look at the effects of figurative language and how poems create powerful messages and contain layers of meanings. This is so that students can: <ul style="list-style-type: none"> Write about personal feelings in poetic form Analyse poems looking how meaning is revealed by the poet 		In this unit we will reviewing and create different text types across a shared theme of ‘nature’ (the environment and animal life), and humanity’s relationship with it. This is so that students can: <ul style="list-style-type: none"> Analyse structure and linguistic choices of these different text types (reading) Write about and in the different conventions of different text types (writing) 		In this unit we will understand how a writer can use a narrative as an ALLEGORY to make a deeper ‘statement’ about real-life events. This will introduce students to differing and changing political landscapes which will be crucial to their GCSE literature studies. This is so that students can: <ul style="list-style-type: none"> Write transformatively (non-fiction) with high formality (letter to a newspaper) Write critically about themes within a text (reading) 	
S p r i n g T e r m 2	Being an effective orator	“Can a speech change the world?”	Spoken Language: British Legacies	“What does “being successful” mean in modern Britain?”	Poetry: Love and Relationships	“What does ‘love’ mean and how do poets reveal their attitudes to it?”
	In this unit, we will explore some important seminal and modern speeches to understand the power that words can have in shaping attitudes, politics and actions. This is so that students can: <ul style="list-style-type: none"> Write an effective persuasive piece using appropriate techniques Deliver a persuasive speech 		In this unit, we will learn about how Britain has evolved over time (cultures, traditions, influences, history-makers, events, legacies), looking at key people from across time and cultures. We will consider the shared and different experiences that make up the people of Britain and what makes it ‘Great’. This so that students can: <ul style="list-style-type: none"> Infer and decode texts Write argumentatively about a ‘Great Briton’ Deliver a convincing and powerful persuasive speech 		In this unit, we will take a thematic approach to reading poetry, getting students used to the notion of a ‘poetry collection’ which will be a key feature of their GCSE studies. Students will begin to master the art of comparison and consider how different writers convey similar concepts, looking closely at language and structural features. This is so that students can: <ul style="list-style-type: none"> Write about poetic technique and intention across a theme (reading) Write transformatively from the perspective of a voice from the poems 	
Assessment Point 2: All students will be assessed formally on work from Half Term 3 during Half Term 4						

Key stage 4

Students will complete TWO GCSEs across their English lessons:

- English Language
- Literature

The breakdown of these courses is as follows:

Language	Literature
<p>Paper 1: Explorations in creative writing</p> <ul style="list-style-type: none"> Section A - Reading: 25% of the Language GCSE 1 Fiction text – how is meaning portrayed through language and structure? (4 questions) Section B – Writing: 25% of the Language GCSE Using a prompt (image or written), write a piece of descriptive or narrative writing (1 big question) 	<p>Paper 1: 40% of the Literature GCSE</p> <ul style="list-style-type: none"> Section A - Shakespeare (Romeo & Juliet) – 1 big question Section B - Pre-19th Century novel – 1 big question (Jekyll & Hyde) – Current Year 10 (sitting GCSE in 2024) & 11 (sitting GCSE in 2023) will study this. <p>Extract based analytical essay responding to theme or character (closed book). Link to whole text</p>
<p>Paper 2: Writers’ viewpoints and perspectives</p> <ul style="list-style-type: none"> Section A - Reading: 25% of the Language GCSE 2 non-fiction texts about a shared theme – how are viewpoints similar and different across these 2 extracts? (4 questions) Section B – Writing: 25% of the Language GCSE Write with a specific purpose, for a specific audience, in a specific format (1 big question) 	<p>Paper 2: 60% of the Literature GCSE</p> <ul style="list-style-type: none"> Section A – Modern play (An Inspector Calls) – 1 big question (choice) Section B – Poetry Anthology (Power & Conflict) – 1 big question (comparing 1 named poem, with any other of student’s choice) Section C – Unseen poetry – 2 questions Students will get 2 unseen poems to read. 1 question is on a single poem; 1 question is comparing the 2 poems
<p>Spoken Language Students will also have to complete a Speaking & Listening Assessment – assessing the skills and written format similar to Paper 2, Section B (Assessed in class)</p>	

The English Language and Literature courses will be studied over Years 10 and 11. The breakdown is below:

	Year 10		Year 11
Spring Term 1	Poetry: Power & Conflict (Part 1 – War)	Literature paper 2, Section B	<p>Revision Season:</p> <ul style="list-style-type: none"> • Language: Paper 1, Explorations and Descriptions • Literature: Paper 2, Unseen Poetry
	<p>Linked to the requirements of Section B of Lit Paper 2 (see above), students will study:</p> <ul style="list-style-type: none"> • How prevalent themes and intentions are shown within the anthology poems and how they relate to bigger themes. • Exploration of poetic techniques. • Contextual information that underpins each poem. • How to write a comparison Knowledge retrieval and critical content revision. Extended essay planning/ writing – which poems compare with which? • What poetry is and what the purpose of unseen poetry is. How writers can use language, structure and form to portray messages. • The way the content of a poem can be analysed / interpreted in different ways. 		<p>By this point in the year, the content is finished, and students will now be revisiting key topics with the aim of revisiting key knowledge, and practicing essays and answers in line with exam requirements (see above)</p> <p>Students should be supporting in-class revision with their own extensive revision, using past papers and materials given by school.</p>
Spring Term 1	Writers' Viewpoints & Perspectives & Spoken Language	Language Paper 2 Spoken Assessment Piece	<p>Revision Season:</p> <ul style="list-style-type: none"> • Language Paper 2 revision • Literature: Power & Conflict Poetry
	<p>Linked to the requirements of Section A of Language Paper 2 (see above), students will study:</p> <ul style="list-style-type: none"> • The difference between a viewpoint and perspective, and how they are conveyed in non-fiction writing. • Exploration of what constitutes a concise summary – with clarity and inference. • Analysing language at word and sentence level, considering the purposeful choices writers have made to convey their own views. • Students need to know how a non-fiction extract varies in comparison to a fiction extract and how this impacts the way in which it is analysed/appraised. • Students will consider how they best make insightful comparisons across texts, contrasting methods used and opinions conveyed. • The difference between and variations between different forms of genre for non-fiction writing. The choice of genre will include: high quality journalism, articles, reports, essays, travel writing, accounts, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. • Within these text types, we will look at how writers construct their views in an organized way and how different methods are adopted to shape views. • Alongside reading non-fiction texts, students will look at how they write their own, suited to purpose, audience and format. • They will need to plan ideas, consider how they are best organized and construct their own viewpoint. Technical accuracy and proof reading of ideas is crucial. <p>Linked to the requirements of the Spoken Assessment, students will study:</p> <ul style="list-style-type: none"> • How to write for purpose and audience; they will plan, write and deliver their own speech to their peers. • Significant importance is placed on use of standard English and clarity of communication. This spoken language unit is awarded a pass, merit or distinction grade and will appear on their GCSE certificate. 		<p>By this point in the year, the content is finished, and students will now be revisiting key topics with the aim of revisiting key knowledge, and practicing essays and answers in line with exam requirements (see above)</p> <p>Students should be supporting in-class revision with their own extensive revision, using past papers and materials given by school.</p>