

1c. Curriculum Overview: English



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Year 7 English			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS2/3 NC	<p>Tragedy (Natural vs Man Made)</p> <p><u>What are the students learning?</u> What tragedy is and the different types – natural & man-made. The effects tragedy has on different people. Context of the novel.</p> <p>1. 'Eleven'</p> <ul style="list-style-type: none"> Using 'Eleven': reading skills (AO1, AO2,) writing skills (AO5, AO6). Context (AO3 Lit) Comprehension Plot Characters Themes Language and techniques Descriptive writing Planning Punctuation Paragraphing Comparing texts – AO3 (<i>fiction / non-fiction</i>) <p>2. Poetry</p> <ul style="list-style-type: none"> Poetry analysis - AO1, AO2: language, themes, speaker's voice, context (AO3 Lit) Poem: Out of the Blue (Simon Armitage) <p><u>What are the key standardised assessments?</u></p>	<p>Courage and Wisdom</p> <p><u>What are the students learning?</u> How different forms of courage and wisdom are taking place in today's society and how our world is in need of these traits. Context of the novel.</p> <p>1. 'The Boy at the Back of the Class'</p> <ul style="list-style-type: none"> Using 'The Boy at the Back of the Class': reading skills (AO1, AO2,) writing skills (AO5, AO6). Context (AO3 Lit) Comprehension Plot Characters Themes Language and techniques Descriptive writing Planning Punctuation Paragraphing Comparing texts – AO3 (<i>fiction / non-fiction</i>) <p>2. Non-Fiction texts Writing focus: AO5, AO6</p> <p><u>What are the key standardised assessments?</u> 1. Reading assessment (How does Onjali Q. Rauf use language to show...) 2. Non-fiction reading: How do writers show their different perspectives towards...</p>	<p>Ambition and Consequence</p> <p><u>What are the students learning?</u> How their actions and the actions of others have consequences. Awareness of life in Victorian Britain Awareness of Elizabethan life, specifically the role of women.</p> <p>1. 'Macbeth'</p> <ul style="list-style-type: none"> Using 'Macbeth': reading skills (AO1, AO2,) writing skills (AO5, AO6). Context (AO3 Lit) Plot Characters Themes Language and techniques Creative/ descriptive writing Planning Comparing a character across the play <p><u>What are the key standardised assessments?</u> 'How does Shakespeare present ambition in Act 1 sc 5 and Act 1 sc 7?'</p> <p>How does Shakespeare present Lady Macbeth in Act 5 sc1?</p>



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	<ol style="list-style-type: none">1. Reading assessment (How does Rogers use language to present the dog?)2. Reading assessment (A student commented...how far do you agree?)3. Reading assessment (How does Armitage use language to present the horrors of 9/11?)4. Descriptive writing, scenes from 9/11 (using ideas from both the novel and non-fiction article) <p><u>What are the standardised Homeworks?</u></p> <ul style="list-style-type: none">• SPaG catch up• Chapter from the perspective of the dog• Show my Homework: key vocabulary spellings• Show my Homework: recall quizzes	<ol style="list-style-type: none">3. Non-fiction writing: write a persuasive letter.4. Reading assessment: a student has commented... how far do you agree? <p><u>What are the standardised homework's?</u></p> <ul style="list-style-type: none">-Differentiated Catch Up SPAG activities-Reading Comprehension task-Seneca Tasks-Character analysis Task-Spot The Technique	<p><u>What are the standardised Homeworks?</u></p> <ul style="list-style-type: none">• SPaG catch up• Bedrock Vocabulary• Show my Homework: key vocabulary spellings• Show my Homework: recall quizzes
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Year 8 English			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS3 NC	<p>Power and Conflict <i>Power and Conflict in Literature</i></p> <p><u>What are the students learning?</u></p> <p>1. 'Private Peaceful'</p> <ul style="list-style-type: none"> Using Private Peaceful: reading skills (AO1, AO2,) writing skills (AO5, AO6). Context (AO3 Lit) Plot Characters Themes Language and structural techniques Creative writing Planning Paragraphing Comparing texts – AO3 (<i>Dulce et Decorum Est, Who's for the Game, Private Peaceful</i>) <p>2. Conflict Poetry</p> <ul style="list-style-type: none"> Poetry analysis - AO1, AO2: language and structure, themes, speaker's voice, context (AO3 Lit) Poems: Belfast Confetti, Not my Business, Half Caste, To be Alive. <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> Descriptive writing (re-write fight scene from Charlie's perspective) Descriptive writing (the trenches) Reading assessment Reading assessment 	<p>Good vs Evil <i>Choices and Consequences</i></p> <p><u>What are the students learning?</u></p> <p>1. 'Oliver Twist'</p> <ul style="list-style-type: none"> Using Oliver Twist: reading skills (AO1, AO2,) writing skills (AO5, AO6). Context (AO3 Lit) Plot Characters Themes Language and structural techniques Speaking and listening: debate <p>2. Non-Fiction: Gang Culture</p> <ul style="list-style-type: none"> Writing to express a viewpoint (AO5, AO6) Planning Paragraphing Comparison (reading AO3) - modern gangs vs Fagin's gang <p>3. Drama: Frankenstein</p> <ul style="list-style-type: none"> Reading (AO1, AO2) Theme – nature vs nurture (Lit AO3) and evaluation of which is most influential (Reading AO4) <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none"> Writing: newspaper article – Oliver's trial Writing: newspaper article – Liverpool gangs Reading: language 	<p>Good vs Evil <i>What do we need to survive?</i></p> <p><u>What are the students learning?</u></p> <p>1. 'The Hunger Games'</p> <ul style="list-style-type: none"> Using The Hunger Games: reading skills (AO1, AO2,) writing skills (AO5, AO6). Context (AO3 Lit) Plot Characters Themes Language and structural techniques Creative writing Planning Paragraphing Comparing texts – AO3 (<i>Hope is the Thing with Feathers</i>) Non-fiction reading: Caroline Flack articles, I'm a Celebrity Get me Out of Here letter (reading AO1, AO2) <p>2. Speaking and Listening: What do we need to survive?</p> <ul style="list-style-type: none"> How to speak clearly and purposefully How to speak formally How to listen purposefully <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none"> Reading assessment: language Reading assessment: language Descriptive writing: the cornucopia Speaking and listening assessment



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	<p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• Letter writing from Charlie/Tommo/Molly• Show my Homework: key vocabulary spellings• Show my Homework: poetry quizzes and recall quizzes	<p>4. Writing: description of Frankenstein's monster</p> <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• Show my Homework: key vocabulary spellings• Show my Homework: quizzes and recall quizzes• Reading comprehension from Frankenstein prose	<p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• Show my Homework: key vocabulary spellings• Show my Homework: quizzes and recall quizzes
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Year 9 English			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS3 NC and GCSE Spec	<p>Identity</p> <p><u>What are the students learning?</u> ‘Noughts and Crosses’</p> <ul style="list-style-type: none"> • identification of methods and examination of their effects and impact on the reader. • Ability to find key evidence and make close inferences • Understanding the portrayal of the theme throughout the novel • Characterisation • Dystopian genre and its impact – contextual links • Non-fiction texts to develop successful planning strategies/opinionated writing • Comparing writers perspectives through non-fiction texts <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Non-fiction reading assessment: compare how the two writers convey their different attitudes towards teenagers. • Unseen poetry assessment: how does the poet present attitudes towards identity? • Non-fiction writing: ‘Reality TV is toxic and harmful to young people. It should be banned from our TV screens.’ Write an article for a newspaper in which you argue your point of view in response to this statement. <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none"> • Show My Homework: quizzes and recall 	<p>Equality</p> <p><u>What are the students learning?</u> ‘Of Mice and Men’</p> <ul style="list-style-type: none"> • Contextual background to the novella and author and how to apply this to evidence and analysis • Reading skills – commenting closely on methods and their effects/ impact on the reader • Comparison of non-fiction texts • Modern and historical context concerned with the theme of equality • Exploration of a range of poetry – exploring poetic methods and effects <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Two Literature assessments. One extract based focused on the character of Crooks. One based on the whole novella focused on the theme of prejudice_ • Non-fiction persuasive/ informative writing_ • Reading assessment – language (non-fiction) <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none"> • Seneca Learning • Show my Homework: Teams 	<p>Love and Relationships</p> <p><u>What are the students learning?</u> ‘Much Ado About Nothing’</p> <ul style="list-style-type: none"> • Contextual background to the play and how to apply this to evidence and analysis • Comparison of non-fiction texts • Reading skills – commenting closely on methods and their effects/ impact on the reader • Exploration of features of drama • Reading skills linked to exploration of pre-1914 poetry • Imaginative writing skills using poems and play as stimulus <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Exploration of a key theme/character in an extract from the play (Literature) • Imaginative writing • Poetry comparison assessment <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none"> • Seneca Learning • Show my Homework: Teams

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| | <ul style="list-style-type: none">• Seneca activities: quizzes and recall | | |
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