

Department Curriculum and Assessment Outline

Department: English

Year Group: 7

Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title	Key Question(s)	How will we know that pupils can answer the key question(s)? Formally assessed work that will inform attainment grade	Key Themes of the unit
Autumn 1	Journeys through Time: Medieval Literature	How far is Beowulf a hero in the traditions of medieval literature?	Scaffolded essay response: How does Sutcliffe present Beowulf as a hero?	Reading and understanding Rosemary Sutcliffe's <i>Beowulf: Dragonslayer</i> . Analysing how writers create deliberate effects through use of language and structure. TEAL analytical writing skills.
Autumn 2	Creative Writing: Quests	Can I follow the conventions of a quest narrative?	Creative writing final draft: write a quest story.	Identifying and analysing generic form of quest narratives. Developing creative writing.
Spring 1	Shakespeare: Comedy	How does Shakespeare create comedy in <i>Much Ado About Nothing</i> ?	Drama piece: performance of a scene/part scene from the play	What makes something funny and how have our ideas about comedy changed over time? Reading and understanding Shakespearean text. Drama and performance skills.
Spring 2	Detective Fiction	What are the key features of detective fiction and how have these changed over time?	Write the opening to a detective fiction story.	Identifying and analysing generic features of detective fiction. TEAL analytical writing skills. Developing creative writing.
Summer 1	How to be a Journalist	Can I adopt different styles suitable for different journalistic pieces?	Write a newspaper article based on an unprepared prompt.	Identifying and imitating stylistic features of different journalistic pieces, including TV broadcast.
Summer 2	Exam preparation	Do I know how to perform well in exam conditions and how best to prepare for English exams?	Summer exam: Section A: non-fiction reading Section B: creative writing	Exam skills

Department Curriculum and Assessment Outline

Department: English

Year Group: 8

Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title	Key Question(s)	How will we know that pupils can answer the key question(s)? Data that will inform attainment grade	Key Themes of the unit
Autumn 1	Journeys through Time: Romantic Literature	What are the traditions of Romantic literature and can I write an analytical comparison of texts?	Scaffolded essay response: Compare how far two texts you have studied this half term conform to Romantic conventions.	Reading and understanding a range of Romantic texts, including verse and prose with a focus on Blake. Understanding the influence of context on writers. TEAL analytical writing skills.
Autumn 2	Creative Writing: Satirical Fairy tales	Can I manipulate the conventions of fairy tales to write satire?	Creative writing final draft: write a satirical fairy tale.	Identifying and analysing generic form of fairy and folk tale narratives. Developing creative writing.
Spring 1	Shakespeare: History	How does Shakespeare present Henry V's character, life and times through his History play?	Drama piece: performance of a scene/part scene from the play	How Shakespeare mediates our view of real British history. Reading and understanding Shakespearean text. Drama and performance skills.
Spring 2	Gothic Fiction	What are the key features of Gothic fiction and how have these changed over time?	Write the opening to a Gothic fiction story.	Identifying and analysing generic features of detective fiction. TEAL analytical writing skills. Developing creative writing.
Summer 1	How to be a Biographer	Can I adopt the skills and styles required by a biographer? What makes biographies different from other types of text?	Write a biography chapter based on an unprepared prompt.	Identifying and imitating stylistic features of different biographical pieces, across the historical genre.
Summer 2	Exam preparation	Do I know how to perform well in exam conditions and how best to prepare for English exams?	Summer exam: Section A: non-fiction reading Section B: creative writing	Exam skills

Department Curriculum and Assessment Outline

Department: English

Year Group: 9 Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title	Key Question(s)	How will we know that pupils can answer the key question(s)? Data that will inform attainment grade	Key Themes of the unit
Autumn 1	Journeys through Time: Victorian Literature	How far does <i>The Strange Case of Doctor Jekyll and Mr Hyde</i> conform to the conventions of Victorian literature?	Essay: How does <i>Jekyll and Hyde</i> a typical Victorian novel?	Victorian Britain context and its influence on writers. Reading and understanding Victorian literature. TEAL analytical writing skills.
Autumn 2	Creative Writing: Symbolism	Can I make deliberate use of settings and symbolism in my creative writing to convey a range of meanings?	Creative writing portfolio of tasks.	Analysing and then imitating a range of creative writing skills and techniques.
Spring 1	Shakespeare: Tragedy	What are the conventions of dramatic tragedy and how far does <i>Antony and Cleopatra</i> follow these conventions?	Creative Response: How far can Antony or Cleopatra be considered a tragic hero?	Reading and understanding Shakespeare. Developing personal responses to literary texts.
Spring 2	Pastoral Fiction	What are the key features of pastoral fiction and how far does <i>Of Mice and Men</i> follow these conventions?	Essay: How and why does Steinbeck use the conventions of pastoral literature in <i>Of Mice and Men</i> ?	Identifying and analysing generic conventions of pastoral literature. TEAL analytical writing skills.
Summer 1	How to be an Orator	Can I adapt my speaking style for different situations and purposes?	Series of public speaking tasks, one each week for the half term: show and tell; drama/poetry recital; political/inspirational speech; workplace communications role play.	Developing confidence in speaking in a range of situations. Body language and facial expression to convey meaning. Altering volume, pace, pitch and use of gesture to convey meanings.
Summer 2	Exam preparation	Do I know how to perform well in exam conditions and how best to prepare for English exams?	Summer exam: Section A: non-fiction reading Section B: creative writing	Exam skills

Department Curriculum and Assessment Outline

Department: English

Year Group: 10 Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title	Key Question(s)	How will we know that pupils can answer the key question(s)? Data that will inform attainment grade	Key Themes of the unit
Autumn 1	Creative and Discursive Writing (Language)	Can I write with confidence, creativity and accuracy in response to a range of prompts and in range of styles and genres?	English Language Paper 1 Section B or Paper 2 Section B timed exam question (student choice of task).	Generating ideas; developing authorial voice(s); using structure for effect; expanding vocabulary and sentence range; exerting more sophisticated sentence control.
Autumn 2	19 th Century Novel (Literature)	How does Dickens craft <i>A Christmas Carol</i> to convey his key messages to readers?	English Literature Paper 1 Section B timed exam question (extract based).	Reading and understanding A Christmas Carol; identifying and learning how Dickens uses language, form, structure, characterisation, settings to convey ideas; responding to extract-based essay questions; structuring essay responses.
Spring 1	Reading and Responding to Fiction (Language)	Can I answer the set exam questions on a range of unseen texts?	English Language Paper 1 Section A timed practice paper.	Reading and understanding unfamiliar texts; understanding the requirements of the four exam questions; identifying and commenting on writers' use of language and structure; developing evaluative personal responses, supported with evidence.
Spring 2 and Summer 1	Modern Text (Literature)	How does the writer craft their text to convey key messages to readers/audiences? (Text choices tbc for each class in Autumn Term)	English Literature Paper 2 Section A timed exam question (traditional essay question: not extract based).	Reading and understanding the modern text; identifying and learning how the writer makes deliberate choices to convey ideas; generating ideas and essay planning; structuring essay responses.
Summer 1	Anthology Poetry	How do poets craft their work to convey and emphasise a range of explicit and implicit meanings to readers?	Mock Exams: English Language Paper 1 English Literature Paper 2 Section B	Reading and understanding the 15 Anthology poems (Love and Relationships or Power and Conflict); drawing comparisons between poems' themes and construction; essay planning and writing.

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Department: English

Year Group: 11 Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title	Key Question(s)	How will we know that pupils can answer the key question(s)? Data that will inform attainment grade	Key Themes of the unit
Autumn 1 (up to 4 weeks)	Anthology and Unseen Poetry (Literature)	Can I respond at length to exam questions on the Anthology and unseen poems?	English Literature Paper 2 Sections B and C timed exam practice (over two lessons).	Reading and understanding the 15 Anthology poems (Love and Relationships or Power and Conflict); developing strategies for analysing unseen poems; drawing comparisons between poems' themes and construction; essay planning and writing.
Autumn 1 (remainder) and Autumn 2 (up to 2 weeks)	Reading and Responding to Non- Fiction (Language)	Can I answer the set exam questions on a range of unfamiliar non-fiction texts?	English Language Paper 2 Section A timed exam practice.	Reading and understanding unfamiliar non-fiction texts, including 19 th Century non-fiction; understanding the requirements of the four exam questions; identifying and commenting on writers' use of language and structure; developing evaluative personal responses, supported with evidence.
Autumn 2 (remainder) and Spring 1	Shakespeare (Literature)	How does Shakespeare construct <i>Macbeth</i> to convey ideas?	Autumn: English Literature Paper 1 Section A timed exam practice (extract based). Mock Exams: English Language Paper 2 Sections A and B. English Literature Paper 1 Sections A and B.	Reading and understanding <i>Macbeth</i> ; identifying and being able to explore in written form how Shakespeare uses language, characterisation, structure, setting and other features to convey ideas about human nature and kingship; generating ideas and essay planning; structuring extract-based essay responses.
Spring 2 and Summer 1	Revision	Can I recall the knowledge and apply the skills required by each of the 9 different exam sections in English Language and English Literature exams?	At least one timed exam practice for each exam section.	Knowledge and skills required by each exam section; using existing and new resources for revision; repeated practice of exam responses.

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Department: English

Year Group: 12

Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title (as applicable)	Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work?	How will we know that pupils can answer the key question(s)? Data that will inform attainment grade	Key Themes of the unit e.g. grammar, processes, events, styles
Autumn 1	Short coursework	How does Williams* create dramatic effects?	First draft of coursework 1000 words in response to self-devised question on <i>A Streetcar Named Desire</i> *	Dramatic techniques and effects Alternative readings of the play including critical readings Constructing close analytical A level style essays
Autumn 2	Contextual Study	What themes and concerns underpin Gothic Literature*?	Evaluative essay response: What defines Gothic Literature*?	History of Gothic fiction taught through extracts and full wider reading texts
Spring 1	Contextual Study	How far is <i>Dracula</i> * typical of Gothic literature*?	OCR exam question linking <i>Dracula</i> * to wider Gothic* reading	Stoker's methods and themes Specific contextual links Constructing evaluative A Level style essays
Spring 2	Poetry and Drama	What are the themes and concerns of <i>A Doll's House</i> *?	Essay response on Ibsen* only, taken from OCR specimen paper	Dramatic techniques and effects Alternative readings of the play including critical readings Correct balance of AOs in essays on this topic
Summer 1	Poetry and Drama	What are the themes and concerns of <i>Paradise Lost</i> *?	Essay response on Milton* only, taken from OCR specimen paper	Poetic techniques and effects Alternative readings of the poem including critical readings Correct balance of AOs in essays on this topic
Summer 2	Long coursework	Which texts will I compare and how do I plan my work?	Mock exam (Ibsen and Milton) to define attainment grade Coursework folder to check coursework progress	Independent reading and research skills Longer task planning and preparation Selecting texts and questions

Department Curriculum and Assessment Outline

Department: English

Year Group: 13

Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title (as applicable)	Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work?	How will we know that pupils can answer the key question(s)? Data that will inform attainment grade	Key Themes of the unit e.g. grammar, processes, events, styles
Autumn 1	Shakespeare	How does Shakespeare* create dramatic effects?	Timed response to OCR exam question on <i>The Tempest</i> *	Dramatic techniques and effects Alternative readings of the play including critical readings Constructing close analytical A level style essays
Autumn 2	Comparative (long) Coursework	Individual coursework question for each student	First draft of comparative coursework	How to work independently on A level English essays Correct balance of AOs in coursework essay
Spring 1	Poetry and Drama	How do Milton and Ibsen present the themes and concerns of <i>Paradise Lost</i> * and <i>A Doll's House</i> *?	Essay response to OCR specimen exam question on both texts	Milton and Ibsen's methods and themes Specific contextual links Range of comparisons between texts Constructing evaluative A Level style essays
Spring 2	Contextual Study	What are the themes and concerns of Gothic literature?	Essay response on Gothic paper, using full wider reading	Thematic and stylistic concerns and conventions Alternative readings of the genre including critical readings Correct balance of AOs in essays on this topic
Summer 1	Final revision	Do I know what I need to know to achieve my potential grade in these exams?		
Summer 2				

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What is each attainment grade based on?

	7	8	9	10	11	12	13
Mid Term Autumn	<i>Beowulf</i> essay	Romantic essay	<i>Jekyll and Hyde</i> essay	Creative or discursive writing piece	Poetry Anthology and unseen poetry essays	First draft of Streetcar coursework	OCR <i>The Tempest</i> * essay
Report Autumn	Quest story	Fairy tale	Creative writing portfolio	19 th Century novel essay	<i>Macbeth</i> essay	Evaluative essay: What defines Gothic literature?	First draft of comparative coursework
Mid Term Spring	Drama piece	Drama piece	Creative response	English Language Section A responses	Mock exams	OCR <i>Dracula</i> * essay	OCR <i>Paradise Lost</i> * and <i>A Doll's House</i> * comparative essay
Report Spring	Opening to a detective story.	Gothic story	<i>Of Mice and Men</i> essay	Modern text essay	Timed essays completed during revision period	OCR <i>A Doll's House</i> * essay	OCR Gothic literature essay
Mid Term Summer	Newspaper article	Biography piece	Orator total mark	Poetry Anthology essay	No report (study leave/exams)	OCR <i>Paradise Lost</i> * essay	No report (study leave/exams)
Report Summer	Summer exam	Summer exam	Summer exam	Summer exam	No report (exams completed)	Mock examination result	No report (exams completed)