

## Long Term Plan – English (2024-25)

<b>Vision:</b> The English Faculty will create, develop and strengthen a love of English in our students, encouraging them to explore life, worlds and cultures that foster greater understanding of both their own existence and the existence of those who are ‘other’. Our students will become articulate analysts, critical readers and confident communicators, gaining knowledge that will allow them to take part in conversations, discussions and debates at different levels and with different audiences. Essentially, we will maximise potential opportunities for our students, empowering them by providing the knowledge and cultivating the will to use/analyse language at the highest levels.							<b>Year End Points</b>
HT1	HT2	HT3	HT4	HT5	HT6		
Y7	<b>Benjamin Zephaniah ‘Refugee Boy’ (2024 – Short Stories)</b>		<b>Spoken Unit (inc performance).</b>	<b>Poetry - genre</b>	<b>‘A Midsummer Night’s Dream’</b>	<b>Rhetoric</b>	<p>By the end of their first year, students will have knowledge of genre conventions: prose, poetry, drama, including contextual factors and elements of Shakespearean comedy. They will be able to critique aspects of prose narrative having learnt/understood the components required in analytical writing. Students will be able to apply knowledge of analytical writing to other written genres. They will have knowledge of (and therefore develop/improve skills in) ‘speaking’ – components of spoken language, including discussion, performance, rhetoric ... Additionally, they will be able to apply knowledge of analytical writing to spoken texts including performance poetry. Finally, they will be able to draw upon their knowledge/text analysis to create texts in different genres.</p>
	<b>Grammar &amp; Reading programme to run for one hour each per fortnight</b>						
Y8	<b>George Orwell ‘Animal Farm’</b>		<b>‘Romeo And Juliet’</b>		<b>Poetry – Equality/Diversity Anthology</b>	<b>Performance – poetry/plays</b>	<p>By the end of Y8, students will have greater knowledge of genre conventions: prose, poetry, drama, including extended knowledge of specific contextual factors. They will offer improved analysis of prose narrative/poetry and drama, having developed the ‘zoom out’ components required in analytical writing. Students will have knowledge of historic, social and literary contexts eg Russia/Stalin, political fable, patriarchal society in the 16<sup>th</sup> C and elements of Shakespearean tragedy. Additionally, they will be able to apply knowledge of performance to more challenging texts. Finally, they will be able to draw upon their knowledge/text analysis to create more complex texts in different genres.</p>
	<b>Grammar &amp; Reading programme to run for one hour each per fortnight</b>						
Y9	<b>Susan Hill ‘The Woman In Black’</b>		<b>Tragedy</b>		<b>Poetry - Unseen</b>	<b>J B Priestley ‘An Inspector Calls’</b>	<p>By the end of Y9, students will have greater knowledge of more complex genre conventions: prose, poetry, drama, including extended knowledge of specific contextual factors. They will offer improved analytical style of prose narrative/poetry and drama, having developed the ‘zoom in’ components required in analytical writing. Students will have knowledge of historic, social and literary contexts eg gothic literature conventions, the development of tragedy, morality plays and the socialist perspective. Additionally, they will be able to apply knowledge of analytical models to ‘unseen’ texts. Finally, they will be able to draw upon their knowledge/text analysis to develop more ambitious original writing.</p>
	<b>Reading programme to run for one hour per fortnight</b>						

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<b>Y 10</b>	<p style="text-align: center;"><b>Charles Dickens ‘A Christmas Carol’</b></p> <p style="text-align: center;"><b>5 Anthology Poems</b></p> <p style="text-align: center;"><i>(Revision hmwk + monthly test – AIC/ACC)</i></p>	<p><b>5 Anthology Poems</b></p> <p><b>Start Shakespeare</b></p> <p><i>(Revision hmwk + monthly test – ACC/poems)</i></p>	<p><b>Shakespeare</b></p> <p><i>(Revision hmwk + monthly test poems/Shakespeare)</i></p>	<p><b>5 Anthology Poems</b></p> <p><b>Intense revision – ‘An Inspector Calls’</b></p> <p><b>Spoken Language</b></p> <p><i>(Revision hmwk + monthly test – Lit)</i></p>	<p>By the end of Y10, students will have specific knowledge on each text – plot, characterisation, context, language, structure. They will know/understand GCSE Literature assessment objectives and how to apply knowledge to examination questions. Students will have knowledge of secondary source material on aspects of each text. Additionally, they will have learnt, applied and demonstrated key components of spoken language assessment.</p>
<b>Y 11</b>	<p style="text-align: center;"><b>Paper 1 Language - Fiction</b></p> <p><i>(1 Lit revision lesson per week – 3 week focus and 4<sup>th</sup> week test)</i></p>	<p style="text-align: center;"><b>Paper 2 Language: Non-Fiction</b></p> <p><i>(1 Lit revision lesson per week – 3 week focus and 4<sup>th</sup> week test)</i></p>	<p>Final revision</p>		<p>By the end of Y11, students will have specific knowledge of requirements within the reading sections:</p> <ul style="list-style-type: none"> <li>a) retrieval</li> <li>b) language analysis</li> <li>c) comparison</li> <li>d) structural analysis</li> <li>e) writer’s ‘voice’</li> </ul> <p>They will have acquired and demonstrated knowledge of key vocabulary for creative writing tasks. Finally, they will have knowledge of key elements for original writing – content/organisation + technical accuracy</p>
<b>NB*</b>	<p><b>1 year ‘legacy’ curriculum to run 2024-25</b></p>				