

Springwood High School English Curriculum Plan

Our Vision:

Students are honing necessary skills for GCSE and beyond from the beginning of Year 7 (5 year plan). Students engage with an array of interesting and captivating fiction, dramatic and poetic texts, fostering an enjoyment of reading. Students are exposed to and are confident in dealing with non-fiction texts. Students are able to competently write within the confines of a range of forms. Students write accurately and to an acceptable standard required for employability. Students are able to express and articulate their ideas orally with confidence. Students are inspired to take English for A-level. A-level students develop key transferable academic skills necessary for higher education.

Exam boards: GCSE English Language: EdExcel; GCSE English Literature: AQA; A-level English Literature: OCR; A-level English Language: OCR; Entry Level Certificate: EdExcel (support groups in Years 8 and 9).

Brief overview of topics, themes, skills or key questions for each term:

Year	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
7	<p>3 week Transition Unit: My History as a Reader (transactional writing: autobiographical).</p> <p>Conflict Content:</p> <ul style="list-style-type: none"> • A novel or play • Poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Finding and retrieving information • Providing evidence • Analysis of language and structure • Evaluation • Transactional writing (letter)—planning and execution • Speaking and Listening <p>Possible Text Choices: <i>Private Peaceful, The Machine Gunners, Blitz Cat, Airman, Boy Overboard, Bugsy Malone</i></p>	<p>Gothic Content:</p> <ul style="list-style-type: none"> • A novel or play • Poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Finding and retrieving information • Providing evidence • Analysis of language and structure • Evaluation • Imaginative writing—planning and execution • Speaking and Listening <p>Possible Text Choices: <i>Whispers in the Graveyard, The Graveyard Book, The Ghost of Thomas Kempe, Room 13, Frankenstein</i> (Pullman play adaptation)</p>	<p>Fantasy Content:</p> <ul style="list-style-type: none"> • A novel or play • Poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Finding and retrieving information • Providing evidence • Analysis of language and structure • Evaluation • Comparison of non-fiction texts • Transactional writing (speech and guide book)—planning and execution • Speaking and Listening <p>Possible Text Choices: <i>Northern Lights, Skellig, Dragon Slayer, The Amazing Maurice and his Educated Rodents</i> (novel or play)</p>

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8	<p>Dystopia Content:</p> <ul style="list-style-type: none"> • A novel or play • Poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Finding and retrieving information • Providing evidence • Analysis of language and structure • Evaluation • Imaginative writing—planning and execution • Speaking and Listening <p>Possible Text Choices <i>Brother in the Land, The Maze Runner, Darkside, Runners</i></p>	<p>19th Century Texts Content:</p> <ul style="list-style-type: none"> • A 19th Century novel or 19th Century short stories. • Poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Finding and retrieving information • Providing evidence • Analysis of language and structure • Evaluation • Comparison of non-fiction texts • Transactional writing (letter and review)—planning and execution • Speaking and Listening <p>Possible Text Choices <i>Great Expectations, The Strange Case of Dr Jekyll and Mr Hyde, Oliver Twist, The Hound of the Baskervilles, Treasure Island, 19th Century Short Stories.</i></p>	<p>Survival Content:</p> <ul style="list-style-type: none"> • A novel or play • Poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Finding and retrieving information • Providing evidence • Analysis of language and structure • Evaluation • Imaginative writing—planning and execution • Speaking and Listening <p>Possible Text Choices <i>The Edge, Holes, Our Day Out, Roll of Thunder Hear my Cry, Wolf</i></p>
9	<p>Modern Novel or Drama and Poetry Content:</p> <ul style="list-style-type: none"> • A novel or play • Thematically linked poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Constructing a literary argument • Finding and retrieving information • Providing evidence • Analysis of the writer’s methods • Comparison of poems • Imaginative writing—planning and execution • Speaking and Listening 	<p>Shakespeare Content:</p> <ul style="list-style-type: none"> • A Shakespeare play • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Constructing a literary argument • Finding and retrieving information • Providing evidence • Analysis of the writer’s methods • Transactional writing (article and guide book)—planning and execution • Speaking and Listening <p>Possible Text Choices: <i>Romeo and Juliet, Much Ado about</i></p>	<p>Science Fiction Content:</p> <ul style="list-style-type: none"> • A novel or short stories • Poetry • Non-fiction <p>Skills:</p> <ul style="list-style-type: none"> • Constructing a literary argument • Finding and retrieving information • Providing evidence • Analysis of the writer’s methods • Comparison of poems • Imaginative writing—planning and execution • Speaking and Listening

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	Possible Text Choices: <i>Of Mice and Men, To Kill a Mockingbird, Heroes, Stone Cold, Blood Brothers, Lord of the Flies, Anita and Me, Heroes, Chanda's Secrets, About a Boy, Noughts and Crosses</i> (RSC play adaptation)		<i>Nothing, Henry V, Othello, A Midsummer Night's Dream, Twelfth Night, Extracts from various Shakespeare plays</i>		Possible Text Choices: <i>The Chrysalids, The Hitch-Hiker's Guide to the Galaxy, Flowers for Algernon, Good Omens, Other Worlds Short Stories, A Sound of Thunder and Other Stories.</i>
10	English Language: Paper 1—19 th Century Fiction and Imaginative Writing; Speaking and Listening English Literature: <i>A Christmas Carol</i> and AQA Poetry Anthology		English Language: Speaking and Listening English Literature: <i>Macbeth</i> and AQA Poetry Anthology		English Language: Paper 2—20 th and 21 st Century Non-Fiction and Transactional Writing; Speaking and Listening (Spoken Language Endorsement Assessment) English Literature: <i>An Inspector Calls</i> and AQA Poetry Anthology
11	Revision and Exam Preparation English Language: Paper 1—19 th Century Fiction and Imaginative Writing English Literature: <i>A Christmas Carol</i> and <i>Macbeth</i>	w/b 5 th November: PPEs: English Language Paper 1 and English Literature Paper 1. Reaction to address areas of weakness. Revision English Language: Paper 2—20 th and 21 st Century Non-Fiction and Transactional Writing English Literature: <i>An Inspector Calls, AQA Poetry Anthology, Unseen Poetry</i>	Revision and Exam Preparation English Language: Paper 2—20 th and 21 st Century Non-Fiction and Transactional Writing English Literature: <i>An Inspector Calls, AQA Poetry Anthology, Unseen Poetry</i> w/b 4 th and 11 th February: PPEs: English Language Paper 2 and English Literature Paper 2.	Reaction to address areas of weakness. Revision and Exam Preparation	Revision and Exam Preparation English Literature Exam: Usually the week before May half term English Language Exam: Usually the week after May half term.

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12	<p>English Literature: Induction Unit Skills:</p> <ul style="list-style-type: none"> • How to plan and structure an essay. • Formulating an argument. • Close reading and analysis of methods. • Academic writing style. <p>Component 1: Pre-1900 Drama and Poetry Content:</p> <ul style="list-style-type: none"> • A play (<i>A Doll's House</i> or <i>The Duchess of Malfi</i>). <p>Skills:</p> <ul style="list-style-type: none"> • How to plan and structure an essay. • Formulating an argument. • Applying relevant context: literary, social, historical, biographical. • Applying critical viewpoints and theories. • Academic writing style. <p>Component 2: Comparative and Contextual Content:</p> <ul style="list-style-type: none"> • A Dystopian novel (<i>The Handmaid's Tale</i> or <i>Nineteen Eighty-Four</i>). • Unseen passages from a range of Dystopian texts. <p>Skills:</p> <ul style="list-style-type: none"> • How to plan and structure an essay. • Formulating an argument. • Close reading and analysis of methods. • Applying relevant context: literary, 	<p>English Literature: Component 1: Pre-1900 Drama and Poetry Content:</p> <ul style="list-style-type: none"> • A Shakespeare play (<i>The Tempest</i>, <i>Twelfth Night</i> or <i>Hamlet</i>). • Pre-1900 poetry text (Chaucer or Rossetti). <p>Skills (Shakespeare):</p> <ul style="list-style-type: none"> • How to plan and structure an essay. • Formulating an argument. • Close reading and analysis of methods. • Applying critical viewpoints and theories. • Applying artistic interpretations to the text. • Academic writing style. <p>Skills (Poetry):</p> <ul style="list-style-type: none"> • How to plan and structure an essay. • Formulating an argument. • Applying relevant context: literary, social, historical, biographical. • Applying critical viewpoints and theories. • Making connections between texts. • Academic writing style. <p>English Language: Component: 1 Exploring language Content:</p> <ul style="list-style-type: none"> • Language Under the Microscope • Language Issues • Comparing and contrasting texts <p>Skills:</p>	<p>English Literature: Component 3: Non-Examined Assessment, Post-1900 Literature—Task 1 (1,000 words) and preparation for Task 2 (2,000 words) Outcomes:</p> <ul style="list-style-type: none"> • Task 1: <u>Either</u> a piece of creative reading (an original poem drawing on the themes and style of the poet of study) + a commentary to discuss choices <u>or</u> a close critical analysis of 45 lines of poetry. • Task 2: A comparative essay focusing on a commonality across a novel and a play. <p>Content:</p> <ul style="list-style-type: none"> • Task 1: A volume of poetry (<i>The World's Wife</i>, <i>Feminine Gospels</i> or <i>Ariel</i>). • Task 2: A novel and a play of the student's choice STIPULATION: one of the 3 texts must have been published post-2000. <p>Skills:</p> <ul style="list-style-type: none"> • How to plan and structure an essay. • Formulating an argument. • Close reading and analysis of methods. • Creative reading. • Applying relevant context: literary, social, historical, biographical. • Applying critical viewpoints and theories. • Making connections between texts. • Academic writing style.
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	<p>social, historical, biographical.</p> <ul style="list-style-type: none"> Applying critical viewpoints and theories. Academic writing style. <p>English Language: Induction Unit</p> <p>Skills:</p> <ul style="list-style-type: none"> How to plan and structure an essay. Formulating an argument. Close reading and analysis of methods. Academic writing style. <p>Component 1: Exploring Language</p> <p>Content:</p> <ul style="list-style-type: none"> Language Under the Microscope Comparing and contrasting texts <p>Skills:</p> <ul style="list-style-type: none"> Apply language concepts and methods of analysis to data. Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses. Apply accurate linguistic terminology. Referencing. Make connections across texts and discourses. Academic writing style. 	<ul style="list-style-type: none"> Apply language concepts and methods of analysis to data. Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses. Apply accurate linguistic terminology. Referencing. Make connections across texts and discourses. Academic writing style. <p>Component 2: Dimensions of Linguistic Variation</p> <p>Content:</p> <ul style="list-style-type: none"> Language in the media <p>Skills:</p> <ul style="list-style-type: none"> Show knowledge and understanding of the language levels. Academic writing style. 	<p>English Language: Component 2: Dimensions of Linguistic Variation</p> <p>Content:</p> <ul style="list-style-type: none"> Child language Acquisition Language change <p>Skills:</p> <ul style="list-style-type: none"> Show knowledge and understanding of the language levels. Academic writing style. <p>Component 3: Independent Language Research</p> <p>Content:</p> <ul style="list-style-type: none"> A: An independent investigation of language B: The academic poster <p>Skills:</p> <ul style="list-style-type: none"> Apply language concepts and methods of analysis to data. Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses. Apply accurate linguistic terminology. Academic writing style.
13	<p>English Literature Component 3: Non-Examined Assessment, Post-1900 Literature—Task 2 (2,000 words)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Task 2: A comparative essay focusing 	<p>English Literature Component 1: Pre-1900 Drama and Poetry</p> <p>Content:</p> <ul style="list-style-type: none"> A play (<i>A Doll's House</i> or <i>The Duchess of Malfi</i>). 	<p>Revision and Exam Preparation</p> <p>English Literature Exam: Usually across the two weeks after May half term.</p>

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<p>on a commonality across a novel and a play.</p> <p>Content:</p> <ul style="list-style-type: none"> Task 2: A novel and a play of the student's choice <p>STIPULATION: one of the 3 texts must have been published post-2000.</p> <p>Skills:</p> <ul style="list-style-type: none"> How to plan and structure an essay. Formulating an argument. Close reading and analysis of methods. Applying relevant context: literary, social, historical, biographical. Applying critical viewpoints and theories. Making connections between texts. Academic writing style. <p>Component 1: Pre-1900 Drama and Poetry</p> <p>Content:</p> <ul style="list-style-type: none"> A Shakespeare play (<i>The Tempest</i>, <i>Twelfth Night</i> or <i>Hamlet</i>). <p>Skills:</p> <ul style="list-style-type: none"> How to plan and structure an essay. Formulating an argument. Close reading and analysis of methods. Applying critical viewpoints and theories. Applying artistic interpretations to the text. Academic writing style. <p>Unit 2: Comparative and Contextual</p>	<ul style="list-style-type: none"> Pre-1900 poetry text (Chaucer or Rossetti). <p>Skills:</p> <ul style="list-style-type: none"> How to plan and structure an essay. Formulating an argument. Applying relevant context: literary, social, historical, biographical. Applying critical viewpoints and theories. Making connections between texts. Academic writing style. <p>Component 2: Comparative and Contextual</p> <p>Content:</p> <ul style="list-style-type: none"> Core Dystopian novels (<i>The Handmaid's Tale</i> and <i>Nineteen Eighty-Four</i>). Wider reading of Dystopian novels (<i>Brave New World</i>, <i>The Drowned World</i>, <i>The Children of Men</i>, <i>The Time Machine</i>, <i>Fahrenheit 451</i>, <i>The Road</i>, <i>A Clockwork Orange</i>, <i>Memoirs of a Survivor</i>). Unseen passages from a range of Dystopian texts. <p>Skills:</p> <ul style="list-style-type: none"> How to plan and structure an essay. Formulating an argument. Close reading and analysis of methods. Applying relevant context: literary, social, historical, biographical. Applying critical viewpoints and theories. Making connections between texts. 	<p>English Language Exam: Usually in the first week after May half term.</p>
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<p>Unit Content:</p> <ul style="list-style-type: none"> • Second Dystopian novel (<i>The Handmaid's Tale</i> or <i>Nineteen Eighty-Four</i>) • Unseen passages from a range of Dystopian texts. <p>Skills:</p> <ul style="list-style-type: none"> • How to plan and structure an essay. • Formulating an argument. • Close reading and analysis of methods. • Applying relevant context: literary, social, historical, biographical. • Applying critical viewpoints and theories. • Making connections between texts. • Academic writing style. <p>English Language: Component 3: Independent Language Research</p> <ul style="list-style-type: none"> • A: An independent investigation of language • B: The academic poster <p>Skills:</p> <ul style="list-style-type: none"> • Apply language concepts and methods of analysis to data. • Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses. • Apply accurate linguistic terminology. • Apply critical and creative skills in the production of texts and discourses. 	<ul style="list-style-type: none"> • Academic writing style. <p>English Language: Component 1: Exploring Language Content:</p> <ul style="list-style-type: none"> • Language Under the Microscope • Language Issues • Comparing and contrasting texts <p>Component 2: Dimensions of Linguistic Variation Content:</p> <ul style="list-style-type: none"> • Child language Acquisition • Language in the media • Language change <p>Skills:</p> <ul style="list-style-type: none"> • Apply language concepts and methods of analysis to data. • Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses. • Apply accurate linguistic terminology. • Referencing. • Make connections across texts and discourses. • Show knowledge and understanding of the language levels. • Academic writing style. 	
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	<ul style="list-style-type: none"> • Referencing. • Synthesis and reflect on knowledge drawn from studies of English language. • Academic writing style. 		
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Enrichment Activities:

Super Learning Days: Year 10 Literature Day

Competitions: Various external writing competitions throughout the year; Poetry by Heart (all years: Autumn); internal competitions associated with the Accelerated Reader programme; Rotary Club Youth Speaks (KS3: Autumn); Mock Trial Competitions (all years: Autumn and Spring).

Trips: Theatre trips when an adaptation of a GCSE or A-level set text is being performed; National Theatre in school to perform adaptations of GCSE set texts with Year 11 and *A Midsummer Night's Dream* for Year 6 -7 transition; AQA Poetry Live (most able Year 11s); Harry Potter Studios Tour (Year 7); Globe Theatre (Year 9); visiting authors and poets through the King's Lynn Poetry/Fiction festivals; James Nicol (author of *The Apprentice Witch*); celebration of Roald Dahl Day, National Poetry Day and World Book Day.

Cross-curricular: World War I Poetry for Armistice Day in collaboration with History and Art (November); currently trying to establish a Fantasy week for Year 7 in the summer in collaboration with History, Art and Science; general cross-curricular links across the year through the nature of the subject.

Clubs & Support: For GCSE, parents can purchase revision guides and workbooks for English Language and English Literature: we recommend the EdExcel guide/workbook for English Language and the York Notes for each of the Literature texts. BBC Bitesize can provide useful information as well. www.booktrust.org.uk and www.lovereading4kids.co.uk are good sites to refer to when searching for a suitable and engaging text to read in your own time.