

Our Lady's Catholic High School English Curriculum 2020 21 *

*The curriculum this academic year will be subject to change responding to the current situation with Covid and some units may be taught in a different sequence (always with good reason and upholding the principles outlined in our curriculum intent) should there be periods of school closure or year groups isolating.

Year	What content (units)?	Why this content now? Why this order?	What are the key skills practised?
7	'Can You See Me?' novel study and autobiographical writing	Due to COVID-19, pupils have not had chance to read the transition novel they would normally be gifted in Y6. We have decided to read/study this book during the Autumn term as it is about a young girl's experience of starting high school. This novel will provide pupils with the opportunity to discuss, share and write about their own thoughts/feelings/experiences. We will link this novel study in with autobiographical writing and developing pupils' writing skills.	Autobiographical reading (focusing on inference) and writing. Discussion skills – oracy – talk for writing.
	Introduction to Shakespeare	Pupils will have had some introduction to Shakespeare at Primary and pupil voice has been gathered on this to set a baseline. We are going to consolidate existing knowledge and build an understanding of context, types of plays written by Shakespeare, and analytical skills ahead of studying a second full play in Year 9 and then a third full play at GCSE. In the academic year 2020 21 we are using 'A Midsummer Night's Dream' as the key text for study.	Empathy writing skills. Reading Shakespeare's language. Selecting quotations. Responding to extracts.
	Childhood thematic unit: 'Oliver Twist' Childhood poetry Inspirational Young People	This unit sees us move through time from Elizabethan / Jacobean England to Victorian England for an introduction to the Victorian novel. We study 'Oliver Twist' by Charles Dickens, a range of poetry connected by the theme of childhood, and non-fiction texts linked to inspirational young people including Anne Frank and Malala.	Selecting and analysing quotations, making inferences and exploring the writer's use of language. Annotation skills. Descriptive writing. Summarising.
	Exam preparation	Pupils will complete a short unit to prepare for the Year 7 exam. We will prepare them for the format of the exam and revise the skills from the earlier units through modelling and formative walking talking style practice questions.	Reading and writing (fiction focus)
	Modern Novel	Pupils will study a modern novel chosen from a bank of novels. The teacher will choose a novel that will further support the work being done to promote engagement with reading and to challenge the pupils, stretching them and	Inference skills. analytical reading skills. Summarising. Techniques for the development of

	<p>Spelling Bee Poetry Slam</p>	<p>giving them the opportunity to develop the skills built earlier in the year through the study of canonical texts. We will study the development of character, plot and themes within the chosen text.</p> <p>Two competitions run in the summer term which all pupils enter through their lessons. The Spelling Bee highlights further the importance of the spelling strategies and skills we have been building. Poetry Slam enables pupils to engage with poetry and learn about the effect of techniques such as rhyme and rhythm through the performance of poetry.</p>	<p>characters, plots and themes. Narrative and descriptive writing. Review writing.</p> <p>Spelling strategies. Poetic techniques. Oracy – performance poetry.</p> <p>*THROUGHOUT YEAR 7 THERE IS AN ONGOING FOCUS ON DEVELOPING PUPILS' VOCABULARY, SPELLING STRATEGIES, PUNCTUATION SKILLS AND GRAMMAR WHICH RUNS THROUGH EACH UNIT.</p>
8	<p>The Gothic Tradition</p> <p>Rhetoric – The Art of Persuasion Non-Fiction Study</p> <p>Novel / Play study</p>	<p>Through examining a genre in depth, we aim to develop and extend pupils' analytical reading skills and narrative writing skills. These are key skills within our subject so reinforcing them at the beginning of the year is key. We want to foster a love of reading and this unit will give them the appetite to read widely within the genre and texts influenced by it going forward. This is an engaging genre with lots of scope for teachers to stretch and challenge their pupils and make a strong start to the academic year. Pupils will study context, a canonical Gothic text, Gothic poetry and modern gothic inspired Literature.</p> <p>We started the academic year with a Gothic Literature unit and pupils completed analytical writing and descriptive / narrative writing, alongside gaining an understanding of the history and influence of gothic literature. This unit will enable pupils to gain an understanding of how writers use rhetoric in non-fiction to persuade a reader/ audience and become confident using rhetoric themselves. Like with the Gothic Literature Unit, they will understand that modern non-fiction is influenced by rhetoric and how far back this goes: the history of rhetoric.</p> <p>Pupils will study a novel or play chosen from a bank of novels and plays. The teacher will choose a novel or play that will further support</p>	<p>Analytical reading skills, including language analysis, inference, and embedding context. Annotation skills. Poetic techniques and how narrative poets use the poetry form to tell a story. Descriptive and narrative writing. Poetry writing.</p> <p>Persuasive techniques and their effect – analysis and how to use them in their own writing. Annotation skills. Letter writing.</p> <p>Inference skills. analytical reading skills. Summarising.</p>

		<p>the work being done to promote engagement with reading and to challenge the pupils, stretching them and giving them the opportunity to develop the skills built earlier through the study of canonical texts.</p> <p>Exam preparation</p> <p>Pupils will complete a short unit to prepare for the Year 8 exam. We will prepare them for the format of the exam and revise the skills from the earlier units through modelling and formative walking talking style practice questions.</p> <p>Spelling Bee Poetry Slam</p> <p>Two competitions run in the summer term which all pupils enter through their lessons. The Spelling Bee highlights further the importance of the spelling strategies and skills we have been building. Poetry Slam enables pupils to engage with poetry and learn about the effect of techniques such as rhyme and rhythm through the performance of poetry.</p> <p>Poetry</p> <p>Pupils have explored poetry through thematic units previously in Year 7 and 8 and will now further develop their knowledge and understanding about how to approach unseen poetry and write about poetry that they have studied. They will consolidate their knowledge and understanding of how poets use language, structural devices and techniques for effect in their writing. They will also produce their own poetry.</p>	<p>Narrative and descriptive writing. Review writing.</p> <p>Reading and writing (non fiction focus). Letter writing.</p> <p>Spelling strategies. Poetic techniques. Oracy – performance poetry.</p> <p>Poetic techniques. Approaches to unseen poetry. Approaches to studied poetry. Analytical responses. Use of quotation. Creative writing of poetry.</p> <p>*THROUGHOUT YEAR 8 THERE IS AN ONGOING FOCUS ON DEVELOPING PUPILS' VOCABULARY, SPELLING STRATEGIES, PUNCTUATION SKILLS AND GRAMMAR WHICH RUNS THROUGH EACH UNIT.</p>
9	American Literature (9 weeks total)	<p>In Years 7 and 8 pupils have explored Literature from different time periods. This year opens with a study of a piece of seminal world literature from the American cannon in which the context to the narrative is significant and the text complex. Pupils will develop their analytical skills further and engage with the chosen American novel in depth, studying character, plot and theme development. In the assessment they will make connections with the whole text, in addition to writing about the extract, thus developing their skills of analysis and essay writing further. This is an essential skill to have begun securing for later GCSE</p>	<p>Embedding contextual analysis. Knowledge of character and theme development across a text. Essay planning and writing. Extract approaches for analysis. Whole text knowledge and analysis. Effective use of embedded quotation s</p>

	<p>War and Conflict thematic unit</p> <p>‘Macbeth’</p> <p>Exam preparation</p> <p>Speech writing and Spoken Language</p> <p>Narrative writing</p>	<p>study. The pupils will analyse extracts and make connections across the text. The pupils work on this text will lead effectively into the study of whole texts for GCSE English.</p> <p>Pupils have completed a unit of work on American Literature, focusing on one key text and learning how to write about literary texts in an analytical way, taking into account the context of the piece of Literature and relating it to today. They have completed work on characters, themes and plot structure learning how to show their understanding through thoughtful, developed responses. These skills will be further developed as pupils look at how war is presented through time in non-fiction texts, war poetry and fiction. In history, at the same time as we are delivering this unit, pupils are learning about WW1 and will be able to transfer knowledge gained from history to their English work and vice versa.</p> <p>Pupils will complete a study of Shakespeare’s play ‘Macbeth’ through the lens of power as a theme. They studied a Shakespearean Comedy, ‘A Midsummer Night’s Dream’, in Year 7 and will now have the opportunity to explore a tragedy. They will therefore have been introduced to Shakespeare’s genres and two plays in full ahead of their GCSE Shakespeare study of a third play. They will learn the analytical skills needed for success at GCSE.</p> <p>Pupils will complete a short unit to prepare for the Year 9 exam. We will prepare them for the format of the exam and revise the skills from the earlier units through modelling and formative walking talking style practice questions.</p> <p>Pupils will build on earlier work in Year 8 where they studied the art of persuasion and, through the study of influential speeches through time, they will learn how to write an effective persuasive speech. They will also learn how to successfully deliver the speech.</p> <p>Pupils will further develop their creative writing skills focusing on narrative and descriptive writing.</p>	<p>Review writing.</p> <p>Poetry analysis. Embedding quotation. Annotation skills.</p> <p>Analytical responses to Shakespeare’s language. Extract responses and essay style responses.</p> <p>Reading and writing (fiction focus)</p> <p>Speech writing skills. Persuasive techniques. Presentation skills – oracy.</p> <p>Narrative and descriptive writing.</p> <p>*THROUGHOUT YEAR 9 THERE IS AN ONGOING FOCUS ON DEVELOPING PUPILS’ VOCABULARY, SPELLING STRATEGIES,</p>
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			PUNCTUATION SKILLS AND GRAMMAR WHICH RUNS THROUGH EACH UNIT.
10	<p>Shakespeare</p> <p>Component 1 Section A Reading</p> <p>Love Poems from the Anthology</p> <p>'An Inspector Calls'</p> <p>Component 2 Section A Reading</p>	<p>In Year 7 and 9 pupils studied a complete Shakespearean play. In Year 7 they studied 'A Midsummer Night's Dream', a Shakespearean comedy and in Year 9 they studied 'Macbeth', a Shakespearean tragedy. Now, for GCSE they will study 'Romeo and Juliet', 'Othello' or 'Much Ado About Nothing'. Beginning this now and doing an in-depth first study enables us to revisit the text regularly through spaced practice and interwoven homework during the course.</p> <p>Pupils have already been exposed to the skills needed to succeed with both the reading and writing elements of the Component 1 paper. The Y7 and Y9 internal summer exams prepare pupils effectively to be able to tackle both sections of this paper. Throughout KS3, pupils are given a variety of opportunities to develop their inference and analytical skills and to write creatively. This is the first time the pupils will be exposed to a full GCSE Language paper Reading Section. We will use a past paper and exemplar answers formatively to walk the pupils through the Reading section of the exam paper.</p> <p>Pupils studied the war cluster in Year 9 and there are opportunities to revise the war poems which also cover as a key theme. The revision of these poems is essential in terms of strengthening long term memory. Reduction of cognitive load to pupils, is achieved through the dividing the poems in the anthology into thematic clusters with regular revisiting of the poems previously studied.</p> <p>This amazing play explores themes and ideas that are universal and topical and there are links to themes from the Shakespeare play explored in the first term and the poems explored recently. Pupils will study plot, characterisation and key themes. We will then revisit the text regularly through spaced practice and interwoven homework during the course.</p> <p>Building on the work completed on Component 1 Reading, pupils will now explore the non-fiction reading paper for GCSE English Language. There are key skills, such as the need to track the lines, covering a range of</p>	<p>GCSE English Literature Reading skills. Analytical reading and writing skills, including: Inference Use of embedded quotations Dramatic techniques and structural devices Modal verbs</p> <p>GCSE English Language reading skills. Timing skills for the exam.</p> <p>GCSE English Literature poetry anthology analysis skills. Comparative skills.</p> <p>GCSE English Literature analytical skills.</p> <p>GCSE English Language reading skills. Timing skills for the exam.</p>

	<p>Component 1 Narrative writing</p> <p>Speech writing and Spoken Language</p> <p>Unseen poetry</p>	<p>different ideas and making clear, developed inferences.</p> <p>Pupils will build on all of the Key Stage 3 work on narrative writing and learn how to successfully approach this section of the GCSE English Language exam.</p> <p>Pupils will build upon the non-fiction skills learned at Key Stage 3 and learn how to write an effective speech for their Spoken Language GCSE English endorsement.</p> <p>Returning to English Literature and specifically poetry to conclude the year, pupils will learn how to respond to the unseen poetry exam section of the GCSE English Literature exams. We will build on the pupils' knowledge of language and structural techniques used in poetry, and they will grow in confidence with approaching unseen texts.</p>	<p>Narrative writing.</p> <p>Speech writing. Oracy skills to present the speech to an audience and respond to questions.</p> <p>Unseen poetry approaches. Poetic language and structural techniques analysis. Comparative skills.</p> <p>*THROUGHOUT YEAR 10 THERE IS AN ONGOING FOCUS ON DEVELOPING PUPILS' VOCABULARY, SPELLING STRATEGIES, PUNCTUATION SKILLS AND GRAMMAR WHICH RUNS THROUGH EACH UNIT.</p>
11	<p>Component 1 & 2 (2018 papers)</p> <p>Mock Preparation (Component 2 Section B – articles, speeches, reviews, letters) for Language and Unseen Poetry for Literature</p> <p>Poetry Anthology (Hawk Roosting, Ozymandias,</p>	<p>Consolidating the work of Year 10, which in itself built upon the work of Key Stage 3, we will bring all of the knowledge together and walk through both papers with the pupils completing the questions for both GCSE English Language component papers in timed conditions.</p> <p>Continuing on from the study of transactional writing in earlier years and the previous unit of study, we will ensure the pupils have a secure understanding of the different types of transactional writing and how to adapt their language, tone and style to different audiences and for different purposes. Picking back up and further developing the work from the end of Year 10 on unseen poetry, we will ensure the pupils are fully prepared for approaching this section of the mock exam.</p> <p>We will focus on GCSE English Literature in this unit securing, consolidating and developing the pupils' knowledge and understanding of the poems covered so far in the anthology and</p>	<p>Reading and writing skills for GCSE. Exam time management. Secure knowledge of Assessment Objectives across the GCSE English Language exam papers.</p> <p>Non-fiction writing skills.</p> <p>Unseen poetry skills. Poetic language and structural techniques analysis. Comparative skills.</p> <p>Poetry analysis. Poetic language and structural techniques analysis.</p>

	<p>London, Living Space)</p> <p>Poetry Anthology (Remaining Poems)</p> <p>Spoken Language</p> <p>Revision and deliberate practice for GCSE English Language and Literature, including Walking Talking Mocks on the 2019 Papers Reading Sections for English Language.</p>	<p>learning about the new poems that can be connected by the theme of power.</p> <p>We will complete the coverage of the Eduqas Poetry anthology for English Literature. While continuing the study of new poems, we will study the remaining poems and explore how the poems connect across the anthology.</p> <p>Pupils will write an effective speech / presentation for their Spoken Language GCSE English endorsement.</p> <p>Having completed the course coverage we will now plan a bespoke revision plan, which will dovetail with the whole school revision plan. Pupils will finalise their learning of all the strategies they will need to be successful in the terminal examinations.</p>	<p>Comparative skills.</p> <p>Poetry analysis. Poetic language and structural techniques analysis. Comparative skills.</p> <p>Speech writing. Oracy skills to present the speech to an audience and respond to questions.</p> <p>All GCSE English Language and Literature skills.</p> <p>*THROUGHOUT YEAR 11 THERE IS AN ONGOING FOCUS ON DEVELOPING PUPILS' VOCABULARY, SPELLING STRATEGIES, PUNCTUATION SKILLS AND GRAMMAR WHICH RUNS THROUGH EACH UNIT.</p>
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