

# Hasmonean Girls English Department Curriculum Plan

Year 7

TERM 1	TERM 2	TERM 3
<p style="text-align: center;"><b>Media and the Power of Rhetoric</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• To understand the genre, audience and purpose of a text.</li> <li>• To be able to identify the techniques writers use when trying to persuade/entertain their audiences.</li> <li>• To be able to comment on the effects of rhetorical devices.</li> <li>• To be able to use quotations to support ideas.</li> <li>• To be able to interpret the impact of presentational devices and rhetorical devices used in advertising.</li> <li>• To communicate ideas clearly, appropriately, effectively and imaginatively when constructing persuasive texts.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Room 101 - Writing to Entertain</b></p> <p><b>End of Term Assessment - Writing to a brief - Persuasive Writing</b></p>	<p style="text-align: center;"><b>The Power of Words through Poetry</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• To read, understand and respond to poems clearly and independently, both verbally and in written form.</li> <li>• To be able to identify explicit and implicit meanings in a poem.</li> <li>• To be able to use quotations to support ideas about poems.</li> <li>• To engage with some of the methods poets use to help communicate meaning to their readers.</li> <li>• To be able to correctly identify a range of poetic techniques using accurate subject terminology.</li> <li>• To be able to explain the effects of poetic techniques on readers.</li> <li>• To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Response to a taught poem (open book)</b></p> <p><b>End of Term Assessment - Response to an unseen poem</b></p>	<p style="text-align: center;"><b>"The Giver" by Lois Lowry</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• To read, understand and respond to texts clearly and independently, both verbally and in written form.</li> <li>• To understand the difference between explicit and implicit meanings in a text.</li> <li>• To be able to use quotations to support ideas about texts.</li> <li>• To understand the difference between inference and analysis.</li> <li>• To be able to identify language techniques in a text using accurate subject terminology.</li> <li>• To be able to explain the effects of language techniques on readers.</li> <li>• To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Assessment Task using "The Giver"</b></p> <p style="text-align: center;"><b>End of Year Assessment</b></p>

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YEAR 8

TERM ONE	TERM TWO	TERM THREE
<p>Literature from other Cultures: Poetry and Prose</p> <p><b>Short Stories</b></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>To be able to read, understand and form independent ideas about meaning in a range of texts.</li> <li>To understand what a theme is and be able to identify and comment on key themes in a short story.</li> <li>To understand how the structure of a text can contribute to key meanings and messages in a text.</li> <li>To use subject terminology accurately.</li> <li>To be able to embed quotations to support ideas about texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Half Term Assessment: Response to a taught short story</b></p> <p><b>Poetry from Different Cultures</b></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>To be able to read, understand and form independent ideas about the meanings behind a range of poems.</li> <li>To be able to identify and comment on key themes in a range of poems.</li> <li>To understand how the structure of a poem can contribute to key meanings and messages in a range of poems.</li> <li>To use subject terminology accurately.</li> <li>To be able to embed quotations to support ideas about texts.</li> <li>To identify similarities/differences between poems and to be able to</li> </ul>	<p><b>Animal Farm</b></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>To read, understand and form independent ideas about the meanings of texts.</li> <li>To engage with writer's use of symbolism as an active of social commentary making links with and introducing the notion of context and meaning</li> <li>To develop concepts of socialism, social responsibility and the abuse of power linking to 'An Inspector Calls' (Year 9) and the 'Power and Conflict Anthology' (Year 9-10)</li> <li>To be able to identify explicit and implicit meanings in a text.</li> <li>To be able to engage with the language a writer uses using accurate subject terminology.</li> <li>To be able to precisely select a range of evidence from a text and embed it in a response.</li> <li>To have an understanding of the structure and purpose of an allegory.</li> <li>To develop ideas about how structure can create a range of effects in a text.</li> <li>To be able to write about the impact of structure on a reader in both verbal and written form.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>To see the link between Dystopian literature ('The Giver' - Year 8) and to develop this further with a deeper understanding of the key underpinnings linked to socialism; the idea for a utopian society and the need for social tolerance and equality.</li> </ul>	<p><b>A Midsummer Night's Dream</b></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> <li>To be able to read, understand and form independent ideas about Shakespeare.</li> <li>To develop a global perspective of William Shakespeare as a playwright by focusing on one of his comedies.</li> <li>To understand the genres that Shakespeare wrote in and their associated key features/conventions.</li> <li>To develop an understanding and appreciation of the world that Shakespeare lived in.</li> <li>To be able to summarise characters thoughts/feelings from Shakespeare and use quotations to support ideas.</li> <li>To engage with the language Shakespeare uses and explore meanings and effects on audiences using accurate subject terminology.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>Developing the value of context and genre when engaging with texts.</li> <li>Engaging with close reading and appreciating the different effects of form, language and structure when writing about character and themes.</li> </ul> <p><b>Half Term Assessment: Analysis of extract from the play</b></p> <p><b>End of Year Assessment</b></p>

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summarise some of these points of comparison using quotations.

- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**End of Term Assessment: Response to unseen poem**

**Half Term Assessment: Response to an extract from the novel**

**End of Term Assessment: Essay on Animal Farm**

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	TERM ONE	TERM TWO	TERM THREE
Year 9	<p><b>"Of Mice &amp; Men" by John Steinbeck</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To read, understand and form independent ideas about the meanings of texts.</li> <li>To be able to identify explicit and implicit meanings in a text.</li> <li>To be able to engage with the language a writer uses using accurate subject terminology.</li> <li>To be able to precisely select a range of evidence from a text and embed it in a response.</li> <li>To develop ideas about how structure can create a range of effects in a text.</li> <li>To be able to write about the impact of structure on a reader in both verbal and written form.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. To be able to draw conclusions about characters, themes, settings, symbols and meanings using precise textual detail.</li> <li>To be able to evaluate a text and argue a point of view in a clear and relevant way.</li> <li>To be able to apply contextual detail to a response to a text that is both relevant and illuminating.</li> <li>To write imaginatively and insightfully using the text as a springboard for a creative piece.</li> </ul> <p><b>End of Term Assessment: Response to a statement about a character in the text.</b></p>	<p><b>Modern drama: Blood Brothers by Willy Russell</b></p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To explore dramatic effects in a text</li> <li>To be able to precisely select a range of evidence from the text</li> <li>To understand stagecraft and the different ways of reading drama (as opposed to prose)</li> <li>To write about the impact of language and structural choices</li> <li>To understand the audience as a key aspect of dramatic writing</li> <li>To apply contextual understanding to implicit and explicit meanings in a drama text.</li> </ul> <p><b>Half term assessment: Response to a thematic essay question</b></p> <p><b>Persuasive writing: From Shakespeare to Boris Johnson</b></p> <ul style="list-style-type: none"> <li>To explore a broad range of spoken rhetoric, Julius Caesar and blogs.</li> <li>To look at broadsheet and magazine articles, travel writing, letters, journals, and autobiographical writing.</li> <li>To develop writing skills in a range of forms, especially articles and speeches.</li> </ul> <p><b>Half Term Assessment: Response to an extract from 'Julius Caesar'</b></p>	<p><b>Speaking &amp; Listening Presentations, Language Skills Transitions Unit</b></p> <p><b>Spoken Language preparation and Filming/Assessment</b></p> <ul style="list-style-type: none"> <li>To support and prepare students for their speaking and listening assessment</li> </ul> <p><b>Presentation of Speaking and Listening presentations</b></p> <p><b>Language Skills Transitions Unit</b></p> <p><b>A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>To read A Christmas Carol as a class to prepare for close reading and analysis in Year 10.</li> </ul> <p><b>End of Year Assessment</b></p>

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YEAR 10

## TERM ONE

- ***A Christmas Carol***
- Deep critical analysis of ***A Christmas Carol***
- Focus on genre, theme, character, motifs and symbols
- Structural aspects linked to a novella
- Writer's intent
- Context – linked to Dickens and the times that he was writing about.
- Understanding how to craft a detailed and perceptive extract-based response to the novel and play.

### Timed essay practice

**Half Term Assessment: Response to 'A Christmas Carol' extract and essay**

### Literature Paper One, Section A - Macbeth

- Deep critical analysis of William Shakespeare's tragedy "Macbeth"
- Focus on genre, theme, character, motifs and symbols
- Focus on structural aspects, writer's intent
- Focus on contexts – Elizabethan England, James I, the Supernatural.
- Understanding how to craft a detailed and perceptive extract-based response to the novel and play.
- Understanding how to craft a detailed and perceptive extract-based response to the novel.

### Timed essay practice

AO1, 2, 3 and 4

**Half Term Assessment: Unseen Response to Macbeth Extract (from Act 1/2)**

## TERM TWO

### Literature Paper One, Section A - Macbeth

- Deep critical analysis of William Shakespeare's tragedy "Macbeth"
- Focus on genre, theme, character, motifs and symbols
- Focus on structural aspects, writer's intent
- Focus on contexts – Elizabethan England, James I, the Supernatural.
- Understanding how to craft a detailed and perceptive extract-based response to the novel and play.
- Understanding how to craft a detailed and perceptive extract-based response to the novel.

### Timed essay practice

AO1, 2, 3 and 4

**Half Term Assessment: Unseen Response to Macbeth Extract (from Act 3, 4 and 5)**

### GCSE Literature Paper Two: Conflict Poetry

#### Teach:

- **The Charge of the Light Brigade**
- **Bayonet Charge**
- **Poppies**
- **The Emigree**
- **War Photographer**
- **Exposure**
- **Remains**
- **Kamikaze**

**End of Term Assessment: Comparative response to seen poetry (conflict poems)**

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## TERM THREE

### Literature Paper Two - Power Poetry

AO1, 2 and 3

Please do in following order:

- Ozymandias
- London
- The Prelude
- My Last Duchess
- Storm on the Island
- Tissue
- Checking Out Me History

Ensure links are made back to conflict poems studied in term 1 when drawing comparisons between poems.

### Half Term Assessment: Comparative response to seen poetry (power and conflict poems)

- Language paper 1
- Reinforcing skills required for successful responses to Language paper 1

### End of Year assessment

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	TERM 1	TERM 2	TERM 3
Year 11	<p><b>An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>• Deep critical analysis of <i>An Inspector Calls</i></li> <li>• Focus on genre, theme, character, motifs and symbols</li> <li>• Structural aspects – a well-made play, stage directions</li> <li>• Writer’s intent – exploration of political viewpoints</li> <li>• Contexts early 1900s - 1945 in the United Kingdom</li> </ul> <p><b>Unseen poetry</b></p> <ul style="list-style-type: none"> <li>• Exploration of writer’s methods and intent between unseen poetry texts</li> <li>• Being able to analyse an unseen extract</li> <li>• Being able to make comparisons between two unseen extracts</li> </ul>	<p><b>Language Paper 2</b></p> <ul style="list-style-type: none"> <li>• Utilising a variety of revision techniques and approaches</li> <li>• To consolidate learning and understanding of the different approaches to the Language papers</li> <li>• Focus on media and non-fiction extracts.</li> <li>• Revisiting and refining key skills/assessment objectives.</li> </ul>	<p>Revision lessons provided by department.</p> <p><b>Intervention lessons provided by the Department</b></p>
YEAR 11	<p><b>PREPARATION FOR MOCK 1</b></p> <p>Language Paper One Revision Literature Paper One Revision</p> <p>Revision of questions 1-5 (inc. Creative Writing) Revision of "Macbeth" and "A Christmas Carol" Emphasis on practice responses and essay crafting. Students should revise plot/quotes/themes for HW.</p> <p><b>PREPARATION FOR MOCK 2</b></p> <p>Language Paper Two Revision Literature Paper Two Revision</p> <p>Revision of questions 1-5 (inc. Persuasive Writing) Revision of "An Inspector Calls", "Power and Conflict Poetry" and "Unseen Poetry"</p> <p>Emphasis on practice responses and essay crafting. Students should revise plot/quotes/themes for HW.</p>	<p><b>General revision</b></p> <p>Teacher discretion based on mock exams - identify gaps and skills that need further practice/improvement.</p> <p>There should be some continued teaching of Language skills using the Literature texts.</p> <p>Regular practice and opportunities for feedback on timed essay practice.</p>	<p><b>Study Leave</b></p>

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## **A-level: Year 13 NEA (Coursework Element) Timeline:**

Students' preliminary research and reading for both NEAs to be done over the summer.  
 Submit proposal for prose NEA in September for approval (end of first week of term)  
 First draft submitted after Succot break. Final draft submitted before the end of term.  
 Submit proposal for poetry NEA in December for approval (last week of term)

### **January - Mock Exams**

First draft submitted in February (week ending 13<sup>th</sup> February)  
 Final draft submitted beginning of March (no exceptions)  
 Marked by subject teacher 3<sup>rd</sup> week of March  
 Moderated

Candidates are informed of their raw marks by their subject teacher by the 5<sup>th</sup> April - requests for NEA retrieval need to be made by students by 10<sup>th</sup> April. They will receive a copy of their work by 19<sup>th</sup> April.

Requests for reviews of marking must be made in writing by 30<sup>th</sup> April - request made is not to query mark, but to query mark in the context of peers.

Coursework to be sent to moderators in the beginning of May.

	<b>Tragedy (3 of 5 lessons)</b>	<b>Crime (2 of 5 lessons)</b>
Year 12	<p><b>Term One and Two:</b> Introduction to Tragedy/Genre and close textual study of "Othello".  <b>Half-Term/End of Term Assessments: Section A and B on "Othello"</b></p> <p><b>Term Three:</b> "The Great Gatsby"  <b>End of term:</b> Introduction to demands of Theory and Independence Unit (NEA). Suggesting choices of texts and a brief overview of 6 critical approaches.  <b>End of Term Assessment: Full Section A and B and modified Section C.</b></p>	<p><b>Term One:</b> Introduction to Elements of Crime Writing through unseen extracts and close textual study of "The Murder of Roger Ackroyd."  <b>Half Term Assessment: Section A response</b>  <b>End of Term Assessment: Section B response on "Ackroyd"</b></p> <p><b>Term Two:</b> Study of Crime Poems -                      BROWNING: "My Last Duchess", "Porphyria's Lover", "The Laboratory"                      WILDE: "The Ballad of Reading Gaol"                      CRABBE: "Peter Grimes"  <b>End of Term Assessment: Section C response using poetry and "Ackroyd."</b></p>
Year 13	<p><b>Term One:</b> Study of "Richard II" making constant links and connections with "The Great Gatsby" in preparation for a full Section C assessment in January.  <b>Mock exam: FULL TRAGEDY PAPER</b>                      Individual/Independent preparation and ongoing monitoring of NEA choices in prose and poetry.</p>	<p><b>Term One:</b> Close study of "Atonement"  <b>Half Term Assessment: Section B response to "Atonement"</b></p> <p><b>Mock exam: FULL CRIME PAPER</b>  <b>Term Two and Three:</b> Revision of all crime texts/preparation for exam</p>



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