

HASMONEAN HIGH SCHOOL FOR BOYS – ENGLISH CURRICULUM SUMMARY

Year 7	Term One	Term Two	Term Three
	<p><u>Text Study: ‘Boy Overboard’</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • To read, understand and respond to texts clearly and independently, both verbally and in written form. • To understand the difference between explicit and implicit meanings in a text. • To be able to use quotations to support ideas about texts. • To understand the difference between inference and analysis. • To be able to identify language techniques in a text using accurate subject terminology. • To be able to explain the effects of language techniques on readers. • To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p><u>Literary Heritage</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage. • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. • Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. • To be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. <p><u>Shakespeare:</u> <u>A Midsummer Night’s Dream</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • To read, understand and perform Shakespeare’s A Midsummer Night’s Dream. • To study the historical and social context of this literary period. • To understand how the writer creates meaning through dramatic techniques. • To analyse the role and function of the writer’s characters. • To evaluate the impact the writer’s characters and themes have on an audience at time of consumption and now. 	<p><u>Powerful Persuasion</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • To understand the genre, audience and purpose of a text. • To be able to identify the techniques writers use when trying to persuade/entertain their audiences. • To be able to comment on the effects of rhetorical devices. • To be able to use quotations to support ideas. • To be able to interpret the impact of presentational devices and rhetorical devices used in advertising. • To communicate ideas clearly, appropriately, effectively and imaginatively when constructing persuasive texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Assessments	<p>Term 1 Part 1: Reading</p> <p>Term 1 Part 2: Writing</p>	<p>Term 2 Part 1: Reading</p> <p>Term 2 Part 2: Writing</p>	<p>Term 3 Part 1: Writing</p> <p>Term 3 Part 2: Reading</p>

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Year 8	Term One	Term Two	Term Three
	<p><u>Short Stories</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> To be able to read, understand and form independent ideas about meaning in a range of texts. To understand what a theme is and be able to identify and comment on key themes in a short story. To understand how the structure of a text can contribute to key meanings and messages in a text. To use subject terminology accurately. To be able to embed quotations to support ideas about texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p><u>Dickens Author Study</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> To understand aspects of the social and historical context of the 19th century. To explore themes of inequality, injustice, responsibility and relationships within extracts from Dickens' books To develop understanding of writer's choices and methods within accessible key extracts. To develop and strengthen skills in close reading and analysis of literary texts. <p><u>Diverse Poetry</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> To be able to read, understand and form independent ideas about the meanings behind a range of poems. To be able to identify and comment on key themes in a range of poems. To understand how the structure of a poem can contribute to key meanings and messages in a range of poems. To use subject terminology accurately. To be able to embed quotations to support ideas about texts. To identify similarities/differences between poems and to be able to summarise some of these points of comparison using quotations. 	<p><u>Romeo and Juliet</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> To be able to read, understand and form independent ideas about Shakespeare. To develop a global perspective of William Shakespeare as a playwright by focusing on one of his comedies. To understand the genres that Shakespeare wrote in and their associated key features/conventions. To develop an understanding and appreciation of the world that Shakespeare lived in. To be able to summarise characters thoughts/feelings from Shakespeare and use quotations to support ideas. To engage with the language Shakespeare uses and explore meanings and effects on audiences using accurate subject terminology. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Developing the value of context and genre when engaging with texts. Engaging with close reading and appreciating the different effects of form, language and structure when writing about character and themes.
Assessments	<p>Term 1 Part 1: Reading</p> <p>Term 1 Part 2: Writing</p>	<p>Term 2 Part 1: Writing</p> <p>Term 2 Part 2: Reading</p>	<p>Term 3 Part 1: Writing</p> <p>Term 3 Part 2: Context & Reading</p>

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Year 9	Term One	Term Two	Term Three
	<p><u>Crime Texts</u></p> <ul style="list-style-type: none"> - <u>The Speckled Band</u> - <u>Jack the Ripper</u> - <u>The Merchant of Venice</u> - <u>Dystopian Fiction</u> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • To analyse fiction and nonfiction related to the theme of crime through a range of genres and time-periods. • To be able to identify the conventions of the detective, comedy and dystopian genre. • To experience a wide range of literature from the crime genre across time. • To develop reading skills by analysing and exploring the conventions of crime literature. • To explore how writers create meaning in a range of fiction, non-fiction and drama texts and explain how language is used for effect, ensuring they use the conventions of narrative and specific contextual information relating to the genre in their analysis. • To develop writing skills by writing in a style that is appropriate, using the conventions explored in the reading texts. 	<p><u>Conflict Poetry</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • To read, understand and form independent ideas about the ideas and concepts that link together the poems. • To read and understand the meaning of the poems. • To read and understand the contexts of the poems. • To be able to evaluate a text and argue a point of view in a clear and relevant way. • To be able to apply contextual detail to a response to a text that is both relevant and illuminating. <p><u>Poems covered:</u></p> <ul style="list-style-type: none"> • The Charge of the Light Brigade • War Photographer • Bayonet Charge • Exposure • Poppies • Remains • Kamikaze • The Emigree 	<p><u>Conflict Poetry</u></p> <p><u>Language Paper 1</u></p> <p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • To identify and interpret explicit and implicit information and ideas. • To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • To evaluate texts critically and support this with appropriate textual references. • To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Macbeth Introduction</u></p> <ul style="list-style-type: none"> • To introduce and explore the plot and context of Shakespeare – including socio-historical and literary. • To watch a screening/ viewing of the play.
Assessments	<p>Term 1 Part 1: Reading</p> <p>Term 1 Part 2: Writing</p>	<p>Term 2 Part 1: Single poem analysis</p> <p>Term 2 Part 2: Single poem analysis</p>	<p>Term 3 Part 1: Single poem analysis</p> <p>Term 3 Part 2: Poetry comparison essay</p>

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Year 10	Term One	Term Two	Term Three
	<p><u>Macbeth and Power Poetry</u></p> <p><u>Macbeth Learning goals:</u></p> <ul style="list-style-type: none"> To read and interpret William Shakespeare’s tragedy ‘Macbeth’. To gain understanding of genre, theme, character, motifs and symbols. To explain the effects of a variety of literary devices and techniques To demonstrate an understanding of the main ideas, events, or themes of the play ‘Macbeth’ To develop coherent and plausible interpretations of material. To be able to consider the writer’s intent and differing interpretations over time. To be able to weave in relevant contextual information relevant to the Jacobean era. To understand how to construct a detailed and perceptive extract-based response to the novel and play. 	<p><u>Macbeth and Power Poetry</u></p> <p><u>Power Poetry Learning goals:</u></p> <ul style="list-style-type: none"> To be able to comprehend the main message or theme of the poem and identify key poetic devices used to convey that meaning. To be able to identify the poem's form (e.g., sonnet, free verse, epic) and understand how the structure contributes to the overall meaning and effect of the poem. To be able to express their personal reactions to the poem while also engaging in thoughtful analysis and discussion with their peers. To be able to relate the themes and ideas explored in the poem to their personal experiences, other literary works, historical events, or societal issues. To read, understand and form independent ideas about the ideas and concepts that link together the poems. To be able to write a comparative analysis of two poems, carefully choosing a second poem for comparison. <p><u>Poems covered:</u></p> <ul style="list-style-type: none"> Ozymandias London The Prelude My Last Duchess Storm on the Island Tissue Checking Out Me History <p><u>The Strange Case of Dr. Jekyll and Mr. Hyde</u></p> <p><i>(see term three)</i></p>	<p><u>The Strange Case of Dr. Jekyll and Mr. Hyde</u></p> <p><u>Learning goals:</u></p> <ul style="list-style-type: none"> To be able to describe the key plot events in Dr Jekyll and Mr Hyde To explain how the writer presents each of the main characters and how they affect the reader To be able to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate To show understanding of the relationships between texts and the contexts in which they were written To be able to consider the writer’s intent and differing interpretations over time. To understand how to construct a detailed and perceptive extract-based response to the novel and play. <p><u>Spoken Language Component</u></p> <ul style="list-style-type: none"> To listen and respond appropriately to adults and their peers. To articulate and justify answers, arguments and opinions. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To speak audibly and fluently with an increasing command of Standard English. To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.
Assessments	<p>Term 1 Part 1: Macbeth extract analysis</p> <p>Term 1 Part 2: Single poem analysis</p>	<p>Term 2 Part 1: Macbeth extract analysis</p> <p>Term 2 Part 2: Poetry comparison essay</p>	<p>Term 3 Part 1: Macbeth essay</p> <p>Term 3 Part 2: Jekyll and Hyde essay</p>

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Year 11	Term One	Term Two	Term Three
	<p><u>An Inspector Calls</u></p> <ul style="list-style-type: none">• To read and interpret 'An Inspector Calls'.• To gain understanding of genre, theme, character, motifs and symbols.• To explain the effects of a variety of literary devices and techniques.• To demonstrate an understanding of the main ideas, events, or themes of the play 'An Inspector Calls'.• To develop coherent and plausible interpretations of material.• To be able to consider the writer's intent and differing interpretations over time.• To be able to weave in relevant contextual information relevant to early 20th century Britain. <p><i>Revision</i> Paper 1 Mocks Language and Literature</p> <p><u>Language Paper 2</u></p> <ul style="list-style-type: none">• To be able to identify and interpret explicit and implicit information and ideas in literary non-fiction texts.• To be able to select and synthesise evidence from different texts.• To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.• To compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.• To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	<p><u>Unseen Poetry</u></p> <ul style="list-style-type: none">• To be able to identify poets' messages in unseen poems.• To confidently explore language, form and structural choices in an unseen poem.• To be able to comment on poets' intent.• To be able to express personal reactions to the poems.• To be able to make comparisons between two unseen poems. <p><i>Revision</i> Paper 2 Mocks Language and Literature</p>	<p><i>Revision</i></p> <p>GCSE Examinations</p>

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Year 12		Term One	
	<i>AQA A-level English Literature B (7717)</i> 4.1.1 Aspects of tragedy		<i>AQA A-level English Literature B (7717)</i> 4.2.1 Elements of crime writing
	<u>Introduction to Tragedy</u> <u>The Great Gatsby</u>		<u>Introduction to Crime</u> <u>The Murder of Roger Ackroyd</u>
Assessments	Term 1 Part 1: Tragedy Section C, The Great Gatsby Term 1 Part 2: Tragedy Section C, The Great Gatsby		Term 1 Part 1: Crime Section A, Unseen Term 1 Part 2: Crime Section A, Unseen
		Term Two	
	<u>The Great Gatsby</u> <u>Othello</u>		<u>The Murder of Roger Ackroyd</u> <u>Crime Poetry</u>
Assessments	Term 2 Part 1: Tragedy Section C, The Great Gatsby Term 2 Part 2: Tragedy Section B, Othello		Term 1 Part 1: Crime Section B Term 1 Part 2: Crime Section C
		Term Three	
	<u>Othello</u> <u>End of Year Exams</u>		<u>Crime Poetry</u> <u>Introduction to NEA (coursework)</u> <u>End of Year Exams</u>
Assessments	Term 3 Part 1: Tragedy Section A, Othello Term 3 Part 2: Tragedy Section A and B, Othello		Term 1 Part 1: Crime Section B Term 1 Part 2: Crime Section A and B

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Year 13		Term One	
	<u>Othello</u> <u>Richard II</u>	<u>Introduction to Crime</u> <u>The Murder of Roger Ackroyd</u>	
Assessments	Term 1 Part 1: Tragedy Section A Term 1 Part 2: Tragedy Section B	Term 1 Part 1: Crime Section B Term 1 Part 2: Crime Section A	
		Term Two	
	<u>Mocks</u> <u>Revision</u>	<u>Mocks</u> <u>Revision</u>	
	Mocks: Tragedy Section B and C	Mocks: Crime Section B and C	
		Term Three	
	<u>A Level Examinations</u>	<u>A Level Examinations</u>	

Full Specification: <https://filestore.aqa.org.uk/resources/english/specifications/AQA-7716-7717-SP-2015.PDF>