**Assessment and Performance Dates 2024-25**

**Year 9**

**Walk and Talks prior to assessments**

|  |  |  |
| --- | --- | --- |
| Blood Brothers | Extract into essay - Linda or Mrs Lyons | W&T w/c 4th Nov 2024 11th Nov 2024  |
| Poetry Anthology | Single poem - nature (Prelude) | W&T w/c 27th Jan3rd Feb 2025 |
| Poetry Anthology | Single poem and comparison question – nature (Prelude) | W&T W/C 9th June16th Jun |

**Year 10**

*All to be flashmarked before teacher assessment*

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| --- | --- | --- |
| Blood Brothers | Extract into essay. Linda or Mrs Lyons | W/C 30th Sept  |
| Poetry Anthology | Single poem and comparison question –passing of time (Death of a Naturalist) | W/C 13th Jan 2025 |
| A Christmas Carol  | Extract into essay | W/C 10th March  |
| Shakespeare | Extract and essay question – HALL and GYM | W/C 14th April |

**Performances**

|  |  |  |
| --- | --- | --- |
| Date | Year Group | Performance |
| Wed 4th Sept 2024 | Year 10 | Blood Brothers – Winter Gardens – dep 12.30. Ret 6pm |
| Thurs 19th Dec 2024 | Year 8 | Jungle Book Octagon – leave 8.50 am – return 1pm |
| Feb 24th 2025 | Year 10 | A Christmas Carol  |
| Mon 10th March 2025 | Year 10 | Romeo and Juliet LAn/CLi class in all 9-11am |
| Thur 13th March 2025 | Year 10 | Macbeth 9-11 am  |

**Examinations**

**Examinations**

**Year 10 literature**

Component 1 = Tues 13th May – 2 hours

Component 2 = Tues 20th May – 2 ½ hours

**Year 11 language**

Component 1 = Fri 23rd May – 1 ¾ hrs

Component 2 = Fri 6th June – 2 hrs

**English Curriculum Overview**

**Year 9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1 28th Aug – 18th Oct (8)** | **Autumn 2 4th Nov – 20th Dec (7)** | **Spring 1 6th Jan- 14th Feb (6)** | **Spring 2 24th Feb – 4th Apr (6)** | **Summer 1 22nd April – 23rd May (5)** | **Summer 2 2nd Jun – 18th July (7)** |
| **Autumn 1 28th Aug – 18th Oct (8)** | **Autumn 2 4th Nov – 20th Dec (7)** | **Spring 1 6th Jan- 14th Feb (6)** |
| **SUMMATIVE ASSESSMENTS** |
| 1. **Extract into essay**
 | **2. Single poem analysis**  | **3. Single poem analysis and comparison essay** |
| **Blood Brothers Component 2 Section A** | **Literature Component 1 Section B Poetry Anthology****Conflict/Loss/Grief Poetry**  | **Literature Component 1 Section B Poetry Anthology****Love/Relationships Poetry**  | **Literature Component 1 Section B Poetry Anthology****Nature Poetry**  |
| **A01, A02, A03, A04** | **A01, A02, A03, A04** | **A01, A02, A03, A04** | **A01, A02, A03, A04** |
| **Knowledge:*** Setting – Thatcherite Britain, the 1980s
* Setting – Liverpool in the 60s
* Genre – features of a play
* Themes – class, education, families, society, superstition, gender, role of women,

 inequality* Staging
* Characterisation – accent and dialect, RP and informal language
 | **Knowledge:*** Genre and poetic form
* Rhythm/rhyme schemes
* Iambic pentameter/ tetrameter
* Figurative language
* Word classes
* Poetic form and structure/sonnets
* Boer War
* WW1
* Bosnian War
 | **Knowledge:*** Genre and poetic form
* Rhythm/rhyme schemes
* Iambic pentameter/ tetrameter
* Figurative language
* Word classes
* Poetic form and structure/sonnets
* Role of women
* Society – expectations
 | **Knowledge:*** Genre and poetic form
* Rhythm/rhyme schemes
* Iambic pentameter/ tetrameter
* Figurative language
* Word classes
* Poetic form and structure/sonnets
* Society – expectations
* The Romantics
 |
| **Skills*** PEAZE
* Stand and speak – oracy
* Subject terminology
* Proof-reading
* Thinking and retrieval
* Extract into essay structure
* Standard introductions
* Revision aids - flashcards/templates/ mind maps

**Resources:**Blood Brothers textCGP Blood Brothers guideTEAMS | **Skills:*** Using a thesaurus and dictionary
* TPMLSE/PEAZE
* Exam timings
* Stand and speak – oracy
* Performing poetry
* Dialogic talk
* Thinking and retrieval
* Comparng texts and contexts
* Revision aids - flashcards/templates/ mind maps

**Resources:**Poetry AnthologyCGP poetry revision guideTEAMS | **Skills:*** Dialogic talk
* PEAZE
* Exam timings
* Stand and speak – oracy
* Slow writing/walk and talk structure
* Proof-reading
* Thinking and retrieval
* Comparng texts and contexts
* Revision aids - flashcards/templates/ mind maps

**Resources:**Poetry AnthologyCGP poetry revision guideTEAMS | **Skills:*** Dialogic talk
* PEAZE
* Exam timings
* Stand and speak – oracy
* Slow writing/walk and talk structure
* Proof-reading
* Thinking and retrieval
* Comparng texts and contexts
* Revision aids - flashcards/templates/ mind maps

**Resources:**Poetry AnthologyCGP poetry revision guideTEAMS |

**Year 10**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1 28th Aug – 18th Oct (8)** | **Autumn 2 4th Nov – 20th Dec (7)** | **Spring 1 6th Jan- 14th Feb (6)** | **Spring 2 24th Feb – 4th Apr (6)** | **Summer 1 22nd April – 23rd May (5)** | **Summer 2 2nd Jun – 18th July (7)** |
| **ENRICHMENT** |
|  **Trip to see Christmas Carol, Blood Brothers and in school performances of Shakespeare Play** |
| **Tracking**  | **Tracking**  | **Tracking**  |
| **SUMMATIVE ASSESSMENTS** |
|  | **1. Blood Brothers Essay** | **2.Poetry – single poem and comparison essay** | **3. A Christmas Carol essay** | **4. Shakespeare extract and essay** | **EXAM DATES: 13th and 20th May, 2025** |
| **Literature Component 1 Section B Poetry Anthology****Place** | **Literature Component 2 Section B** **19th C Prose****A Christmas Carol** | **Literature Component 1 Section A Shakespeare** **Romeo and Juliet or Macbeth** | **Unseeen Poetry/Revision**  | **Spoken Language – speech****CVs and personal statements** |
| **A01, A02, A03, A04** | **A01, A02, A03, A04** | **A01, A02, A03, A04** | **A01, A02, A03, A04** | **AO5, AO6**  |
| **Knowledge:*** Genre and poetic form
* Rhythm/rhyme schemes
* Iambic pentameter/ tetrameter
* Figurative language
* Word classes
* Poetic form and structure/sonnets
* Society – expectations
* Industrial revolution
* Age of enlightenment
 | **Knowledge:*** Victorian England
* The Poor Laws
* Industrialisation
* Social class and social responsibility
* Role of the church, monarchy and government
 | **Knowledge:*** Genre – tragedy, history, love and comedy, themes
* Jacobean and Elizabethan theatre, staging, audience and social, cultural and historical influences on the plot
* Shakespeare’s life
* Role of women
* Characterisation
* Poetry vs blank verse
* Iambic pentameter
* Soliloquy
* Asides
* Subject terminology
 | **Knowledge:*** Subject terminology
* Genre, structure and poetic form
* Rhythm/rhyme schemes
* Iambic pentameter/ tetrameter
* Word classes
* Poetic form and structure/sonnets
 | **Knowledge:*** Features of speech writing
* Structure – openings and endings
* Formal vs informal
* Identifying audience and purpose
* AFORESTDRIP techniques
* Punctuation
* Ambitious vocabulary
* Job applications – process for application and interviews
* Personal statements and CVs - format
 |
| **Skills:*** Dialogic talk
* TPMLSE/PEAZE
* Exam timings
* Stand and speak – oracy
* Slow writing/walk and talk structure
* Proof-reading
* Thinking and retrieval
* Comparing texts and contexts
* Revision aids - flashcards/templates/ mind maps
* Exam timings

**Resources:**Poetry AnthologyCGP poetry revision guideTEAMS | **Skills*** Reading for meaning and context
* Inference - PEA
* Skimming and scanning
* Using a thesaurus and dictionary
* Stand and speak – oracy, speaking and listening
* Proof-reading
* Thinking and retrieval
* Revision aids - flashcards/templates/ mind maps
* Exam timings

**Resources:**A Christmas CarolCGP revision guideTEAMS | **Skills:*** Inference/comprehension
* PEAZE
* Connectives to structure
* Stand and speak – oracy, speaking and listening
* Proof-reading
* Thinking and retrieval
* Revision aids - flashcards/templates/ mind maps
* Exam timings

**Resources:**Shakespeare textCGP revision guideTEAMS | **Skills:*** Dialogic talk
* TPMLSE/PEAZE
* Exam timings
* Stand and speak – oracy
* Slow writing/walk and talk structure
* Proof-reading
* Thinking and retrieval
* Comparing texts, contexts and ideas
* Evaluative and personal response
* Revision aids - flashcards/templates/ mind maps

**Resources:**TEAMS | **Skills:*** Planning
* Writing in formal style
* Writing to suit purpose and audience
* Varying sentences and vocabulary for effect
* Stand and speak – oracy
* Speaking and listening
* Proof-reading
* Presentation aids - flashcards
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**Year 11**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1 28th Aug – 18th Oct (8)** | **Autumn 2 4th Nov – 20th Dec (7)** | **Spring 1 6th Jan- 14th Feb (6)** | **Spring 2 24th Feb – 4th Apr (6)** | **Summer 1 22nd April – 23rd May (5)** | **Summer 2 2nd Jun – 18th July (7)** |
| **Tracking**  | **Tracking**  | **Tracking**  |
| **SUMMATIVE ASSESSMENTS** |
|  | **1. Mocks**  | **2. Mocks** | **3. Transactional tasks/Timed narrative** | **EXAM DATES: 23rd May and 6th June** |
| **Eng Language Component 1 Section A fiction reading and B – creative writing/prose** | **Eng Language Component 2 Section A non-fiction reading and B – transactional tasks** | **Revision** |
| **A01, A02, A03, A04, AO5, AO6**  |
| **Knowledge:**Language to:* Compare
* Evaluate
* Contrast
* Explain
* Analyse – TQA and QA approach
* Subject terminology
* Skimming and scanning
* Sentence types
* Range of structures used in narrative texts

**Skills for reading focus:*** Identifying explicit/implicit information - *List five reasons why..*
* Language / writer’s effects / terminology - *How does the writer show..*
* Language / writer’s effects / terminology / how writers influence readers - *What impressions do you get..*
* Language / structure / writer’s effects / terminology / how writers influence readers - *How does the writer make these lines…*
* Evaluating *– In the last twenty lines..considereng the passage as a whole…*
* Timing

**Skills for writing focus:*** Communication and organisation for effect
* Range of sentence structures for effect
* Ambitious vocabulary for effect
* SPAG and proofreading
* Timing
 | **Knowledge:**Language to:* Compare
* Evaluate
* Contrast
* Explain
* Analyse – TQA and QA approach
* Subject terminology
* Skimming and scanning
* Sentence types
* Range of structures used in transactional texts
* Different audiences and purposes
* Different text types

**Skills for reading focus:*** Identifying explicit/implicit information – *How old…what date…how many…where did..when did, name one…give one detail, etc.*
* Language / writer’s effects / terminology - *How does the writer show..persuade...*
* Language / writer’s effects / terminology / how writers influence readers - *What impressions do you get…. To what extenmt to you agree with the view….*
* Language / structure / writer’s effects / terminology / how writers influence readers - *How does the writer make these lines…*
* Compare *– the impressions given by each writer/text*
* Timing

**Skills for writing focus:*** Communication and organisation for effect
* Range of sentence structures for effect
* Ambitious vocabulary for effect
* SPAG and proofreading
* Timing
 |  |
| **Resources:**Past papersTeams |