**Assessment and Performance Dates 2024-25**

**Year 9**

**Walk and Talks prior to assessments**

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| 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 Jan  3rd Feb 2025 |
| Poetry Anthology | Single poem and comparison question – nature (Prelude) | W&T W/C 9th June  16th 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**

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| 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**

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| **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 text  CGP Blood Brothers guide  TEAMS | | **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 Anthology  CGP poetry revision guide  TEAMS | | **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 Anthology  CGP poetry revision guide  TEAMS | **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 Anthology  CGP poetry revision guide  TEAMS |

**Year 10**

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| **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 Anthology  CGP poetry revision guide  TEAMS | | **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 Carol  CGP revision guide  TEAMS | **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 text  CGP revision guide  TEAMS | | | **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 |

**Year 11**

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| **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 papers  Teams | | | | | |