**Assessment and Performance Dates 2023-24 – KS4**

**Year 9**

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| **Blood Brothers** | **Extract into essay** | **w/c 16th October** |
| **Poetry anthology** | **Single poem and comparison question – Hawk Roosting/nature** | **w/c 5th Feb** |
| **Poetry anthology** | **Single poem and comparison question** | **w/c 20th May** |

**Year 10**

**All to be flash marked prior to teacher asessment**

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| **Blood Brothers** | **Extract into essay** | **w/c 2nd October** |
| **Poetry anthology** | **Single poem and comparison question – Hawk Roosting/nature** | **w/c 15th Jan** |
| **A Christmas Carol** | **Extract into essay** | **w/c 11th March** |
| **Shakespeare** | **Extract and essay question** | **w/c 22nd April**  |

**Performances**

**Romeo and Juliet 14th March, 2024**

**Macbeth 15th March, 2024**

**A Christmas Carol 14th December, 2023**

**Blood Brothers TBC**

**English Curriculum Overview**

**Year 9**

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| **Autumn 1 22rd Aug – 13th Oct (8)** | **Autumn 2 30th Oct – 21st Dec (8)** | **Spring 1 8th Jan- 9th Feb (5)** | **Spring 2 19th Feb – 22nd Mar (5)** | **Summer 1 8th April – 24th May (7)** | **Summer 2 3rd Jun – 12th July (6)** |
| **Tracking**  | **Tracking**  | **Tracking**  |
| **SUMMATIVE ASSESSMENTS** |
| 1. **Extract into essay**
 | **2. Single poem analysis and comparison essay** | **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**

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| --- | --- | --- | --- | --- | --- |
| **Autumn 1 22rd Aug – 13th Oct (8)** | **Autumn 2 30th Oct – 21st Dec (8)** | **Spring 1 8th Jan- 9th Feb (5)** | **Spring 2 19th Feb – 22nd Mar (5)** | **Summer 1 8th April – 24th May (7)** | **Summer 2 3rd Jun – 12th July (6)** |
| **ENRICHMENT** |
|  **Trip to see Christmas Carol – 16th Dec, 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 25th May and 8th June 2022** |
| **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**

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| --- | --- | --- | --- | --- | --- |
| **Autumn 1 22rd Aug – 13th Oct (8)** | **Autumn 2 30th Oct – 21st Dec (8)** | **Spring 1 8th Jan- 9th Feb (5)** | **Spring 2 19th Feb – 22nd Mar (5)** | **Summer 1 8th April – 24th May (7)** | **Summer 2 3rd Jun – 12th July (6)** |
| **Tracking**  | **Tracking**  | **Tracking**  |
| **SUMMATIVE ASSESSMENTS** |
|  | **1. Mocks – Comp 2 Sect A and B- 2 hours** | **2. Component 1 Section A and B** | **3. Transactional tasks/Timed narrative** | **EXAM DATES: TBC** |
| **Eng Language Component 2 Section A non-fiction reading and B – transactional tasks** | **Eng Language Component 1 Section A fiction reading and B – creative writing/prose** | **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 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
 | **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
 |  |
| **Resources:**Past papersTeams |