**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 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 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 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 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 papers  Teams | | | | | |