



# CHORLTON HIGH SCHOOL: CURRICULUM

## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 11

<b>SUBJECT</b>	<b>English</b>
<b>INTENT</b>	Studying English at Chorlton High School allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.



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Year Group	<b>11</b>					
Rationale/ Narrative	Year 11 2019-20 will prepare students for the GCSEs they will sit in the summer term of this year in both English Literature and English Language. Over the course of the year, students will have opportunities to revise Literature content as well as how to approach each of the questions they will face across all four of the exam papers (two for Literature and two for Language). This year will build students' resilience when it comes to exams and develop their skills when it comes to both reading for meaning and writing creatively. The units have been designed to both support and challenge students so that each student is pushed to their potential.					
	<u>Autumn 1</u> Anthology Poetry	<u>Autumn 2</u> Language Revision	<u>Spring 1</u> Literature Paper 1 Revision	<u>Spring 2</u> Language Revision and Lit Paper 2 Revision	<u>Summer 1</u> Language Revision and Lit Paper 2 Revision	<u>Summer 2</u>
KNOWLEDGE	<p><u>Literature Paper 2</u> <u>Poetry Section B</u></p> <ul style="list-style-type: none"> <li>*The overall ideas presented in all 15 poems</li> <li>*Overarching themes</li> <li>*Social and historical context</li> <li>*The methods used by the poets to convey key ideas</li> </ul>	<p><u>Language Papers 1&amp;2</u></p> <ul style="list-style-type: none"> <li>*A range of fiction and non-fiction extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century will be explored</li> <li>*Purpose/Audience/Form</li> <li>*Appreciation of writers' craft</li> </ul>	<p><u>Literature Paper 1</u> <i>(Section A – Macbeth, Section B – Jekyll &amp; Hyde)</i></p> <ul style="list-style-type: none"> <li>*Plot</li> <li>*Characterisation</li> <li>*Overarching themes</li> <li>*Social and historical context</li> <li>*The methods used by the writer to convey key ideas</li> </ul>	<p><u>Language Papers 1&amp;2</u></p> <ul style="list-style-type: none"> <li>*A range of fiction and non-fiction extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century will be explored</li> <li>*Purpose/Audience/Form</li> <li>*Appreciation of writers' craft</li> </ul> <p><u>Literature Paper 2</u> <i>(Section A – Lord of the Flies, Section B – Poetry Anthology, Section C – Unseen Poetry)</i></p> <ul style="list-style-type: none"> <li>*Plot</li> <li>*Characterisation</li> <li>*Overarching themes</li> <li>*Social and historical context of all texts</li> <li>*The methods used by the writer to convey key ideas</li> </ul>	An amalgamation of the previous sections on this row will be covered as we carry out final revision across both Literature and Language.	
SKILLS	<ul style="list-style-type: none"> <li>*Show an awareness of the writers' methods</li> <li>*Include subject terminology confidently when analysing and writing <b>comparative</b> responses</li> </ul>	<ul style="list-style-type: none"> <li>*Exploration and analysis of language and structure used for effect within a range of texts</li> <li>*Summarise key ideas</li> <li>*Evaluate texts and form personal opinions on the content of them.</li> </ul>	<ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods</li> <li>*Include subject terminology confidently when analysing and writing responses</li> </ul>	<ul style="list-style-type: none"> <li>*Exploration and analysis of language and structure used for effect within a range of texts</li> <li>*Summarise key ideas</li> <li>*Evaluate texts and form personal opinions on the content of them.</li> </ul>	An amalgamation of the previous sections on this row will be covered as we carry out final revision across both Literature and Language.	



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	<ul style="list-style-type: none"> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated comparative essay</li> <li>*Analyse the use of language and its impact on the readers</li> <li>*Understand the context of the poems and how that links with the ideas within the poetry</li> <li>*Embed a range of quotes and references to support their ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Plan critical essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated critical essay</li> <li>*Embed a range of quotes and references to support their ideas</li> <li>*Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact.</li> </ul>	<ul style="list-style-type: none"> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay</li> <li>*Analyse the use of language and structure and the impact on the reader</li> <li>*Understand the context of a text and how that links with the ideas within that text</li> <li>*Embed a range of quotes and references to support their ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Plan critical essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated critical essay</li> <li>*Embed a range of quotes and references to support their ideas</li> <li>*Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact.</li> <li>*Show an awareness of the writer's methods</li> <li>*Include subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay</li> <li>*Analyse the use of language and structure and the impact on the reader</li> <li>*Understand the context of a text and how that links with the ideas within that text</li> <li>*Embed a range of quotes and references to support their ideas</li> </ul>		
<b>ASSESSMENTS</b>	<p><i>Students will complete 5 assessment points across the summer term. The TWO progress checks within this half term will be based on</i></p>	<p><i>Students will complete THREE progress checks across this half term. They will all be Language based, with one of the</i></p>	<p><i>Students will complete 5 assessment points across the spring term. The TWO progress checks within this half term will be</i></p>	<p><i>Students will complete THREE progress checks across this half term. They will all be Language based, with one of the</i></p>		



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	<p><b>poetry anthology and will:</b>          *Consolidate the students' understanding of the poems          * Ensure that students are developing their level of analysis through a comparative response</p>	<p><b>assessment points being the College Entry Exam papers which will be a Language Paper 1 and 2.</b>  <b>All assessment points this half term will:</b>          *Check students' ability to analyse language and structural choices made by writers          *Check personal opinions on texts they read across 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries          *Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively          *Check for technical accuracy (QWC)</p>	<p><b>based on Literature Paper 1 and will:</b>          *Consolidate the students' awareness of characters and events across all Literature Paper 1 texts (Jekyll and Hyde and Macbeth)          *Ensure that students are developing their level of analysis.          *Check for technical accuracy (QWC)          *Build students' resilience with writing essays in timed conditions.</p>	<p><b>assessment points being the February Mock Exam papers which will be a Language Paper 1 and 2.</b>  <b>All assessment points this half term will:</b>          *Check students' ability to analyse language and structural choices made by writers          *Check personal opinions on texts they read across 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries          *Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively          *Check for technical accuracy (QWC)</p>		
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