



CHS Curriculum Intent

SUCCESSFUL: An education where imagination, curiosity and resilience enable us to ignite our learning.

CREATIVE: A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

HAPPY: Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

CHS Curriculum Area Framework for Learning – Years 7-10

SUBJECT	English
INTENT	Studying English at CHS South 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.



Year Group	7					
Rationale/ Narrative	<p>During Year 7, students will be exploring a variety of fiction and non-fiction texts and analyse how a writer communicates messages through linguistic devices. Students will be expected to respond creatively to reading material and extend their own use of linguistic devices in creative writing. Exploratory talk will also be introduced where students will ‘find their voice’ and showcase their perspective on the key topics throughout the year.</p>					
	Autumn 1 – Adventure	Spring 1- Unlocking Secrets	Autumn 2 – Novel	Spring 2 – Identity Poetry	Summer 1 – Shakespeare The Tempest	Summer 2- Ignite the Spark
KNOWLEDGE	<p><u>Transition</u></p> <p>*Explore the 9 reading strategies in relation to theme of Space and Adventure linked to our transition text <i>The Kid Who Came from Space</i></p> <p>*Apply reading strategies to nonfiction and fiction texts</p> <p>Adventure Writing 3 weeks</p> <p>*Students will study a selection of the following; <i>Alice in Wonderland/Robinson Crusoe/ The Hunger Games/ Harry Potter and Grimms’ Tales</i> as a stimulus to write</p>	<p><u>Non-Fiction</u></p> <p>*Current affairs from 20th-21st century texts</p> <p>*Linguistic devices within non-fiction texts</p> <p>*Purpose/Audience/Form</p> <p>*Styles of non-fiction forms of writing</p> <p>*Appreciation of different voices and perspectives within texts</p>	<p><u>20th Century Novel</u></p> <p>*Students will study one of the following: <i>Animal Farm/ Boy 87/ The Fastest Boy in The World</i></p> <p>*Characterisation</p> <p>*Overarching themes</p> <p>*Social and historical context</p> <p>*The methods used by the writer to convey key ideas.</p>	<p><u>Poetry and Identity</u></p> <p>*Explore a range of eras and styles of poems within the anthology</p> <p>*Explore other cultures and the theme of identity</p> <p>*Develop appreciation of poetry as a form of expression.</p>	<p><u>Shakespeare</u></p> <p>*Students will study <i>The Tempest</i></p> <p>*Plot</p> <p>*Characterisation</p> <p>*Themes</p> <p>*The methods used by Shakespeare to convey key ideas</p> <p>*Contextual issues surrounding the play</p> <p>*The play as a form.</p>	<p><u>Summative Unit</u></p> <p>*Study of a variety of styles of non-fiction forms of writing</p> <p>*Social and Environmental issues concerning our community and country</p> <p>*Environmental issues surrounding the wider area and the planet</p> <p>*Creating successful persuasive campaigns.</p>



CHS South: CURRICULUM

	<p>their own adventure narrative.</p> <ul style="list-style-type: none"> *Overview of plot *Setting *Structure and pace *Characterisation *Key themes *Narrative voice *Analysis of language and linguistic devices <p>Narrative Writing 3 weeks</p> <ul style="list-style-type: none"> *Constructing an adventure story *Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative based on the theme of adventure. 					
<p>SKILLS</p>	<ul style="list-style-type: none"> *Engage with a classic adventure tale and explore how the theme is embedded within the story *Show an awareness of the writer's methods *Include subject terminology confidently when 	<ul style="list-style-type: none"> *Develop an awareness of different styles of non-fiction texts and analyse the impact on the reader *Read and research set topics related to the theme of 'unlocking secrets' *Explore current affairs surrounding these topics and develop a wider 	<ul style="list-style-type: none"> *Read a full novel *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support their ideas *Plan essays successfully to ensure 	<ul style="list-style-type: none"> *Appreciate different styles and forms of poetry *Explore different eras and voices within a range of poems *Analyse the form and structure of poems and the deeper messages within these 	<ul style="list-style-type: none"> *Explore the play's concepts and themes *Explore the wider messages and how they link to the wider world we live in today *Develop awareness of characterisation and symbols within the play 	<ul style="list-style-type: none"> *To work within a small group to secure a project which enhances their local community or environment *To research different methods in achieving the desired project outcome



CHS South: CURRICULUM

	<p>analysing and writing responses</p> <ul style="list-style-type: none"> *Plan essays successfully to ensure that they are clearly explained *Analyse the use of language and its impact on the reader *Embed a range of quotes and references to support their ideas *Produce a complete narrative linked to the theme of adventure *Embed a range of linguistic devices into their own narrative *Showcase their adventure story through reading and sharing with peers. 	<p>appreciation of key events in history</p> <ul style="list-style-type: none"> *To select and retrieve relevant information from a text *To synthesise pertinent information *To use evidence to ensure arguments are developed and secure *To explore their own 'voice' when writing non-fiction texts *Include linguistic devices to enhance arguments in written responses. *To present their own view on topics covered and present this convincingly both orally and through written work. 	<p>that they are clearly explained</p> <ul style="list-style-type: none"> *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of a text and how that links with the ideas within that text. 	<ul style="list-style-type: none"> *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are clearly explained *Analyse the use of language and its impact on the reader *Embed a range of quotes to support their ideas *Create own performance poetry linking to the theme of identity. 	<ul style="list-style-type: none"> *Show an awareness of Shakespeare's methods *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support ideas *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of the play and how that links with the ideas within that text. 	<ul style="list-style-type: none"> *To present a non-fiction piece of writing which supplements the product created for their project.
<p>ASSESSMENTS</p>	<p><i>Students will complete 6 assessment points across the Autumn term.</i></p>	<p><i>Students will complete 5 assessment points across the Spring term.</i></p>	<p><i>The THREE progress checks within this half term will:</i></p>	<p><i>The TWO progress checks within this half term will:</i></p>	<p><i>Students will complete 6 assessment points across the Summer term.</i></p>	<p><i>The THREE progress checks within this half term will:</i></p>



CHS South: CURRICULUM

	<p>The THREE progress checks within this half term will:</p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Assess students' ability to incorporate a range of linguistic techniques into their own narrative writing. *Check reading and spelling skills and reading ages through baseline GL testing. 	<p>The THREE progress checks within this half term will:</p> <ul style="list-style-type: none"> *Ensure students are able to showcase a range of linguistic devices in their own discursive piece of writing. *Check for technical accuracy (QWC) *Ensure students are aware of the impact and purpose of non-fiction texts *Ensure students are developing their analysis of non-fiction texts. *Check students are showcasing the oracy protocols in the delivery of their Spark speech. 	<ul style="list-style-type: none"> *Consolidate the students' awareness of setting, characters and events *Check for technical accuracy (QWC) *Ensure that students are developing the quality of their analysis of literature. *Assess students' ability to incorporate a range of linguistic techniques into their own writing in role as a character. 	<ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Ensure students are exploring the impact of the poet's craft in their analysis. *Ensure students are developing their own creative writing. 	<p>The THREE progress checks within this half term will:</p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Assess students' appreciation of the main themes within the play *Ensure students are developing their analysis of Shakespeare's language. *Ensure students are able to showcase a range of linguistic devices in their own creative piece of writing. 	<ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Check students' discursive writing ability. * Check students are showcasing the oracy protocols in the delivery of their Ignite speech. *Check reading and spelling skills and reading ages through summative GL testing.
<p>HOME LEARNING</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>



CHS South: CURRICULUM

<p>READING, WRITING, TALK</p>	<p>*Variety of different reading strategies used when reading the book – asking questions and breaking down information in particular.</p> <p>*Creative writing opportunities both creative and discursive.</p> <p>*Oracy strategies used to debate big ideas explored in these books.</p>	<p>*Debating and decoding skills will be developed as students’ grapple with the various mysteries.</p> <p>*Oracy strategies such as listening and responding will also be focused on to ensure all points of views are explored.</p> <p>*Creative writing opportunities both creative and discursive</p>	<p>*Reading strategies will be developed, particularly inference.</p> <p>*Project based learning will ensure students are communicating their understanding of texts in creative ways and with the support of different subject areas.</p> <p>*Focusing on the different oracy strands and delivering a ‘Spark’ speech to peers and different audiences.</p>	<p>*Visualisation and debating skills will be developed when reading a variety of poems from different eras and cultures.</p> <p>*Performance poetry will be explored which will encourage students to be creative through writing and talk.</p> <p>*Exploratory talk will be developed as we delve into the anthology and develop our ‘Ignite’ speeches in preparation for Summer 2.</p>	<p>*Characters within the play will be brought to life through drama and role play.</p> <p>*Students to decode language and debate deeper meanings of themes within the play.</p>	<p>*Characters within the play will be brought to life through drama and role play.</p> <p>*Students to decode language and debate deeper meanings of themes within the play.</p> <p>*Collection of data and research for team projects will strengthen students’ interpersonal skills and team building skills.</p> <p>*Discursive writing opportunities to consolidate findings of research project.</p> <p>*Students will use their oracy strategies to deliver their ‘Ignite’ speech</p> <p>*Students will develop their writing and communication skills in tandem for their presentation of their persuasive campaign.</p>
--	--	---	--	---	---	--



CHS South: CURRICULUM

<p>TIER 3 VOCAB</p>	<p>Protagonist, genre, atmosphere, perspective, characterisation</p>	<p>Verification/Verify, phenomenon, enigmatic, scrutinise, perplex/ bewildered</p>	<p>Animal Farm: Hierarchy, power, manipulation, revolution Boy 87: Asylum, bildungsroman, censorship, cyclical, refugee The Fastest Boy In The World: Famine, admiration, distraught, poverty, heroism, idolise.</p>	<p>Metre, enjambment, tone, narrative voice, identity, perspective</p>	<p><u>The Tempest:</u> Isolation, Justice, Hierarchy, colonisation, emancipated, vengeance, protection.</p>	<p>Evolution, Community, exploitation, innovation, viral, disseminate, environmentalism, eco system, audacious.</p>
<p>PSPSMC, BRITISH VALUES</p>	<p>Social/ Cultural background to each text will be explored and students will relate to the period and examine how life was in different eras. British Values: Pupils will engage with and explore different periods and be exposed to British History in Literature</p>	<p>British Values discussions surrounding individual liberty. Social skills will be built as they learn how to structure their own arguments and respond to others'. Personal awareness of own views on situations where students should provide justifications for their opinions ensuring they are using evidence to support their ideas. They will be encouraged to view topics with a balanced view and use what evidence they are presented with to support them in making a decision.</p>	<p>Social/Cultural contexts will be explored. Students will explore what life is like for children in other cultures and relate this to their lives and communities. Moral literacy will be strengthened as students explore key events such as the ending scene, exploring the justification. British Values and the notion of justice and freedom will be explored.</p>	<p>Personal confidence will be developed as students access the theme of identity. Cultural significance of the poems they are reading will be explored and how it may apply to their own culture. British Values will be explored as students will be asked to interpret identities and think about how this relates to their communities. Spiritual awareness and</p>	<p>Personal confidence will be developed as students access the theme of identity. Cultural significance of the poems they are reading will be explored and how it may apply to their own culture. British Values will be explored as students will be asked to interpret identities and think about how this relates to their communities. Spiritual awareness and individualism will be explored, as</p>	<p>Personal confidence will be developed as students access the theme of identity. Cultural significance of the poems they are reading will be explored and how it may apply to their own culture. British Values will be explored as students will be asked to interpret identities and think about how this relates to their communities and how their campaign can directly impact and positively</p>



CHS South: CURRICULUM

				individualism will be explored, as well as what makes up an identity.	well as what makes up an identity.	influence their community.
--	--	--	--	---	------------------------------------	----------------------------



Year Group	8					
Rationale/ Narrative	<p>During Year 8, students will continue to be inspired and engaged with a variety of both fiction and non-fiction, with texts specifically selected to develop passion and enthusiasm for the subject of English. Students will explore a variety of ideas and texts through their analysis, their creativity and through exploratory talk, exploring their opinions and developing personal responses along the way. The rich range of literature that students will work with this year has been selected to ensure students develop their understanding of form as well as use of language and structure for effect.</p>					
	Autumn 2 – Coming of Age	Autumn 1 - Novel	Spring 1 – Frankenstein: The Play	Spring 2 – Events That Shaped the World	Summer 1 – Julius Caesar	Summer 2 - Poetry
KNOWLEDGE	<p><u>Fiction</u></p> <ul style="list-style-type: none"> *Explore the 9 reading strategies *Apply reading strategies to nonfiction and fiction texts Fiction & Non-Fiction Extracts *Linguistic devices within the selection of texts *Purpose/Audience/Form *Styles of non-fiction forms of writing *Appreciation of different ‘voices’ within texts <p><u>Creative Writing Project</u></p> <ul style="list-style-type: none"> *Constructing a story 	<p><u>Novels</u></p> <ul style="list-style-type: none"> *Students will study one of the following: / To Kill a Mockingbird/ Road to Bones/ Trash/Once. *Characterisation *Overarching themes *Social and historical context* The methods used by the writer to convey key ideas. 	<p><u>Modern Play</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Themes *The methods used by the playwrights to convey key ideas *Contextual issues surrounding the play *The play as a form. 	<p><u>Fiction & Non-Fiction Extracts</u></p> <ul style="list-style-type: none"> *People and events that have shaped the world we now live in. *Linguistic devices within the selection of texts *Purpose/Audience/Form *Styles of non-fiction forms of writing *Appreciation of different ‘voices’ within texts. 	<p><u>Shakespeare Play</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Themes *The methods used by Shakespeare to convey key ideas *Contextual issues surrounding the play *The play as a form. 	<p><u>Poetry and Nature</u></p> <ul style="list-style-type: none"> *Explore a range of eras and styles of poems within the anthology *Explore other cultures and the theme of nature *Develop appreciation of poetry as a form of expression.



CHS South: CURRICULUM

	<ul style="list-style-type: none"> *Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative. 					
<p>SKILLS</p>	<ul style="list-style-type: none"> *To explore non-fiction texts from different eras relating to the idea of growing up. *To analyse the language and structure used in a range of fiction and non-fiction extracts and explore the effects of certain techniques *To develop their ability to write creatively, thinking carefully about blending their devices and maintaining the interest of the reader throughout *To develop their ability to consciously craft a piece of creative writing. *To develop their oracy skills and ability to communicate their ideas effectively through presenting their finished stories to their peers. 	<ul style="list-style-type: none"> *Read a full novel *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support their ideas *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of a text and how that links with the ideas within that text. 	<ul style="list-style-type: none"> *Explore the play's concepts and themes *Explore the wider messages and how they link to the wider world we live in today *Develop awareness of characterisation and symbols within the play *Show an awareness of the playwright's methods *Include subject terminology confidently when 	<ul style="list-style-type: none"> *Develop an awareness of different styles of non-fiction texts and analyse the impact on the reader *To select and retrieve relevant information from a text *To synthesise pertinent information *To use evidence to ensure arguments are developed and secure *To explore their own 'voice' when writing non-fiction texts *Include linguistic devices to enhance arguments in written responses. *To present their own view on topics covered and present this 	<ul style="list-style-type: none"> *Explore the play's concepts and themes *Explore the wider messages and how they link to the wider world we live in today *Develop awareness of 10 characterization and symbols within the play *Show an awareness of Shakespeare's methods *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support ideas 	<ul style="list-style-type: none"> *Appreciate different styles and forms of poetry *Explore different eras and voices within a range of poems *Analyse the form and structure of poems and the deeper messages within these *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they



CHS South: CURRICULUM

			<p>analysing and writing responses</p> <ul style="list-style-type: none"> *Embed a range of quotes and references to support ideas *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of the play and how that links with the ideas within that text. 	<p>convincingly both orally and through written work.</p>	<ul style="list-style-type: none"> *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of the play and how that links with the ideas within that text. 	<p>are clearly explained</p> <ul style="list-style-type: none"> *Analyse the use of language and its impact on the reader *Embed a range of quotes to support their ideas *Create own performance poetry linking to the theme of identity.
ASSESSMENTS	<p><i>Students will complete 6 assessment points across the Autumn term.</i></p> <p><i>The THREE progress checks within this half</i></p>	<p><i>The THREE progress checks within this half term will:</i></p> <p>*Assess students' ability to incorporate a range of linguistic</p>	<p><i>Students will complete 5 assessment points across the Spring term.</i></p> <p><i>The THREE progress checks within this</i></p>	<p><i>The TWO progress checks within this half term will:</i></p> <p>*Ensure students are able to showcase a range of linguistic devices in their</p>	<p><i>Students will complete 6 assessment points across the Summer term.</i></p>	<p><i>The THREE progress checks within this half term will:</i></p> <p>*Check reading and spelling skills</p>



CHS South: CURRICULUM

	<p>term will:</p> <ul style="list-style-type: none"> *Assess students' ability to incorporate a range of linguistic techniques in to their own creative writing *Assess students reading and analytical skills through questions based on an extract they have studied. 	<p>techniques into their own narrative writing.</p> <ul style="list-style-type: none"> *Assess students' ability to analyse the writer's craft and use of devices for effect. *Check spelling, reading skills through GL testing. 	<p>half term will:</p> <ul style="list-style-type: none"> *Assess students' understanding of how characterisation has been used in the play for effect * Assess students' ability to analyse the language and structure used in the play. *Check spelling, reading skills through GL testing. 	<p>own discursive piece of writing.</p> <ul style="list-style-type: none"> * Assess students ability to compare two texts *Check students are showcasing the oracy protocols in the delivery of their persuasive campaigns. 	<p>The THREE progress checks within this half term will:</p> <ul style="list-style-type: none"> *Consolidate the students' awareness of setting, characters and events *Assess students' ability to incorporate a range of linguistic techniques in to their own creative writing *Ensure that students are developing the quality of their analysis. 	<p>through GL testing</p> <ul style="list-style-type: none"> *Assess students' ability to analyse poetry, how it has been written and the impact it has on readers.
<p>HOME LEARNING</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary</p>



CHS South: CURRICULUM

<p>READING, WRITING, TALK</p>	<p>*Reading strategies will be developed, particularly inference.</p> <p>*Project based learning will ensure students are communicating in creative ways</p> <p>*Creative writing opportunities to consolidate the writing project.</p>	<p>*Variety of different reading strategies used when reading the book – asking questions and breaking down information in particular.</p> <p>*Creative writing opportunities both creative and discursive.</p> <p>*Oracy strategies used to debate big ideas explored in these texts.</p>	<p>vocabulary learning platform Bedrock.</p> <p>*Characters within the play will be brought to life through drama and role play.</p> <p>*Students to decode language and debate deeper meanings of themes within the play.</p> <p>*Creative writing opportunities both creative and discursive.</p> <p>*Oracy strategies used to debate big ideas explored in these plays.</p>	<p>*Debating skills will be developed as students’ work with the various texts.</p> <p>*Inference skills in particular will be developed whilst exploring a range of texts</p> <p>*Oracy strategies such as listening and responding will also be focused on to ensure all points of views are explored.</p> <p>*Creative writing opportunities both creative and discursive.</p>	<p>vocabulary learning platform Bedrock.</p> <p>*Characters within the play will be brought to life through drama and role play.</p> <p>*Students to decode language and debate deeper meanings of themes within the play.</p> <p>*Creative writing opportunities both creative and discursive.</p> <p>*Oracy strategies used to debate big ideas explored in these plays.</p>	<p>learning platform Bedrock.</p> <p>*Visualisation and debating skills will be developed when reading a variety of poems from different eras and cultures.</p> <p>*Performance poetry will be explored which will encourage students to be creative through writing and talk.</p> <p>*Exploratory talk will be developed as we delve into the anthology and develop our performance poetry.</p>
<p>TIER 3 VOCAB</p>	<p>BILDUNGSROMAN, SURREAL, ADOLESCENCE, INITIATIVE, NARRATIVE VOICE</p>	<p>TKAMB: Marginalised, dialect, foil, narrative perspective, dual audience.</p> <p>The Giver: Dystopia, buildingsroman,</p>	<p>BARBARIAN, GALVANISE, VENGEFUL, EVOLUTION, DEFORMITY, ENDEAVOUR</p>	<p>COHESIVE, JUSTICE, ACCOMPLISHMENT, PROGRESSIVE, RHETORIC</p>	<p>WARRIOR, CONSPIRACY, AVENGE, LOYALTY, HONOURABLE, NOBLE, FORESHADOW</p>	<p>ATMOSPHERE, SPEAKER, STRUCTURE, EXTENDED METAPHOR, SYMBOLISM</p>



CHS South: CURRICULUM

		<p>Ostracized, Citizen, Nurture, Govern</p> <p>Once: Holocaust, segregation, occupation.</p>				
<p>PSPSMC, BRITISH VALUES</p>	<p>Students will explore their personal journey through life so far and gain the ability to further explore which aspects of themselves they would like to grow and nurture further. It will also allow for them to gain further understanding of the safe, social conventions that we all adhere to and explore what may happen if those aspects of society are ever compromised. They will also be exposed to a range of texts written with different cultural backgrounds.</p>	<p>Both the social and cultural backgrounds of each text will be explored alongside their reading of it to allow students to fully understand the context in which this story sits. As part of our focus on British Values, students will also explore the individual liberty of key characters within each of their stories as well as exploring ideas around respect, equality and empathy.</p>	<p>British Values: Students will explore the concept of evolution and human nature, questioning whether anyone has divine right of power.</p> <p>They will also develop their personal ability to empathise with key characters, particular those suffering from isolation and deformity.</p>	<p>As the unit centres around the human achievement of key figures in history and the events that shaped the world we live in, students will have opportunity to explore the social and cultural impact these people and events have as well as developing their own personal ideas about passions and ideas of their own. As the unit also touches on some marginalised and minority groups, students will explore British Values in the sense that they will explore</p>	<p>Students will be given the opportunity to explore the spiritual connection between Julius Caesar as well as looking at the social and cultural reasons of why power was overthrown and how in the Roman empire. They will also have the opportunity to develop a personal response to this play and explore how certain</p>	<p>This unit allows for students to develop their personal responses to poetry and spoken word performances by giving them a wide variety of poets and poems from different social, cultural and religious backgrounds. Their spiritual development will also be demonstrated by their ability to see their own and</p>



CHS South: CURRICULUM

				democracy, mutual respect and tolerance.	characters and situations have made them feel.	others' perspective on life and the world around them whilst gaining further respect for different peoples' faith, feelings and values.
--	--	--	--	--	--	---



Year Group	9					
Rationale/ Narrative	<p>Year 9 has been designed to build students' cultural capital, develop students' vocabulary and ability to read confidently and for meaning and to lay the foundations for their GCSE study of English Literature and Language. Whilst the units have been designed with the GCSEs in mind, they have also been designed to engage and to broaden the students' knowledge webs before they come to study their set Literature texts in Year 10. The Macbeth unit for example will cover the contextual background of the play in depth, spending time delving into the life of Shakespeare and King James I and the many societal concerns that were prevalent at the time, such as witchcraft. Instead of reading the play as a whole (which they will go on to do in YEAR 10), students will build a sound picture of the context and look at the key scenes which should act as a solid foundation of knowledge as they move into YEAR 10. A similar engaging and exciting approach has been taken for the other units, studying a variety of interesting topic material taught in a creative way, which is all linked to a range of themes, wider ideas and texts studied in YEAR 10 and 11 whilst also building confidence with the skills needed to be demonstrated.</p>					
	Autumn 1 - Novel	Autumn 2 – What Makes Us Human?	Spring 1 – Macbeth Contextual Unit	Spring 2 – Obsession and Possession Poetry	Summer 1 – Jekyll and Hyde	Summer 2 – Jekyll and Hyde Time Traveler Unit
KNOWLEDGE	<p><u>20th century American Novel</u> <u>Of Mice and Men</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Overarching themes 	<p><u>Thematic Unit</u></p> <ul style="list-style-type: none"> *A range of fiction and non-fiction extracts centered around the theme of what makes us human from the 19th, 20th and 21st century will be explored *Purpose/Audience/Form 	<p><u>Shakespeare Play</u></p> <ul style="list-style-type: none"> *Students will predominantly learn about the social and historical context surrounding the play and the key scenes ahead of the full study of the play in Year 10. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> *The overall ideas presented in all of the anthology poems *Overarching themes *Social and historical context 	<p><u>19th Century Novel</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Overarching themes *Social and historical context 	<p><u>19th Century Novel</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Overarching themes *Social and historical context



CHS South: CURRICULUM

	<p>*Social and historical context</p> <p>*The methods used by the writer to convey key ideas</p>	<p>*Appreciation of writers' craft</p>		<p>*The methods used by the poets to convey key ideas</p>	<p>*The methods used by the writer to convey key ideas</p>	<p>*The methods used by the writer to convey key ideas</p> <p><u>Summative Unit-Time Travelling</u></p> <p>*Non-fiction extract analysis</p> <p>*Analysis of fiction extracts</p> <p>*Analysing point of view</p> <p>*Exploring cultural moments in history and building cultural capital</p> <p>*Creating a well-argued piece of non-fiction in relation to the stimulus studied.</p>
SKILLS	<p>*Show an awareness of the writer's methods</p> <p>*Include subject terminology confidently when analysing and writing responses</p> <p>*Plan essays successfully to ensure that they are</p>	<p>*Exploration of language and structure used for effect within a range of texts</p> <p>*Analyse the use of language and structure and its impact on the reader</p> <p>*Understand the context of a text and how that</p>	<p>*Understand the context of the play and how that links with the ideas within that text – show deep understanding of the context of this play</p> <p>*Show an awareness of the writer's methods</p>	<p>*Show an awareness of how to draw links between the poems</p> <p>*Show an awareness of the poets' methods</p> <p>*Analyse the use of language and structure in poetry and its impact on the readers</p>	<p>*Understand the context of the text and how that links with the ideas within that text – show deep understanding of the context of this play</p> <p>*Show an awareness of the writer's methods</p>	<p>*Understand the context of the text and how that links with the ideas within that text – show deep understanding of the context of this play</p> <p>*Show an awareness of the writer's methods</p>



CHS South: CURRICULUM

	<p>thoughtful and developed</p> <p>*Structure a coherent and sophisticated essay</p> <p>*Analyse the use of language and its impact on the reader</p> <p>*Understand the context of a text and how that links with the ideas within that text</p> <p>*Embed a range of quotes and references to support their ideas</p>	<p>links with the ideas within that text</p> <p>*Embed a range of quotes and references to support their ideas</p> <p>*Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact using a variety of texts and wider ideas as inspiration.</p>	<p>*Analyse the use of language and its impact on the reader</p> <p>*Embed a range of quotes and references to support their ideas in essay responses to the play</p> <p>*Produce their own Ted style presentation on a contextual aspect they have studied</p>	<p>*Understand the context of the poems and how that links with the ideas within the poetry</p> <p>*Embed a range of quotes and references to support their ideas</p>	<p>*Analyse the use of language and structure and its impact on the reader</p> <p>*Embed a range of quotes and references to support their ideas in essay responses to the play</p>	<p>*Analyse the use of language and structure and its impact on the reader</p> <p>*Embed a range of quotes and references to support their ideas in essay responses to the play</p> <p>*To develop their ability to consciously craft a piece of creative writing.</p> <p>*To develop their oracy skills and ability to communicate their ideas effectively through presenting their finished Jekyll and Hyde speeches to their peers.</p>
<p>ASSESSMENTS</p>	<p><i>Students will complete 6 assessment points across the Autumn term.</i></p> <p><i>The THREE progress checks within this</i></p>	<p><i>Students will complete THREE progress checks across this half term. These progress checks will:</i></p> <p>*Check students' ability to write discursively, ensuring that they</p>	<p><i>Students will complete 5 assessment points across the Spring term.</i></p> <p><i>The THREE progress checks within this half term will:</i></p>	<p><i>The TWO progress checks this half term will:</i></p> <p>*Consolidate the students' understanding of the poems</p> <p>* Ensure that</p>	<p><i>Students will complete 6 assessment points across the Summer term.</i></p> <p><i>The THREE progress checks within this</i></p>	<p><i>Students will complete THREE progress checks across the half term. These progress checks will:</i></p> <p>*Consolidate the students' awareness</p>



CHS South: CURRICULUM

	<p>half term will be based on OMAM and will:</p> <ul style="list-style-type: none"> *Check students' ability to write creatively, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC) *Consolidate the students' awareness of characters and events *Ensure that students are developing the quality of their analysis of the writer's craft. *GL Progress Tests including Reading and Spelling skills 	<p>engage their readers throughout and blend their devices effectively</p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Check students' ability to analyse language and structural choices made by writers *Check personal opinions on texts they read across 19th, 20th and 21st centuries 	<ul style="list-style-type: none"> *Check students' ability to write creatively, using the text as a stimulus ensuring that they engage their readers throughout and blend their devices effectively *Check their ability to confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a group debate. *GL Progress Tests 	<p>students are developing their level of analysis through a comparative response</p> <ul style="list-style-type: none"> *Check students' ability to write creatively using poetry as a stimulus, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC) 	<p>half term will:</p> <ul style="list-style-type: none"> *Check students' ability to write creatively using the text as a stimulus, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC) *Consolidate the students' awareness of characters and events *Ensure that students are developing the quality of their analysis of the writer's craft. 	<p>of characters and events</p> <ul style="list-style-type: none"> *Ensure that students are developing the quality of their analysis of the writer's craft. *Check students' ability to write discursively using the text as a stimulus, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC) *GL Summative Progress Tests
--	---	--	---	--	--	---



CHS South: CURRICULUM

<p>HOME LEARNING</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and/or be asked to complete weekly lessons on the vocabulary learning platform Bedrock.</p>
<p>READING, WRITING, TALK</p>	<p>*Variety of different reading strategies used when reading the book – asking questions and inferring in particular. *Creative writing opportunities both creative and discursive. *Oracy strategies used to debate big ideas explored in this book.</p>	<p>*Variety of different reading strategies employed when reading the range of 19th – 21st century texts as part of this unit. *Explicit unpicking of vocabulary from the older texts. * Writing opportunities both creative and discursive when responding personally to texts read. *Oracy strategies used to ensure ideas expressed through the texts are explored through exploratory talk when considering their significance. *Oracy strategies used through the opportunities for collaborative group work</p>	<p>*Variety of different reading strategies used when reading extracts from key scenes of the play – asking questions and inferring in particular. *Unpicking of vocabulary to ensure understanding when reading Shakespearean language. *Writing opportunities both creative and discursive in response to the text. *Oracy strategies used to debate big ideas explored in this play.</p>	<p>*Visualisation and debating skills will be developed when reading a variety of poems from different eras and cultures. *Performance poetry will be explored which will encourage students to be creative through writing and talk. *Exploratory talk will be developed as students explore key ideas and plan responses.</p>	<p>*Variety of different reading strategies used when reading the book – asking questions and inferring in particular. *Creative writing opportunities both creative and discursive. *Oracy strategies used to debate big ideas explored in this book.</p>	<p>*Variety of different reading strategies used when reading the book – asking questions and inferring in particular. *Creative writing opportunities both creative and discursive. *Oracy strategies employed as students present their <i>TED style</i> talk on a key theme, character, critical analysis of Jekyll and Hyde</p>



CHS South: CURRICULUM

		and project-based learning in this unit.				
TIER 3 VOCAB	<p>MARGINALISED HEIRARCHY CYCLICAL ESCAPISM ASPIRATIONS</p>	<p>COMPASSION CONTENTIOUS EVOLUTION DEHUMANISED CONSCIENCE</p>	<p>DIVINE RIGHT OF KINGS GREAT CHAIN OF BEING EMASCULATE SUPERNATURAL IAMBIC PENTAMETER</p>	<p>POSSESSION UNREQUITED REPERCUSSIONS DRAMATIC MONOLOGUE</p>	<p>DUALITY REPRESSION ETIQUETTE TROGLODYTE JUGGERNAUT</p>	<p>DEPRIVATION, DEPLORABLE, FUTILE, RADICALISM, REVOLUTION, PATRIARCHAL, OPPRESSION</p>
PSPSMC, BRITISH VALUES	<p>Personal and social: *Weekly non-fiction reading lesson to explore and voice opinions about important thematic issues that affect our world today e.g. equality, discrimination, poverty, the media and how they ‘sell’ a lifestyle. These topics are also embedded discussion points linked to the plot, characters and themes of the novella studied.</p>	<p>Personal, social, moral, British values: *explore what students think are the intrinsic values that make up our human nature. The focus will start with a positive celebration of progressive personal qualities *the unit will then include criticism and debate around the “darker” human traits and how members of society might overcome/challenge them *this unit will also explore the impact of</p>	<p>Personal, cultural and social: *students to put themselves in the position of those in the Jacobean period and to imagine what it would be like to exist at that point in history. Students will explore the anxieties of this age, belief systems and how these ideas might have modern relevance today through deep context teaching *as part of the study of human nature,</p>	<p>Personal and social: *students will experience the different viewpoints of poets from different cultures and have the challenge of comparing these to their own personal belief systems *as part of the study of human nature students will examine the flaws of the speakers in the poems and reflect on what constitutes a healthy, respectful relationship. The themes within this poetry will offer a chance to consider</p>	<p>Personal and social: *the theme of repression raises questions about the dangers of repressing emotions, but also around how to talk about emotions and what the impact can be if you don’t. *opportunities to consider how reputation shapes our actions and the influence of others on our behaviour (for better and worse)</p>	<p>Personal and social: *the theme of repression raises questions about the dangers of repressing emotions, but also around how to talk about emotions and what the impact can be if you don’t. *opportunities to consider how reputation shapes our actions and the influence of others on our behaviour (for better and worse)</p>



	<p>*Students will consider their lives/ opportunities in comparison to those in the novella.</p> <p>Cultural:</p> <p>*Weekly links to our overall umbrella study of what makes us human. Novella lends itself to a study of companionship, the nature of dreams/aspirations, barriers to inequality, gender representations</p> <p>Morality:</p> <p>*debating character motivations and the notion of the <i>dream</i> in America.</p> <p>British Values:</p> <p>*the lack of having a say and having an opinion will be discussed in this text and applied to 2021 in Britain and the role of democracy. The</p>	<p>new technologies and science and evaluate both its advantages and disadvantages</p> <p>*there will be opportunities to track historical and modern attitudes towards “Othering” and a promotion of equality and multiculturalism</p> <p>*there will be a chance to read wider using critically acclaimed authors and further access to our British literary heritage e.g. Ishiguro, Orwell, Shelley, Stoker, Wells</p> <p>Spiritual and moral:</p> <p>*philosophical debate around key questions about what defines us as “human” and what “love” actually means.</p> <p>*we will explore what the differences are between humans, animals and robots at look at the role of sentience as a defining</p>	<p>students will look at ambition, gender roles, obsession, guilt, power, betrayal and decide for themselves what messages they take from Shakespeare’s play. Students will ask bigger questions about if these qualities are true of our society, including our ability to change and be influenced by others</p> <p>Spiritual:</p> <p>*contextual factors of religion link to the spiritual debate of the time as well as the current day. It will be also enlightening to reflect on the different faiths and beliefs that people had about different groups of people.</p> <p>Morality:</p>	<p>barriers to healthy relationships.</p> <p>Cultural:</p> <p>*students will be able to explore additional works of modern and heritage British poets to consider their influences and similar/ contrasting ideas in their body of work. Students will also look at poetry from the same century and compare how different they are.</p> <p>Spiritual:</p> <p>*some of the poetry has spiritual connotations and students will reflect on their own beliefs and ideals and look at the similarities and differences between those and the ideas in the poems.</p> <p>Morality:</p> <p>*can be discussed through the issues that are raised in the poems about</p>	<p>Spiritual and moral:</p> <p>*philosophical debate about whether humans really do have two sides to their personality, and to what extent society makes us control our true nature.</p> <p>Cultural:</p> <p>*examination of Victorian Britain will build cultural capital, with study of how Britain has changed over the years alongside scientific and technological developments.</p> <p>*explore the Victorian zeitgeist and compare past and present anxieties about religion, Science, Creation, innate evil</p>	<p>Spiritual and moral:</p> <p>*philosophical debate about whether humans really do have two sides to their personality, and to what extent society makes us control our true nature.</p> <p>Cultural:</p> <p>*examination of Victorian Britain will build cultural capital, with study of how Britain has changed over the years alongside scientific and technological developments.</p> <p>Personal:</p> <p>Students will develop their resilience in speaking publicly and critically through the devising of their own speech</p>
--	--	--	---	--	--	---



CHS South: CURRICULUM

	<p>lack of respect and dignity that is shown/ challenged in the novella will also be discussed and explored.</p>	<p>feature. The idea of free will be explored.</p>	<p>*pupils will explore the idea of fairness and justice, especially whether power should be handed down, achieved through merit or taken by the strongest.</p> <p>British Values:</p> <p>*people have individual liberty/ are free from constraints but this was not always the case. The comparison will be discussed.</p>	<p>relationships, such as: betrayal, honesty, ownership, the opinions of outsiders and the factors that can lead to the breakdown of relationships.</p>		
--	--	--	---	---	--	--



CHS South: CURRICULUM

Year Group	10					
Rationale/ Narrative	<p>Studying English at CHS South 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.</p>					
	Autumn 1 – Topical Language Unit and Spoken Language	Autumn 2 – Lord of The Flies	Spring 1 - Macbeth	Spring 2 – Language Paper Skills	Summer 1 – Poetry Anthology Love and Relationships	Summer 2 – Literature Review
KNOWLEDGE	<p><u>Language Papers 1&2</u> <u>AQA</u></p> <ul style="list-style-type: none"> *A range of fiction and nonfiction extracts from the 19th, 20th and 21st century will be explored *Purpose/Audience/Form *Appreciation of writers’ craft *Students to construct clear, effective speeches 	<p><u>Literature Paper 2</u> <u>AQA</u> <u>Modern Prose</u> <u>Section A</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Overarching themes *Social and historical context 	<p><u>Literature Paper 1</u> <u>Shakespeare Section</u> <u>A</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Overarching themes *Social and historical context 	<p><u>Language Papers 1&2</u></p> <ul style="list-style-type: none"> *A range of fiction and non-fiction extracts from the 19th, 20th and 21st century will be explored *Purpose/Audience/Form *Appreciation of writers’ craft 	<p><u>Literature Paper 2</u> <u>Poetry Section B</u></p> <ul style="list-style-type: none"> *The overall ideas presented in all 15 poems *Overarching themes *Social and historical context 	<p><u>Literature 2 Poetry</u> <u>Section B</u></p> <p><u>Literature Paper 1</u> <u>Jekyll and Hyde</u></p> <ul style="list-style-type: none"> *Revision of the ideas presented in all 15 poems *Overarching themes



CHS South: CURRICULUM

	for the spoken language element of their GCSE course	*The methods used by the writer to convey key ideas	*The methods used by the writer to convey key ideas		*The methods used by the poets to convey key ideas	*Social and historical context *The methods used by the poets to convey key ideas
SKILLS	<ul style="list-style-type: none"> *Develop their ability to craft a persuasive piece of writing on a topic they are passionate about. *Embed a range of effective devices for impact in their writing both discursive and creative based *Develop their ability to confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a presentation for effect. *Exploration and analysis of language and structure used for effect within a range of texts *Summarise key ideas *Evaluate texts and form personal opinions on the content of them. *Plan critical essays successfully to ensure that they are thoughtful and developed 	<ul style="list-style-type: none"> *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and 	<ul style="list-style-type: none"> *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and 	<ul style="list-style-type: none"> *Exploration and analysis of language and structure used for effect within a range of texts *Summarise key ideas *Evaluate texts and form personal opinions on the content of them. *Plan critical essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated critical essay *Embed a range of quotes and references to support their ideas *Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact. 	<ul style="list-style-type: none"> *Show an awareness of the writers' methods *Include subject terminology confidently when analysing and writing comparative responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated comparative essay *Analyse the use of language and its impact on the readers *Understand the context of the poems and how that links with the ideas within the poetry 	<ul style="list-style-type: none"> *Show an awareness of the writers' methods *Include subject terminology confidently when analysing and writing comparative responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated comparative essay *Analyse the use of language and its impact on the readers *Understand the context of the poems and how that links with the



CHS South: CURRICULUM

	<p>*Structure a coherent and sophisticated critical essay</p> <p>*Embed a range of quotes and references to support their ideas</p>	<p>references to support their ideas</p>	<p>references to support their ideas</p>		<p>*Embed a range of quotes and references to support their ideas</p>	<p>ideas within the poetry</p> <p>*Embed a range of quotes and references to support their ideas</p> <p>*Analyse the use of language and structure and its impact on the reader</p> <p>*Embed a range of quotes and references to support their ideas in essay responses to the play</p>
ASSESSMENTS	<p><i>Students will complete 5 assessment points across the autumn term.</i></p> <p><i>The TWO progress checks within this half term will be based will:</i></p> <p>*Ensure students are developing their ability to craft discursive pieces of writing.</p> <p>*Ensure that students are developing their level of analysis.</p> <p>*Students plan, rehearse and deliver and effective</p>	<p><i>The THREE progress checks within this half term will be based on LOTF and will:</i></p> <p>*Consolidate the students' awareness of characters and events</p> <p>*Ensure that students are developing their level of analysis.</p> <p>*Check for technical accuracy (QWC)</p>	<p><i>Students will complete 5 assessment points across the autumn term.</i></p> <p><i>Students will complete THREE progress checks across this half term, both will be Macbeth based and will:</i></p> <p>*Consolidate the students' awareness</p>	<p><i>Students will complete TWO progress checks across this half term. All assessment points this half term will:</i></p> <p>*Check students' ability to analyse language and structural choices made by writers</p> <p>*Check personal opinions on texts they read across 19th, 20th and 21st centuries</p> <p>*Check students' ability to write discursively,</p>	<p><i>Students will complete 5 assessment points across the autumn term.</i></p> <p><i>The TWO progress checks within this half term will be based on poetry anthology and will:</i></p> <p>*Consolidate the students' understanding of the poems</p>	<p><i>The THREE progress checks within this half term will be based on poetry anthology and Jekyll and Hyde will:</i></p> <p>*Consolidate the students' understanding of the poems</p> <p>*Ensure that students are developing their</p>



CHS South: CURRICULUM

	<p>speech using a variety of oracy strategies. *Check for technical accuracy (QWC)</p>		<p>of characters and events * Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC)</p>	<p>ensuring that they engage their readers throughout and blend their devices effectively *Check for technical accuracy (QWC)</p>	<p>* Ensure that students are developing their level of analysis through a comparative response</p>	<p>level of analysis through a comparative response *Ensure students reflect critically and analytically on key chapters from within the novella.</p>
HOME LEARNING	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set on MS Teams. There will also be one essay based homework task this half term.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set on MS Teams. There will also be one essay based homework task this half term.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set on MS Teams. There will also be one essay based homework task this half term.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set on MS Teams. There will also be one essay based homework task this half term.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set on MS Teams. There will also be one essay based homework task this half term.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set on MS Teams. There will also be one essay based homework task this half term.</p>
READING, WRITING, TALK	<p>*Variety of different reading strategies used when reading extracts from a variety of eras and in a variety of forms – asking questions and inferring as well as forming opinions. *Writing opportunities in the form of crafting sophisticated essays in response to an extract from the 19th – 21st century.</p>	<p>*Variety of different reading strategies used when reading the book – asking questions and inferring. *Writing opportunities both creative and discursive. *Oracy strategies used to debate big ideas explored in this book.</p>	<p>*Variety of different reading strategies used when reading the play – asking questions and inferring. *Writing opportunities both creative and discursive. *Oracy strategies used to debate big ideas explored in this play.</p>	<p>*Variety of different reading strategies used when reading extracts from a variety of eras and in a variety of forms – asking questions and inferring, as well as forming opinions. *Writing opportunities in the form of crafting sophisticated essays in response to an extract from the 19th – 21st century.</p>	<p>*Variety of different reading strategies used when reading the poems – asking questions and inferring in particular. *Explicit unpicking of vocabulary from the older poems. *Oracy strategies used to debate big ideas explored in the poems – helping</p>	<p>*Variety of different reading strategies used when reading the poems – asking questions and inferring in particular. *Explicit unpicking of vocabulary from the older poems. *Oracy strategies used to debate big ideas explored in</p>



CHS South: CURRICULUM

	<p>*Writing opportunities both creative and discursive using the extracts as a stimulus, honing ability to craft written pieces to achieve specific effects.</p> <p>*Oracy strategies used to debate big ideas explored in the extracts. Lots of exploratory talk used when planning responses to really add depth to analysis.</p>			<p>*Writing opportunities both creative and discursive using the extracts as a stimulus, honing ability to craft written pieces to achieve specific effects.</p> <p>*Oracy strategies used to debate big ideas explored in the extracts. Lots of exploratory talk used when planning responses to really add depth to analysis.</p>	<p>students to draw connections between the poems.</p> <p>*Writing opportunities both creative and discursive in response to ideas that are present in the poems.</p>	<p>the poems – helping students to draw connections between the poems.</p> <p>*Writing opportunities both creative and discursive in response to ideas that are present in the poems.</p>
TIER 3 VOCAB	<p>FRAGILITY EMPATHY ANECDOTE RAMIFICATION PLETHORA</p>	<p>DESCENT TYRANNICAL ANTITHESIS INNATE PRE-MODIFICATION POST-MODIFICATION</p>	<p>AUDACITY SUBSERVIENT APPARITION TREASON VIRTUOUS</p>	<p>Vocabulary from 19 – 21st century texts selected by teachers to explore.</p>	<p>CAESURA SIBILANCE CYCLICAL SONNET MONOSYLLABIC</p>	<p>REVISITING WORDS FROM PREVIOUS UNITS</p>
PSPSMC, BRITISH VALUES	<p>Students will consider the needs of society through this project and establish their own personal response to what needs to be done. Students may wish to draw on their own personal and cultural experiences to support them with this task.</p> <p>In terms of British Values, students will be</p>	<p>Both the social and cultural background of the text will be explored alongside their reading of it to allow students to fully understand the context in which this story sits. As this novel explores ideas about a society under threat, there will be multiple</p>	<p>Students will be given the opportunity to explore the spiritual connection between Macbeth and the Witches as well as looking at the social and cultural reasons implications of him responding to them given his position in society. They will</p>	<p>Through exploration of a wide range of fiction and non-fiction extracts from 19th-21st century, students will gain a wider appreciation of how writers present their ideas on a number of social and cultural topics.</p> <p>Students will be encouraged to develop thoughtful, personal responses to the texts</p>	<p>This unit allows for students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and religious backgrounds that the AQA anthology provides. Their spiritual</p>	<p>This unit allows for students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and religious backgrounds that the AQA anthology provides.</p>



CHS South: CURRICULUM

	<p>encouraged to think about how they make a positive change in the world and what they feel they could positively contribute to society.</p>	<p>opportunities for students to thoughtfully explore the behaviours they see in the novel and impact these have on society. As part of our focus on British Values, students will also explore the individual and instinctive responses to fear in a survival situation.</p>	<p>also have the opportunity to develop a personal response to this play and explore how certain characters and situations have made them feel, developing their ability to be 'thoughtful' when responding to a Shakespeare play. In terms of British Values, students will explore the ending of the play and ideas of restoring social order following a state of political unrest.</p>	<p>they read which will allow them to foster a compelling voice in their own writing.</p>	<p>development will also be demonstrated by their ability to see their own and others' perspective on life and the world around them whilst gaining further respect for different peoples' faith, feelings and values through this poetry.</p>	<p>Spiritual and moral:</p> <p>*philosophical debate about whether humans really do have two sides to their personality, and to what extent society makes us control our true nature.</p>
--	---	--	--	---	--	--