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	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.							
	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	*Explore the 9 reading strategies in relation to theme of Space and Adventure linked to our transition text The Kid Who Came from Space *Apply reading strategies to nonfiction and fiction texts Adventure Writing 3 weeks *Students will study a selection of the following; Alice in Wonderland/Robinson Crusoe/ The Hunger Games/ Harry Potter and Grimms' Tales as a stimulus to write	*Current affairs from 20th-21st century texts *Linguistic devices within non-fiction texts *Purpose/Audience/Form *Styles of non-fiction forms of writing *Appreciation of different voices and perspectives within texts	*Students will study one of the following: Animal Farm/ Boy 87/ The Fastest Boy in The World *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas.	*Explore a range of eras and styles of poems within the anthology *Explore other cultures and the theme of identity *Develop appreciation of poetry as a form of expression.	*Students will study The Tempest *Plot *Characterisation *Themes *The methods used by Shakespeare to convey key ideas *Contextual issues surrounding the play *The play as a form.	*Study of a variety of styles of nonfiction forms of writing *Social and Environmental issues concerning our community and country *Environmental issues surrounding the wider area and the planet *Creating successful persuasive campaigns.		

















	their own adventure					
	narrative.					
	*Overview of plot					
	*Setting					
	*Structure and pace					
	*Characterisation					
	*Key themes					
	*Narrative voice					
	*Analysis of language					
	and linguistic devices					
	Narrative Writing					
	3 weeks					
	*Constructing an					
	adventure story					
	*Building					
	characterisation					
	*Incorporating					
	linguistic devices into					
	writing					
	*Developing a clear,					
	structured narrative					
	based on the theme of					
	adventure.					
SKILLS	*Engage with a classic	*Develop an awareness	*Read a full novel	*Appreciate	*Explore the play's	*To work within a
	adventure tale and	of different styles of non-	*Show an awareness of	different styles and	concepts and	small group to
	explore how the	fiction texts and analyse	the writer's methods	forms of poetry	themes	secure a project
	theme is embedded	the impact on the reader	*Include subject	*Explore different	*Explore the wider	which enhances
	within the story	*Read and research set	terminology confidently	eras and voices	messages and how	their local
	*Show an awareness	topics related to the	when analysing and	within a range of	they link to the	community or
	of the writer's	theme of 'unlocking	writing responses	poems	wider world we live	environment
	methods	secrets'	*Embed a range of	*Analyse the form	in today	*To research
	*Include subject	*Explore current affairs	quotes and references	and structure of	*Develop awareness	different methods in
	terminology	surrounding these topics	to support their ideas	poems and the	of characterisation	achieving the
	confidently when	and develop a wider	*Plan essays	deeper messages	and symbols within	desired project
			successfully to ensure	within these	the play	outcome

















	analysing and writing responses *Plan essays	appreciation of key events in history *To select and retrieve	that they are clearly explained *Structure a coherent	*Include subject terminology confidently when	*Show an awareness of Shakespeare's	*To present a non- fiction piece of writing which
	successfully to ensure	relevant information	and well-structured	analysing and	methods	supplements the
	that they are clearly	from a text	essay	writing responses	*Include subject	product created for
	explained	*To synthesise pertinent	*Analyse the use of	*Plan essays	terminology	their project.
	*Analyse the use of	information	language and its impact	successfully to	confidently when	
	language and its	*To use evidence to	on the reader	ensure that they	analysing and	
	impact on the reader	ensure arguments are	*Explore the contextual	are clearly	writing responses	
	*Embed a range of	developed and secure	background of a text	explained	*Embed a range of	
	quotes and references	*To explore their own	and how that links with	*Analyse the use of	quotes and	
	to support their ideas	'voice' when writing non-	the ideas within that	language and its	references to	
	*Produce a complete	fiction texts	text.	impact on the	support ideas	
	narrative linked to the	*Include linguistic devices		reader	*Plan essays	
	theme of adventure	to enhance arguments in		*Embed a range of	successfully to	
	*Embed a range of	written responses.		quotes to support	ensure that they are	
	linguistic devices into	*To present their own		their ideas	clearly explained	
	their own narrative	view on topics covered		*Create own	*Structure a	
	*Showcase their	and present this		performance	coherent and well-	
	adventure story	convincingly both orally		poetry linking to	structured essay	
	through reading and	and through written		the theme of	*Analyse the use of	
	sharing with peers.	work.		identity.	language and its	
					impact on the	
					reader	
					*Explore the	
					contextual	
					background of the	
					play and how that	
					links with the ideas	
					within that text.	
ASSESSMENTS	Students will complete 6 assessment points	Students will complete 5 assessment points across the Spring term.	The THREE progress checks within this half	The TWO progress checks within this half term will:	Students will complete 6 assessment points	The THREE progress checks within this half term will:
	across the Autumn	the spring term.	term will:	naij terin will.	across the Summer	nan term win.
	term.		term win.		term.	

















		The THREE progress	*Consolidate the	*Check for		*Check for technical
		checks within this half	students' awareness of	technical accuracy	The THREE progress	accuracy (QWC)
	The THREE progress	term will:	setting, characters and	(QWC)	checks within this	*Check students'
cl	hecks within this half		events	*Ensure students	half term will:	discursive writing
	term will:	*Ensure students are able	*Check for technical	are exploring the		ability.
		to showcase a range of	accuracy (QWC)	impact of the	*Check for technical	* Check students
•	*Check for technical	linguistic devices in their	*Ensure that students	poet's craft in their	accuracy (QWC)	are showcasing the
	accuracy (QWC)	own discursive piece of	are developing the	analysis.	*Assess students'	oracy protocols in
	*Assess students'	writing.	quality of their analysis	*Ensure students	appreciation of the	the delivery of their
a	ability to incorporate	*Check for technical	of literature.	are developing	main themes within	Ignite speech.
	a range of linguistic	accuracy (QWC)	*Assess students' ability	their own creative	the play	*Check reading and
t	techniques into their	*Ensure students are	to incorporate a range	writing.	*Ensure students	spelling skills and
0	wn narrative writing.	aware of the impact and	of linguistic techniques		are developing their	reading ages
	*Check reading and	purpose of non-fiction	into their own writing in		analysis of	through summative
	spelling skills and	texts	role as a character.		Shakespeare's	GL testing.
r	eading ages through	*Ensure students are			language.	
	baseline GL testing.	developing their analysis			*Ensure students	
		of non-fiction texts.			are able to	
					showcase a range of	
					linguistic devices in	
		*Check students are			their own creative	
		showcasing the oracy			piece of writing.	
		protocols in the delivery				
		of their Spark speech.				
HOME	Students will receive	Students will receive	Students will receive	Students will	Students will receive	Students will receive
	veekly tasks linked to	weekly tasks linked to the	weekly tasks linked to	receive weekly	weekly tasks linked	weekly tasks linked
LEARIVING	the knowledge and	knowledge and skills of	the knowledge and skills	tasks linked to the	to the knowledge	to the knowledge
	skills of this unit,	this unit, and/or be asked	of this unit, and/or be	knowledge and	and skills of this	and skills of this
	and/or be asked to	to complete weekly	asked to complete	skills of this unit,	unit, and/or be	unit, and/or be
	complete weekly	lessons on the vocabulary	weekly lessons on the	and/or be asked to	asked to complete	asked to complete
	lessons on the	learning platform	vocabulary learning	complete weekly	weekly lessons on	weekly lessons on
	vocabulary learning	Bedrock.	platform Bedrock.	lessons on the	the vocabulary	the vocabulary
	platform Bedrock.			vocabulary learning	learning platform	learning platform
				platform Bedrock.	Bedrock.	Bedrock.















READING, WRITING, TALK

*Variety of different reading strategies used when reading the book - asking questions and breaking down information in particular. *Creative writing opportunities both creative and discursive. *Oracy strategies used to debate big ideas explored in these books.

*Debating and decoding skills will be developed as students' grapple with the various mysteries.
*Oracy strategies such as listening and responding will also be focused on to ensure all points of views are explored.

*Creative writing opportunities both creative and discursive

*Reading strategies will be developed, particularly inference.
*Project based learning will ensure students are communicating their understanding of texts in creative ways and with the support of different subject areas.

*Focusing on the different oracy strands and delivering a 'Spark' speech to peers and different audiences.

*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 we delve into the anthology and develop our 'Ignite' speeches in preparation for Summer 2.

*Characters within the play will be brought to life through drama and role play.
*Students to decode language and debate deeper meanings of themes within the play.

*Characters within the play will be brought to life through drama and role play. *Students to decode language and debate deeper meanings of themes within the play. *Collection of data and research for team projects will strengthen students' interpersonal skills and team building skills. *Discursive writing opportunities to consolidate findings of research project. *Students will use their oracy strategies to deliver their 'Ignite' speech *Students will develop their writing and communication skills in tandem for their presentation of their persuasive campaign.

















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



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















Year Group	8							
Rationale/	_		-	gaged with a variety o		-		
Narrative	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.							
	Autumn 2 – Coming	Autumn 1 - Novel	Spring 1 –	Spring 2 – Events	Summer 1 –	Summer 2 -		
	of Age		Frankenstein:	That Shaped the	Julius Caesar	Poetry		
			The Play	World				
KNOWLEDGE	<u>Fiction</u>	<u>Novels</u>	Modern Play	Fiction & Non-Fiction	Shakespeare Play	Poetry and		
	*Explore the 9 reading	*Students will study	*Plot	<u>Extracts</u>	*Plot	<u>Nature</u>		
	strategies *Apply reading strategies to nonfiction and fiction	one of the following: / To Kill a Mockingbird/	*Characterisation	*People and events that have shaped the world	*Characterisation	*Explore a range of eras and styles		
	texts Fiction & Non-Fiction	Road to Bones/ Trash/Once.	*Themes	we now live in.	*Themes	of poems within the anthology		
	Extracts *Linguistic devices within	*Characterisation	*The methods used by the playwrights	*Linguistic devices within the selection of texts	*The methods used by Shakespeare to	*Explore other		
	the selection of texts *Purpose/Audience/Form	*Overarching themes	to convey key ideas	*Purpose/Audience/Form	convey key ideas	cultures and the theme of nature		
	*Styles of non-fiction forms of writing *Appreciation of	*Social and historical context*The methods	*Contextual issues surrounding the play	*Styles of non-fiction forms of writing	*Contextual issues surrounding the play	*Develop appreciation of		
	different 'voices' within texts	used by the writer to convey key ideas.	*The play as a form.	*Appreciation of different 'voices' within texts.	*The play as a form.	poetry as a form of expression.		
	<u>Creative Writing Project</u> *Constructing a story							

















*Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative.					
*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 nonfiction 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.	*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.	*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	*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	*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 10haracterization 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	*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

















			analysing and	convincingly both orally	*Plan essays	are clearly
			writing responses	and through written	successfully to	explained
			*Embed a range of	work.	ensure that they are clearly	*Analyse the use
			quotes and		explained	of language and
			references to		*Structure a	its impact on the
			support ideas		coherent and well-	reader
			*Plan essays		structured essay *Analyse the use of	*Embed a range
			successfully to		language and its	of quotes to
			ensure that they are		impact on the	support their
			clearly explained		reader	ideas
			*Structure a		*Explore the contextual	*Create own
			coherent and well-		background of the	performance
			structured essay		play and how that	poetry linking to
			*Analyse the use of		links with the ideas	the theme of
			language and its		within that text.	identity.
			impact on the			
			reader			
			*Explore the			
			contextual			
			background of the			
			play and how that			
			links with the ideas			
ACCECCRAENITC	Students will complete 6	The THREE progress	within that text. Students will	The TWO progress	Students will	The THREE
ASSESSMENTS	assessment points across	checks within this half	complete 5	checks within this half	complete 6	progress checks
	the Autumn term.	term will:	assessment points	term will:	assessment points	within this half
		terri Will.	across the Spring	term wiii.	across the Summer	term will:
			term.	*Ensure students are able	term.	term will.
	The THREE progress	*Assess students'		to showcase a range of		*Check reading
	checks within this half	ability to incorporate a	The THREE progress	linguistic devices in their		and spelling skills
		range of linguistic	checks within this			

















		T .	T	T .	T	
	term will:	techniques into their	half term will:	own discursive piece of	The THREE	through GL
	*Assess students' ability	own narrative writing.	*Assess students'	writing.	progress checks within this half	testing
	to incorporate a range of	*Assess students'	understanding of	* Assess students ability	term will:	*Assess students'
	linguistic techniques in to	ability to analyse the	how	to compare two texts		ability to analyse
	their own creative writing	writer's craft and use of	characterisation has	*Check students are	*Consolidate the	poetry, how it has
	*Assess students reading	devices for effect.	been used in the play for effect	showcasing the oracy	students' awareness of	been written and the impact it has
	and analytical skills	*Check spelling,		protocols in the delivery	setting, characters	on readers.
	through questions based on an extract they have	reading skills through GL testing.	* Assess students' ability to analyse	of their persuasive campaigns.	and events	01110000000
	studied.		the language and		*Assess students'	
			structure used in the play.		ability to incorporate a range	
					of linguistic	
			*Check spelling,		techniques in to	
			reading skills		their own creative	
			through GL testing.		writing	
					*Ensure that	
					students are	
					developing the	
					quality of their	
					analysis.	
HOME	Students will receive	Students will receive	Students will	Students will receive	Students will	Students will
LEARNING	weekly tasks linked to the	weekly tasks linked to	receive weekly tasks	weekly tasks linked to the	receive weekly	receive weekly
LEARINING	knowledge and skills of	the knowledge and	linked to the	knowledge and skills of	tasks linked to the	tasks linked to the
	this unit, and/or be asked	skills of this unit,	knowledge and	this unit, and/or be asked	knowledge and	knowledge and
	to complete weekly	and/or be asked to	skills of this unit,	to complete weekly	skills of this unit,	skills of this unit,
	lessons on the vocabulary	complete weekly	and/or be asked to	lessons on the vocabulary	and/or be asked to	and/or be asked
	learning platform	lessons on the	complete weekly	learning platform	complete weekly	to complete
	Bedrock.	vocabulary learning	lessons on the	Bedrock.	lessons on the	weekly lessons on
		platform Bedrock.				the vocabulary

















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













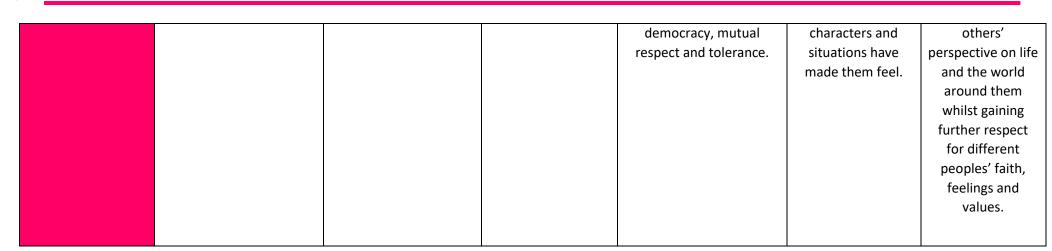




		Ostracized, Citizen,				
		Nurture, Govern				
		Once: Holocaust,				
		segregation,				
		occupation.				
PSPSMC,	Students will explore	Both the social and	British Values:	As the unit centres	Students will be	This unit allows
BRITISH	their personal journey	cultural backgrounds of	Students will	around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





















Year (Group	

9

Rationale/ Narrative

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.

	Autumn 1 - Novel	Autumn 2 – What Makes Us Human?	Spring 1 – Macbeth	Spring 2 – Obsession and	Summer 1 – Jekyll and Hyde	Summer 2 – Jekyll and Hyde
			Contextual Unit	Possession		Time Traveler
				Poetry		Unit
KNOWLEDGE	20 th century	Thematic Unit	Shakespeare Play	<u>Poetry</u>	19th Century Novel	19th Century Novel
	American Novel	*A range of fiction and	*Students will	*The overall ideas	*Plot	*Plot
	Of Mice and Men	non-fiction extracts	predominantly learn	presented in all of	*Characterisation	*Characterisation
	*Plot	centered around the	about the social and	the anthology poems		
		theme of what makes us	historical context	*Overarching themes	*Overarching	*Overarching
	*Characterisation	human from the 19 th , 20 th	surrounding the play	· ·	themes	themes
	*Overarching themes	and 21 st century will be explored	and the key scenes ahead of the full	*Social and historical context	*Social and historical	*Social and historical
		*Purpose/Audience/Form	study of the play in Year 10.		context	context

















	*Social and historical	*Appreciation of writers'		*The methods used	*The methods used	*The methods used
	context	craft		by the poets to	by the writer to	by the writer to
	Context	0.0.0		convey key ideas	convey key ideas	convey key ideas
	*The methods used					, , , , , , , , , , , , , , , , , , , ,
	by the writer to					Summative Unit-
	convey key ideas					Time Travelling
						*Non-fiction extract analysis *Analysis of fiction extracts *Analysing point of view *Exploring cultural moments in history and building cultural capital *Creating a well- argued piece of non – fiction in relation to the stimulus
						studied.
SKILLS	*Show an awareness	*Exploration of language	*Understand the	*Show an awareness	*Understand the	*Understand the
	of the writer's	and structure used for	context of the play	of how to draw links	context of the text	context of the text
	methods	effect within a range of	and how that links	between the poems	and how that links	and how that links
	*Include subject terminology confidently when analysing and writing	texts *Analyse the use of language and structure and its impact on the	with the ideas within that text – show deep understanding of the context of this play	*Show an awareness of the poets' methods *Analyse the use of	with the ideas within that text – show deep understanding of the context of this play	with the ideas within that text – show deep understanding of the context of this play
	responses *Plan essays successfully to ensure that they are	reader *Understand the context of a text and how that	*Show an awareness of the writer's methods	language and structure in poetry and its impact on the readers	*Show an awareness of the writer's methods	*Show an awareness of the writer's methods

















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

















half term will be based on OMAM and will:

*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

engage their readers throughout and blend their devices effectively

- *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

*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

students are developing their level of analysis through a comparative response *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

*Check for technical accuracy (QWC)

piece.

half term will:

*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.

- of characters and events
- *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**

















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

















TIER 3 VOCAB	MARGINALISED HEIRARCHY CYCLICAL ESCAPISM ASPIRATIONS	and project-based learning in this unit. COMPASSION CONTENTIOUS EVOLUTION DEHUMANISED CONSCIENCE	DIVINE RIGHT OF KINGS GREAT CHAIN OF BEING EMASCULATE SUPERNATURAL IAMBIC PENTAMETER	POSSESSION UNREQUITED REPERCUSSIONS DRAMATIC MONOLOGUE	DUALITY REPRESSION ETIQUETTE TROGLODYTE JUGGERNAUT	DEPRIVATION, DEPLORABLE, FUTILE, RADICALISM, REVOLUTION, PATRIARCHAL, OPPRESSION
PSPSMC, BRITISH VALUES	*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.	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	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,	*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	*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)	*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)















*Students will consider their lives/ opportunities in comparison to those in the novella.

Cultural:

*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

Morality:

*debating character motivations and the notion of the *dream* in America.

British Values:

*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 new technologies and science and evaluate both its advantages and disadvantages

*there will be opportunities to track historical and modern attitudes towards "Othering" and a promotion of equality and multiculturalism

*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

Spiritual and moral:

*philosophical debate around key questions about what defines us as "human" and what "love" actually means.

*we will explore what the differences are between humans, animals and robots at look at the role of sentience as a defining

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 abilty to change and be influenced by others

Spiritual:

*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.

Morality:

barriers to healthy relationships.

Cultural:

*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.

Spiritual:

*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.

Morality:

*can be discussed through the issues that are raised in the poems about

Spiritual and moral:

*philosophical
debate about
whether humans
really do have two
sides to their
personality, and to
what extent society
makes us control our
true nature.

Cultural:

*examination of Victorian Britain will build cultural capital, with study of how Britain has changed over the years alongside scientific and technological developments.

*explore the
Victorian zeitgeist
and compare past
and present
anxieties about
religion, Science,
Creation, innate evil

Spiritual and moral:

*philosophical debate about whether humans really do have two sides to their personality, and to what extent society makes us control our true nature.

Cultural:

*examination of Victorian Britain will build cultural capital, with study of how Britain has changed over the years alongside scientific and technological developments.

Personal:

Students will develop their resilience in speaking publicly and critically through the devising of their own speech















lack of respect and dignity that is shown/ challenged in the novella will also be discussed and explored.	*pupils will explore the idea of fairness and justice, especially whether power should be handed down, achieved through merit or taken by the strongest. *people have individual liberty/ are free from constraints but this was not always the case. The comparison will be discussed.	relationships, such as: betrayal, honesty, ownership, the opinions of outsiders and the factors that can lead to the breakdown of relationships.		
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Year Group	10						
Rationale/ Narrative	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.						
	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	Language Papers 1&2 AQA *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	AQA Modern Prose Section A *Plot *Characterisation *Overarching themes *Social and historical context	Literature Paper 1 Shakespeare Section A *Plot *Characterisation *Overarching themes *Social and historical context	Language Papers 1&2 *A range of fiction and non-fiction extracts from the 19 th , 20 th and 21 st century will be explored *Purpose/Audience/Form *Appreciation of writers' craft	Literature Paper 2 Poetry Section B *The overall ideas presented in all 15 poems *Overarching themes *Social and historical context	Literature 2 Poetry Section B Literature Paper 1 Jekyll and Hyde *Revision of the ideas presented in all 15 poems *Overarching themes	

















	for the spoken language	*The methods used	*The methods used		*The methods used	*Social and
	element of their GCSE	by the writer to	by the writer to		by the poets to	historical context
	course	convey key ideas	convey key ideas		convey key ideas	*The methods used
						by the poets to
						convey key ideas
SKILLS	*Develop their ability to	*Show an awareness	*Show an	*Exploration and analysis	*Show an awareness	*Show an
	craft a persuasive piece	of the writer's	awareness of the	of language and structure	of the writers'	awareness of the
	of writing on a topic they	methods	writer's methods	used for effect within a	methods	writers' methods
	are passionate about.	*Include subject	*Include subject	range of texts	*Include subject	*Include subject
	*Embed a range of	terminology	terminology	*Summarise key ideas	terminology	terminology
	effective devices for	confidently when	confidently when	*Evaluate texts and form	confidently when	confidently when
	impact in their writing both discursive and	analysing and	analysing and	personal opinions on the content of them.	analysing and	analysing and
	creative based	writing responses	writing responses	*Plan critical essays	writing comparative	writing
	*Develop their ability to	*Plan essays	*Plan essays	successfully to ensure	responses	comparative
	confidently present their	successfully to	successfully to	that they are thoughtful	*Plan essays	responses
	ideas, consolidating their	ensure that they are	ensure that they are	and developed	successfully to	*Plan essays
	understanding of how to	thoughtful and	thoughtful and	*Structure a coherent	ensure that they are	successfully to
	successfully apply the	developed	developed	and sophisticated critical	thoughtful and	ensure that they
	oracy protocols in a	*Structure a	*Structure a	essay	developed	are thoughtful and
	presentation for effect.	coherent and	coherent and	*Embed a range of	*Structure a	developed
	*Exploration and analysis	sophisticated essay	sophisticated essay	quotes and references to	coherent and	*Structure a
	of language and structure	*Analyse the use of	*Analyse the use of	support their ideas	sophisticated	coherent and
	used for effect within a	language and its	language and its	*Develop their ability to	comparative essay	sophisticated
	range of texts	impact on the	impact on the	craft their own pieces of	*Analyse the use of	comparative essay
	*Summarise key ideas	reader	reader	writing, using an	language and its	*Analyse the use of
	*Evaluate texts and form	*Understand the	*Understand the	appropriate 'voice' and	impact on the	language and its
	personal opinions on the	context of a text and	context of a text and	range of devices for	readers	impact on the
	content of them.	how that links with	how that links with	impact.	*Understand the	readers
	*Plan critical essays	the ideas within that	the ideas within that		context of the	*Understand the
	successfully to ensure	text	text		poems and how that	context of the
	that they are thoughtful	*Embed a range of	*Embed a range of		links with the ideas	poems and how
	and developed	quotes and	quotes and		within the poetry	that links with the

















					<u> </u>	
	*Structure a coherent	references to	references to		*Embed a range of	ideas within the
	and sophisticated critical	support their ideas	support their ideas		quotes and	poetry
	essay				references to	*Embed a range of
	*Embed a range of				support their ideas	quotes and
	quotes and references to					references to
	support their ideas					support their ideas
						*Analyse the use of
						language and
						structure and its
						impact on the
						reader
						*Embed a range of
						quotes and
						references to
						support their ideas
						in essay responses
						to the play
ASSESSMENTS	Students will complete 5	The THREE progress	Students will	Students will complete	Students will	The THREE
ASSESSIVILITIS	assessment points across	checks within this	complete 5	TWO progress checks	complete 5	progress checks
	the autumn term.	half term will be	assessment points	across this half term. All	assessment points	within this half
		based on LOTF and	across the autumn	assessment points this	across the autumn	term will be based
	The <u>TWO</u> progress	will:	term.	half term will:	term.	on poetry
	checks within this half	*Consolidate the		-		anthology and
	term will be based will:	students' awareness		*Check students' ability	The <u>TWO</u> progress	Jekyll and Hyde
	*Ensure students are	of characters and	Students will	to analyse language and	checks within this	will:
	developing their ability to	events	complete <u>THREE</u>	structural choices made	half term will be	*Consolidate the
	craft discursive pieces of	*Ensure that	progress checks	by writers	based on poetry	students'
	writing.	students are	across this half	*Check personal opinions	anthology and will:	understanding of
	*Ensure that students are	developing their	term, both will be	on texts they read across	*Consolidate the	the poems
	developing their level of	level of analysis.	Macbeth based and	19 th , 20 th and 21 st	students'	* Ensure that
	analysis.	*Check for technical	will:	centuries	understanding of the	students are
	*Students plan, rehearse	accuracy (QWC)	*Consolidate the	*Check students' ability	poems	developing their
	and deliver and effective	accuracy (QVVC)	students' awareness	to write discursively,		×21212 200

















	speech using a variety of oracy strategies. *Check for technical accuracy (QWC)		of characters and events * Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC)	ensuring that they engage their readers throughout and blend their devices effectively *Check for technical accuracy (QWC)	* Ensure that students are developing their level of analysis through a comparative response	level of analysis through a comparative response *Ensure students reflect critically and analytically on key chapters from within the novella.
HOME LEARNING	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.	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.	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.	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.	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.	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.
READING, WRITING, TALK	*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.	*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.	*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.	*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 19 th — 21 st century.	*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	*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

















	*Writing opportunities			*Writing opportunities	students to draw	the poems –
	both creative and			both creative and	connections	helping students to
	discursive using the			discursive using the	between the poems.	draw connections
	extracts as a stimulus,			extracts as a stimulus,	*Writing	between the
	honing ability to craft			honing ability to craft	opportunities both	poems.
	written pieces to achieve			written pieces to achieve	creative and	*Writing
	specific effects.			specific effects.	discursive in	opportunities both
	*Oracy strategies used to			*Oracy strategies used to	response to ideas	creative and
	debate big ideas explored			debate big ideas explored	that are present in	discursive in
	in the extracts. Lots of			in the extracts. Lots of	the poems.	response to ideas
	exploratory talk used			exploratory talk used		that are present in
	when planning responses			when planning responses		the poems.
	to really add depth to			to really add depth to		
	analysis.			analysis.		
TIER 3 VOCAB	FRAGILITY	DESCENT	AUDACITY	Vocabulary from 19 – 21st	CAESURA	REVISITING
	EMPATHY	TYRANNICAL	SUBSERVIENT	century texts selected by	SIBILANCE	WORDS FROM
	ANECDOTE	ANTITHESIS	APPARITION	teachers to explore.	CYCLICAL	PREVIOUS UNITS
	RAMIFICATION	INNATE	TREASON		SONNET	
	51.551.654					
	PLETHORA	PRE-MODIFICATION	VIRTUOUS		MONOSYLLABIC	
	PLETHORA	PRE-MODIFICATION POST-	VIRTUOUS		MONOSYLLABIC	
	PLETHORA		VIRTUOUS		MONOSYLLABIC	
		POST- MODIFICATION				
PSPSMC,	Students will consider the	POST- MODIFICATION Both the social and	Students will be	Through exploration of a	This unit allows for	This unit allows for
PSPSMC, BRITISH	Students will consider the needs of society through	POST- MODIFICATION Both the social and cultural background	Students will be given the	wide range of fiction and	This unit allows for students to develop	students to develop
BRITISH	Students will consider the needs of society through this project and establish	POST-MODIFICATION Both the social and cultural background of the text will be	Students will be given the opportunity to	wide range of fiction and non-fiction extracts from	This unit allows for students to develop their personal	students to develop their personal
•	Students will consider the needs of society through this project and establish their own personal	POST-MODIFICATION Both the social and cultural background of the text will be explored alongside	Students will be given the opportunity to explore the spiritual	wide range of fiction and non-fiction extracts from 19 th -21 st century,	This unit allows for students to develop their personal responses to poetry	students to develop their personal responses to poetry
BRITISH	Students will consider the needs of society through this project and establish their own personal response to what needs	POST-MODIFICATION Both the social and cultural background of the text will be explored alongside their reading of it to	Students will be given the opportunity to explore the spiritual connection between	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider	This unit allows for students to develop their personal responses to poetry through the range of	students to develop their personal responses to poetry through the range
BRITISH	Students will consider the needs of society through this project and establish their own personal response to what needs to be done. Students may	POST-MODIFICATION Both the social and cultural background of the text will be explored alongside their reading of it to allow students to	Students will be given the opportunity to explore the spiritual connection between Macbeth and the	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider appreciation of how	This unit allows for students to develop their personal responses to poetry through the range of poets and poems	students to develop their personal responses to poetry through the range of poets and poems
BRITISH	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	POST-MODIFICATION Both the social and cultural background of the text will be explored alongside their reading of it to allow students to fully understand the	Students will be given the opportunity to explore the spiritual connection between Macbeth and the Witches as well as	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider appreciation of how writers present their	This unit allows for students to develop their personal responses to poetry through the range of poets and poems from different	students to develop their personal responses to poetry through the range of poets and poems from different
BRITISH	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	POST-MODIFICATION 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	Students will be given the opportunity to explore the spiritual connection between Macbeth and the Witches as well as looking at the social	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider appreciation of how writers present their ideas on a number of	This unit allows for students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and	students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and
BRITISH	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	POST-MODIFICATION 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	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	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider appreciation of how writers present their ideas on a number of social and cultural topics.	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	students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and religious
BRITISH	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	POST-MODIFICATION 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	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	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider appreciation of how writers present their ideas on a number of social and cultural topics. Students will be	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	students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and religious backgrounds that
BRITISH	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.	POST-MODIFICATION 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	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	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider appreciation of how writers present their ideas on a number of social and cultural topics. Students will be encouraged to develop	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	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
BRITISH	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	POST-MODIFICATION 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	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	wide range of fiction and non-fiction extracts from 19 th -21 st century, students will gain a wider appreciation of how writers present their ideas on a number of social and cultural topics. Students will be	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	students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and religious backgrounds that











encouraged to think

about how they make a

positive change in the

world and what they feel

they could positively

contribute to society.







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