

HOPE HIGH ENGLISH LEARNING JOURNEY



YEAR 11

Gothic: The Tell Tale Heart

Non Fiction Reading

Macbeth

Paper 1

Paper 2

A unit of work that uses the short story to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing, analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact

Following on from 'Into The Unknown'

A unit of work that uses the popular Jekyll and Hyde to develop the skills needed for AQA Paper 2: Writers' Viewpoints and Perspectives.

Reading a play by Shakespeare

Debate question: Is Lady Macbeth innocent?

Revision of key skills needed for GCSE examinations

How is tension created?
Should the insane be responsible for their crimes?

Debate: Should the rich be expected to help the poor?

Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect

A unit of work based on the non-fiction reading skills needed for GCSE English.

A unit of work that uses Pre 19th Century Literature to develop essential reading, writing and analysis skills needed for AQA Language GCSE.

Animal Farm

A unit of work that uses the novel to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing
Debate: Is Mrs Lyons innocent?

Grammar and vocabulary, studying their effectiveness and impact in non-fiction texts.

SMSC links/British Values

Rich literary heritage, Dickens is one of the most captivating writers. Promotion of empathy, reflecting a wide range of social issues that still resonate today. Links to SMSC, British Values

Comparative fiction to non-fiction, making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

Blood Brothers

Non-Fiction Writing

My Sister Lives On The Mantlepiece

A Christmas Carol

Into The Unknown

YEAR 10

A unit of work that uses the play to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing. What How Why?

A unit of work based on the non-fiction writing skills needed for GCSE English.

Reading, Writing, Speaking and Listening

Writing to persuade and describe

Debate: Should the rich be expected to help the poor?

Looking at the similarities and differences between music and poetry, designed to enhance skills of poetry understanding and analysis.

Pop and Poetry

Writing accurately, fluently and effectively for pleasure.

Examining the great speeches of the 19th century

Adapting writing for a wide range of purposes and audiences: to describe, narrate, explain

Extended analysis of key scene

Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively

Grammar

A unit of work based around a whodunnit mystery, with a focus on non-fiction writing for English Language GCSE.

YEAR 9

Fiction Composition

Great Speeches

Romeo and Juliet

Dystopian Fiction

Whodunnit?

Planning, drafting, editing and proof-reading.

Speaking confidently and effectively, participating in formal debates.

Analysing some of the differences between spoken and written language.

Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context.

Reading for pleasure.

What How Why?

Seeking evidence in the text to support a point of view, including justifying inferences with evidence

Media

Pupils become journalists and are supported to develop the skills to create engaging and purposeful pieces of media.

A gothic unit of work that follows the chronology of Coraline, providing opportunities to analyse characters, symbols, language and structure.

Pupils learn about the lives of inspirational athletes. Continuation autobiographical unit studied in Year 7. Pupils develop the skill of comparative writing, comparing and contrasting the journeys of these world class athletes. Pupils are taught to appreciate self belief, life experiences and how people can overcome difficult obstacles in order to achieve their dreams.

The Hobbit

Oliver Twist

Shakespeare's Poetry

Coraline

Narrative Non Fiction – Biographical Writing

YEAR 8

Pupils will be immersed in the world of "The Hobbit", investigating settings, characters and narrative style. Study relative clauses and expanded noun phrases.

A delve into Shakespeare's famous play. Pupils to analyse characters, plot, relationships, language and social and historical context.

Introduction to the Gothic era by visiting the playscript version of Mary Shelley's Frankenstein

In this unit pupils are introduced to the Bard himself by stepping back into Jacobean England and exploring the historical context and times of Shakespeare.

This unit of work focuses on the origins of the English language, from the earliest protolanguages up to Middle English. Within this unit we will explore suffixes, prefixes, Greek and Latin roots, Anglo Saxon and Chaucerian English.

History of English

Frankenstein

Introduction To Shakespeare

Poetry From Around The World

Greek Mythology

Autobiography writing, expressing and exploring what makes our pupils unique.

This unit of work focuses on a poetry, from a diverse range of poets. This range of lessons allows pupils to explore the world via the medium of poetry. SMSC links and British Values links included throughout this scheme of work.

Pupils will explore in depth Greek Mythology and create their own mythical creature.

Me, Myself and I

YEAR 7

Schemes of learning are designed to ensure students progress based on their security of understanding and readiness for the next stage. **STRETCH** and **CHALLENGE** is at the heart of our curriculum. Reading and Writing is fundamental to improving the life chances of our learners. We are committed to ensuring our pupils become active learners of society by becoming conversant and fluent in all areas of language development

Oh, the places you will go! – Dr Seuss

Curriculum Intent

- **The National Curriculum for English aims to ensure that all children:**
- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied literary heritage**
- **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- **use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate**

At Hope High School, we believe that the ability to be literate and to communicate effectively through Speaking and Listening, Reading and Writing is fundamental to improving the life chances of our learners. We are committed to ensuring our pupils become active learners of society by becoming conversant and fluent in all areas of language development. We are dedicated to ensuring pupils enjoy their English lessons and develop a genuine love of literature. English Language provides the main instrument to learning throughout the curriculum and the English department is wholly committed to ensuring all our pupils reach their full potential in a safe, calm and nurturing environment.

'Oh, the places you will go' is our key quote within the English department. Starting in KS3, pupils will journey through time whilst sat in our lovely classrooms! To Ancient Greece with Greek Mythology; to Shakespearean England and across the continent exploring poetry from other cultures. To Dickensian England and into the future with the exciting yet terrifying world of Dystopian fiction

In KS4, pupils will have access to Functional Skills Level One and Two alongside AQA GCSE English Language examinations. Our wonderful pupils will build on the knowledge they have acquired in KS3 to continue their progress and enjoy .

Empathy is at the heart of our selected texts. Promoting empathy through reading about other cultures, histories and societies, will help improve our pupils' social skills and allow them to understand how others are feeling. Speaking and listening skills are encouraged throughout with debates set every half-term. We believe our curriculum is a journey, a journey where pupils will enjoy and explore but most importantly grow as a learner and person.