**Intent Statement**: “Our vision for English at Tottington High School is for all students to *love English because of its ability to help us see the power of words, foster creativity and open doors to new worlds. Our curriculum enables students to understand past and present literature and how it has historically been used to shape the world we live in.*

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| 7 | **Oliver Twist**  Reading of whole novel. Focus on 19th century context, authorial intent, character, poverty, morality, childhood and power.  **Skills**   * Decoding 19th century language. * Selecting quotes to support my ideas. * Making inferences from the text. * Analysing how Dickens’ uses language to create character. | **A Midsummer Night’s Dream**  Pupils will study an introduction to the most famous playwright in the world before investigating key scenes of A Midsummer Night’s Dream. Pupils are introduced to life in the Elizabethan era, plot devices and the use of soliloquys whilst gaining the joyful experience of reading/performing a play.  **Skills**   * Analysing the language of the play. * Making predictions about the text. * Decoding the text. * Looking at how Shakespeare uses language to explore the role of women. | **Identity and Culture Poetry**  Pupils will explore poetry and extracts from a range of cultures and discover how words are powerful tools to express identity, the human condition, injustices and cultural diversity.  **Skills**   * Identifying poetry devices and exploring language connotations. * Comparing ideas across poems. * Comparing methods used in poetry. * Create identity poetry | **My Sister Lives on the Mantelpiece/The Breadwinner**  Pupils will study one contemporary story where the main character has been affected by the London bombings or life in Afghanistan. Pupils will also get the opportunity to analyse elements of film looking at how the directors create meaning.  **Skills**   * Selecting concise and precise evidence * Inference skills * Analysing the use of writer’s language to convey attitudes/ideas * Understanding how characters develop / change over the course of the text |
| 8 | **Sherlock Holmes**  Sherlock Holmes stories will be used to study the genre of detective fiction, characterisation, perspective and plot. Pupils to build on knowledge of 19th century society and study Conan-Doyle’s influences (development of police, scientific methods, class and society in Victorian London and periodical magazines).  **Skills**   * Inference skills * Identifying language devices * Explaining the effect of the writer’s word choices * Making links across texts * Making links to the writer’s message and the context in which the text was written * Understanding complex characters * Create a crime story. | **The Tempest**  Development of understanding of Shakespeare and the supernatural. This unit focuses on staging and themes of revenge, anger, love and colonisation.  **Skills**   * Read, understand and respond to texts. * Develop a personal response to a text * Use textual references, including quotations, to support and illustrate interpretations. * Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. | **The Supernatural- Poetry and Tales**  An exploration of gothic poetry, extracts and visual texts are used to study the history of the gothic and why stories of the supernatural have remained popular for centuries. Pupils will look at the development of tension and consider setting, character and figurative language.  **Skills**   * Write clearly and effectively * Develop interesting characters * Create a sense of foreboding * Make appropriate vocabulary choices to create appropriate setting and characters. * Use a variety of sentence and paragraph structures for effect. * Proof-reading and re-drafting * Create a descriptive piece of writing. | **Animal Farm**  Reading of whole novel. Study of allegory, class division, power and corruption, irony, Orwell’s life and times. Use of non-fiction texts to provide further insight on the power of language and the use of rhetoric.  **Skills**   * Read, understand and respond to texts. * Maintain a critical style and develop an informed personal response * Use textual references, including quotations, to support and illustrate interpretations. * Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. * Evaluate the reason for the failure of the farm. * Show understanding of the relationships between texts and the contexts in which they were written. |
| 9 | **Of Mice and Men**  Reading of whole novel. Pupils focus on presentation of character types, hierarchy and themes of prejudice and inequality through the study of Curley’s wife, Crooks and Lennie. Pupils look in particular at the presentation of the ‘outsider’.  **Skills**   * Identify and interpret explicit and implicit information and ideas. * Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. * Evaluate texts critically and support this with appropriate textual references. | **Romeo and Juliet**  Pupils explore the form of a tragedy and themes of choice vs fate, love and its challenges, family, revenge and rivalry. Romeo and Juliet allows students to look at Shakespeare’s use of foreshadowing and how characters’ errors in judgement lead to tragic consequences.  **Skills**   * Read and understand texts, selecting material appropriate to purpose, cross referencing where appropriate. * Inference skills that show interpretation of how a writer uses language. * Evaluation and analysis skills of features of presentation and the writer’s use of language. * Support response with clear evidence. * Demonstrate knowledge of social, cultural and historical context of the time in which the play was written | **Crime and Punishment**  Pupils to study the power of language in a mixture of texts from 19th and 21st century and how language is used to portray writer’s perspectives. Pupils will look at the theme of crime, justice and injustices. Use of speaking and listening embedded to develop pupils’ rhetoric.  **Skills**   * Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. * Create a credible and trustworthy voice * Appeal to an audience’s need for a logical and coherent argument * Appeal to an audience’s emotions in order to persuade effectively * Evaluation and analysis skills of features of presentation and the writer’s use of language * Create a persuasive piece of writing | **A Christmas Carol**  Focus on the knowledge of plot and characterisation of A Christmas Carol and cementing contextual knowledge gained over year 7 and 8. Using Dickens as a model for creating effective descriptions and a springboard for creative writing tasks. Pupils will consolidate and apply their knowledge of 19th century society, allegory and authorial intent.  **Skills**   * Read, understand and respond to texts. * Maintain a critical style and develop an informed personal response * Use textual references, including quotations, to support and illustrate interpretations. * Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. * Show understanding of the relationships between texts and the contexts in which they were written. * Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

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|  | *Term 1* | *Term 2* | *Term 3* |
| *Year 10* | English Language- Pupils will study a variety of extracts based around the theme of social commentary and be given the opportunity to use learnt skills on topical writing tasks.  English Literature- Pupils will study the modern play *An Inspector Calls*.  *AQA English Language Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6*  *AQA English Literature Assessment Objectives: AO1, AO2, AO3* | English Language- Pupils will study a variety of extracts based on the human experience alongside relevant writing tasks.  English Literature- Pupils will study the Love and Relationship poetry anthology alongside some unseen poetry.  *AQA English Language Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6*  *AQA English Literature Assessment Objectives: AO1, AO2, AO3* | English Language- Pupils will study a variety of extracts and develop their writing skills on the theme of power.  English Literature-Pupils will study Shakespeare’s *Macbeth*.  *AQA English Language Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6*  *AQA English Literature Assessment Objectives: AO1, AO2, AO3* |
| *Year 11* | English Language- Pupils will study AQA English Language Paper 2 skills.  English Literature- Pupils will study A Christmas Carol  *AQA English Language Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6*  *AQA English Literature Assessment Objectives: AO1, AO2, AO3* | *English Language-* Pupils will study AQA English Language Paper 1 skills.  English Literature- Pupils will study the remaining poems from the Love and Relationships poetry alongside unseen poetry.  *AQA English Language Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6*  *AQA English Literature Assessment Objectives: AO1, AO2, AO3* | Revision of content and exam skills  *AQA English Language Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6*  *AQA English Literature Assessment Objectives: AO1, AO2, AO3* |