

Autumn 1 –

Week	1	2	3	4	5	6	7
<b>Curriculum Content</b>	INSET	English Language: Paper 1 - The Hate U Give (Q1, Q2, Q3, Q4)		English Language Paper 2 - The Greatest Showman (Q1, Q2, Q3, Q4)		Speaking and Listening (English Language Paper 2 Q5)	
<b>Intent / Implementation</b>	INSET	Students will develop their ability to analyse language and structure within an extract. This will therefore also build their close-reading skills and their ability to identify information and interpret meaning from text. Students will develop their ability to critically evaluate texts and the purpose and intent of the writer. Tier 2 and 3 vocabulary will also be built throughout this topic and there will be an added emphasis on structuring analytical responses and exam technique. This will be implemented through the exploration of fiction extracts.		Students will build on and strengthen skills sets in relation to English language paper 2: Identifying information, summarising and synthesising information, developing comparison skills, and analysing language. Moreover students will develop their knowledge and application of persuasive writing skills in addition to their ability to write for a specific purpose (to inform, to argue, to persuade)		Students will prepare a presentation on a topic of their choosing. Students will utilise their persuasive writing skills and knowledge of how to write for a specific purpose (which have been recapped and developed in weeks' 4 and 5) and translate that over to a speech. Students will analyse and evaluate speeches and presentations to help them prepare for their own. Students will undertake research to support and enhance their presentation.	
<b>Careers / SMSC / British Values</b>	INSET	Issues such as racism, alienation, and social lifestyles will be discussed. Additionally, students will discuss their personal interpretations of language/ texts.		Career link through developing of key skills such as to communicate formally and in the correct register when letter writing.		Students will be developing key skills for their career such as preparation and planning, presenting, speaking and listening, and being interviewed. The personalised nature of the presentation will therefore be an opportunity to promote self-expression, diversity, respect and tolerance.	
<b>Word of the Week</b>	INSET	Cyclic Narrative	Structure	Inference	Attitude	Formality	Engagement

<p><b>Link to CO-OP North Curriculum</b></p>	<p>INSET</p>	<p>Year 11 Half Term 2 – Language Revision – To build on English Language skills taught in year 10. Skills to include structural features, language features, form and purpose and technical accuracy.</p>	<p>Year 10 Half Term 6 – Rhetoric Speaking and Listening – Conventions of speech, structuring a speech and delivery. Skills to include purpose and effect, communication and persuasive devices.</p>
<p><b>Link to TEMA Curriculum</b></p>	<p>INSET</p>	<p>Year 11 Half Term 3 – Mastering English Language – To further knowledge taught in Year 10. Skills to include to critically read fiction and non-fiction texts. To interpret and compare text. To employ language and structural methods when writing.</p>	<p>Year 10 Half Term 6 – Spoken Language – Develop skill of communication. Skills to include use of voice, rhetoric and sentence structure. To research and write a speech.</p>

Autumn 2 –

Week	1	2	3	4	5	6	7	8	
<b>Curriculum Content</b>	English language: Speaking and Listening	Macbeth				Mock Exam	Macbeth		
<b>Intent / Implementation</b>	Students will spend this week completing their presentations. Students will apply their knowledge and skills to a presentation for the GCSE spoken language component.	Students will build their knowledge of plot, character, key themes and motifs relating to the play Macbeth. Students will develop their ability to analyse language and structure, their close reading skills and their ability to select appropriate evidence from a text. Additionally students will develop their ability to debate and articulate their opinions, to understand the conventions of a play, and their ability to infer multiple meanings from Shakespeare's language. There will be an added emphasis on exam technique and structuring extended analytical pieces with a mock exam week providing students with an extended opportunity to demonstrate their skillset and knowledge.							
<b>Careers / SMSC / British Values</b>		Students will be encouraged to discuss the moral themes of the play, the consequences of murder, of overreaching ambition and greed, and the dangers of power and revenge. Additionally themes such as mental health and suicide will be discussed and explored with students in a sensitive and respectful manner.							
<b>Word of the Week</b>	Nefarious	Jacobean	Pathetic Fallacy	Soliloquy	Regicide	Foreshadowing	Hamartia	Juxtaposition	
<b>Link to CO-OP North Curriculum</b>	See Week 7 Autumn 1	CO-OP North use Romeo and Juliet for the Shakespeare play part of the English Literature curriculum							
<b>Link to TEMA Curriculum</b>	See Week 7 Autumn 1	Year 10 – Half Term 4 – Macbeth – Students to study Macbeth as part of their GCSE English Literature Curriculum. Skills to include reading and understanding key parts of the play, to analyse methods used to present characters and themes. To understand Shakespeare's intention and message.							

Spring 1 –

Week	1	2	3	4	5	6
<b>Curriculum Content</b>	English Language: Non-Fiction – Dickens	Poetry (Ozymandias / London / A Wife In London / Cosy Apologia/ Living Space			English Language: Paper 1 - The Road (Q1, Q2, Q3, Q4)	
<b>Intent / Implementation</b>	Students will recall knowledge of key language devices, their close reading skills and their contextual knowledge of Victorian England in relation to Charles Dickens.	Students will strengthen their ability to analyse poetry, identify poetic features and devices, develop their close reading skills, develop the comparison skills, and develop their ability to write extended analytical pieces. Students will also continue to build their contextual knowledge of the studied poets and poems.			Consolidation and strengthening of skillsets and knowledge of English language paper 1 by spending a week studying a mock exam paper.	
<b>Careers / SMSC / British Values</b>	Opportunities to develop cultural knowledge of a key period in British History. Discussions around morality and the implications of celebrity status through studying Dickens.	Opportunity to explore different viewpoints and perspectives expressed through poetry from different eras and contexts. Students will be encouraged to express their personal and diverse responses to poems.			Opportunity to discuss morality, and family relationships. Students will be encouraged to express themselves through creative writing. Career link through completing work in timed conditions/ meeting deadlines.	
<b>Word of the Week</b>	Genre	Ephemeral	Tone	Subvert	Dystopia	Tension
<b>Link to CO-OP North Curriculum</b>	Context for Jekyll and Hyde as Victorian times is the focus	Year 10 Half Term 1 – Family Poetry – Poetic methods, themes and comparison. Skills to include poetic devices and understanding intent and purpose of the poet.			Year 11 Half Term 2 – Language Revision – To build on English Language skills taught in year 10. Skills to include structural features, language features, form and purpose and technical accuracy.	
<b>Link to TEMA Curriculum</b>	Context for A Christmas Carol	Poetry covered in Year 11 Term 1 – Study 15 poems from the Anthology and to understand unseen poems. Skills to include gaining detailed knowledge of poems and meaning. To understand methods used and develop ideas of how poems are similar or different.			Year 11 Half Term 3 – Mastering English Language – To further knowledge taught in Year 10. Skills to include to critically read fiction and non-fiction texts. To interpret and compare text. To employ language and structural methods when writing.	

Spring 2 –

Week	1	2	3	4	5
<b>Curriculum Content</b>	A Christmas Carol Revision	English Language paper 2 - Akala / Vera Brittain (Q1,2,3)	English Language Paper 2 - Akala / Vera Brittain (Q4)	Blood Brothers Revision	Macbeth Revision
<b>Intent / Implementation</b>	Students will recap, consolidate and strengthen their skills and knowledge in the three English literature texts studied, as well as their key skills in English language. In literature students will recap knowledge of plot, character, key themes and motifs whilst developing analysis skills with an emphasis on exam technique. In English language students will recap creative writing devices and persuasive writing devices and explore a range of fiction and non-fiction extracts where they will then develop the following skills: retrieving information, analysing language and structure, synthesising and summarising information, comparing information, evaluating the writer's intent and purpose with their language.				
<b>Careers / SMSC / British Values</b>					
<b>Word of the Week</b>	Didactic	Privilege	Inequality	Social Class	Tragedy
<b>Link to CO-OP North Curriculum</b>	Year 11 Half Term 3 and 4 – Literature Revision	Year 11 Half Term 2 and 5 – Language Revision		Year 11 Half Term 3 and 4 – Literature Revision	
<b>Link to TEMA Curriculum</b>	Year 11 Half Term 4 – Mastering English Literature	Year 11 Half Term 3 – Mastering English Language		Year 11 Half Term 4 – Mastering English Literature	

Summer 1 –

Week	1	2	3	4	5	6
<b>Curriculum Content</b>	Poetry (Prelude / As Imperceptibly as Grief / She walks in Beauty / Sonnet 43 / Valentine)			Personalised Revision based on the needs of the class		
<b>Intent / Implementation</b>	Recap, consolidation and strengthening of key skills developed in relation to poetry with a particular focus on exam technique and structuring extended analytical pieces that compare two poems.			Lessons at this point will take on a personalised approach with students working with the teacher to revise the knowledge and skills of both literature and language. Students will be advised by the teacher what to revise, however revision materials and resources will be available for all aspects of the literature and language GCSEs. Explicit teaching of how to revise will also take place during these lessons. Finally, exam technique will be a key focus here.		
<b>Careers / SMSC / British Values</b>	Opportunity to explore different viewpoints and perspectives expressed through poetry from different eras and contexts. Students will be encouraged to express their personal and diverse responses to poems.					
<b>Word of the Week</b>	Enjambment	Romantic	Atypical			
<b>Link to CO-OP North Curriculum</b>	Year 10 Half Term 1 – Family Poetry – Poetic methods, themes and comparison. Skills to include poetic devices and understanding intent and purpose of the poet.			Year 11 Half Terms 2-5 – Literature and Language Revision		
<b>Link to TEMA Curriculum</b>	Poetry covered in Year 11 Term 1 – Study 15 poems from the Anthology and to understand unseen poems. Skills to include gaining detailed knowledge of poems and meaning. To understand methods used and develop ideas of how poems are similar or different.			Year 11 Half Term 5 – Language and Literature Revisit		

Summer 2 –

Week	1	2	3	4	5	6	7
<b>Curriculum Content</b>	Personalised revision based on the needs of the class				Exams and Preparation		
<b>Intent / Implementation</b>	Lessons at this point will take on a personalised approach with students working with the teacher to revise the knowledge and skills of English language. Students will be advised by the teacher what to revise, however revision materials and resources will be available for all aspects of the literature and language GCSEs.				Lessons based on upcoming exams		

	Explicit teaching of how to revise will also take place during these lessons. Finally, exam technique will be a key focus here.						
<b>Careers / SMSC / British Values</b>							
<b>Word of the Week</b>							
<b>Link to CO-OP North Curriculum</b>	Year 11 Half Terms 2-5 – Literature and Language Revision						
<b>Link to TEMA Curriculum</b>	Year 11 Half Term 5 – Language and Literature Revisit						