

OSVA English Department Curriculum Pathway - 2021/22

Quality of Education: Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and leads towards clearly defined end points.

Vision: The English Department is committed to ensuring that all pupils have the opportunity to excel in their English studies and are provided with a varied and broad curriculum. We want our students to aspire to be lifelong critical readers and to be confident and effective communicators.

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Literary Heritage:	<i>Oliver Twist, Charles Dickens</i>		<i>A Midsummer Night's Dream, Shakespeare</i>	<i>Boy by Roald Dahl</i>	<i>Poetry, Various</i>	
	Assessment:	What kind of character is Bill Sikes? Pupils will be assessed on the use of topic sentences and evidence.		Is the love potion good or bad? Pupils will be assessed on topic sentences, evidence and purpose.	How is Mrs Pratchett portrayed? Pupils will be assessed on topic sentences, evidence, purpose, effect.	How does the poet describe the tom cat? Pupils will be assessed on topic sentences, evidence, purpose, effect, introduction of alternative interpretations.	
	Key Content and Skills Taught:	Introduction to Victorian context; Why context is important; what is a novel?; comprehension skills; responding to statements; writing in the perspective of a character; introduction to character analysis; introduction to using quotations to support ideas; developing inference; looking at metaphor and simile; information retrieval.		Developing the relationship between context and text; introduction to moral; developing the use of evidence to support ideas and inference; developing character analysis; introducing structure and scripts; introducing monologues, selecting appropriate evidence, information retrieval.	Developing character analysis; introduction to writer's intentions and purpose; introducing autobiography; developing the understanding of structure using flashbacks; developing narrative voice, information retrieval.	Revision of metaphor (tenor, vehicle, ground); revision of literary devices such as metaphor and simile; introduction to comparison; development of character portrayal through poetry; introduction to stanzas and basic structure of poems; introduction to rhythm, information retrieval.	
	Vocabulary	smeared, sooty, horrid, appalling, bristles, crumpled, corrupt, naive, villain, moral,		soliloquy, monologue, plot, disobedience, play, blackmail, unrequited, evaluation.	irony, autobiography, flashback (analepsis), narrative voice, humour, empathy, sympathy.	stanza, tenor, vehicle, ground, rhythm, rhyme, enjambment.	
	Non-Fiction	The Victorian Era Context; Life in the Workhouses; The Poor Law; Who was Charles Dickens?; Crime and Punishment in Victorian England.		Life as a groundling in Elizabethan London, Punishment in Ancient Athens.	'Boy' - non-fiction text based on Dahl's childhood memories.	Biographies of the poets; contextual influences.	
	What do we want our children to know?	Changes that occurred in the Victorian era in London; differences in the lives of the rich and the poor; life for the poor in the workhouse; biographical information about Dickens' life; how to compose topic sentences; how to select and analyse key quotes; how to compose an introduction and		Facts about Shakespeare's childhood/upbringing; impact of Shakespeare's education on topics of his plays; the difference between a novel and a play; punishments in Ancient Athens; soliloquy; the love potion as a force for good or evil;	Understanding autobiographical sources	The difference between literal and metaphorical language; key terms: tenor, vehicle and ground; how to apply analysis to a paragraph; how to plan approaches to unseen poetry; how to organise writing into paragraphs; how to punctuate temporal clauses within longer sentences.	

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		conclusion; how to form sentences correctly using present and past simple tenses; how to use capital letters and full stops.	unrequited love; how to select appropriate evidence from a text; how to compose an introduction and conclusion; how to punctuate direct speech and prepositional phrases		
Assessment:	Narrative Writing		Descriptive Writing		Narrative Writing
Key Skills Taught:	Using 'was' and 'were' correctly; identifying the subject; identifying the past simple; capital letters and full stops; Using similes; composing a topic sentence; the subject; subject / verb agreement; the past simple tense		Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech; narrative structures, adverbial phrases and positioning.		Temporal clauses, paragraphing, avoiding fragments, zooming in on detail, zooming out, introduction to structure.

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
8	Literary Heritage:	Sherlock Holmes, Sir Arthur Conan Doyle		The Tempest, William Shakespeare	Gothic Short Stories, Various	Animal Farm, George Orwell	
	AOs:	AO1, AO2, AO3		AO1, AO2, AO3, AO4	AO1, AO2, AO3	AO1, AO2, AO3	
	Assessment:	What kind of character is Sherlock Holmes?		How is Caliban presented in this extract and in the rest of the play?	How does the writer use language in The Women in Black to create suspense?	How and why does the farm fail in 'Animal Farm'?	
	Key skills and content taught:	Context: the Victorian police force; how crimes were solved; disease; scientific investigations; duality in fiction; deduction and inference; periodicals; character analysis revision; plot structure; information retrieval.		Context: differences between a Shakespearean Comedy and Tragedy; the change in monarchy from Queen Elizabeth I to James I and the impact on Shakespeare's life; travel and exploration of the world started to become popular in the Elizabethan era; the division of Italy into city states, information retrieval.	How atmosphere is created; how language is used in an ominous fashion, how structure is used in short stories, how is an idiom used to set the scene? Using subject specific terminology to comment on the writer's methods and intentions, information retrieval.	Context: George Orwell was influenced by his context to challenge the status quo; an allegory is a story with a moral; a farm has a variety of animals who perform different functions, information retrieval.	
Vocabulary	Duality, introspective, introvert, perspective, scandal, deduction, synthesising, influence, composing.		State, colonialism, exploitation, usurped, tormented, revenge, tragedy, comedy, nature vs nurture.	Unreliable narrator, adverbial phrases, conventions, genres, ominous, atmosphere, dystopia.	Allegory, status quo, rebellion, tyrant, moral, propaganda, commandment, revolution, manipulation, cult of personality, corruption.		

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Non-Fiction	Sherlock Holmes booklet - police force, cholera outbreak, detective fiction information.	The Globe, Information on Italian City States.	Autobiography on Dahl and Egar Allen Poe. The rise of the Gothic genre.	Biographical information on George Orwell, video on farming in 1945, information on 20th Century Russia,
Writing:	AO5, AO6	AO5, AO6		AO5, AO6
Assessment:	Narrative Writing	Descriptive Writing		Narrative Writing
Key Skills Taught:	Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses; closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices; creative writing; extended metaphor; writing character; describing settings; Chekhov's Gun; horror, romance, adventure, fantasy and poetic justice.			

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
9	Literary Heritage:	Jane Eyre, Charlotte Bronte		Romeo and Juliet, William Shakespeare	Of Mice & Men, John Steinbeck	Poetry Anthology, Various	
	AOs:	AO1, AO2, AO3		AO1, AO2, AO3, AO4	AO1, AO2, AO3	AO1, AO2, AO3, AO4	
	Assessment:	Explore the way Bronte presents Jane's childhood experiences.		Explore how Shakespeare presents Juliet as a tragic character.	Crooks is by far the loneliest character in the novel. How far do you agree with this view?	TBC - How does the poet create a sense of excitement in the poem '....'?	
	Key Skills Taught:	Context: The rural landscape and weather in Yorkshire influenced Brontë's writing; character development, writing about techniques and methods, explaining how authors create sympathy for their characters, information retrieval.		Revision on Elizabethan era knowledge, understanding key traits of a tragedy, exploring tragic conventions, understanding the importance and function of a prologue, information retrieval.	Context: migrant workers, America in 1930, The Wall Street Crash. The role of women in 1930s. Analysing structure and tension, Sexism, The Dust Bowl, Racism, information retrieval.	Context: Context of each poem (cultural, religious etc.) Exploring and commenting on the use of language and structure in poetry, comparing two poems of a similar theme, understanding what an 'epic' poem is, looking at how context plays a role in poems, information retrieval.	
	Vocabulary	Bronte, Victorian, orphan, bleak, landscape, Yorkshire, dependent, neglect, abuse, punishment, discipline, just, unjust, oppress, narrative voice, apothecary, liberty, caste, poverty, juxtaposition, nurture, meek, submissive, Psalms, Testament, childhood, thesis, chapbook, Lowood School, orphan, orphanage, institution, stark, harsh, Helen Burns, Helen Burns, vicious, meek, cruel, punishment, punishment, Miss		tragedy, tragic, Elizabethan, genre, Verona, city-state, Prologue, Chorus, exposition, rising tension, catastrophe, tragedy, tragic, structure, hero, plot, obedient, shrine, palm, sonnet, status quo, soliloquy, hyperbole, soliloquy, friar, tragedy, tragic, conventions, juxtapose, juxtaposition, stage directions, Elizabethan, women, obstacles, foreshadow,	Migrant, racism, sexism, disability, vulnerable, vulnerability, tragedy, tension, colloquialism, temperament, juncture, debris, mottled, recumbent, tramp, emerge, companion, brusquely, pugnacious, anguish, occupant, gingerly, derogatory, decisive, contorted, rouge, apprehensive, profound, complacently, derision, scornful, indignation, crestfallen,	Journeys, immigrant, migration, Guyana, imagery, hyperbole, Nichols, Auden, Willis, physical, spiritual, figurative, comparative statements, refrain, perspective, interpretation, attitude, Medieval, Chaucer, pilgrimage, Canterbury, Southwark, General Prologue, Standard English, astrology, stanza, Milton, banishment, epic poetry, invocation of the Muse, epithets, moral, extended metaphor, metaphorical, literal, tenor, vehicle, ground, syntax, rebel, taboo, punk, paternal, reflect,	

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		Scatherd, faith, Christianity, hypocrite, hypocrisy, shame, humiliation, meek, obedient, console, metaphor, famished, nourished, slattern, privation, luxuries, tuberculosis, consumption.	foreshadowing, exile, submissive, independent, loyal, similarities, differences, inevitable, responsibility, tragic, academic.	jeer, writhe, monotonous, discontent, bewildered, confide.	regret, Venn diagram, Modernism, modernist, procrastinate, thesis, comparison, Venn diagram, text reference.
	Non-Fiction	Charlotte Bronte biography, Children and punishment, Extracts from the bible,	A C Bradley: Construction in Shakespeare's tragedies, Women in the Elizabethan Era.	Sexism, Migrant Workers, The Dust Bowl, The Wall Street Crash.	Info videos on the author, context and influences. Contextual information surrounding each poem.
	Writing:	AO5, AO6	AO5, AO6		AO5, AO6
	Assessment:	Narrative Writing	Descriptive Writing		Writing to argue, persuade and advise.
		Apostrophe of omission; the apostrophe; past perfect continuous; countable and uncountable nouns; future perfect simple; sustaining a thesis; structuring a thesis; future perfect continuous; defining relative clauses; non-defining relative clauses; comparing texts; thesis and antithesis; chronological and non-chronological composition; 2nd conditional; 3rd conditional			

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
10	Literature	A Christmas Carol, Charles Dickens		An Inspector Calls, J.B Priestley		Poetry, Various
	AOs:	AO1, AO2, AO3		AO1, AO2, AO3, AO4		ACC/AIC Revision
	Assessment:	Q. 1. How does Dickens present a change in Scrooge? Q.2. How does Dickens present Scrooge as an outsider to society?		Q1. How does Priestley present the differences between the older and younger generations? Q2. How does Priestley present Sheila as a character who learns important lessons about herself and society?		Q1. Compare how poets present the effect of memory in Poppies and one other poem.
	Key Skills Taught:	Writing comparative statements, writer's techniques and subject specific terminology; structuring a response to a literature question (mnemonic - SQIMEL); thesis statements, writing introductions and conclusions; approaching alternative viewpoints, how to make notes, annotate and summarise; active reading; writing topic sentences; using supporting quotation; tentative sentence stems; discourse markers.		Writing thesis statements in response to an examination question; using subject terminology to comment on the writer's use of methods; comparing characters and commenting on the effect; annotating speech; developing analytical responses; embedding quotation and synthesising references to form an argument; structuring essays; active reading; using discourse markers to build an argument; developing alternative viewpoint; linking analysis to relevant context; building context into a response.		Comparing two poems using subject terminology; being able to distinguish and identify rhyming schemes; embedding quotation and zooming in on specific words and phrases; exploring meaning and writers' intentions; building context into an examination response; commenting on similarities and differences; exploring alternative meaning and inferences; learning quotations; commenting on theme, structure, language and form; identifying form; identifying structural techniques and exploring the effect of writers' choices; identifying figurative language and commenting on the effect; discussing rhyme and the relevance; identifying and commenting on the use of enjambment.
	Oracy	paired presentation: school scene, Fezziwig's				

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	party; breaking off of engagement.	Reading of the play; directed questioning throughout unit; exploration of play through oracy.	
Vocabulary	context, novella, character, theme, class, social reform. Subject specific terminology: atmosphere, setting, dialogue, simile, metaphor, personification, repetition, pathetic fallacy, contrast, onomatopoeia, rhetorical devices, pathos, adjectives, listing, direct and reported speech, comparison, euphemism, conditionals, semantic field Gothic features: sublime, revenant, obscurity	Irony, character, theme, class, social reform, social responsibility, moral, didactic, meaning, convey, rights, attitude, responsibility, civility, behaviour, consequences. Subject specific terminology: Dramatic irony, staging, stage directions, opening, exposition, inciting incident, rising tension, climax, falling action, resolution, cliffhanger, denouement, dialogue, metaphor, listing, atmosphere, tone, setting, comparison, development, static, dynamic	Comparison, whereas, on the other hand, furthermore, additionally, alternatively, inference, connotes, connotations, exploration, identity, conflict, deliberate, context. Subject specific terminology: Enjambment, caesura, rhyme, rhythm, anaphora, alliteration, repetition, syllable, pace, metaphor, simile, sibilance, quatrain, sestet, monologue, blank verse, assonance, plosives, personification, listing, rhetorical, didactic, viewpoint.
Language	Language Paper 1	Language Paper 2	Language Paper 1, Spoken Language
	AO1, AO2, AO4, AO5, AO6	AO1, AO2, AO3, AO4, AO5, AO6	AO5, AO6
Assessment:	Writing: description Reading: Paper 1, questions 1-3; extract: <i>About a Boy</i>	Descriptive Writing	Narrative Writing
Key Skills Taught:	Making notes; reading for meaning; information retrieval; annotating; analysing language and structural devices; writing thesis statements; topic sentences; embedding quotation; tentative analysis stems; use of discourse markers	Identifying transactional texts and their purpose; information retrieval; annotating; analysing language and writer's methods; embedding quotation; use of discourse markers; exploring writers' purpose through text choice; comparing transactional texts from different eras; writing a comparative thesis; exploring writers' methods in transactional texts.	Spoken Language skills: presentation, audience engagement, use of ambitious vocabulary, repetition, tone,
Vocabulary	First and third person narration; explicit and implicit; contrast; semantic field, plosives, sibilance, onomatopoeia, alliteration, metaphor, simile, personification, adjectives, verbs, nouns; shift in focus/tone, zooming in zooming out; cyclical narratives; temporal markers;		

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Spring 1: 7 weeks (32 lessons)

Anthology Poetry: weeks 1-4

Spring 2: 4 teaching weeks: Key dates: PPEs - Begin 28th February; end - 11th March. Mini mocks

Focus:

Summer 1

Year		<u>Autumn 1 and 2</u>	<u>Spring 1 and 2</u>	<u>Summer 1</u>
		<p>Autumn 1: 7 weeks 2 x Paper 1 revision lessons per week 3 x Macbeth lessons (2 + 1 p6 session)</p> <p>Autumn 2: 5 weeks (excluding 2 weeks for mocks)</p>	<p>Spring 1: Anthology Poetry; unseen poetry; Language Paper 1 Spring 2: Anthology poetry; Revision Programme (final three weeks) 28th February - 11th March (PPEs)</p>	<p>5 weeks Year 11 Revision Programme and mini mocks.</p>
11	Literature	Macbeth: William Shakespeare	Anthology Poetry: Ozymandias, Bayonet Charge, Remains; Poppies, War Photographer, Unseen Poetry Language Paper 1 Reading	Revision Programme AO5, AO6 Week 4: Anthology Poetry Week 5: Unseen Poetry Week 6: LP1 Reading Week 7: LP1 Writing Week 8 LP2 Writing
	AOs:	AO1, AO2, AO3	AO1, AO2, AO3, AO4	
	Assessment:	How does Shakespeare present the character of Macbeth? November Mock: Lit; P1 Macbeth/A Christmas Carol Language Paper 2	Language Paper 1 Assessment (Tuesday 1st February)	Literature assessments: Anthology poetry; unseen poetry. Language assessments: Language Paper 1, Reading and Writing; Language Paper 2, Writing.

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	Key Skills Taught:	<p>Reading and annotating for meaning; information retrieval; language and structural analysis; how meaning is presented; studying setting, plot and characterisation, and the effects of these; learning new vocabulary; making inferences and referring to evidence; drawing contextual links, making critical comparisons across texts; understanding how the work is communicated through performance; how alternative staging allows for different interpretations comparisons and contrasts; thesis statements and topic sentences; embedding quotation; writing accurately, effectively and fluently at length; developing commentary in extended responses; writing notes and summary skills;</p>	<p>Anthology poetry key skills: reading and annotating for meaning; information retrieval; language and structural analysis; how meaning is presented; studying setting, plot and characterisation, and the effects of these; learning new vocabulary; making inferences and referring to evidence; drawing contextual links, making critical comparisons across texts; thesis statements and topic sentences; embedding quotation; writing accurately, effectively and fluently at length; developing commentary in extended responses; writing notes and summary skills;</p> <p>Language skills: making notes; reading for meaning; information retrieval; annotating; analysing language and structural devices; writing thesis statements; topic sentences; embedding quotation; tentative analysis stems; use of discourse markers</p>	
	Vocabulary	<p>divine right of rule, succession, patron, prophecy, pact, persecution, characterisation, nefarious, usurp, familiar, folio, rhyming couplet, stage direction, setting, rhythm and rhyme, imperatives, prologue, theme, soliloquy, dissemble, realism, prose, contrast, dramatic irony, dupe, euphemism, kith and kin, protagonist, bravado, equivocate, treason, Greek Chorus, motif, mirroring, hypocrite</p>	<p>rhyme scheme, sonnet, voice, imagery, tone, structure, media res, microcosm, free verse, meter, alliteration, symbolism, simile, metaphor, onomatopoeia, volta, caesura, enjambment, rhyming couplet</p>	
	Paper 2: Non-Fiction		<p>PPE feedback (Monday 14th-Thursday 17th March) Anthology Poetry: The Emigree, Checking Out Me History</p> <p>Revision Programme: Week 1: LP2 Reading; Week 2: A Christmas Carol Week 3: Macbeth.</p>	
	AOs:	AO5, AO6		
	Assessment:	<p>Descriptive Writing / Writing to advise, explain, argue</p>	<p>Revision programme mini mocks: Language Paper 2 - Reading only; Literature: A Christmas Carol; Literature Macbeth.</p>	

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	<p>Key Skills Taught:</p>	<p>comparing attitudes and perspectives; information retrieval and reading for meaning; summarising and organising material, supporting ideas and arguments with any necessary factual details; structuring responses to incorporate the use of discourse markers - improving coherence and overall effectiveness.</p>		
	<p>Vocabulary</p>	<p>persuasive devices: alliteration, rhetorical questions, facts and opinions, emotive language, statistics, triples, anecdote, imperative, tentative language stems, hyperbole, anaphora, direct address. Metaphor, simile, plosives, alliteration, sibilance, tone</p>		