



CURRICULUM PLAN

ENGLISH

BRAMHALL HIGH SCHOOL

Curriculum Intent

We endeavour to design and deliver a curriculum that will ‘let learners go as soon as they are able’ but ensures that every step forward is underpinned by a solid block of knowledge and skills beneath. We are aware of our duties to avoid cumulative dysfluency and to meet need of all our learners, including our most able and our disadvantaged learners. As such, we will carefully sequence our learning schemes and build on learners’ existing schemas to ensure that knowledge and understanding are secure, and that they are grown strategically with opportunities for even greater depth provided as appropriate.

We aim to deliver a provocative and thinking rich curriculum where knowledge and skills are secured for life, not just danced with. Our intent is that all learners will leave us:

- with a strong command of the spoken and written word,
- as intelligent readers and listeners,

And,

- with a rich social, historical and cultural knowledge, as we believe that these prepare our learners for richer and fuller lives, not just for examination success.

Academic Year: 2022-2023

Review Date: September 2023

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YEAR 7

| Term | Programme of Learning | Links to the National Curriculum / Specification / Additional | Assessments | What extra learning opportunities are planned? | Disciplinary Literacy |
|----------------|-----------------------|--|---|--|---|
| Term 1a | Exploring Character | <u>National Curriculum 2013</u> Knowing how language presents meaning. Learning new vocabulary. Exploring context. Writing skills for audience. Spoken language in debates. | CPR - Write a paragraph describing a character. Assessment - Write the opening of a short story which includes a description of a central character. | Enrichment Promotion of the debate club | Adjective Adverb Metaphor Simile Figurative Personification Extract Onomatopoeia Alliteration Sibilance Sympathy Blazing Characteristics Protagonist Subordinate Intriguing Dialogue Presentation Examine Drowsy Genre Flashback Quotation Character |

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| | | | | | Hyperbole oxymoron |
| Term 1b | SMART | <p><u>National Curriculum 2013</u></p> <p>Exposure to pre 1914 English Literature. Making inferences about texts. Studying setting, plot, character. Exploring context.</p> | <p>CPR- How does the writer use language to present Ryan? chapter 7</p> <p>Assessment- How does the writer use language to present Tony?</p> | <p>Enrichment Fact-file competition Promotion of the book club and poetry club</p> | <p>Novel Fiction Non-fiction Blurb Illustration Author Dialogue Narrative voice Narrative hook Headline</p> |
| Term 2a | SMART | <p><u>National Curriculum 2013</u></p> <p>Writing for different purposes and audiences SpaG focus</p> | <p>CPR - To create an article about homelessness</p> <p>Assessment - To create a speech about animal cruelty</p> | <p>Enrichment Promotion of the writing and book clubs. Equality promoted as a theme throughout the novel.</p> | <p>Caption Column Alliteration Fact Opinion Rhetorical question Repetition Exaggeration Hyperbole Statistics Literal Connotation Lonely Isolated Observation</p> |

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| | | | | | <p>Subconscious Evidence Politician Pronunciation Simile Metaphor Personification Onomatopoeia Oxymoron Noun Verb Adjective Adverb Characterisation Speculation Inform Neglect Perpetrator Translate Setting Industrial Imaginary Beefeater Alibi Photofit Emotive language Form Retrieve genre * protagonist * inference *</p> |
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| | | | | | analyse * quote * summary * |
| Term 2b | Animal Poetry | <p><u>National Curriculum 2013</u></p> <p>Making critical comparisons between texts. Recognising poetic conventions and their effect.</p> | <p>CPR – How are birds presented in ‘Pigeons’ and ‘The Eagle’?</p> <p>Assessment – Compare how Pastan and Bass describe their dogs and how they feel about them.</p> | <p>Enrichment Cultural exposure through poetry.</p> | <p>Poetry Assonance Metaphor Imagery Simile Sibilance Alliteration Onomatopoeia Personification Elusive Staccato Fathoms Methods Stanza Speaker Azure Dubious Amid Whim Tone Pace Emphasis Connotations Gravity</p> |

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| | | | | | <p>Manic Poet * Structure * Powerful * Compare *</p> |
| Term 3a | <p>Introduction into Shakespeare</p> | <p><u>National Curriculum 2013</u></p> <p>Exposure to pre 1914 Literature Exploring context and writer intention. Exploring pre 19th Century Literature with a focus on Shakespeare.</p> | <p>Year 7 Exams</p> | <p>Enrichment Watch televised production of 'A Midsummer Night's Dream at the Globe'</p> | <p>Tragedy * Identity Comedy Elizabethan era Playwright Flourishing Splendour Abominable Decay Soliloquy * Characteristics</p> |

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| <p>Term 3b</p> | <p>A Midsummer Night's Dream</p> | <p><u>National Curriculum 2013</u></p> <p>Exploring context and writer intention. Exploring pre 19th Century Literature with a focus on Shakespeare. Developing writing skills.</p> | <p>Deliver a drama performance of A Midsummer Night's Dream (Spoken Language)</p> | | <p>Brute Hierarchy Forbid Antonyms Benevolent* Malevolent Immoral Honourable Harmless Threatening Folklore Imagery Context Performance Nuptials Patriarchy Empathy Mischief* Animosity Revenge Dramatic irony Farce Resolution Tension</p> |
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YEAR 8

| Term | Programme of Learning | Links to the National Curriculum / Specification / Additional | Assessments | What extra learning opportunities are planned? | Disciplinary Literacy |
|----------------|---|---|--|--|---|
| Term 1a | Culture and Diversity Noughts and Crosses Cultural Poetry | <u>National Curriculum 2013</u> Exploring culture and diversity- developing cultural capital. Spoken Language | CPR: Create a speech persuading people to vote for you as Prime Minister. Assessment: Create a persuasive speech on a topic that you feel strongly about. | Enrichment History- watching speeches from famous historical figures. | Contrast Diversity* Prejudice Impartial Irony Culture Foreboding Narrative perspective Inferior Politics Manifesto Intertextuality Segregation Belligerent Ominous Analyse Perished Multitudinous Tension Dictatorship Tyranny Liberation Ambiguous Integrity Protagonist |
| Term 1b | Noughts and Crosses Cultural poetry | <u>National Curriculum 2013</u> Exploring culture and diversity- development of cultural capital. | CPR How does Malorie Blackman use language to create the impression that Sephy is afraid and confused? – lesson 16. Assessment: How has the writer used language to create tension? - Lesson 19 | Enrichment Watching readings of poems from other cultures. | |

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| | | | | | <p>Antagonist Connotations Conflict * Injustice* Feud Interpretations*</p> |
| Term 2a | Dystopian | <p><u>National Curriculum 2013</u></p> <p>Pre 19th Century Literature.</p> <p>Context links and analysis skills.</p> | <p>CPR assessment: Lesson 13 - Write the opening paragraph to a dystopian story.</p> <p>Assessment: Lesson 17 - Write a description of a fictional dystopian world based on your chosen stimulus.</p> | <p>Enrichment</p> <p>Historical extracts from the past.</p> | <p>Convention Presentation Identify Explore Compare setting protagonist antagonist narrative stimulus imaginative tone atmosphere description effective pollution comprehension</p> |

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| <p>Term 2b</p> | <p>Dystopian Environment</p> | <p><u>National Curriculum 2013</u></p> <p>Exploring extracts from varied writers exploring theme. Comparison of Dystopian extracts and writing styles.</p> | <p>CPR assessment: Create and analysis of a non- fiction text.</p> <p>Assessment: Spoken Language- Podcast</p> | <p>Enrichment/cross curricular Discussion and awareness of social issues relating to the world and environment.</p> | <p>biodegradable* podcast improve successful attitude opinion summary convey language purpose audience text form inspire dystopia* tension * simile hyperbole alliteration statistics triple emotive language</p> |
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| <p>Term 3a</p> | <p>Much Ado About Nothing</p> | <p><u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer perspective.</p> | <p>CPR – ‘How does Shakespeare use language to present Beatrice and Benedict’s relationship?’ Assessment – Explore how Shakespeare presents Beatrice’s feelings in Act 4, Scene 1.</p> | <p>Enrichment Exploring the role of women and discussion of how this has changed. Enrichment Watch The Globe version of Much Ado About Nothing.</p> | <p>Recall Context Timeline Cast Characterisation Trickery* Imperative verb Patriarchy* Sonnet* Deception* Quotation</p> |
| <p>Term 3b</p> | <p>Much Ado About Nothing</p> | <p><u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer perspective.</p> | <p>Year 8 Exams</p> | | |

YEAR 9

| Term | Programme of Learning | Links to the National Curriculum / Specification / Additional | Assessments | What extra learning opportunities are planned? | Disciplinary Literacy |
|----------------|---|--|---|--|--|
| Term 1a | The Woman In Black Full novel study and analysis | <u>National Curriculum 2013</u> Exploration of gothic Literature and writer intention. To explore genre and style and analyse language in a text. | CPR based on the character of Arthur Kipps. Assessment on the theme of isolation | Enrichment Theatre production if available | Genre Isolation Recluse Bleakness Pungent Dismal Sombre Conviction Prosaic Tangible Extricable Omen Acquaintance Perilous Staid Lurid Ostentation Convention Dormant Submerged Menacing Dreariness Curiosity Reclusive Lugubrious Unyielding |
| Term 1b | The Woman in Black Gothic writing | <u>National Curriculum 2013</u> Develop an appreciation and love of reading, and read increasingly challenging material independently Exploration of gothic Literature. Developing writing skills and using creative writing skills in a response. Technical | CPR Write a description of a gothic image. Assessment – write a gothic story. | Enrichment: wider learning Links to other Gothic Literature texts. Use of Dracula, Frankenstein. Dr Jekyll and Mr Hyde. | |

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| | | accuracy and paragraphs for effect. | | | Melancholy Gloomy Foreboding Introverted Contemplative Undertone Contentment Gothic* Juxtaposition* Sinister* Ominous* |
| Term 2a | Othello | <u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer perspective. | CPR: How does Shakespeare present the character of Iago? Year 9 Exams | | Tragedy Comedy Hubris* Hamartia Peripetia Catastrophe Catharsis Malice |

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| <p>Term 2b</p> | <p>Othello</p> | <p><u>National Curriculum 2013</u></p> <p>Reading a whole Shakespeare play, exploring context and writer perspective</p> | <p>Spoken language exploring the theme of race in Othello.</p> | <p>Enrichment</p> <p>Exposure to other cultures and traditions, using varied texts and historical documents.</p> | <p>Malevolence Duplicious* Vindictive Antagonist Discrimination* Prejudice* Prating Imperialism Soliloquy Irony Dramatic irony</p> |
| <p>Term 3a</p> | <p>Unseen Texts</p> | <p><u>National Curriculum 2013</u></p> <p>Reading a wide range of fiction and non-fiction, including in particular whole books,</p> <p>short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors</p> <p>Exploration of different text types to analyse and explore. Developing or writing for different purposes.</p> | <p>CPR: How does the poet present the relationship in the poem 'Ending'?</p> <p>Assessment: In 'The Manhunt', how does the poet present the relationship?</p> | <p>Enrichment</p> | <p>Mnemonic Acronym Stanza Simile Hyperbole Alliteration Metaphor Personification Onomatopoeia Oxymoron Sibilance Form Structure Volta Rhythm Rhyme Semantic field Colloquial language Assonance</p> |

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| | | | | | <p>Consonance Euphemism Juxtaposition Plosive Connotations Anaphora Epiphora Syndetic list Motif Omniscient Verb Noun Adverb Adjective Nostalgia Enjambment * Caesura * Metre* Volta*</p> |
| Term 3b | Travel Writing | <p><u>National Curriculum 2013</u></p> <p>Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p> | <p>CPR: Create a travel blog</p> <p>Assessment: Create an advertisement for a holiday destination of your choice.</p> | | <p>Non-fiction Rhetorical question Triple Repetition Statistics Emotive language Metaphor Imperative * Fascinating Sensational Retrieve</p> |

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| | | <p>Exploration of different text types to analyse and explore.</p> <p>Developing or writing for different purposes.</p> | | | <p>Endangered* Juxtaposition Vitality Catastrophic Sustained Deprivation* Alienation *</p> |
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YEAR 10

| Term | Programme of Learning | Links to the National Curriculum / Specification / Additional | Assessments | What extra learning opportunities are planned? | Disciplinary Literacy |
|----------------|---|---|--|---|--|
| Term 1a | Power: An Inspector Calls, Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History, unseen poetry and English Language skills. | <u>National Curriculum 2014</u> Reading of high -quality Literature from the 20th Century | CPR- plan for character analysis in An Inspector Calls Assessment- character analysis in An Inspector Calls CPR – Exploration of a theme in the play | Enrichment Possibility of watching the play depending on availability. | Inference Socialism Foreshadow* Opulent Proletariat Portentous Provincial Impertinent Well-bred Vindictive Contradict* Inevitable |
| Term 1b | Power: An Inspector Calls, Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History, unseen poetry and English Language skills. | <u>National Curriculum 2014</u> Reading of poetry from since 1789 Anthology of poetry and unseen poetry from different eras. | CPR- Plan for a comparison of two poems from the Power and Conflict cluster. Assessment: Comparison of two poems from the Power and Conflict cluster. CPR: Language question Paper 2 | Enrichment Watching Poetry Live | Prejudice Pitiable Subdued Allegory Microcosm* Prosperity Etiquette Prominent Identity Militancy Negotiation Rationalise Implementation stanza |

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| | | | | | <p>volta form caesura enjambment semantic field colloquial language assonance consonance euphemism juxtaposition plosive fragility vulnerability futility symbolism oppression Bourgeoisie Supercilious Pontifical Dogmatic Puerile Conceited Monotony Disillusioned Antithesis*</p> |
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CURRICULUM PLAN – ENGLISH

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| <p>Term 2a</p> | <p>Conflict: Macbeth, Remains, War Photographer, The Charge of the Light Brigade, Bayonet Charge, Poppies, The Emigree, Kamikaze, unseen poetry and English Language skills.</p> | <p><u>National Curriculum 2014</u> Reading of high-quality Literature pre 19th Century- study of a whole Shakespeare play</p> | <p>CPR: Plan for a character analysis from Macbeth. Assessment: Character analysis from Macbeth</p> | <p>Cross-curricular History Reading of texts from different eras with different historical context.</p> | <p>Enlightenment* Prideful Melancholic Superiority Nonchalance* Poignant Disillusionment Futility* Nostalgia Patriotism Monotony* Isolated</p> |
| <p>Term 2b</p> | <p>Conflict: Macbeth, Remains, War Photographer, The Charge of the Light Brigade, Bayonet Charge, Poppies, The Emigree, Kamikaze, unseen poetry and English Language skills.</p> | <p><u>National Curriculum 2014</u> Reading of high quality Literature pre 19th Century- study of a whole Shakespeare play.</p> | <p>Year 10 exams</p> | | <p>Remote Destructive Semantic field Colloquial language Assonance Consonance Euphemism Juxtaposition Plosive Stanza Volta Form Caesura Enjambment Pandemonium reign</p> |

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| <p>Term 3a</p> | <p>The Natural World: Extract from, The Prelude, Exposure, Storm on the Island, unseen poetry and English Language skills.</p> | <p><u>National Curriculum 2014</u></p> <p>Reading of poetry from since 1789 Anthology of poetry and unseen poetry from different eras.</p> <p>Reading of different fiction texts with varied purpose and audience.</p> <p>Close analysis of language.</p> | <p>CPR- Plan a comparison of nature poems.</p> <p>Assessment: Comparison of nature poems.</p> <p>CPR: Language Paper 1 Question</p> | <p>Cross-curricular History links for context.</p> | <p>Dramatic irony Aside Theme Soliloquy Contrast Stichomythia Blank verse Comic relief Pun Regicide* Tyrant Hierarchy Machiavellian Duplicity</p> |
| <p>Term 3b</p> | <p>The Natural World: Extract from, The Prelude, Exposure, Storm on the Island, unseen poetry and English Language skills.</p> | <p><u>National Curriculum 2014</u></p> <p>Exploration of different fiction texts looking at structure. Exploration and evaluative techniques of statements and texts.</p> | <p>GCSE Spoken Language Preparation and Delivery.</p> <p>Formal Assessment and Recordings.</p> | | <p>Eponymous Manipulative Equivocation* Hubris Catharsis* Hamartia* Peripetia Anagnorisis Usurp* Valiant Cowardice Femininity Masculinity Duality Superstitions</p> |

YEAR 11

| Term | Programme of Learning | Links to the National Curriculum / Specification / Additional | Assessments | What extra learning opportunities are planned? | Disciplinary Literacy |
|----------------|--|---|--|--|--|
| Term 1a | Corruption and Poverty: A Christmas Carol, Language skills, unseen poetry, and revision. | <u>National Curriculum 2014</u> Study of pre 1914 text with challenging content. | CPR: Plan a character analysis from A Christmas Carol Assessment: character analysis from A Christmas Carol | Enrichment Targeted intervention. | Inequality Malthusian Morality* Exploitation Misanthropic Philanthropic Avarice Humility Compassion |
| Term 1b | Corruption and Poverty: A Christmas Carol, Language skills, unseen poetry, and revision. | <u>National Curriculum 2014</u> Study of pre 1914 text with challenging content. | CPR: literature essay in preparation for mock exams. CPR: Language Paper 1 question | Enrichment Targeted intervention. | Redemption* Charity Retribution Welfare Transformation* Benevolence* Corruption* |
| Term 2a | Revision of A Christmas Carol, Macbeth, An Inspector Calls, Power and Conflict Poetry and language skills. | <u>National Curriculum 2014</u> Revisit of poems and language skills. Writing with detail and analysis. | CPR and assessments based on areas for development. These will be decided by the class teacher. | Enrichment Targeted intervention | Revision of past vocabulary. |

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| | | | Mock Preparation | | |
| Term 2b | Revision of A Christmas Carol, Macbeth, An Inspector Calls, Power and Conflict Poetry and language skills. | <u>National Curriculum 2014</u> Revisit of texts and language skills. Comparison and looking at non- fiction texts. | Mock Exams | Enrichment Targeted intervention | |