

English

Curriculum Principles

By the end of their secondary education, a student of English at Dixons Broadgreen will:

- Encounter and appreciate a wide range of quality literature and literary non-fiction including poetry, plays, novels, short stories and a range of articles, essays, letters and speeches by a diverse variety of writers from different cultures, perspectives and historical contexts covering a range of themes, ideas and moral issues.
- Know how to craft their writing convincingly, and with clarity, to match the conventions and forms of a variety of styles, making judicious choices of language and structure in a wide range of contexts.

Our unifying 'sentence' is: "the English Department inspired the students of Dixons Broadgreen Academy to be enthusiastic, insightful readers, with a life-long appreciation of quality literature, and skilful, creative communicators through written and spoken English."

In order to achieve a true understanding of English, topics have been intelligently sequenced based on the following rationale:

- Students encounter high quality literature and literary non-fiction which build on the strong foundations of the previous year or key stage. Gradually, students are further exposed to greater challenge, ensuring mastery of the powerful knowledge and processes involved in their reading and writing. The sequencing of core texts involves the mastery of key concepts and developing an understanding of writers from different time periods, including Shakespeare, and nineteenth and twentieth century novels.
- Key knowledge is taught and revisited within and across schemes of work through interleaved 'Do Now' quizzes, mastery quizzes and repetition and consolidation of key skills. This also enables teachers to address the misconceptions of their students, as well as helping students retain knowledge over time.

The English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- By providing opportunities for all students to appreciate a very broad range of texts in a broad range of contexts which allow students to explore characters, settings and themes previously unencountered, we will increase the cultural capital of all. This allows them to access concepts and moral standpoints at least as well as their more advantaged peers.
- By double-staffing groups of the lowest ability learners- and those new to English-the department aims to close gaps in the prior learning quickly, in order for students to access the wider curriculum

We fully believe English can contribute to the personal development of students at DBA:

- By exposing students to a diverse variety of voices and quality literature texts including nineteenth and twentieth century fiction and literary non-fiction. The English department provides many



opportunities to develop their appreciation of perspectives from different social, cultural and historical contexts, promoting understanding and empathy.

- Through the selection of a variety of non-fiction texts across all year groups, which address personal, social and health issues along with moral and ethical subject matter, many opportunities for personal development are provided.

At KS3, KS4 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- The practise and development of transferrable skills in the writing of letters, reports and evaluations means that students have many opportunities to write convincingly and with clarity in a range of styles.
- National competitions are a regularly set, giving students the opportunity to become published writers.
- Oracy skills are developed and during the Spoken English component at KS4, students will talk in a variety of scenarios which include interviews and questioning. Students can evaluate their own performance as well as receiving feedback from teachers and their peers.

A true love of English involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- A variety of cultures are explored through the texts selected at all key stages and the diverse range of voices and cultural contexts provide students with the opportunity to explore moral and ethical issues beyond their own experience.
- Students are given the opportunity to explore a wide variety of works by poets, playwrights and novelists who use texts to convey moral and political issues. Students are challenged year upon year with more sophisticated texts and contexts.



Year 7 English

Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 21/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Re-induction Y7 01/09 All 02/09 What were Greek Myths?	Greek Myths: Origins The Myth of Prometheus How were the gods and human kind presented?	Greek Myths: Origins The Myth of Pandora How is Pandora presented as alluring?	Greek Myths: Malevolent Monsters: Myth of Medusa How does the writer structure the myth?	Greek Myths: Malevolent Monsters: The Myth of the Minotaur Evaluating Theseus (reading checkpoint)	Greek Myths: Monsters / Mythical Heroes (reading checkpoint) DIRT on reading / evaluation	Greek Myths: Mythical Heroes What was the Odyssey? The Odyssey 1: Introducing Odysseus	Greek Myths: Mythical Heroes The Odyssey 2: Poseidon Describe the storm that shipwrecks Odysseus	Greek Myths: Mythical Heroes The Odyssey 3: Cyclops Varying sentences	Greek Myths: Mythical Heroes The Odyssey 4: Scylla and Charybdis	Greek Myths: Mythical Heroes Describing images (writing checkpoint)	Greek Myths: Mythical Heroes DIRT and redrafting (writing checkpoint)	Greek Myths: Closing Gaps: choose a myth to focus on
	W/C 06/12	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
Cycle 2			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	The Tempest Context & Story	The Tempest Act 1: Opening, Prospero and Ariel language analysis	The Tempest Act 2: coming ashore, Trinculo and Stephano	The Tempest Caliban – victim or villain evaluation	The Tempest Ferdinand and Miranda character analysis	The Tempest Climax and resolution – tension and drama	The Tempest Evaluation Question & DIRT	History of Rhetoric What is Rhetoric? Aristotelian Triad	History of Rhetoric Ethos: Alexander the Great	History of Rhetoric Logos and Pathos; Churchill	History of Rhetoric Analysing viewpoints: MLK & Kopatcha	History of Rhetoric Rhetorical Writing	History of Rhetoric Rhetorical writing
Cycle 3	W/C 27/03	W/C 18/04	W/C 25/04	W/C 01/05	W/C 08/05	W/C 15/05	W/C 22/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoFe Expedition	End of year celebration	Data Day 15/07
	History of Rhetoric Rhetorical Writing	Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	Assessment Prep	Assessment / revision	Assessment / revision	Narrative Poetry – closing gaps	Narrative Poetry – Closing gaps	Narrative poetry – closing gaps	Narrative poetry – closing gaps

Year 8 English

Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 21/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11
	Term 1	<i>School closed 31/08 and 1/09</i>							Term 2	<i>Data/Planning Day 12/13</i>	<i>Y8 Oxford Expedition</i>		
	Re-induction All 02/09 What was the 19 th Century like?	19th Century Voices: Poverty What was the 19 th Century like?	19th Century Voices: Poverty 'the orphan in 19 th Century literature' Great Expectations: analysing structural decisions (reading checkpoint and extended DIRT opportunity)	19th Century Voices: Poverty Dickens and societal issues/analysing Dickens' use of language in Oliver Twist (reading checkpoint and extended DIRT opportunity)	19th Century Voices: Poverty Dickens and authorial intention in Oliver Twist	19th Century Voices: Poverty 19 th Century Non-Fiction: revisiting how Logos and Pathos is created (reading checkpoint and extended DIRT opportunity)	19th Century Voices: poverty Transactional writing: writing to persuade (writing checkpoint and extended DIRT opportunity)	19th Century Voices: women Non-fiction: the role of women and Pankhurst's 'Freedom or Death' and creating Pathos	19th Century Voices: women Transactional writing: writing to persuade (writing checkpoint and extended DIRT opportunity) Pride and Prejudice	19th Century Voices: women Presentation of women in Great Expectations and Cousin Kate (reading checkpoint and extended DIRT opportunity)	19th Century Voices of Colour: 16 th to 19 th Century Depictions and Voices of Colour in Britain and the accomplishments of Mary Seacole	19th Century Voices of Colour: Non Fiction: Sojourner Truth and 12 Years a Slave (reading checkpoint and extended DIRT opportunity)	19th Century Voices of Colour: (writing checkpoint and extended DIRT opportunity)
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				<i>Assessment</i>	<i>Assessment</i>	Term 4 <i>Data Input 1</i>	<i>Data/Planning Day 4/5</i>	<i>Y7 Ullswater Expedition</i>		
	Romeo and Juliet	Romeo and Juliet	Reinduction Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Reinduction Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet
	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07	
	Term 5		<i>School closed 1/05</i>				Term 6 <i>Assessment</i>	<i>Assessment</i>	<i>Data Input 2</i>	<i>Y9 DofE Expedition</i>		<i>Data Day 15/07</i>	
Animal Farm Comprehension and retrieval of contextual knowledge	Reinduction Animal Farm Comprehension and reading	Animal Farm Comprehension and broken down language analysis	Animal Farm Summarising viewpoints, summarising the	Animal Farm Writing persuasively, comprehension and retrieval	Animal Farm Comprehension, retrieval and evaluative writing	Animal Farm Analysing structure, retrieval and comprehension	Animal Farm Comprehension, retrieval, thematic analysis and	Reinduction Animal Farm language analysis, thematic	Animal Farm Summarising viewpoints, summarising the	Animal Farm Broken down language analysis in poetry, analysis of language and	Animal Farm Writing descriptively	End of Year Celebration	

Year 9 English

Long Term Plan 2020/2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 21/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Re-induction All 02/09	Gothic Literature: Defining the Gothic Gothic conventions Identifying Gothic conventions	Gothic Literature: The Tell Tale Heart: structural analysis (reading checkpoint)	Gothic Literature: Sigmund Freud and the Uncanny and analysing language in Dr Jekyll and Mr Hyde (reading checkpoint and extended DIRT opportunity)	Gothic Literature: Frankenstein and evaluating ideas (reading checkpoint and extended DIRT opportunity)	Gothic Literature: analysing structural choices in Dr Jekyll and Mr Hyde (reading checkpoint and extended DIRT opportunity)	Gothic Literature: Narrative writing (writing checkpoint and opportunity for extended DIRT)	Gothic Literature: The Sublime Analysing language to describe the red room from Jane Eyre	Gothic Literature: analysing structural choices in Dracula (reading checkpoint and extended DIRT opportunity)	Gothic Literature: Analysing language to describe the sinister setting of The Woman in Black	Gothic Literature: Narrative writing (writing checkpoint and opportunity for extended DIRT)	Gothic Literature: Dr Jekyll and Mr Hyde , The Werewolf and evaluating ideas (reading checkpoint and extended DIRT opportunity)	Gothic Literature: Narrative writing (writing checkpoint and opportunity for extended DIRT)
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3						Term 4 Data Input 1	Data/Planning Day 4/5			
	Purple Hibiscus Cold Read (extended comprehension Do Nows to gauge understanding)	Purple Hibiscus Cold Read (extended comprehension Do Nows to gauge understanding)	Reinduction Purple Hibiscus Cold Read (extended comprehension Do Nows to gauge understanding)	Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry	Reinduction Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry	Purple Hibiscus / Identity Poetry
Cycle 3	W/C	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoFE Expedition		Data Day 15/07
	Language / opinion pieces	Reinduction Language / opinion pieces	Language / opinion pieces	Language / opinion pieces	Language (assessment prep)	Language (assessment prep)	Language (assessment prep)	Language (assessment prep)	Language (assessment prep)	Reinduction An Inspector Calls Cold Read	An Inspector Calls Cold Read	An Inspector Calls Context	An Inspector Calls Exposition and Mr Birling's

Year 12 English

Long Term Plan 2020/2021

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2													Data 1 Planning 1
Cycle 1	Orientation	Introduction to course. Course concepts and outline	Language and Identity. Language and Community beginning with Nothing's Changed and study of District Six. Independent research	Making Learning Visible. A series of lessons looking and exploratory thinking and 'See, Think, wonder' questions.	Marquez. Short Stories/Non Literary study. AVOMWEW and other short stories to begin exploring Magic Realism.	COADF Pre-Reading. Continue study of Garcia Marquez. Cultural, social and historical context.	COADF Chapter 1 Language analysis. Key terms: pathetic Fallacy. Magic Realism. Language and theme. Narrative voice.	COADF Chapter 2 Foreshadowing and evoking the senses. Analysing the text and analysing sensory writing. Close reading. Key term: Visceral	COADF Chapter 3 Consolidation of background and context. Who's who? An analysis of characters and relationships .Non-literary articles on Marquez. Colombia study.	COADF Thinking questions and close analysis of Chapter 4. Character relationships and victims and discriminations	COADF Chapter 5 Meaning and context. Considering the reliability of the narrator. Questioning motives and putting the story together.	COADF Self study lessons. Close Reading and quotation consolidation	Assessment on COADF Teaching the essay format. Research and secondary source search.	Paper 1 Practise Introduction to paper 1. Texts for practising applying skills. How to approach the paper.
		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3 Inset 3 & 4								Term 4 Data 2 Planning 2			
Cycle 2		Paper 1 Practise Language analysis of poems, articles and blogs	Paper 1 Practise Visual Literacy ppt. Analysis of images, cartoons and photographs	Paper 1 Practise Focused teaching with past paper practise, analysing texts and how to answer the question.	Mid Year Exams	Poetry of Philip Larkin Introduction to the life and career of Philip Larkin. This Be The Verse and how to annotate a poem	Exam feedback Lessons to focus on findings from the exam. General feedback and teaching mixed with individual feedback.	Poetry of Philip Larkin Church Going. Annotate the poem. Close language analysis. The Guardian articles	Poetry of Philip Larkin The Whitsun Weddings and To The Sea. Annotations and close language analysis along with poetic device analysis.	Poetry of Philip Larkin The Building, many Famous Feet Have Trod, Dockery and Son. Self Study of other Larkin Poems	Mock Oral Non-literary bodies of work to accompany Larkin's poetry. Looking for connections.	Mock Oral Run through of an Individual Oral. One poem selected from Larkin's poetry, accompanied by a non-literary text from a body of work.	Oral Individual Oral preparation. Select different Larkin poem and connect with a non-literary text from a body of work.	Oral Individual Orals. Administered through appointments.
		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
Cycle 3			Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3			
		Lectures on Hedda Gabler Context and other	Lectures on Hedda Gabler Context and other works	Hedda Gabler. Text in Translation.	Hedda Gabler Act 2 Hedda and Brack's	Hedda Gabler Act 3 Stage directions	Hedda Gabler And essay preparation Act 4	Hedda Gabler and essay Secondary source search and question	The World's Wife Carol Ann Duffy Introduction.	Exams	The World's Wife Carol Ann Duffy Little Red Cap,	The World's Wife. Independent Project/Essays. Students	The World's Wife Independent Project/Essays	The World's Wife Independent Project/Essays

