

CURRICULUM INTENT

‘Do not go where the path may lead, go instead where there is no path and leave a trail.’

Ralph Waldo Emerson

The English team at Biddulph High School wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds. All students are unique and we want students to thrive in their English lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become autonomous learners who actively seek out ways to become better. We want students to develop a lifelong love of learning and be equipped with the skills needed for the wider world whether that be vocational settings or further education.

SCHEME OF LEARNING/COURSES/CURRICULUM MAP

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
Unit / Text	Finding a Voice: ‘Of Mice and Men’ and producing original writing	Finding a Voice: ‘Of Mice and Men’ and producing original writing	Voices of Conflict: Unseen poetry and speeches	Voices of Conflict: Unseen poetry and speeches	Voices from Beyond: ‘The Woman in Black’	Voices from Beyond: ‘The Woman in Black’
AOs Addressed in SoW	Literature Paper 1 AO1, AO2, AO3, AO4	Language Paper 2 AO1, AO2, AO3, AO4	Literature Paper 2 AO1, AO2, AO3, AO4	Spoken Language AO7, AO8, AO9 Language Paper 1 and 2 Q5 AO5, AO6	Language Paper 2 AO1, AO2, AO3, AO4, AO5, AO6 and Spoken Language AO7, AO8, AO9	Literature Paper 1 AO1, AO2, AO4, AO5, AO6 and Language paper 1 AO1AO6
Assessment Tasks	Baseline descriptive writing task based on Paper 1, Question 5. Extract analysis question based on Literature Paper 1.	Writing to argue/persuade task based on Language Paper 2, Question 5.	Literature Paper 2: Section C question. Poem to be selected by the teacher from the Year 9 booklet and SOW.	Writing to describe task based on Language Paper 1, Question 5	Writing to argue/persuade based on Language Paper 2, Question 5.	Language Paper 1 Pixl Extract Paper

Year 10 Literature	HT1	HT2	HT3	HT4	HT5	HT6
Unit / Text	'An Inspector Calls'	'A Christmas Carol'	'Romeo and Juliet'	AQA GCSE Poetry Anthology	Unseen poetry	Literature Paper 1 and 2 skills
AOs	Literature Paper 1 AO1, AO2, AO3, AO4	Literature Paper 1 AO1, AO2, AO3, AO4	Literature Paper 1 AO1, AO2, AO3, AO4	Literature Paper 1 AO1, AO2, AO3, AO4	Literature Paper 2 AO1-AO4	Literature Paper 2 All AOs
Assessment Tasks	In class assessments.	'A Christmas Carol' extract question taken from a past paper.	In class assessments.	'Romeo and Juliet' extract question taken from a past paper.	In class assessments.	Mock Exam Literature Paper 1
Year 10 Language	HT1	HT2	HT3	HT4	HT5	HT6
Unit/Text	Language Skills: Identify and interpret themes, summarise ideas and information, evaluate writers' methods, analyse and evaluate how form and structure contribute to the meaning of a text.	Language Skills: Identify and interpret themes, summarise ideas and information, evaluate writers' methods, analyse and evaluate how form and structure contribute to the meaning of a text.	Language Skills: Identify and interpret themes, summarise ideas and information, evaluate writers' methods, analyse and evaluate how form and structure contribute to the meaning of a text.	Language Skills: Identify and interpret themes, summarise ideas and information, evaluate writers' methods, analyse and evaluate how form and structure contribute to the meaning of a text.	Language Skills: Identify and interpret themes, summarise ideas and information, evaluate writers' methods, analyse and evaluate how form and structure contribute to the meaning of a text.	Language Skills: Identify and interpret themes, summarise ideas and information, evaluate writers' methods, analyse and evaluate how form and structure contribute to the meaning of a text.
AOs	Paper 1 Language AO1 – AO6	Paper 1 Language AO1 – AO6	Paper 2 Language AO1AO6	Paper 2 Language AO1-AO6	All AOs	AOs
Assessment Tasks		November Assessment Week – Paper 1		February Assessment Week – Paper 2	Assessments to be set by the class teacher based on the needs of the group	MOCK EXAM (June) and Spoken presentation to an audience

Year 11 Language	HT1	HT2	HT3	HT4	HT5	HT6
Unit/Text	Paper 1 Skills	Paper 1 and 2 Skills	Paper 1 and 2 Skills Skills	Paper 1 and 2 Skills	Paper 1 and 2 Skills	N/A
AOs	Paper 1 Language AO1 – AO6	Paper 1 Language AO1 – AO6	Paper 2 Language AO1AO6	Paper 2 Language AO1-AO6	All AOs	
Assessment Tasks		MOCK EXAM (November) Language Paper 1		MOCK EXAM (February) Language Paper 2		
Year 11 Literature	HT1	HT2	HT3	HT4	HT5	HT6
Unit / Text	Revisit texts for the Paper 1 exam.	Revisit texts for the Paper 2 exam.	Revisit the skills needed for both exam papers in preparation for the mock examinations.	Teacher to focus on specific areas for development based on the mock examination results from both Literature Paper 1 and 2.	Preparation for Papers 1 and 2.	N/A
AOs	Literature Paper 1 AO1, AO2, AO3, AO4	Literature Paper 2 AO1, AO2, AO3, AO4	All AOs	All AOs	All AOs	
Assessment Tasks	'Romeo and Juliet', 'A Christmas Carol' tasks to be set by the class teacher in preparation for the mock exams.	MOCK EXAMS (November): Literature Paper 1		MOCK EXAMS (February): Literature Paper 2	Assessments to be set by the class teacher based on the needs of the group.	
Year 11 Literature	HT1	HT2	HT3	HT4	HT5	HT6

Unit/Text	'An Inspector Calls'	'An Inspector Calls' and Poetry	Unseen Poetry	Literature to be determined by the specific needs of the class.	Literature to be determined by the specific needs of the class.	
AOs	AO1-AO4	AO1-AO4	AO1-AO2	All AOs	All AOs	
Assessment	In class essay questions	MOCK EXAM – November – Literature Paper 2	In class essay questions	MOCK EXAM - February	In class essay questions	

Feedback Policy

The key purpose of feedback is to promote learning and growth. A wide array of formal and informal assessment methods are used as part of the learning process, all of which are designed to promote independent learning enabling students to take the next steps to improve.

Formative Assessment will take place during day to day classroom practice. There will be opportunities for students to receive immediate feedback which is a key aspect of effective assessment in English. They include:

- Peer- and self- assessment;
- Verbal feedback from the teacher;
- Question and answer opportunities;
- Mini-plenaries that review and identify learning during and at the end of lessons;
- Quizzes to test understanding of a topic.

Exercise books will be used for a combination of note-making, drafting and examination-style responses. A minimum of one major piece of work will be assessed every half term. However, other tasks will be marked at the teacher's discretion. Students are expected to respond to feedback and act on it as it is only through a willingness to improve and try new ways of doing things that progress can be made.