Forensic Learning Points at Kineton High School: English Department - revised

	Key Stage 3			Key Stage 4 – teaching from Sept 2024 onwards (Y10)	
Time	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Autumn 1	**Topic: Myths** **Curriculum end points:** 1) Learn how to use context and a variety of writing skills to create a mythological character. 2) Learn how to use a range of genre-specific texts, and theories, as inspiration to write a mythological narrative. **Vocab:** Myth, hamartia, hubris, quest, Campbell's narrative structure. **Main Assessments:** 1) **Baseline – comprehension (AO1, AO2)** **2) Creative writing: description (A05, AO6)** **3) Creative writing: narrative (AO5, AO6)**	**Topic: Conflict Poetry** **Curriculum end points:** 1) Explore how poetry can be used for multiple purposes, including protestations. 2) Understand the relevance of poetry across time. 3) Learn how to analyse and evaluate poetic methods and how these support poets' messages. **Vocab:** Poetic terminology (including enjambment, rhyme scheme, caesura etc.) propaganda, refugee, asylum seeker. **Main Assessments:** **1) Poetry analysis: modern poem (AO1, AO2, AO3)** **2) Poetry analysis: 'Dulce Et Decorum Est' (AO1, AO2, AO3)**	**Topic: Crime and Punishment through the ages** **Curriculum end points:** 1) Explore the contextual factors of Victorian England. 2) Apply contextual understanding to interpretations of texts (fiction and non-fiction). 3) Understand fundamental differences between fiction and non-fiction sources, evaluating writers' viewpoints and perspectives (as linked to L2Q4). **Vocab:** Judicial systems, punitive, capital, vengeance **Main Assessments:** • **Comparison of writers' viewpoints and perspectives**	**Topic: Introduction to AQA Poetry anthology: Power and Conflict** **Curriculum end points:** 1. Explore and evaluate the contextual influences surrounding poetry/poets from varying time periods. 2. Develop essay skills through analytical writing. 3. Explore poetic methods and learn how to approach poetry from an unseen perspective. **Vocab:** Poetic terminology (including enjambment, rhyme scheme, caesura etc.) **Main Assessments:** **Fortnightly essay practice, encompassing:** • **Poetry analysis of one poem (style of the Unseen).** • **Poetry comparison of two named poems (closed book).**	**Topic: 'Romeo and Juliet'** **Curriculum end points:** 1) Explore and evaluate the contextual influences surrounding Shakespeare in his writing of *Romeo and Juliet.* 2) Develop essay skills through analytical writing. 3) Have a clear understanding of the plot, characters, themes of the play as well as its genre as a tragedy. 4) Analyse how methods support and shape meanings. **Vocab:** Incl. literary devices, e.g. hamartia, peripeteia, dramatic irony; Elizabethan, patriarchy, motif, sonnet, iambic pentameter, prologue, clandestine. **Main Assessments:** • **Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)**

			(Wilde and Dickens) (AO1, AO2) • **Prison reform speech – BLM (AO5, AO6)**		

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Autumn 2	**Topic: Dragon's Den** **Curriculum end points:** 1) Understand what makes a successful pitch. 2) Explore how marketing is used to influence audiences. 3) Develop confidence in persuasive methods and spoken language. **Vocab:** entrepreneur, USP, equity, demographics, spin, DAFOREST **Main Assessments:** • **Writing assessment: selling the unsellable.** • **Spoken presentation: product of your own invention.**	**Topic: Imitation in the media** **Curriculum end points:** 1) Understand what media is and how it affects/is affected by society. 2) Explore satirical publications, focusing on the conventions of satire. 3) Examine the role of bias in the media and how this shapes our consumption of this? 4) Use satirical methods to create own satirical article. **Vocab**: Subversion, reversal, satire, mockery, sarcasm, hyperbole, diminution, parody, pastiche **Main Assessments:** • **Reading: analyse use of imitation in The Simpsons**	**Topic: Gothic** **Curriculum end points:** 1) Explore the conventions of the Gothic genre, including its influence on works by Poe, Grimm, Stoker, Shelley. 2) Analyse the effects of writers' methods (AO2). 3) Develop creative writing skills inspired by the Gothic. **Vocab:** Gothic, the Uncanny, subversion, protagonist, antagonist, subject terminology (e.g. pathetic fallacy). **Main Assessments:** • **Analysis: 'The Raven' (AO1, AO2, AO3)** • **Writing: Subverted fairy tales (AO5, AO6).**	**Topic: Jekyll & Hyde** **Curriculum end points:** 1) Explore and evaluate the contextual influences surrounding the writing of the novella. 2) Develop essay skills through analytical writing. 3) Explore writers' methods, evaluating writers' choices. 4) Foster a critical and exploratory approach to develop lines of argument. **Vocab:** Frued, Id, Ego, Superego, Queer theory,	**Topic: A Christmas Carol** **Curriculum end points:** 1) Explore and evaluate the contextual influences surrounding the writing of the novella. 2) Develop essay skills through analytical writing. 3) Explore writers' methods, evaluating writers' choices. 4) Form coherent and critical lines of argument. **Vocab:** Poverty, class, charity, Thomas Malthus, greed, cautionary tale.	**Topic: Language Paper 1 – section A and B** **Curriculum end points:** 1) Explore the conventions of fiction writing, focusing on analysing the language and structural features employed by writers. 2) Explore the format of section A of the Language Paper 1 exam. 3) Develop precise skills for answering each question - including analysis, evaluation, criticism. 4) Explore a variety of genres. 5) Explore the format of section B of the Language Paper 1 exam. 6) Hone descriptive writing skills; hone narrative writing skills (AO5). 7) Become confident and critical editors. 8) Have a precise accuracy of using advanced punctuation (AO6). **Vocab:** Language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists, shifts in focus, in media res; narrative point of view; narrative perspective; compound, complex, simple, minor sentences.

		• **Writing: sincere vs satirical articles (AO5, AO6)**		repression, Victorian Underworld, Charles Darwin **Main Assessments:** • **Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)**	**Main Assessments:** • **Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)**	

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Spring 1	**Topic: 'The Last Paper Crane'** **Curriculum end points:** 1. Explore the contextual factors of the bombing of Hiroshima. 2. Learn how writers' methods shape meanings, e.g. the use of the haiku in Japanese culture. 3. Explore how writers influence readers evoking sympathy. **Vocab:** Haiku, radiation; moral dilemma; literary methods, e.g. dual narrative, metaphors, juxtaposition. **Main Assessments:** • **Analysis: extract based (AO1,2,3)** • **Analysis: thematic approach (AO1,2,3)** • **Writing: Haikus (AO5, AO6)**	**Topic: 'Don't Stop Thinking About Tomorrow'** **Curriculum end points:** 1. Explore the contextual factors of modern-day conflict, refugees and asylum seekers, critically evaluating their presentation in the media. 2. Learn how writers' methods shape meanings, e.g. dual narrative. 3. Form a personal response to a text.	**Topic: 'The Hunger Games'** **Curriculum end points:** 1. Explore conventions of the dystopian genre. 2. Analyse and evaluate writers' choices of methods and how these shape meanings. 3. Explore the role of rebellion in modern society. **Vocab**: Dystopia, subversion, rebellion, uprising. **Main Assessments:**	**Topic: 'When the World Was Ours'** **Curriculum end points:** 1) Explore the contextual factors of the Holocaust. 2) Evaluate writer bias, exploring controversy and public response to stereotypes/ stereotypical texts. 3) Explore how methods shape meaning, evaluating writers' choices. 4) Understand the gravity of the Holocaust and how we must not allow it to happen again – modern examples of segregation, genocide, racism, hatred. **Vocab:** Segregation, ghettoization, all language/structural techniques; multiple narrative voices.	**Topic: 'Pigeon English'** **Curriculum end points:** 1) Explore and evaluate the contextual influences surrounding Knife crime and Damilola Taylor, prejudice and immigration. 2) Develop essay skills through analytical writing. 3) Have a clear understanding of the plot, characters, themes of the novel. 4) Analyse the novel exploring Kelman's purpose and evaluate the way a strong voice is created. **Vocab:** homicide, gentrification, creole, pidgin English, assimilation, immigration, diaspora, marinalization; literary devices, e.g. narrative perspective, colloquialisms, dialect, idioms. **Main Assessments:** • **Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)**	**Topic: Interleaved revision – Lang and Lit papers 1 and 2** **Curriculum end points:** 1. Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. 2. Develop essay skills through analytical writing. 3. Develop creative writing skills through a variety of stimuli and topical statements. **Vocab:** All language and structural terminology, as listed in previous sections. **Main Assessments:** • **Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers.** • **Mock exam**

		Vocab: Refugee, asylum seeker, displaced, xenophobia, dual narrative. **Main Assessments:** • **Analysis: extract based (AO1,2,3)** • **Writing: Hafiz's journey (AO5, AO6)**	• **Analysis: extract based (AO1,2,3)** • **Analysis: thematic approach (AO1,2,3)**	**Main Assessments:** • **Analysis: extract based (AO1,2,3)** • **Analysis: thematic approach (AO1,2,3)**		

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Spring 2	**Topic: 'The Last Paper Crane'** **Curriculum end points:** • Explore the contextual factors of the bombing of Hiroshima. • Learn how writers' methods shape meanings, e.g. the use of the haiku in Japanese culture. • Explore how writers influence readers evoking sympathy. **Vocab:** Haiku, radiation; moral dilemma; literary methods, e.g. dual narrative, metaphors, juxtaposition. **Main Assessments:**	**Topic: 'Don't Stop Thinking About Tomorrow'** **Curriculum end points:** 1. Explore the contextual factors of modern-day conflict, refugees and asylum seekers, critically evaluating their presentation in the media. 2. Learn how writers' methods shape meanings, e.g. dual narrative. 3. Form a personal response to a text.	**Topic: 'The Hunger Games'** **Curriculum end points:** 1. Explore conventions of the dystopian genre. 2. Analyse and evaluate writers' choices of methods and how these shape meanings. 3. Explore the role of rebellion in modern society. **Vocab**: Dystopia, subversion, rebellion, uprising. **Main Assessments:**	**Topic: 'When the World Was Ours'** **Curriculum end points:** 1) Explore the contextual factors of the Holocaust. 2) Evaluate writer bias, exploring controversy and public response to stereotypes/ stereotypical texts. 3) Explore how methods shape meaning, evaluating writers' choices. 4) Understand the gravity of the Holocaust and how we must not allow it to happen again – modern examples of segregation, genocide, racism, hatred. **Vocab:** Segregation, ghettoization, all language/structural techniques; multiple narrative voices.	**Language Paper 2 (B) and Spoken Lang** **Topic: 'Pigeon Eng' (cont.) and Spoken Language endorsement (style of Lang 2 Q5 – can be about 'Pigeon Eng')** **Curriculum end points:** • Recap/essay practice linking to previous 'Pigeon English' unit. • Explore the conventions of transactional writing, as well as speeches. • Develop presentational skills, e.g. projection of voice, pace, eye contact. • Use standard English to articulate opinions clearly and appropriate to genre, audience and purpose. **Vocab:** Language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists. **Main Assessments:** • **Spoken language presentation.**	**Topic: Interleaved revision – Lang and Lit papers 1 and 2** **Curriculum end points:** 1. Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. 2. Develop essay skills through analytical writing. 3. Develop creative writing skills through a variety of stimuli and topical statements. **Vocab:** All language and structural terminology, as listed in previous sections. **Main Assessments:** • **Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers.** • **GCSE exam**

	• **Analysis: extract based (AO1,2,3)** • **Analysis: thematic approach (AO1,2,3)** • **Writing: Haikus (AO5, AO6)**	**Vocab**: Refugee, asylum seeker, displaced, xenophobia, dual narrative. **Main Assessments:** • **Analysis: extract based (AO1,2,3)** • **Writing: Hafiz's journey (AO5, AO6)**	• **Analysis: extract based (AO1,2,3)** • **Analysis: thematic approach (AO1,2,3)**	**Main Assessments:** • **Analysis: extract based (AO1,2,3)** • **Analysis: thematic approach (AO1,2,3)**	• **Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers.**	

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Summer 1	**Topic: Poetry from diverse cultures** **Curriculum end points:** 1. Explore a variety of cultures and how these have influenced poets and their work. 2. Explore how writers' methods shape the meanings of texts. 3. Understand the conventions of poetry and apply these to own writing. **Vocab:** Persona; poetic devices, e.g. semantic field, form, stanza, etc. **Main Assessments:** • **Analysis of poem (AO1,2,3)** • **Own poem writing (AO5, AO6)**	**Topic: The Power of Rhetoric** **Curriculum end points:** 1. Understand what is meant by 'rhetoric,' as well as its role in fiction and non-fiction pieces of writing, especially speeches. 2. Consider a diverse range of fictitious speeches, from Shakespeare to 'A Bug's Life,' exploring what they have in common and how they achieve their purposes. 3. Explore a variety of speeches over time – ranging from Elizabeth I to Barack Obama – analysing how they achieve their purpose. **Vocab**: Literary devices, e.g. emotive language, rhetorical questions, tricolon. **Main Assessments:** • **Non-fiction speech (AO5, AO6)** • **Fiction speech (AO5, AO6)**	**Topic: Poetry across the ages** **Curriculum end points:** 1. Explore a variety poems across multiple eras and consider how these eras have influenced poets and their work. 2. Explore how writers' methods shape the meanings of texts. 3. Understand the conventions of poetry and apply these to own writing. **Vocab:** Persona; poetic devices, e.g. semantic field, form, stanza, etc. **Main Assessments:** • **Analysis of poem (AO1,2,3)** • **Own poem writing (AO5, AO6) and commentary of influences**	**Topic: Lang paper 2(A)** **Curriculum end points:** 1) Explore the format of section A of the Language Paper 2 exam. Particular focus on the exploration of viewpoints and perspectives, and the skills of summarising. 2) Develop precise skills for answering each question - including analysis, evaluation, criticism, comparison. 3) Use standard English to articulate opinions clearly and appropriate to genre, audience and purpose. **Vocab:** Language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists, tricolons, repetition, direct address; genre; audience; purpose; register; tone; judicious. **Main Assessments:** **Fortnightly exam questions – marked through self/peer-assessment or FAR-marked by teachers (AO1, AO2; AO3)**	**Topic: Interleaved revision – Lang and Lit papers 1 and 2** **Curriculum end points:** 1. Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. 2. Develop essay skills through analytical writing. 3. Develop creative writing skills through a variety of stimuli and topical statements. **Vocab:** All language and structural terminology, as listed in previous sections. **Main Assessments:** • **Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers.** • **GCSE exam**

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Summer 2	**Topic: Shakespeare – *Macbeth* in Miniature** **Curriculum end points:** 1. Explore the conventions of Shakespearean tragedies. 2. Explore the restrictions of the time period – context, e.g. honour, reputation. 3. Understand the devices used in drama, e.g. dramatic irony, soliloquy. **Vocab:** Literary devices, e.g. dramatic irony, soliloquy; patriarchy, asides, irony, malignity, toxic masculinity. **Main Assessments:** • **Persuasive writing – Ruff Times**	**Topic: Frankenstein – the play (Pulman)** **Curriculum end points:** 1. Explore the context surrounding the Romantic era of writing, e.g. discovery of electricity, progression of science. 2. Consider the original text, in comparison with its modern counterpart (and its form as a play). 3. Explore how Pulman presents characters and how these presentations influence an audience's reaction. **Vocab**: Romanticism; all literary devices, e.g. stage directions. **Main Assessments:** • **Analysis of extract (AO1, AO2, AO3)** • **Essay question: thematic (AO1, AO2, AO3)**	**Topic: Shakespeare – *Twelfth Night*** **Curriculum end points:** 1) Explore and evaluate the contextual influences surrounding Shakespeare, e.g. Puritanism, role of women. 2) Develop analytical skills through close analysis. 3) Have a clear understanding of the plot, characters, themes of the play as well as its genre (comedy/tragedy/history). 4) Analyse how methods support and shape meanings. **Vocab:** Literary devices, e.g. dramatic irony, soliloquy; patriarchy. **Main Assessments:** • **Reading assessment - character based (AO1, AO2, AO3)** • **Spoken language presentation – role of Malvolio.**	**Topic: AQA Poetry anthology: Power and Conflict AND UNSEEN and interleaved revision** **Curriculum end points:** 1) Explore and evaluate the contextual influences surrounding poetry/poets from varying time periods. 2) Develop essay skills through analytical writing. 3) Explore poetic methods and learn how to approach poetry from an unseen perspective. 4) Explore a wide range of unseen poems, considering their forms and structures. **Vocab:** Poetic terminology (including enjambment, rhyme scheme, caesura etc.) **Fortnightly essay practice, encompassing:** **Main Assessments:** • **Poetry analysis of one poem (style of the Unseen).**	**Topic: Interleaved revision – Lang and Lit papers 1 and 2** **Curriculum end points:** • Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component. • Develop essay skills through analytical writing. • Develop creative writing skills through a variety of stimuli and topical statements. **Vocab:** All language and structural terminology, as listed in previous sections. **Main Assessments:** • **GCSE exam**

	• **Analytical writing - supernatural**			• **Unseen analysis (24 marks) and comparison of two unseen poems (8 marks).**	