



## Key Stage 4 Framework for Learning Year 9 2018-2019: Happy Foundations

### Curriculum Area: English

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Syllabus</b>	AQA English Literature 8702 (Literature Paper 2)	AQA English Language 8700 (Language Paper 2)	AQA English Literature 8702 (Literature Paper 1)	AQA English Literature 8702 (Literature Paper 1 – finishing Jekyll and Hyde, then Literature Paper 2 – Poetry Anthology and Unseen Poetry)	AQA English Literature 8702 (Literature Paper 2 – finishing Poetry Anthology and Unseen Poetry, then Literature Paper 1 – An Introduction to Macbeth)	AQA English Literature 8702 (Literature Paper 1 – finish Macbeth and summative unit on Jekyll and Hyde )
<b>Knowledge</b>	<p><b><u>Of Mice and Men</u></b> This unit will give students an opportunity to study a novel. This novel is no longer part of the syllabus but will serve the purpose of being a text where the skills can be applied for Literature Paper 2 (LOTF). This will give students vital experience in knowing a text and being able to react to a question in closed book conditions to mirror the skills they will need for Literature Paper 2.</p> <p>The text is a novella and as such students can both enjoy the literary heritage of the text as well as to explore the effect of the writer's methods throughout. This unit will expose students to both GCSE English Language and GCSE English Literature skills.</p>	<p><b><u>What makes us human?</u></b> This unit will aim to combine studying a variety of fiction and non-fiction texts and the AQA GCSE Language Paper 2. This will allow students to answer a range of questions that directly links to their GCSE studies but also reflects and builds on the Language papers studied in Years 7 and 8.</p> <p>Students will engage with both reading and writing mark schemes as well as being given opportunities to develop their oracy skills. This will enhance their ability to develop their own personal opinions on current and historical topics. Additionally, the focus on key questions about what it means to</p>	<p><b><u>Jekyll and Hyde</u></b> This unit will explore the novel <i>Jekyll and Hyde</i> and will be the first text students will study that is a GCSE text.</p> <p>The text fits into Literature Paper 1 and students will sit this exam as part of their English Literature GCSE.</p> <p>The content of the module will allow students to become acquainted with the characters and their role in the narrative. The events that occur as Hyde becomes more powerful will be explored, and the role society played in the repression of Jekyll's inner character/emotions.</p> <p>It will be interesting to compare how students view Jekyll as the novel</p>	<p><b><u>Completion of Jekyll and Hyde unit and THEN START Poetry Anthology AND unseen.</u></b> (For more information on the Jekyll and Hyde unit see previous column)</p> <p><b><u>Poetry (using an anthology)</u></b> This unit will explore a collection of poems, both literary heritage and contemporary. The choice of poetry will span across centuries (19<sup>th</sup> /20<sup>th</sup> and 21<sup>st</sup>) to ensure that students are being exposed to a range. This SOW will also include a selection of 'Love and Relationship' poems from the AQA GCSE Anthology to give students exposure to these poems that they need to know for</p>	<p><b><u>Completion of Poetry Anthology and Unseen unit and THEN START an Introduction to Macbeth</u></b> (For more information on the Poetry unit, see previous column)</p> <p><b><u>Shakespeare - Macbeth</u></b> This unit will give students an opportunity to study a Macbeth, which they do for GCSE, from a contextual starting point.</p> <p>The unit will focus on key elements of context and draw out knowledge and understanding of that context and then link to the famous scenes in the play to illustrate how that context has impacted Shakespeare's work and message.</p> <p>Students will engage with the characters and their</p>	<p><b><u>Completion of Macbeth and THEN START summative unit on revision and big ideas in Jekyll and Hyde</u></b> (For more information on the Macbeth unit, see previous column)</p> <p><b><u>Summative unit – Jekyll and Hyde</u></b> This unit will give pupils the chance to revise the plot, characters and themes of this GCSE text. They will have experience of producing revision cards and mind maps as they really commit elements of the text to memory.</p> <p>Pupils will be encouraged to see the text as a whole through a final Oracy presentation on one of the key themes or ideas in the text.</p>

ELE – 1 Day:

ELE – 3 Days



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	Students will engage with the characters and their relationships with each other, key events as well as considering the role of the overarching theme: The American Dream. There will be continuous cross referencing to other parts of the novella to emulate the new AQA exam style.	be humans and the challenges we face as a society will develop the pupils' character, as it will lead to them using their empathy skills and tackling those big questions from viewpoints other than their own.	progresses and who is ultimately to blame for the urban terror that is created by one man's desire to further his knowledge.	Literature Paper 2.  The poems will be thematically linked to ensure that the students can compare poetry as well as analyse a piece separately as is demanded in the GCSE Literature exam.	relationships with each other and key events as well as considering the role of overarching themes and contextual factors. There will be continuous cross referencing to other parts of the play to emulate the AQA exam style. This unit of work will allow us to focus on the lesser-known scenes and resultant character development, as per the demands of the new exam paper.	
<b>Skills</b>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of</li> </ul>	<p>With this unit having a <b>LANGUAGE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>*Study the effects language and structure have on a text.</li> <li>*Read for meaning</li> <li>*Summarise key ideas from a range of texts and offer some comparison too</li> <li>*Plan essays successfully</li> <li>*Structure a coherent and sophisticated essay</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Identify writers' methods and comment on/analyse the effects of these choices</li> <li>*Compare texts together</li> </ul>	<p>With this unit having a <b>LITERATURE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of</li> </ul>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods</li> <li>*Embed subject terminology confidently when analysing poetry</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a poem and</li> </ul>	<p>With this unit having a <b>LITERATURE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to link context to:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> </ul>	<p><b>SUMMATIVE UNIT</b></p> <p>Pupils will work on revision skills, develop their memory and skills of retention, and explicitly practice their Oracy skills.</p>



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	<p>references to support their ideas</p> <p>The nature of the exam will require students to engage with the text as a whole and is a closed-book exam. Students will need to understand the themes, characters and plotline in order to choose the question they feel most confident with and being insightful without an extract.</p> <p><b><u>WRITING:</u></b></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novella is being used</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p>	<p>by looking specifically at writers' viewpoints and perspectives</p> <p>*Form a convincing opinion on a text and justify it in essay form</p> <p>Students need to be introduced to a wide range of texts that include opinions and viewpoints – both from 20<sup>th</sup>/21<sup>st</sup> century and 19<sup>th</sup> century. This is a good opportunity to practice some key reading skills in preparation for the study of Jekyll and Hyde to boost resilience in reading older texts.</p> <p><b><u>WRITING:</u></b></p> <p>*Respond to a discursive writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices</p> <p>*Use a range of language and structural devices to create specific effects</p> <p>*Create engaging pieces of writing that contain relevant and imaginative ideas</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will</p>	<p>references to support their ideas</p> <p>The nature of the exam will require students to engage with an extract in order to respond to a question. They must be reminded that although the extract will provide them with some context and the ability to analyse, that it is up to them to know the plot and how the focus of the question is explored elsewhere in the story.</p> <p><b><u>WRITING:</u></b></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novella is being used</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p>	<p>how that links with the perceptions and ideas of the text</p> <p>*Compare texts together by looking specifically at writers' methods and messages</p> <p>*Embed a range of references to support their ideas</p> <p>Students will need to be reminded that although one poem will be in their exam booklet, they need to be able to make a range of links in order to choose a relevant and appropriate poem to compare it to.</p> <p><b><u>WRITING:</u></b></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of the wider ideas the poetry conveys.</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar.</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p>	<p>*Embed a range of references to support their ideas</p> <p>The nature of the exam will require students to engage with an extract in order to respond to a question. They must be reminded that although the extract will provide them with some context and the ability to analyse, that it is up to them to know the plot and how the focus of the question is explored elsewhere in the story.</p> <p><b><u>WRITING:</u></b></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novella is being used</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p>		
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		<p>also be assessed. Students should be reminded of the need to consider the text type of the text they are tasked with producing and adhering to the formalities of each type of writing to ensure they are getting the required marks for 'Purpose'.</p> <p><b>COMMUNICATION:</b> *Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work. This could help students to build Oracy skills through debating and reading speeches.</p>				
<b>Assessment</b>	<p><i>Marking Point 1:</i> Students will complete an extract question that will emulate the exam: <b>How does Steinbeck present the relationship between George and Lennie in the opening of the novella?</b> <b>OR</b> <b>How important is setting in the opening of the novella?</b></p> <p><i>Marking Point 2:</i> Students will complete a response that focuses on Literature Paper 2 skills. Students should be presented with a thematic or character based question to further their knowledge of how to craft a successful</p>	<p><i>Marking Point 1:</i> Students will be asked to write a discursive piece of writing in response to the following task. <b>'Cloning humans will only lead to the destruction of the human race'.</b> <b>Write a letter to a broadsheet newspaper to explain your view on this statement.</b></p> <p><i>Marking Point 2:</i> <b>PROGRESS TEST</b> <b>Discursive writing</b> Students will be asked to write a discursive piece of writing in the style of Language Paper 2 Question 5, where the</p>	<p><i>Marking Point 1:</i> Students will complete a descriptive piece of writing on the setting. They will be given a picture from Victorian London and asked to describe it in the style of Language Paper 1 Question 5.</p> <p><i>Marking Point 2:</i> Students will complete an extract question which will prepare them for the nature of Literature Paper 1. <b>Starting with this extract, how does Stevenson create a sense of ___</b> <b>Write about:</b> • <b>how Stevenson creates a sense of ___ in this extract</b></p>	<p><i>Marking Point 1:</i> <b>PROGRESS TEST</b> Students will complete an extract question which will prepare them for the nature of Literature Paper 1. See previous Jekyll and Hyde marking points for the style of question.</p> <p><i>Marking Point 2</i> Students will produce a letter as a character from Jekyll and Hyde.</p> <p><i>Marking Point 3:</i> <b>(poetry)</b> Students will be asked to respond to a question that will be a starting point in preparation for</p>	<p><i>Marking Point 1:</i> <b>(poetry)</b> Students will be asked to develop their understanding of the Literature Paper 2 Anthology section further by responding to a question in the exact style of the exam, such as: <b>Compare how love is presented in When We Two Parted and any other poem we have studied.</b></p> <p><i>Marking Point 2:</i> <b>(Macbeth)</b> Pupils will answer an extract-based question in the style of Literature Paper 1: <b>Starting with this extract, to what extent</b></p>	<p><i>Marking Point 1</i> Students will complete an extract question on a theme from Macbeth to prepare them for their Progress Test: <b>Starting with this extract, how is the theme of ambition presented in the play?</b> <b>Write about:</b> *How Shakespeare presents the theme of ambition in this extract *How Shakespeare presents the theme of ambition in the play as a whole</p> <p><i>Marking point 2</i> <b>PROGRESS TEST</b> Students will complete an extract question which</p>



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	<p>response. For example, <b>To what extent is Of Mice and Men a violent novella?</b> <b>OR</b> <b>How is Lennie presented as a key character?</b></p> <p><i>Marking Point 3:</i> Creative writing: students will complete a response that focuses on their creative writing skills as a way to respond to the novella as a whole. They will be asked to draw on their knowledge of context and write a story or a description set in the same era as the novella.</p>	<p><b>pupils get a statement and have to respond by writing in the style of a speech, a letter, an article, a leaflet or an essay.</b></p> <p><i>Marking Point 3:</i> Students will complete an assessed Oracy piece: a group discussion on the statement: Scientific discovery has left little place for religion in today's society.</p> <p><i>Marking Point 4:</i> Students complete a Language Paper 2 Question 4, comparing the viewpoints and methods in two articles, one contemporary article and one Victorian article.</p>	<ul style="list-style-type: none"> <li>• <b>how Stevenson create a sense of ___ in the novel as a whole.</b></li> </ul> <p><i>Marking Point 3:</i> Students will complete an extract question which will prepare them for the nature of Literature Paper 1.</p> <p><b>Starting with this extract, how does Stevenson create a sense of fear?</b></p> <p><u>Write about:</u></p> <ul style="list-style-type: none"> <li>• <b>how Stevenson creates a sense of fear in this extract</b></li> <li>• <b>how Stevenson create a sense of fear in the novel as a whole.</b></li> </ul>	<p>the poetry anthology section of Literature Paper 2, such as <b>Compare how the poet presents the speaker's obsessive love in The Farmer's Bride and Porphyria's Lover.</b></p>	<p><b>does Shakespeare present Macbeth as a powerful character?</b></p> <p><u>Write about:</u></p> <ul style="list-style-type: none"> <li>*<b>How Shakespeare presents Macbeth as a powerful character in this extract</b></li> <li>*<b>How Shakespeare presents Macbeth as a powerful character elsewhere in the play</b></li> </ul>	<p><b>will prepare them for the Shakespeare question on Literature Paper 1. See previous Macbeth marking points for the style of question.</b></p> <p><i>Marking Point 3</i> Students will complete an assessed Oracy piece: an individual speech in response to one of the "big questions" or statements generated by Jekyll and Hyde.</p>
<p><b>Cultural Enrichment</b></p>	<p><b>READ</b> More Steinbeck: The Grapes of Wrath; biographies of Steinbeck; Of Mice and Men and the Poem to a Mouse by Robert Burns; To Kill a Mockingbird for its tragic realism and topic links; Water for Elephants by Sara Gruen as an example of a book set in the same era.</p> <p><b>WATCH</b> The 1992 version of the film or a live performance of the play to see how the novel has been adapted</p> <p><b>VISIT</b> The Pankhurst Centre to look at the theme of gender</p>	<p><b>READ</b> Books the extracts are from: 1984, Never Let Me Go, The Hunger Games, Divergent; other teenage dystopian fiction such as Ready Player One</p> <p><b>WATCH</b> Films of the novels we use extracts from to see how the novel is adapted; dystopian films such as Maze Runner. The Truman Show to explore questions about appearance and reality.</p> <p><b>VISIT</b> Manchester Art Gallery and the Whitworth Art</p>	<p><b>READ</b> Other gothic fiction such as Frankenstein by Mary Shelley and Bram Stoker's Dracula. Twelve Minutes to Midnight by Christopher Edge is an easier introduction to gothic-style fiction. Edgar Allan Poe's short stories: A Tell-tale Heart, The Pit and the Pendulum, Monkey's Paw, Fall of the House of Usher. Historical documents/articles about Victorian freakshows and the development of technology, science and understanding of human nature. Articles can be</p>	<p><b>READ</b> Other poems by the classic poets: My Last Duchess and The Laboratory by Robert Browning, She Walks in Beauty by Lord Byron; novel by Thomas Hardy: Tess of the D'Urbervilles, Far From the Madding Crowd; a biography of Lemn Sissay; Jane Eyre by Charlotte Bronte to understand the role of women in the past.</p> <p><b>WATCH</b> Lemn Sissay's poems on YouTube.</p> <p><b>VISIT</b> Lemn Sissay's landmark</p>	<p><b>READ</b> <a href="http://explore.bl.uk/primo/libweb/action/dls_eaarch.do?vid=BLVU1&amp;institute=BL&amp;search_scope=LSCOP-WEBSITE&amp;query=anycontains,witchcraft&amp;tab=website_tab">Articles from the British Library online catalogue about witchcraft through the ages: <a href="http://explore.bl.uk/primo/libweb/action/dls_eaarch.do?vid=BLVU1&amp;institute=BL&amp;search_scope=LSCOP-WEBSITE&amp;query=anycontains,witchcraft&amp;tab=website_tab">http://explore.bl.uk/primo/libweb/action/dls_eaarch.do?vid=BLVU1&amp;institute=BL&amp;search_scope=LSCOP-WEBSITE&amp;query=anycontains,witchcraft&amp;tab=website_tab</a></a></p> <p>The Crucible by Arthur Miller.</p> <p><b>WATCH</b> Other Shakespeare plays such as Hamlet and Henry IV that have common themes of the role of the</p>	<p><b>READ</b> Pupils could be encouraged to download a broadsheet newspaper app such as <a href="#">The Guardian</a> or <a href="#">The Daily Telegraph</a> on their phone so they can begin to develop the habit of reading articles; students are encouraged to visit the school library and take home some fiction or non-fiction to develop their reading over the Summer.</p> <p><b>WATCH</b> Videos and revision websites will be suggested as part of students' revision and some can also</p>



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	<p>in the novella and the development of women's rights in the 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>October is Black History Month, so look out for events and exhibitions exploring the history of race relations and discrimination both in Manchester and the world.</p>	<p>Gallery and examine the different ideas about what it takes to be human portrayed through art.</p> <p><b>Careers</b></p> <p>Through a visit to the Museum of Science and Industry, students will gain an understanding of the difference between paid and volunteer work.</p>	<p>found in the British Library and in their online catalogue.</p> <p><b>WATCH</b></p> <p>Documentaries about Victorian Britain covering topics such as the Edinburgh grave robbers, advancements in science and the rich and poor in London so pupils can really get a grip of context. The BBC documentary here: <a href="https://www.bbc.co.uk/iplayer/episode/b007qyzv/ian-rankin-investigates-dr-jeekyll-and-mr-hyde">https://www.bbc.co.uk/iplayer/episode/b007qyzv/ian-rankin-investigates-dr-jeekyll-and-mr-hyde</a> is an excellent exploration of these topics.</p> <p><b>VISIT</b></p> <p>Pupils could take a historical tour of Manchester and explore what life was like for the poor in Manchester during the Victorian ages. Even though this would be an exploration of a city other than that in the book, it would still bring to life the ideas about the split nature of cities: <a href="http://www.walkmanchester.com/our-tours/historical_manchester/victorian-city-hard-times/">http://www.walkmanchester.com/our-tours/historical_manchester/victorian-city-hard-times/</a></p> <p>Pupils could visit John Ryland's library as an example of a gothic building.</p>	<p>poems around Manchester.</p> <p><b>Careers</b></p> <p>A guest poet will be visiting the school during this half term, showcasing how students interested in writing could make a career out of it.</p>	<p>king, the legitimacy of succession, and the thirst for power. A live performance of the play. The Polanski version of the film:</p> <p><a href="https://www.youtube.com/watch?v=Ysd5gwHfG1w">https://www.youtube.com/watch?v=Ysd5gwHfG1w</a>  <a href="https://www.amazon.co.uk/polanski-macbeth-dvd/s?page=1&amp;rh=i%3Aap%2Ck%3Apolanski%20macbeth%20dvd">https://www.amazon.co.uk/polanski-macbeth-dvd/s?page=1&amp;rh=i%3Aap%2Ck%3Apolanski%20macbeth%20dvd</a></p> <p><b>VISIT</b></p> <p>A local castle to really get an idea of what life was like:</p> <p><a href="https://www.manchestereveningnews.co.uk/whats-on/family-kids-news/castles-visit-around-greater-manchester-9499574">https://www.manchestereveningnews.co.uk/whats-on/family-kids-news/castles-visit-around-greater-manchester-9499574</a></p>	<p>be found on the 'therapies' on students' progress report home, such as:</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/english/literature/prose/jeekyllhyde/jeekyllplotact.shtml">http://www.bbc.co.uk/schools/gcsebitesize/english/literature/prose/jeekyllhyde/jeekyllplotact.shtml</a></p> <p><b>VISIT</b></p> <p>The People's History Museum to explore different ways in which groups of people have "used their voice" over the last 100 years.</p> <p><b>Careers</b></p> <p>An opportunity for students to visit a local university with a link to oracy. Students would gain an understanding of working within education.</p>
<p><b>Character</b></p>	<p>  QofS – Optimism</p> <p><b>Optimism:</b></p>	<p>  QofS – Empathy</p> <p><b>Empathy:</b></p>	<p>   QofS – Creativity &amp; Curiosity</p>	<p>   QofS – Responsibility &amp; Reflection</p>	<p>   QofS – Practice &amp; Resiliency</p>	<p>  QofS – Motivation</p>



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	<p>Students will be encouraged to be positive at the start of the term about the upcoming year and a 'can do' attitude will be developed with the first week of lessons focusing on the qualities and skills of a good reader. Students will feel a sense of accomplishment at reading a whole novel.</p>	<p>Empathy skills are key to this unit so pupils can really put themselves in the position of the people and characters they meet on their journey through the moral and ethical questions that arise during this unit of work.</p>	<p><b>Curiosity:</b> This exploration of gothic fiction and Victorian Britain is a key foundation to the pupils' GCSE texts, so pupils will be encouraged to be curious about how things used to be and investigate elements of context and the impact that has on the novel.</p> <p><b>Creativity:</b> Creativity will be encouraged by asking pupils to approach the text in different ways, using visualization, drama and role-play.</p>	<p><b>Reflection:</b> Students will need to reflect on their understanding of context of the poems in order to express a full understanding of writers' choices.</p> <p><b>Responsibility:</b> Being aware that the course of this year will focus on introducing and building on GCSE skills. They should be aware that Week 1 will go through this in detail and will be reflected on after every assessment piece. Exercise books should be presentable with detailed notes for revision purposes. Students will be responsible to complete progress checks to reflect on their own progress.</p>	<p><b>Practice:</b> Students will be taught the important of practice exam skills. This is the perfect unit of work for this, as it is a play we cover in Year 9 through context, in Year 10 through more of an emphasis on the lesser-known scenes, and then we revise in Year 11.</p> <p><b>Resiliency:</b> Pupils will have to be resilient to re-visit this topic, bringing something new to the study of it each time. They will also be given opportunities to develop this as they prepare for their final progress test.</p>	<p><b>Motivation:</b> Motivation will be key as pupils prepare for their progress test on Macbeth and revise Jekyll and Hyde towards the end of the year. The independent nature of the Oracy task that ends the year will really develop the pupils' attitude and motivation to complete and perform their speech.</p>	
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