

English Insights

At Mortimer, our broad and ambitious English curriculum is focused on students' personal development and building confidence by developing a critical voice. It ignites curiosity and prepares students well for future learning or employment. The curriculum explores how:

1. good writers plan, practice and improve their work.
2. the purpose of/audience for a text should inform its content.
3. different genres/forms have different conventions/features.
4. writers make deliberate choices to create particular effects.
5. writers use structure as well as language to create precise effects and create meaning.
6. context affects the content of a text.
7. understanding context can aid analysis of a text.
8. much of a text's meaning may be below the surface.
9. different readers have different perspectives.
10. texts are part of a continuum and are linked to, and reference, each other.
11. effective communication takes a range of forms-written; dramatic, oral- and all are valuable.
12. the study of English allows us to learn more about ourselves, others and the world around us.

English Curriculum- an overview



Curriculum Constructs

<p>Key skills:</p> <p>Write a speech to inform the English department of your favourite story or book and argue that it should be used as a class reader.</p>	<p>Natural World:</p> <p>'Animals are simply beasts and humans can use them any way they see fit'. Write a speech to government addressing the statement.</p>	<p>Dare to Scare:</p> <p>Throughout the project create a knowledge board for your own horror story. Create your own opening where a character is introduced.</p>	<p>The Novel-My Sister Lives on the Mantelpiece:</p> <p>'Children should be protected from the harsh realities of the world. They shouldn't be exposed to it in fiction.' Write a letter to Annabel Pitcher presenting your opinions on this topic with reference to her works.</p>	<p>The Tempest:</p> <p>'Considering Caliban's presentation by Shakespeare it is obvious the audience should view him sympathetically'.</p>
A range of short stories.	The difference between denotation and connotation.	SOAPSAMS techniques.	How <i>My Sister</i> fits into Pitcher's works and the literary timeline.	How <i>The Tempest</i> fits into Shakespeare's works.
The difference between 1 st , 2 nd and 3 rd person narrative voices.	Why charities use emotive language in their appeals.	Key motifs in horror fiction.	Key social issues that influenced the writer.	How Shakespeare's plays are structured using acts and scenes.
How to reduce a text down to key summary points.	What PAF stands for (purpose/audience and form) and can identify it within tasks.	The effect of different sentence types in horror writing.	How Pitcher introduces character, setting and theme within the novel's opening.	The key events of the play and the importance of the sequence.
A range of effective hooks used by writers.	The key features of a letter/speech/article and leaflet.	How writers use vocabulary and punctuation for effect in horror writing.	How Pitcher emotionally engages the reader.	How Shakespeare introduces character, setting and theme within the play's opening.
	PERSUADER techniques.	How a range of characters are presented in horror writing.	How Pitcher uses literary devices and symbols.	How Shakespeare presents characters in conflict within the play's opening.
	Biased views are often within texts and can spot examples.	How writers use sensory description in horror writing .	How Pitcher develops characters and themes across the novel.	How Shakespeare shows development of character.
	A range of issues that impact on animals.	How writers create effective horror openings.	The key events of the novel and how the plot is developed.	How directors interpret and adapt the text to engage the audience.
		How to structure an engaging opening.	Different opinions of moral issues being presented in fiction and non fiction for children.	

Curriculum Constructs

Key Skills-<i>Lord of the Flies</i>: What is the most important message in the novel and how does Golding present it?	Key Skills-<i>Blood Brothers</i>: Who is to blame for the tragedy?	Dystopian Fiction: Create your own opening where setting is established and has an impact on character.	The Novel- <i>Heroes</i> 'How we see ourselves is determined by what happens to us: we are a product of our experiences' Write a speech to your peers presenting your opinion.	Children's Voices Through the Ages: 'Children should be seen and not heard'. Write an opinion-based article exploring attitudes to children over time.	<i>Romeo and Juliet</i>: 'Considering the flaws of the young lovers, it is obvious that the play will end in tragedy'.
At least 3 themes used by Golding.	How the context of a text impacts our understanding of it.	The key features of a dystopian society.	How <i>Heroes</i> fits into the literary timeline.	Presentations of children in Victorian Literature.	How ' <i>Romeo and Juliet</i> ' fits into Shakespeare's works.
At least 3 symbols used by Golding.	That audience empathy can shift throughout a performance and be able to give examples.	A range of narrative hooks.	Key historical facts from WWII that are relevant to the novel and key social issues that influenced the writer.	Modern presentations of children and make comparisons.	How Freytag's model can be seen in Shakespeare's plays.
At least 3 types of characterisation used by Golding.	How to consider more than one perspective when considering big questions.	A range of descriptive devices.	How Cormier introduces character, setting and theme within the novel's opening.	Conventions of an opinion-based article.	The key events of the play and the importance of the sequence.
At least 3 authorial messages and/or intentions.	How Russell shows the class system is unfair.	The key features of Freytag's story arc.	The key events of the novel and the importance of the sequence.	Influences that impact children's voices.	How Shakespeare introduces character, setting and theme within the play's opening.
How to evaluate Golding's methods.	How to challenge and develop others' ideas during discussion.	A range of structural features.	How Cormier presents development of characters and themes.	How to justify personal viewpoints, including relevant examples to support.	How Shakespeare presents characters in conflict.
How to explain personal viewpoints, including relevant textual evidence to support.	How Russell presents the concept of nature vs nurture.	What makes a successful film trailer.	How Cormier uses literary devices and motifs.	How to respond to challenge and develop own ideas during discussion.	How Shakespeare shows development of character.
		What makes a good oral presentation.	How to explain own viewpoint, taking into account other's viewpoints to develop opinions.	How to craft an authentic voice.	How directors interpret and adapt the text to engage the audience.

Curriculum Constructs

<p>Throughout the study of the poems plan, practise and improve two pieces of original writing: a creative piece based on an image stimulus and a monologue presenting an alternative viewpoint from one of the poems.</p> <p>During the study of Diverse shorts plan, practise and improve a creative piece exploring an element of their identity. During the study of I love you, Mum plan, practise and improve an example of verbatim theatre.</p> <p>Throughout the study of Shakespeare plan, practise and improve a piece of original writing: a monologue from a marginalised character.</p>	<p>Poetry- Family Dynamics</p> <p>Throughout the project create a knowledge board, tracking the presentation of <i>Family Dynamics</i> across the poems. Create your own poem on the theme family dynamics.</p>	<p>Will: I am</p> <p>Is there a place for Shakespeare's characters in today's world?</p>	<p>Identity- Diverse Shorts</p> <p>Do you think young adult literature reflects the realities of growing up in today's world? Write an opinion based article exploring your views</p>	<p>Playscript- I Love You, Mum</p> <p>Write a verbatim script, based on your findings from an interview, which explores the struggles of growing up.</p>
How to organise their ideas into a plan.	How to annotate a poem.	How the extracts fit into Shakespeare's works and the literary timeline.	How the texts fit into the literary timeline.	The features of verbatim theatre.
How to include structural features within their writing.	How to select relevant evidence to support ideas.	How our reading is influenced by readings/critiques/theories and modern issues/interpretation.	Key social issues that influence a writer's works.	Key social issues that influenced Wheeler and motivated him to write the play.
How to redraft content and make improvements to their work.	How relationships are presented in the range of poems.	The key events of the play/extract.	The key events of the text and the importance of the sequence.	How the themes are relevant to a contemporary audience.
How to adapt their writing for the PAF of the task.	A range of language techniques used in poetry and their effect.	How Shakespeare introduces character.	How identity and voice are created by writers.	The key events of the play and the importance of the sequence.
How to adapt their writing to create effective and consistent tone.	A range of structural techniques used in poetry and their effect.	How Shakespeare presents characters in conflict, across different plays.	How the writers present development of character.	How Wheeler uses dramatic devices.
How to use vocabulary to create effect.	The language of comparison.	How Shakespeare presents development of character.	How the writers uses literary devices and symbols.	How Wheeler introduces character, setting and themes within the play's opening.
How to adapt their writing for different viewpoints.	How to use vocabulary to create effect.	How directors interpret and adapt the text to engage the audience.	The factors that influence our idiolect.	How other text types present the key issues of the play in varying ways.

<p><i>An Inspector Calls</i></p> <p>How does Priestley explore class and status in '<i>An Inspector Calls</i>'?</p> <p>Write about:</p> <ul style="list-style-type: none"> •The ideas about class and status •How Priestley presents these ideas by the way he writes. <p>(30+4 marks)</p>	<p><i>Macbeth</i></p> <p>Starting with this conversation, explore how far Shakespeare presents Macbeth as a male character who changes during the play.</p> <p>Write about:</p> <ul style="list-style-type: none"> - how Shakespeare presents Macbeth in this conversation - how far Shakespeare presents Macbeth as a male character who changes in the play as a whole. <p>(30+4 marks)</p>	<p><i>A Christmas Carol</i></p> <p>Starting with this extract, how does Dickens present Scrooge as an outsider to society?</p> <p>Write about:</p> <ul style="list-style-type: none"> •How Dickens presents Scrooge in the extract. •How Dickens presents Scrooge in the novel as a whole. <p>(30+4 marks)</p>	<p>Poetry:</p> <p>Compare the ways the poets present ideas of power in 'Ozymandias' and one other poem from 'Power and conflict'</p> <p>30 marks</p>
<p>Key historical facts from 1912 and 1945 how they are relevant to the play.</p>	<p>How <i>Romeo and Juliet</i> fits into Shakespeare's works.</p>	<p>How <i>A Christmas Carol</i> fits into Dickens' works and its relevance in modern society.</p>	<p>Where different poets and their poems fit into the literary timeline.</p>
<p>Key social issues that influenced Priestley and motivated him to convey a moral message and how these issues and messages are presented in the play.</p>	<p>How Shakespeare's play is influenced by Greek theatre and Aristotle's concept of tragedy.</p>	<p>Key social issues that influenced Dickens and motivated him to convey a moral message and how these issues and messages are presented in the novella.</p>	<p>How power and conflict are presented across the poems.</p>
<p>The key events of the play and the importance of the structure.</p>	<p>The key events of the play and the importance of the sequence.</p>	<p>The key events of the novella and the importance of the structure.</p>	<p>The poets' control of literary devices and how they use them for purpose.</p>
<p>Priestley's control of stagecraft and how he uses dramatic devices for purpose.</p>	<p>How Shakespeare introduces and develops character, setting and theme within the play.</p>	<p>How Dickens presents and develops character, setting and theme within the novella.</p>	<p>The poets' use of structural techniques and how they convey the themes of power and conflict.</p>
<p>How Priestley presents and develops character, setting and theme within the play.</p>	<p>How Shakespeare presents characters in conflict within significant moments in the play.</p>	<p>Dickens' control of literary devices and motifs and how he uses them for purpose.</p>	<p>The key ideas and messages within the poems and be able to select relevant poems for comparison.</p>
<p>How directors interpret and adapt the text to engage the audience.</p>	<p>How directors interpret and adapt the text to engage the audience.</p>	<p>How Dickens' authorial voice impacts the narrative.</p>	<p>How to select key aspects for analysis, within and across poems.</p>
<p>How to respond critically to the literature text, justifying their own viewpoint.</p>	<p>How to respond critically to the literature text, justifying their own viewpoint.</p>	<p>How to respond critically to the literature text, justifying their own viewpoint.</p>	<p>How to respond critically to the literature text, justifying their own viewpoint.</p>

Weeks	Text(s)	Language focus- key pieces of work/assessments:	Literature Focus – key pieces of work/assessments
1-3	Practice questions Paper 1 June 2019 – <i>The Mill</i>	W1-Intro the paper format and Q1 with practice texts. W2- Q2 focus- practice tasks (<i>The Gift</i> by Ahern and <i>The Da Vinci Code</i> by Brown) and <i>The Mill</i> W3- Q3 focus- practice tasks (<i>Watership Down</i> by Adams and <i>The Book Thief</i> by Zusek) followed by <i>The Mill</i> Students should know how to respond to each question and should work through the selected practice questions in advance of completing <i>The Mill</i> tasks independently.	Bell activities to contain literature focus <i>During these weeks students must revise, plan, complete and receive feedback on a R&J question.</i> Students should spend one lesson revising/making connections to the theme, then one lesson each on planning, writing and feedback.
4-6	Practice questions Paper 1 June 2019 – <i>The Mill</i>	W4-Q4 focus- practice tasks (<i>The Fault in Our Stars</i> by Green and <i>Nineteen Eighty-Four</i> by Orwell) followed by <i>The Mill</i> W5 and W6 – Q5 focus- Drop, shift, zoom in, zoom out model and planning structure Students should know how to respond to each question and should work through the selected practice questions in advance of completing <i>The Mill</i> tasks independently.	Bell activities to contain literature focus <i>During these weeks students must plan, complete and receive feedback on an AIC question.</i> Students should spend one lesson revising/making connections to the theme, then one lesson each on planning, writing and feedback.
7-9	Paper 1 June 2017 – <i>Rosabel</i> • <i>Mock exams to take place at the end of w8 (w.c 3rd October).</i> W7&8- Walk and talk <i>Rosabel</i> /paper W9-ACC lit question full Paper 1 language mock:	Walking Talking Mock. Teacher to lead students in discussing each question. Students should respond to each question using knowledge from the 'walk through'.	Bell activities to contain literature focus <i>During these weeks students must plan, complete and receive feedback on an ACC question.</i> Students should spend one lesson revising/making connections the theme, then one lesson each on planning, writing and feedback.
10	Literature focus-ACC	Exams to be marked and scores recorded on the department spreadsheet. WCF and DIRT to be completed.	Bell activities to contain literature focus <i>During these weeks students must plan a response to an ACC question.</i> Students should spend one lesson revising/making connections the theme and one lesson planning.

Weeks	Text(s)	Language focus- key pieces of work/assessments:	Literature Focus – key pieces of work/assessments
11	Paper 1 mock review	WCF and DIRT to be completed.	<i>During this week students must revise, plan, complete and receive feedback on a PGC question.</i> Students should spend one lesson revising/making connections to the theme, then one lesson each on planning, writing and feedback. Bell activities to contain literature focus
12-14	<i>Romeo and Juliet</i> booklets	Revise key scenes from within y10 booklet- update annotations and analysis. Practice tasks are also available for teacher to select questions from, depending on class needs.	Students to review/complete booklets with particular focus on acts, scenes and themes not already covered in previous exams. <i>During these weeks students must revise, plan, complete and receive feedback on a R&J question.</i> Students should spend one lesson revising/making connections to the character and their role.
15-17	Paper 2 2017 - <i>Boys</i>	W15-Intro the paper and Q1 format and Q3 recap (<i>Darkside</i> by Becker and Emmeline Pankhurst's <i>Freedom or Death</i> speech) followed by <i>Boys</i> W16- Q2 (Write a summary of the differences between the characters' attitudes towards socialism <i>and</i> Write a summary of the similarities between the two characters' attitudes towards the poor) followed by <i>Boys</i> and Q4 focus (Compare the writers' attitudes towards Generation Snowflake <i>and</i> Compare writers' attitudes towards social media) followed by <i>Boys</i> W17- Q5 focus Students should know how to respond to each question and should work through the selected practice questions in advance of completing <i>Boys</i> tasks independently.	Bell activities to contain literature focus <i>During these weeks students must revise, plan, complete and receive feedback on an AIC Question.</i> Students should spend one lesson revising/making connections to the character, then one lesson each on planning, writing and feedback. week 17 mock on ACC
18-19	<i>Romeo and Juliet, A Christmas Carol, Poetry</i> recap	Bell activities to contain language focus – technical accuracy	<i>During these weeks students must plan, complete and receive feedback on an ACC question.</i> Students should spend one lesson revising/making connections the theme, then one lesson each on planning, writing and feedback.
20-21	Paper 2 SAMS 4- <i>Death Zone and London Snow</i> extracts	Complete ' walk through ' of the paper. Students should know how to respond to each question and have a clear understanding of how to approach each question.	Bell activities to contain literature focus <i>During these weeks students must revise, plan, complete and receive feedback on unseen poetry.</i> Students should spend one lesson each on planning/revising approaches to unseen poems, writing and feedback.

Weeks	Text(s)	Language focus- key pieces of work/assessments:	Literature focus- key pieces of work/assessments:
22-24	<p>Full Paper 2 language mock and in class mock week 22 on unseen poetry</p> <p>*mocks subject to change due to whole school calendar</p> <p>W23-AIC questions</p>	<p>Exams to be marked and scores recorded on the department spreadsheet. WCF and DIRT to be completed.</p>	<p><i>During this time students must plan and receive WCF on a range of possible questions from AIC. Possible questions include: how does the relationship between Gerald and Sheila change in the play?</i></p> <p><i>How does Priestley present ideas about inequality?</i></p> <p><i>How does Priestley present the Inspector? Why is he important?</i></p> <p><i>How does Priestley present the differences between Arthur and Eric Birling in the play?</i></p> <p><i>What is the importance of the ending of the play?</i></p> <p>WCF and DIRT to be completed for unseen lit mock.</p>
25-26	<p>Paper 1 November 2017 <i>Labyrinth</i></p> <p>Paper 2 November 2017 <i>Ragged Schools</i></p>	<p>5 lessons on language questions</p>	<p>Bell activities to contain literature focus</p>
27-28	<p>Cover all the lit texts (xl lesson each)</p>	<p>1 sit mock</p> <p>1 lesson teach R&J question</p>	<p>Exams to be marked and scores recorded on the department spreadsheet. WCF and DIRT to be completed.</p> <p><i>During these weeks students must approach a range of questions, across all literature texts</i></p> <p>In class mock week 27 on R&J. WCF and DIRT to be completed for R&J mock .</p>
29-32	<p>Paper 1 Nov 2019 – <i>The Silent Land</i></p> <p>Paper 2 Nov 2019 - <i>Animals</i></p>	<p>Complete ‘walk through’ of the paper. Students should know how to respond to each question and have a clear understanding of how to approach each question.</p>	<p>Bell activities to contain literature focus</p> <p><i>During these weeks students must revise, plan, complete and receive feedback on a R&J question. Students should spend one lesson revising/making connections to the theme, then one lesson each on planning, writing and feedback. Students must revise, plan, complete and receive feedback on unseen poetry.</i></p>
33+	<p>AQA Exams and final revision</p>		