

English Curriculum Map

2019-2020

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn A	Crafting Language - Dystopian Writing	Non-Fiction – Learning Persuasive Writing and Argument	Explorations in Creative Reading and Writing	Modern Drama – An Inspector Calls (Literature Paper 2)	19 th Century Novel – The Strange Case of Dr Jekyll and Mr Hyde (Literature Paper 1)
Autumn B	An Introduction to Poetry	A Study of Poetry from Different Cultures	Shakespearean Play – <i>Romeo and Juliet</i>	Language Paper 1 – Explorations in Creative Reading and Writing	19 th Century Novel and Language Paper 1
Spring A	Non-Fiction – A Study of Transactional Writing	The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i>	An Exploration of Unseen Poetry	Power and Conflict Poetry (Literature Paper 2)	Power and Conflict Poetry (Literature Paper 2)
Spring B	The Art of the Short Story – <i>Helen Dunmore</i>	The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i>	Language in the Modern World – An Exploration of Contemporary Issues	GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives	GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives
Summer A	Storycraft – How to Write Compelling Narratives	Non-Fiction – Learning Persuasive Writing and Argument	World Literature – ‘ <i>Of Mice and Men</i> ’ by John Steinbeck	Shakespearean Play – Macbeth (Literature Paper 1)	Exam Revision
Summer B	Shakespearean Play - <i>A Midsummer Night’s Dream</i>	Modern Drama – ‘ <i>Blood Brothers</i> ’ by Willy Russell	Introduction to GCSE Literature - <i>Power and Conflict Poetry</i>	Shakespearean Play – Macbeth (Literature Paper 1)	

Year 7			
Term	Content	Skills	Assessment
Autumn A	Crafting Language - Dystopian Writing	This module ensures they are learning how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. They are learning the conventions of a genre and how a writer can manipulate a reader. Students will learn to compare dystopian texts, explore the conventions of a literary genre, evaluate a writer’s use of literary techniques, and craft original responses. They are learning how to deconstruct professional models and reconstruct original versions. We are aware that the only way young people today will succeed in the future is if they can read, write, and use digital technologies. Consequently, they can plan, re-draft and edit their work using technology.	Spoken presentation related to their independent reading. Descriptive writing task about a dystopia. Descriptive writing task about a utopia (focus on targets from first writing task)
Autumn B	An Introduction to Poetry	Our students study a diverse range of poetry. They explore how a writer’s background and environment can impact on their work. Alongside extending and consolidating their understanding of traditional poetry forms, they unpick the social and historical contexts of the poetry. When our students read poetry, it improves their vocabulary, sentence formation, syntax, fluency and their creative skills. The genre enhances their verbal communication, and it improves the four essential English skills: listening, speaking, reading and writing. We encourage our students to consider and reflect on how the poetry they study reflects ideas about the complexity of life.	Spoken presentation – poetry recital. Analysis of language features and structural features used in a studied poem. Analysis of language features and structural features used in a studied poem (focus on targets from first writing task)
Spring A	Non-Fiction – A Study of Transactional Writing	This module allows students to practise writing accurately and coherently, and it ensures they are practising adapting their language and style in and for a range of contexts (traditional and modern), purposes and audiences. Students learn that there are many ways to achieve your writing purpose: choose a form, choose the correct language, choose the style, organisation, and kinds of evidence. They will consider: are they trying to sound personal or authoritative? Are wanting to entertain or inform? Are they relating to their audience or keeping the audience distant? Do they want to sound formal or informal? Focusing on the skills required to write for a different audience and purpose will allow students to ponder the importance of rhetoric.	Spoken presentation related to their independent reading. Create an article for a broadsheet newspaper. Writing a formal email.

English Curriculum 2019-2020

<p>Spring B</p>	<p>The Art of the Short Story – Helen Dunmore</p>	<p>Studying short stories is invaluable. In a short story, each paragraph, sentence, and word are more critical than they would be in a novel. Short stories are precise with their delivery; they must capture the attention of the reader extraordinarily quickly and tell a full tale from beginning to end in roughly a half-hour of reading. Our students will explore narrative structure on a sentence, paragraph, and whole-text level. They will delve into the craft of writing. This module allows our students to study an author in-depth, read critically through studying setting, plot, and characterisation. The reading level does not just challenge them; they are challenged by the content, ideas, and messages.</p>	<p>BBC 500-word short story competition.</p> <p>Detailed analysis of a character from a chosen short story.</p> <p>Detailed analysis of a character from a chosen short story (focus on targets from previous assessment).</p>
<p>Summer A</p>	<p>Storycraft – How to Write Compelling Narratives</p>	<p>Narrative writing stimulates the imaginations of our students and helps to foster their artistic expression. It helps our students clarify their thinking and express their thoughts in an organised way, and it builds on their learning in spring B. They will plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> · considering how their writing reflects the audiences and purposes for which it was intended · amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 	<p>Spoken presentation related to their independent reading.</p> <p>Create the opening of a fantasy story.</p>
<p>Summer B</p>	<p>Shakespearean Play – A Midsummer Night’s Dream</p>	<p>Shakespeare's tales to suit our modern world. Secondly, Shakespeare's ability to summarise the range of human emotions in simple yet profoundly eloquent verse is unparalleled. Finally, Shakespeare's great characters have remained popular because of their complexity.</p> <p>They will read critically through:</p> <ul style="list-style-type: none"> • knowing how language, vocabulary choice, grammar, text structure and organisational features, present meaning • studying setting, plot, and characterisation • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play 	<p>Exploration of Shakespeare’s presentation of a theme.</p> <p>Students complete their end of year exam during this term.</p>

Year 8			
Term	Content	Skills	Assessment
Autumn A	Non-Fiction – Learning Persuasive Writing and Argument	This module ensures that students are aware that they live in a world saturated with communication (written and visual). Delivering messages concisely, understanding the subtext of a word, and the importance of written and verbal communication is consistently promoted by exploring seminal speeches. Our students develop an appreciation and love of reading, and they read increasingly challenging material independently. They critique, evaluate and analyse seminal speeches by Churchill, Martin Luther King, and Tony Blair. They write accurately, fluently, effectively and at length for pleasure and information by drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.	Spoken presentation related to their independent reading. Crafting and performing a speech. Crafting a speech (acting on feedback from previous assessment).
Autumn B	A Study of Poetry from Different Cultures	The writers in this module may live in the UK as members of ethnic minority groups or may live overseas. All the poems in this section are mainly written or wholly in English, but in several, the students will find non-standard varieties of English. Our students will revisit and extend on their previous learning about poetic devices and form. Also, they discover and discuss cultural differences and similarities. Students will discuss, analyse, and evaluate: <ul style="list-style-type: none"> • how and why non-standard language is used • how symbols from another culture are used to explore ideas • the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English • writing and spoken language with precise and confident use of linguistic and literary terminology 	Spoken presentation related to their independent reading. Analysis of a poem Analysis of a poem (acting on feedback from previous assessment)
Spring Term	The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i>	Our students read Dickens not just because he was a man of his times, but because he was a man for our times as well. We read Dickens because his perception and investigation of the human psyche is deep, precise, and illuminating, and because he tells us things about ourselves by portraying personality traits and habits that might seem all too familiar. His messages about poverty and charity have travelled through the decades, and we can learn from the experiences of his characters almost as easily as we can learn from our own experiences. Students will critically evaluate his work through: <ul style="list-style-type: none"> • drawing on knowledge of the purpose, the audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation • identifying and interpreting themes, ideas and information • exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects 	Reading assessment – analysis of a character Reading assessment – analysis of a theme Writing assessment – mimicking Dickens’s writing style Writing assessment – finding the voice of a character Additional assessments:

English Curriculum 2019-2020

		<ul style="list-style-type: none"> • seeking evidence in the text to support a point of view, including justifying inferences with evidence • analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	<ul style="list-style-type: none"> • BBC 500-word short story • Spoken presentation about Charles Dickens
Summer A	Non-Fiction – Learning Persuasive Writing and Argument	Our students will learn how to construct an argument, use evidence to support their viewpoint, consider opposing views, and craft compelling conclusions. They will explore how to use a range of writing techniques that will enhance their written pieces, and they will consider how their writing reflects the audiences and purposes for which it was intended. Furthermore, they will practise amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness, and they will learn the importance of paying attention to accurate grammar, punctuation and spelling.	<p>Creating a persuasive leaflet</p> <p>Writing to argue – a letter</p>
Summer B	Modern Drama – ‘Blood Brothers’ by Willy Russell	They will study setting, plot, and characterisation, and they will gain an understanding of how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. They will be taught to speak confidently and effectively by participating in formal debates and structured discussions. Also, they will improvise, rehearse and perform sections of the play. They will discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	<p>Spoken assessment: performing a scene from the play</p> <p>Analysis of Russell’s presentation of a major theme</p> <p>Analysis of Russell’s presentation of a major theme</p>

Year 9			
Term	Content	Skills	Assessment
Autumn A	Explorations in Creative Reading and Writing – Language Paper 1	Our students will be introduced to a range of literary texts, and they will develop their critical reading and comprehension. They will practise reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text.	<p>EMB: section B assessment: use a visual stimulus to create a compelling descriptive piece</p> <p>EMB Challenge and Therapy: using feedback from the previous assessment, create a compelling descriptive piece</p>
Autumn B	Shakespearean Play – <i>Romeo and Juliet</i>	<p>In their GCSE Literature exam, they will study Macbeth in Year 10. In Year 9, they study Romeo and Juliet. We do not want to limit their wider reading, so we do not study the GCSE literature texts until Year 10. Instead, we focus on extending their understanding of Early Modern English and work on refining their analytical skills. We also build on the skills learned in autumn A and encourage the students to acknowledge the different interpretations and reading one can have of a Shakespearean text.</p> <p>They will:</p> <ul style="list-style-type: none"> · Carefully select clear examples, · Accurately use a range of subject terminology · Discuss connections across the whole text · Draw insightful inferences from passages · Explore relevant links to context (historical and social) · Demonstrate an understanding of the writer’s craft. · Explore how the work of dramatists is communicated effectively through performance 	<p>EMB: analysis of an extract</p> <p>EMB Therapy/Challenge: analysis of a different extract (acting on feedback)</p>
Spring A	An Exploration of Unseen Poetry	Our students will study a wide range of poetry to develop their ability to analyse unseen poems carefully. They should be able to analyse and compare key features such as their content, theme, structure and use of language. We take moral development in our curriculum seriously, so our students explore and analyse poems which furnish them with the knowledge and ability to question and reason, so they develop their value system and to make reasonable decisions on matters of personal integrity. They will evaluate a writer’s choice of vocabulary, grammatical and structural features; analyse and assess how language, structure, form and presentation contribute to quality and impact, and they will use linguistic and literary terminology when evaluating. They will compare poems studied, referring where relevant to the theme, context (where known), style and literary quality.	<p>EMB: question on an unseen poem.</p> <p>EMB Therapy/Challenge: question on a different unseen poem (acting on feedback)</p>

<p>Spring B</p>	<p>Language in the Modern World – An Exploration of Contemporary Issues</p>	<p>In this module, our students will examine environmental issues, medicine and language, race and identity, and gender equality. This module covers how 21st-century language varies according to identity and use. Students analyse language, and they explore how language operates in society. Furthermore, they study different styles of writing and create their own versions. Moreover, they compare how writers convey identity considering different genres, purposes and audiences, and they learn specific linguistic terminology to identify, label, sort and analyse language. In addition, they will make links to history, geography and sociology.</p>	<p>EMB: speech about the environment.</p> <p>EMB Therapy/Challenge: a letter to their local MP about issues in the NHS.</p>
<p>Summer A</p>	<p>World Literature – ‘Of Mice and Men’ by John Steinbeck</p>	<p>Our students must study seminal world literature. <i>Of Mice and Men</i> has universal themes that can be read in any culture and time. John Steinbeck wrote of lessons of the heart, lessons that teach children what it is to be a human being with compassion for his fellow humans and a social conscience. Our students will develop their ability to make inferences to the text and refer to evidence in the book. They will develop their understanding of audience and make connections between the themes explored in this text from 1937 and modern society. They will study the effectiveness and impact of the grammatical features used by Steinbeck, and they will participate in formal debates and structured discussions.</p>	<p>EMB: contextualising a character.</p> <p>EMB Therapy/Challenge: an exploration of implicit ideas and contextual factors.</p>
<p>Summer B</p>	<p>Introduction to GCSE Literature – Power and Conflict Poetry</p>	<p>In their final half term, our students will be introduced to the first six poems in their poetry anthology. This is the first time they will be exposed to the texts that may appear in their GCSE exam. In relation to promoting mental well-being, mental health issues such as depression, hallucinations, suicidal thoughts, PTSD, addiction, paranoia, and personality disorders are explored in our poetry texts.</p> <p><u>Core skills:</u></p> <ul style="list-style-type: none"> • analyse poetry using appropriate technical terminology and methodology • <i>evaluation of a writer’s choice of vocabulary, grammatical and structural features:</i> examining and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation • display insight into the author’s craft • analyse the influence of literary context • compare poems 	<p>EMB: comparison of <i>Ozymandias</i> and another poem and ideas about power.</p> <p>EMB Therapy/Challenge: comparison of <i>Remains</i> and another poem.</p>

Year 10			
Term	Content	Skills	Assessment
Autumn A	<i>An Inspector Calls (Modern Text for GCSE Literature Paper 2)</i>	<p>Core skills:</p> <ul style="list-style-type: none"> literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; and distinguishing between what is stated explicitly and what is implied. critical reading: supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using an understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; and using detailed textual references. 	<p>EMB: Priestley's presentation of Mr Birling.</p> <p>EMB Therapy/Challenge: Priestley's presentation of capitalism.</p>
Autumn B	An Inspector Calls/ GCSE Language Paper 1 – Explorations in Creative Reading and Writing	<p>Core skills:</p> <ul style="list-style-type: none"> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views compare writers' ideas and perspectives across two or more texts evaluate texts critically and support this with appropriate textual references communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. use a range of vocabulary and sentence structures for clarity, purpose and effect. 	<p>EMB: Language Paper 1, Question 4 (Birdsong Extract).</p> <p>EMB Therapy/Challenge: Language Paper 1, Question 4 (Handmaid's Tale Extract).</p> <p>*GCSE spoken presentations to be completed during the last two weeks of this term.</p>
Spring A	Power and Conflict Poetry – Literature Paper 2	<p>Core skills:</p> <ul style="list-style-type: none"> Students will produce critical, exploratory, and well-structured comparisons. They will develop the skill of supporting their arguments by using a range of judicious references. They will practise producing fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. They will explore implicit ideas/perspectives/contextual factors/interpretations. 	<p>EMB: how is the conflict between humans and nature presented in <i>Storm on the Island</i> and one other poem?</p> <p>EMB Therapy/Challenge: <i>Poppies</i> and the effect of conflict.</p>

<p>Spring B</p>	<p>GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives</p>	<p>This unit aims to develop students’ insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in section A, reading two linked sources from different periods and genres to consider how each presents a perspective or viewpoint to influence the reader • in section B, producing a written text to a specified audience, purpose and form. <p>Core skills:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts • evaluate texts critically and support this with appropriate textual references • students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	<p>EMB: Language Paper 2 Question 4.</p> <p>EMB Therapy/Challenge: Language Paper 2 Question 4 (different sources)</p>
<p>Summer Term</p>	<p>Shakespearean Play – Macbeth (Literature Paper 1)</p>	<p>Shakespeare’s tragedy is studied in the final term of Year 10. We feel our students will have matured to deal and consider the complexities of the text at this point. Macbeth helps our students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. In class, students are provided with opportunities to discuss how the Early Modern English text relates to contemporary life or experience in ways that are interesting and challenging.</p> <p>Core skills:</p> <ul style="list-style-type: none"> · read, understand and respond to texts · maintain a critical style and develop an informed personal response · use textual references, including quotations, to support and illustrate interpretations · analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate · show an understanding of the relationships between texts and the contexts in which they were written. 	<p>EMB: Supernatural as mysterious and frightening (Act 1, Scene 1).</p> <p>EMB Therapy/Challenge: Supernatural as mysterious and frightening (Act 1, Scene 3).</p> <p>Language Paper 1 Exam (End of Year Assessment).</p> <p>Literature Paper 2 Exam (End of Year Assessment).</p>

Year 11			
Term	Content	Skills	Assessment
Autumn A	19 th Century Novel – The Strange Case of Dr Jekyll and Mr Hyde (Literature Paper 1)	<p>As stated in the national curriculum, pupils should be taught to read and appreciate the depth and power of the English literary heritage. This late-Victorian novella raises thought-provoking questions about evolution and degeneration, double-consciousness, repression, misleading appearances, censorship, sexuality, and gender. We teach this novella because it allows our students to reflect on the more profound philosophical questions about existence.</p> <p>Students will critically evaluate texts through:</p> <ul style="list-style-type: none"> • drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation • identifying and interpreting themes, ideas and information • exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects • seeking evidence in the text to support a point of view, including justifying inferences with evidence • analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact • making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading 	<p>EMB (consolidation EMB): Lady Macbeth as a powerful woman.</p> <p>EMB 2: Stevenson’s presentation of Mr Utterson.</p>
Autumn B	19 th Century Novel and Language Paper 1	<p>As their Christmas exams approach, we focus on past papers. This paper aims to engage students in a creative text and inspire them to write creatively by:</p> <ul style="list-style-type: none"> • in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers • in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. <p>Skills:</p> <ul style="list-style-type: none"> · identify and interpret explicit and implicit information and ideas · select and synthesise evidence from different texts · explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views · compare writers’ ideas and perspectives across two or more texts · communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences · use a range of vocabulary and sentence structures for clarity, purpose and effect 	<p>EMB 1: Full Literature Paper 1 Exam (mock exam)</p> <p>EMB 2: Full Language Paper 1 Exam (mock exam)</p> <p>Christmas Mocks:</p> <ul style="list-style-type: none"> • Language Paper 1 Christmas Mock • Literature paper 1 Christmas Mock

<p>Spring A</p>	<p>Power and Conflict Poetry - Literature Paper 2</p>	<p>Students will study the final three poems from their power and conflict anthology. This anthology aids the cultural development of our students. The poems encourage students to empathise with the feelings and experiences of others to develop their understanding of other people’s attitudes, ideas and behaviour.</p> <p>Core skills:</p> <ul style="list-style-type: none"> • Students will produce critical, exploratory, and well-structured comparisons. • They will develop the skill of supporting their arguments by using a range of judicious references. • They will practise producing fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. • They will explore implicit ideas/perspectives/contextual factors/interpretations. 	<p>EMB 1: <i>London</i> and ideas about suffering.</p> <p>EMB 2: <i>My Last Duchess</i> and ideas about power.</p>
<p>Spring B</p>	<p>GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives</p> <p>Revision of GCSE Language Paper 2</p>	<p>This unit aims to develop students’ insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in section A, reading two linked sources from different periods and genres to consider how each presents a perspective or viewpoint to influence the reader • in section B, producing a written text to a specified audience, purpose and form. <p>Core skills:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts • evaluate texts critically and support this with appropriate textual references • students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	<p>EMB 1: Full Literature Paper 2 Mock.</p> <p>EMB 2: Full Language Paper 2 Mock.</p>
<p>Summer Term</p>	<p>Exam Revision</p>		<p>Full Literature Paper 2 Mock Exam.</p>