

## English Curriculum Map

2020-2021

Term	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn A</b>	Contemporary Novel ( <i>The Bone Sparrow</i> ) – Reading Critically	The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i>	Shakespearean Play – <i>Romeo and Juliet</i> (Reading Skills)	Modern Drama – <i>An Inspector Calls</i> (Literature Paper 2)	19 <sup>th</sup> Century Novel – <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (Literature Paper 1)
<b>Autumn B</b>	Contemporary Novel ( <i>The Bone Sparrow</i> ) – Writing Creatively	The Victorian Novel - <i>Great Expectations</i> or <i>A Christmas Carol</i>	Shakespearean Play - <i>Romeo and Juliet</i> (Writing and Performing Skills)	Language Paper 1 – Explorations in Creative Reading and Writing	19 <sup>th</sup> Century Novel and Language Paper 1
<b>Spring A</b>	Non-Fiction – A Study of Transactional Writing	Language and Power: A Linguistic Study of Class, Gender, and Race.	World Literature – <i>Piecing Me Together</i> and Challenging Perspectives	Power and Conflict Poetry (Literature Paper 2)	Power and Conflict Poetry (Literature Paper 2)
<b>Spring B</b>	The Evolution of English Poetry: From Chaucer to the Present Day	Study of a Contemporary Poet: <i>Inua Ellams</i>	World Literature – <i>Piecing Me Together</i> and Challenging Perspectives	GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives	GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives
<b>Summer A</b>	The Art of the Short Story – <i>Arthur Conan Doyle</i>	Non-Fiction – Learning Persuasive Writing and Argument	Language in the Modern World – An Exploration of Contemporary Issues	Shakespearean Play – <i>Macbeth</i> (Literature Paper)	Exam Revision
<b>Summer B</b>	Shakespearean Play - <i>A Midsummer Night’s Dream</i>	Modern Drama – <i>Blood Brothers</i>	Introduction to GCSE Literature - Power and Conflict Poetry	Shakespearean Play – <i>Macbeth</i> (Literature Paper)	

Year 7			
Term	Content	Rationale and Skills	Assessment
Autumn Term	Contemporary Novel – <i>The Bone Sparrow</i>	<i>The Bone Sparrow</i> by Zana Fraillon is captivating, powerful, disturbing, necessary, important, touching, enlightening and much more. It tells the story of Subhi, a refugee who was born in an Australian detention centre to a mother who had fled violence in her Burmese homeland. Physically, Subhi’s world is confined by the fences of the detention centre in which he lives, but through stories, relationships and encounters, a wider but not always comfortable world emerges. <i>The Bone Sparrow</i> is a timely novel that deals directly with questions about migration, human rights and our broader humanity. It is highly relevant for young people, providing a platform for engagement and dialogue around issues that are readily present in media and politics in the UK, and can present young people with challenging perspectives and uncomfortable realities. Autumn A will assess reading skills, and autumn B will assess writing skills.	Two spoken presentations (oracy assessments)  Reading assessment in autumn A  Writing assessment in autumn B
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 they 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.  Writing assessment. Assessment will demand that they adapt their writing style depending on form, purpose, and audience.
Spring B	The Evolution of English Poetry: From Chaucer to the Present Day	Unlike other literary forms that we can date to precise texts and time periods, it’s a challenge to pinpoint the earliest work of poetry. In one form or another, poetry has been around for thousands of years. Our students will study significant and influential poets beginning with Chaucer in the fourteenth century, moving through the Renaissance period, the Enlightenment, the Victorian era, and finally examining some of the most important poetic voices of our times. We want our students to understand that poetry gives people a voice and a creative outlet to express themselves, when doing so in other ways may be difficult. They will compare different forms, evaluate the impact of meter and rhythm, and assess the significance of contextual factors. Students will also have opportunities to write their own poetry, inspired by and modelled on the work of the poets they are studying. Exploring poetry throughout the ages is a great way to introduce Year 7 students to some seminal works of the English literary canon.	Spoken presentation: a recital of a chosen poem.  Reading assessment: detailed analysis of a poem.

<b>Summer A</b>	<b>The Art of the Short Story – Arthur Conan Doyle</b>	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 influential author in-depth, and read critically through studying setting, plot, narrative structure and characterisation.	Spoken presentation related to their independent reading.  Reading assessment based on a Conan Doyle story
<b>Summer B</b>	<b>Shakespearean Play - A Midsummer Night's Dream</b>	<i>A Midsummer Night's Dream</i> was written in the 1590s and is one of the Bard's most popular comedy plays. It is a comic play in which four different worlds collide. This play provides a great opportunity to look at lots of key themes, including: magic, reality, and power. Our students will study how Shakespeare uses language, vocabulary choice, grammar, text structure and organisational features, to present meaning. Furthermore, they will deepen their understanding of dramatic devices by exploring his use of setting, plot, and characterisation. Moreover, they will gain an understanding about how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	Oracy assessment: performance of a scene from the play.  End of year assessment: Students complete their end of year exam during this half-term. It will include a reading and writing section.

<b>Year 8</b>			
<b>Term</b>	<b>Content</b>	<b>Rationale and Skills</b>	<b>Assessment</b>
<b>Autumn Term</b>	<b>The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i></b>	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 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. Dickens's novels tell us, in the grandest way possible, why we are what we are. Students will critically evaluate his work through interpreting and discussing the themes and ideas explored in our two chosen novels. They will examine how Dickens manipulates aspects of plot and characterisation for effect, and they will analyse his unique use of grammar, form and structure. Furthermore, they will learn how to contextualise his work. They will study the social, historical and cultural contexts that influenced his work, and they will evaluate the literary merits of Dickens.	Two spoken presentations: one about an issue in Victorian Britain and one about an issue in contemporary society.  Reading assessment in autumn A  Writing assessment in autumn B

<p><b>Spring A</b></p>	<p><b>Language and Power: A Linguistic Study of Class, Gender, and Race.</b></p>	<p>Speaking, writing and reading are integral to everyday life, where language is the primary tool for expression and communication. Studying how people use language – what words and phrases they unconsciously choose and combine – can help us better understand ourselves and why we behave the way we do. Ours students will seek to determine what is unique and universal about the language people use, how it is acquired and the ways it changes over time. They will consider language as a cultural, social and psychological phenomenon. They will explore texts that use different sociolects and dialects. Moreover, when analysing texts, they will examine how language varies because of class, gender, and geographical contexts. They will examine the use of phonetics, prosodics, lexis, semantics, grammar, pragmatics, and discourse. Furthermore, they will develop their writing skills by learning how to write discursively about language issues in an academic essay.</p>	<p>Spoken presentation</p> <p>Research assessment: students use a range of extracts to write an academic essay about language issues.</p>
<p><b>Spring B</b></p>	<p><b>Study of a Contemporary Poet: Inua Ellams</b></p>	<p>This unit is a close study of the poetry of the poet and playwright Inua Ellams. He is an ambassador for the Ministry of Stories and has published four books of poetry: Candy Coated Unicorns and Converse All Stars, Thirteen Fairy Negro Tales, The Wire-Headed Heathen and #Afterhours, shortlisted for the Ted Hughes Award for New Work in Poetry. Our students will revisit and extend their previous learning about poetic devices and form, exploring the boundaries between prose and poetry and considering the impact of these on readers. Inspired by Ellams' work they will discuss ideas around borrowing and plagiarism, allusions and the richness of language, producing their own poetry in response. In so doing they will discuss cultural differences and similarities. Students will discuss, analyse, and evaluate: 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.</p>	<p>Oracy assessment: recital of a poem.</p> <p>Reading assessment: analysis of a poem</p>
<p><b>Summer A</b></p>	<p><b>Non-Fiction – Learning Persuasive Writing and Argument</b></p>	<p>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>	<p>Writing assessment: assessment will demand that they adapt their writing style depending on form, purpose, and audience.</p>
<p><b>Summer B</b></p>	<p><b>Modern Drama – ‘Blood Brothers’ by Willy Russell</b></p>	<p>According to the playwright Willy Russell, <i>Blood Brothers</i> was originally performed in a secondary school in a suburb of Liverpool in 1982 by the Merseyside Young People’s Theatre Company. So, it was originally performed by young local people, for young local people. The themes of violence, inequality, capitalism, and materialism spur conversations in classes which break down societal barriers and examine social stigmas. 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</p>	<p>Spoken assessment: performing a scene from the musical</p> <p>End of year assessment: Students complete their end of year exam during this half-term. It will include a reading and writing section.</p>

		will discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	
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Year 9			
Term	Content	Rationale and Skills	Assessment
Autumn Term	Shakespearean Play – <i>Romeo and Juliet</i>	<p>In their GCSE Literature exam, they will study <i>Macbeth</i> in Year 10. In Year 9, our students study <i>Romeo and Juliet</i>. 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 encourage our students to acknowledge the different interpretations and readings one can have of a Shakespearean text.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>· carefully select clear examples from the text</li> <li>· accurately use a range of subject terminology</li> <li>· discuss connections across the whole text</li> <li>· draw insightful inferences from passages</li> <li>· explore relevant links to context (historical and social)</li> <li>· demonstrate an understanding of the writer’s craft.</li> <li>· explore how the work of dramatists is communicated effectively through performance</li> </ul>	<p><b>EMB:</b> close analysis of an extract (exam style question).</p> <p><b>EMB Therapy/Challenge:</b> close analysis of a different extract (acting on feedback from previous assessment)</p>
Spring Term	World Literature – <i>Piecing Me Together and Challenging Perspectives</i>	<p>As an English department, we are committed to making the teaching and learning of English Literature more inclusive. We want to increase students’ access to more books by writers of colour and those from minority ethnic backgrounds. This scheme of learning focuses on an American novel written by Renee Watson, and we will use this as a gateway to introduce our students to a diverse range of writers from Britain and beyond. The final year of KS3 is a great time to study such an engaging and challenging module. Only one GCSE English Literature course features a novel or play written by a black author; therefore, students in the UK are not exposed to much of this kind of literature in Year 10 and Year 11. Our intent is to create a passion for literature and to introduce our students to a variety of perspectives and challenging reading materials. According to the National Literacy Trust Annual Literacy Survey 2019, nearly 40% of 14-16-year olds agreed that ‘I can’t find anything to read that interests me.’ We hope to, in our own small way, to help change this statistic by exposing our students to an</p>	<p><b>Spring A:</b> <b>EMB:</b> Reading assessment. Students will explore Watson’s presentation of a theme.</p> <p><b>EMB Therapy/Challenge:</b> reading assessment. Students will use feedback from their previous assessment to explore Watson’s presentation of a different theme.</p> <p><b>Spring B:</b> <b>EMB:</b> writing assessment inspired by the novel.</p> <p><b>EMB Therapy/Challenge:</b> writing assessment. Students will use feedback from</p>

		extensive range of prominent authors and by studying a novel which has been accurately described as “an in-depth meditation on how race, class, and gender all intersect in the body, mind, and story of one girl and her community.”	their previous assessment to explore Watson’s presentation of a different theme.
<b>Summer A</b>	<b>Language in the Modern World – An Exploration of Contemporary Issues</b>	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.	<b>EMB:</b> writing assessment. Speech about the environment.  <b>EMB Therapy/Challenge:</b> writing assessment. A letter to their local MP about issues in the NHS.
<b>Summer B</b>	<b>Introduction to GCSE Literature - Power and Conflict Poetry</b>	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.  <b>Core skills:</b> analyse poetry using appropriate technical terminology and methodology; evaluation of a writer’s choice of vocabulary, grammatical and structural features: 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; and compare poems.	<b>EMB:</b> comparison of <i>Ozymandias</i> and another poem and ideas about power.  <b>EMB Therapy/Challenge:</b> comparison of <i>Remains</i> and another poem.