

## English Curriculum Map

### Intent

The English curriculum aims to build students' cultural capital, reading skills and vocabulary through analysis and exploration of a wide range of textual genres and eras (non-fiction, poetry, 19th century, Shakespearean plays and the modern novel), which still form the cornerstone of modern society. By analysing a range of texts and authorial voices, which are grouped thematically each year around concepts such as 'conflict' for year 7 and 'social justice' for year 8, students are encouraged to personally engage with a wide variety of challenging themes, ideas, characters and concepts which will broaden and test their current world view. Students will be prompted to mimic, borrow and experiment with methods employed by great writers and speakers in order to develop their own communication skills through weekly extended writing opportunities in KS3.

Y7 and 8 Students will be required to purposefully expose themselves to as broad as possible range of novels and non-fiction texts by reading a book a week as their regular homework, choosing and selecting fiction and non-fiction texts within their identified level. Alongside this, all KS3 groups will be developing a love of challenging literature through their 'class read' tutor time. Through a curriculum with a deliberate focus on broadening students' vocabulary, something that is supported by our knowledge organisers and weekly quizzing on these, students of all year groups are actively encouraged to experiment with the application and use of ambitious language and terminology throughout their studies- refining and honing their selection of appropriate and impactful vocabulary within their personal communication. The development of analytical skills across KS3 also builds the required familiarity with the rigorous requirements of the GCSE exams and frequent and purposeful practise of key exam questions and styles is built in for termly review.

Through this challenging and broad curriculum, we aim to develop resilient learners, who are able to evaluate society and their role within it and confident to eloquently express their views on this.

**Implementation** - *How is the curriculum being delivered? How are ideas, concepts and knowledge sequenced and revisited to ensure that learning is committed to long-term memory? How is knowledge of vocabulary embedded and taught explicitly? How do you ensure that Key Stage 3 serves as a preparation for further study but also provides a secure understanding of the world for students who don't continue with individual subjects beyond KS3?*

Term	1	2	3	4	5	6
<b>Year 7</b>  <b>(Theme: Conflict)</b>	<b>1. Roald Dahl's Short stories and Creative writing</b>  In order to understand the structure of narrative writing and how to experiment with this, students will study three short stories: 'Lamb to the Slaughter', 'Man from the South' and 'The Landlady'. Students will learn how to select relevant information from a text and specifically analyse how the writers develop mood through characterisation and setting. These texts will then be used as a stimulus for writing descriptions of character and setting and developing a knowledge of how to structure short stories effectively.	<b>2. William Shakespeare's A Midsummer Night's Dream</b>  Students' first exposure to Shakespeare comes in the form of a comedy: A Midsummer Night's Dream. Students will read extracts from the text, critically responding to themes of personal and romantic conflict, deception and misunderstanding, and gender. Students will learn about key elements of a play and the context of Elizabethan England, with a particular focus on the patriarchal society, which they will use as a basis for their study of 'Macbeth' in KS4. Alongside developing their analysis skills, students will also build on their earlier knowledge of structuring creative writing by focussing on zooming as a structural technique and developing their description.	<b>3. Conflict poetry</b>  Students will gain confidence in approaching unseen texts and understanding how a writer conveys their message by analysing a range of war poetry. The lessons will build students' ability to be able to articulate their own interpretations and personal responses to texts, aiming for them to be able to be more holistic rather than just focusing on 'technique spotting'. In order to develop their analysis, students will enhance their understanding of the poetic form, which will support their study of unseen poetry in KS4.	<b>4. Oliver Twist</b>  Students' first exposure to 19 <sup>th</sup> century literature will be 'Oliver Twist' by Charles Dickens. Students will read extracts from this and use these to hone their skills of analysis build on their literature skill of weaving historical context with analysis. Students will learn about key aspects of Victorian context such as the social hierarchy, workhouses and child labour. This will start to provide a historical basis for their study of 'Jekyll and Hyde' in KS4. Students will examine the characterisation used in Oliver Twist as a springboard to creating and describing their own, believable characters and setting, which will build on their work in term 1.	<b>5. Myths and allusions</b>  Students will be introduced to seminal ancient Greek myths and biblical stories and examine extracts from later texts where these are alluded to. Students will have the opportunity to examine the effect of these allusions and how writers use these to influence their readers about certain characters or situations. Students will evaluate and compare characters from different myths. They develop key knowledge around the concept of an Aristotelian tragic hero and their hamartia, which they will use in their study of 'Macbeth' in KS4.	<b>6. War Non-Fiction</b>  Students will build on their understanding of WW1 and WW2 from term 3's poetry unit, by studying Anne Frank's diary and other non-fiction pieces written during these conflicts. Through this, they will analyse how writers present their views on war through a range of mediums. Students will be encouraged to mimics the writers' persuasive methods studied (such as sarcasm, anecdotes and imperatives) to express their own point of view on war and conflict.

<p><b>Year 8</b> <b>(Theme: Social Justice)</b></p>	<p><b>1. Animal Farm by George Orwell</b></p> <p>Students will read extracts from Orwell’s 1945 dystopian novella and use this as a platform to develop their understanding of how writer’s use language, structure and characterisation to convey their message. Students’ understanding of Orwell’s key messages about power and corruption will be strengthened through teaching of key contextual knowledge such as the Russian Revolution, the concept of a dystopian world and the use of propaganda.</p> <p>The start of the cycle focuses on context with the view that students will be able to weave this into their analysis of the writer’s methods – a skill which is building on students’ work from year 7 term 4. Students will also be taught how to coherently form a line of argument about a character/theme and plan for a developed literature response. Extended writing opportunities have been built in at regular intervals so that students feel confident to approach essay questions.</p>	<p><b>2. Romeo and Juliet by William Shakespeare</b></p> <p>Students revisit William Shakespeare, this time exploring his tragedy: Romeo and Juliet. Students develop their understanding of Shakespeare’s historical context, building on their study of MSND in year 7 and will use their knowledge of the concepts on a tragedy from their earlier study of myths to evaluate whether Romeo is a tragic hero.</p> <p>Students will be given a weekly opportunity to develop their creative writing in pieces which are inspired by the text, with a specific focus on writing from different characters’ perspectives. This deepens their earlier understanding of characterisation from year 7 as students must now articulate how a character would feel and react to given situations.</p>	<p><b>3. Social Justice poetry</b></p> <p>Students will study a range of poems centring around the theme of class and social injustice, listening to perspectives of writers from a range of cultural and social backgrounds, which will help students understand their own personal perspective on social justice and how their social context affects this.</p> <p>Building on their year 7 study of poetry, students will now begin to understand how to form a line of argument, to flesh out their own ideas, to add layers of meaning and multiple interpretations to analysis and to draw comparisons between two writers/poems.</p> <p>This unit will introduce students to concepts within the theme of power and give them the vocabulary to discuss issues such as dehumanisation and oppression, which they will examine further in their non-fiction unit in year 8 term 5.</p>	<p><b>4. Dystopian fiction</b></p> <p>Students will develop their understanding of the dystopian genre, building on their earlier study of ‘Animal Farm’ by reading dystopian stories (‘Examination day’, ‘The pedestrian’ and extracts from ‘Sound of Thunder’ and ‘1984’). This unit seeks to improve students’ confidence in writing about a whole text, making multiple inferences from a single quotation and commenting on genre in relation to language and structure.</p> <p>Students will also build confidence in writing, mimicking the dystopian style in describing their own settings and building tension towards a climax within a text. Within their creative writing, students will now focus explicitly on technical accuracy, concentrating on forming complex sentences accurately and using complex punctuation such as colons and semicolons.</p>	<p><b>5/6. Social Justice Non-Fiction</b></p> <p>Students will examine how gender roles are presented in the media and analyse how writers use rhetorical devices to portray their views and experiences of gender and social equality.</p> <p>By examining a range of non-fiction text forms, such as articles and autobiographies, students will start to understand the different conventions needed for these text forms, which will support their KS4 language paper 2 studies.</p> <p>Students will be given a weekly opportunity to develop their opinion writing, using the devices that they have examined in other writers’ work to express their views on social issues. They will continue their work on technical accuracy, with a focus on sentence forms and grammar for communication.</p>
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<p><b>Year 9</b></p> <p><b>(Theme: relationships)</b></p>	<p><b>1. Of Mice and Men by John Steinbeck</b></p> <p>Through their study of Steinbeck's novella, students will consolidate and develop their inference skills, their understanding of characterisation, and how a writer's methods are used to convey meaning and shape the reader's response.</p> <p>Students will study contextual factors, including literary criticism such as 'The Male Gaze' to deepen their understanding and appreciation of the relationship between ideas in the text and the context in which they are written. This will build on their earlier discussion of gender equality and the patriarchal society in year 8 non-fiction.</p> <p>Students will develop their confidence in structuring a narrative piece by emulating a key section from the text. They will revise the rules of dialogue and how to use dialogue effectively in a piece of writing. They will apply their knowledge of how writers use implicit and explicit characterisation in their own writing. Students will also revise different third person narrative perspectives and select a narrative perspective to use in their own writing.</p>	<p><b>2. Relationship non-fiction</b></p> <p>Students will read a range of non-fiction texts that are linked to the theme of relationships and gender equality (including Adichie's 'We should all be feminists') and use these to practise identifying a writer's viewpoint and analysing the language used to portray that viewpoint. When analysing these extracts, students will consider the effect of a range of persuasive techniques, which they will then use in writing their own persuasive speeches, giving their views on key questions surrounding gender and socialisation.</p> <p>Each fortnight, students will have the opportunity to use the rhetorical devices examined in non-fiction texts in their own, extended opinion writing.</p> <p>Towards the end of this unit, students will start to compare writers' perspectives and how they use persuasive methods to convey these, which builds on their earlier poetry comparison work in year 8.</p>	<p><b>3. Relationship poetry</b></p> <p>Students will read a range of poetry and identify the writers' viewpoint on relationships, using key poetic terminology, which builds on their poetry analysis in year 8. This unit aims to improve students' confidence and skill at understanding poetry and being able to analyse the language and structure of poems. Students will initially analyse poems in isolation, working towards comparing the poems at the end of the unit, which develops the skill of comparison from the previous half term.</p> <p>This will prepare students for the unseen poetry analysis and comparative poetry element of GCSE Literature Paper 2 (section B and C).</p>	<p><b>4/5. The Crucible</b></p> <p>Students will read the entirety of Miller's tragedy 'The Crucible' and analyse Miller's methods in presenting the changing dynamics between characters and how he creates a sense of tension and hysteria throughout the play.</p> <p>Students will study contextual factors around McCarthyism and understand the distinction between Communism and Capitalism, which they will build on in their KS4 study of 'An Inspector Calls'. Students will draw on their earlier knowledge of tragedy from year 7 and 8 and allegory from their study of 'Animal Farm' in year 8 to comment on the writer's message about society and how he uses the downfall of characters to depict this message.</p> <p>Students will also be given a weekly opportunity for extended persuasive writing, in which they will build their understanding of how to form a clear argument and use a sophisticated range of rhetorical devices, rather than a 'tick list approach', which will build on their earlier non-fiction work in year 7, 8 and term 2 of year 9.</p>	<p><b>6. Sherlock Holmes</b></p> <p>Students will revisit 19<sup>th</sup> century literature by studying Conan Doyle's Sherlock Holmes stories ('The speckled band' and 'A scandal in Bohemia'). Students will develop their analysis skills by synthesising information from different parts of a text to evaluate a character and develop a line of argument about them. As part of this, students will be taught how to plan and structure a coherent literature essay.</p> <p>Students will be given regular opportunity to use their analysis of characterisation in developing their own characters in creative writing and building their earlier knowledge of the narrative arc to include circular structure.</p>
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Year 10	<p><b>1. An Inspector Calls by J. B. Priestley</b></p> <p>Students will read 'An Inspector Calls' and use it as a stimulus to practice the reading and writing skills required for the English Language Papers 1 and 2. In particular, they will focus on developing in depth evaluation of a statement and comparing characters' attitudes and perspectives.</p> <p>The English language skills are interweaved with lessons focussing on AIC as a literature text. Students will examine the themes of responsibility, morality, social class and gender (all covered at KS3 through the chosen literary texts) and explore the ways in which J B Priestley presents these ideas to a live audience. Students will be encouraged to personally consider the message and purpose of the play, and link this precisely to the political and social contexts of the Edwardian and post war period.</p> <p>Students will understand the historical context of the Edwardian era and the difference between capitalism and socialism. They will practise the skill of weaving this contextual knowledge into their analysis of how a character is presented and whether they change across a text.</p>	<p><b>2/3. Macbeth by William Shakespeare</b></p> <p>Students will read 'Macbeth' and use it as a stimulus to practise the reading and writing skills needed for language paper 1. In particular, they will consider how the play is structured and the effect on the audience as well as continuing to develop their skills of language analysis and evaluation. They will also develop their creative writing skills by experimenting with different structural techniques (such as writing from different perspectives, circular structure and flashback).</p> <p>The language skills will be interweaved with lessons focussing on Macbeth as a literature text. In these literature lessons, students will explore how characters and themes are presented across the play and analyse characters' motivations for their actions. Students will read the play in its entirety- mapping and critically scrutinising the structural development of the narrative. A precise focus on analysing the message and intent of the writer and justifying this with precise reference to key quotations will be employed by all students.</p> <p>Students will build on their earlier knowledge of Shakespearean context and develop this by focussing on the Jacobean views on witches, the Divine right of Kings and the Gunpowder plot.</p>		<p><b>4/5. Jekyll and Hyde by Robert Louis Stevenson</b></p> <p>Students will explore the challenging Victorian novella, The Strange Case of Doctor Jekyll and Mr Hyde, utilising their developed critical analysis skills, creating personal interpretations and opinions of characters, themes and ideas.</p> <p>Students will ensure that they have a thorough and precise understanding of narrative development, characterisation and the purposeful methods employed by Stevenson to create enigmatic tension and drama. Students will explore some of the key aspects of contextual influence: including Victorian repression, class conflict and attitudes towards science/religion. Students will purposefully unpick extracts and use of language in order to comment on the construction of an intentional message by Stevenson and practise the skill of drawing links between the extract and whole text.</p> <p>Students will use 19<sup>th</sup> century non-fiction extracts to develop their understanding of Victorian context and hones their skills of comparison, in preparation for language paper 2. Students will also use their analysis of characters as a stimulus to develop their evaluation skills for language paper 1. Students will be given a weekly opportunity to practise their persuasive writing and refine this, based on feedback.</p>		<p><b>6. Power and Conflict poetry (AQA)</b></p> <p>Students will be introduced to the structure of the GCSE Paper 2 Literature exam and will experience regular practise of how to respond to the expectations of the Section B and C, using their anthology as a stimulus. Students will be expected to confidently be able to select appropriate quotations to justify wide ranging and divergent responses to the poems, critically identify and analyse methods used by the writer and draw deliberate comparisons between the fifteen poems on the anthology- referring precisely to the political, personal and social contexts of the various writers. Students will be required to memorise key quotations and vocabulary from each of the fifteen poems (in order to reproduce and comment on these in an assessment format) as well as show a personal response to the writer's critical message.</p> <p>Students will complete this term with their speaking and listening presentations for the AQA spoken language endorsement. These will allow students to put their persuasive writing skills into practise and deepen their evaluation of a key character in Macbeth or the poems they have studied.</p>

<p><b>Year 11</b></p>	<p><b>1. Power and Conflict poetry and Language Paper 2</b></p> <p>In the first half of this term, students will study the remaining 11 power and conflict poems and be able to understand the context around when this was written/set and then analyse how themes are presented in the poems. They will practise their skills of comparing poetry and weaving in historical context.</p> <p>In the second half of this term, students will hone their skills of analysis, comparison and persuasive writing for English language paper 2. These skills will be assessed by weekly assessments, which students will receive feedback on and the opportunity to up level their work. This half term will culminate in a paper 2 section A mock, which will be fed back at the start of half term 2.</p> <p>Literature knowledge of key quotations, context and essay skills will be maintained through literature-based homework.</p>	<p><b>2. Language Paper 1 and Literature Paper 2</b></p> <p>Once students have received feedback on their paper 2 section A mock, they will apply their feedback to a full language paper 2 mock. Students will then focus on the skills required for language paper 1, focussing on one question per week with weekly mini mocks and feedback to develop and extend their skills.</p> <p>Literature knowledge of key quotations, context and essay skills will be maintained through literature-based homework.</p> <p>Once students have completed their language paper 1 mock (week 4), they will move to literature paper 2. Initially, they will revisit 'An Inspector Calls' and revise their knowledge of the plot and key themes as well as applying this knowledge to extended timed practise questions, which students will receive weekly feedback on. Then, students will study the remaining four power and conflict poems, which will be taught in pairs to encourage students to form and develop meaningful comparisons based on shared themes.</p>	<p><b>3. Literature Paper 1</b></p> <p>Students complete their literature paper 2 revision in week one and sit their literature paper 2 mock. Then, they receive their language paper 1 feedback and redraft their papers, applying their feedback to new exam questions.</p> <p>Students will then revisit 'Macbeth' and 'Jekyll and Hyde', where they will recap the key themes, characters and the plot of these texts. They will then revisit the skills of literature analysis, weaving in context and forming a detailed argument by synthesising information from different parts of the wider text. Students will regularly practise these skills in extended timed exam answers, which they will receive feedback on in preparation for their literature paper 1 mock.</p>	<p><b>4. Revision of GCSE Language and Literature.</b></p> <p>Interleaving of all texts, skills and strategies. The focus areas will be based on weaknesses in mocks taken this year.</p>	<p><b>5. Revision of GCSE Language and Literature.</b></p> <p>Interleaving of all texts, skills and strategies. The focus areas will be based on weaknesses in mocks taken this year.</p>	
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**Impact:**

**Assessment:** Progress will be measured through the fortnightly language mini mocks; which teachers will give one-page feedback on (all key stages) and grade for KS4. Every fortnight, teachers will have a 50-minute feedback lesson to address misconceptions seen in marking and give students an opportunity to redraft their work based on feedback given. As well as this, students will sit a graded assessment at three points across the year. This will be an AQA paper (language for KS3, Language and literature for KS4). The results from this will be shared with students and used to inform necessary intervention and set changes.

**Homework:** Across KS3, homework focusses on learning key vocabulary/terminology related to the topic and reading comprehension. In year 7, students will be building their reading skills through the use of the Accelerated Reader programme, which will broaden their vocabulary alongside their lessons and homework.

In KS4, students will receive two pieces of homework each week. The first will be based around learning key vocabulary/terminology/quotations and the second will be an extended written piece or guided revision (for example, input on how to make cue cards, how to plan an exam response or research to add to revision notes).

In KS5, homework will be based around extended research, with students expected to read material outside of the set texts in order to enrich their analysis. As well as this, students will also be required to redraft their work and practise exam questions through extended written pieces.

