



# English Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Students will study a range of poetry, prose, drama and nonfiction from a range of different historical periods.</p> <p><b>Introduction to English</b> Three-week introductory unit looking at extracts of fiction and non-fiction</p> <p><b>Unit 1 Telling Tales (Short Stories)</b></p> <ul style="list-style-type: none"> <li>Anthology of short stories from different cultures</li> </ul> <p><b>Unit 2 Modern Novel (<i>Trash</i>)</b></p> <ul style="list-style-type: none"> <li>Global political and moral issues</li> </ul> <p><b>Unit 3 Shakespeare (<i>The Tempest</i>)</b></p> <ul style="list-style-type: none"> <li>Shakespeare's life and works</li> <li>Shakespearean comedy conventions</li> </ul> <p><b>Unit 4 19<sup>th</sup> C Fiction/Victorian England</b></p> <ul style="list-style-type: none"> <li>19<sup>th</sup> century life and an exploration of society</li> <li><i>Great Expectations</i> by Charles Dickens</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts</li> <li>Select explicit and implicit information</li> <li>Analysing language, structure and form</li> <li>Comment on the effect on the reader</li> <li>Identification of subject terminology</li> <li>Develop personal response to texts</li> <li>Evaluate texts</li> <li>Use a range of punctuation, vocabulary and sentence structures for clarity, purpose and effect</li> </ul>	<p><b>Introduction to English</b> This unit provides an opportunity to capture students' engagement and introduces and exposes them the new and exciting challenges of secondary English and how it is different and linked KS2 English.</p> <p><b>The Telling Tales</b> unit links thematically and creatively to the Y7 Introduction to English transition unit and introduces some analytical approaches of looking at writers' craft.</p> <p>The Telling Tales short story unit offers opportunities to discuss</p> <ul style="list-style-type: none"> <li>Race</li> <li>Sexual orientation</li> <li>Age</li> </ul> <p><i>Trash</i> is an enjoyable full novel which explores the lives of people in another culture, broadening students' understanding of the world and their place within it.</p> <p><i>Trash</i> offers opportunities to discuss issues such as:</p> <ul style="list-style-type: none"> <li>Race</li> <li>Age</li> </ul> <p><b>The Tempest</b> unit is designed to expose and familiarise students with Shakespearean language ready for later study and analysis, but is also focused on studying the dramatic conventions of Shakespearean performance. It</p>	<p><b>Unit 1</b> <i>narrator</i> <i>twist</i> <i>setting</i> <i>dialogue</i> <i>simile</i> <i>metaphor</i> <i>personification</i></p> <p><b>Unit 2</b> <i>context</i> <i>tension</i> <i>perspective</i> <i>protagonist</i> <i>foreshadowing</i> <i>denouement</i> <i>crisis/climax</i> <i>culture</i> <i>theme</i></p> <p><b>Unit 3</b> <i>Rhythm</i> <i>Syllable</i> <i>Verse</i> <i>Prose</i> <i>Sub-plot</i> <i>Act</i> <i>Scene</i> <i>Stage Direction</i> <i>Aside</i> <i>Monologue</i> <i>Soliloquy</i></p> <p><b>Unit 4</b> <i>Naïve</i> <i>Bildungsroman</i> <i>maturity</i> <i>social class</i> <i>poverty</i> <i>self-discovery</i></p>	<p><b>Unit 1</b> <b>Writers' Methods:</b> Narrative structure, narrative voice, imagery, genre, themes and motifs, characterisation, plot, tone, literary devices, structure, perspective, inference. <b>Word Power:</b> Increasingly ambitious vocabulary, subject specific vocabulary and terminology, standard and non-standard English, dialogue <b>Themes:</b> childhood, crime, justice, equity, villains and victims, truth and honesty, relationships, character and identity</p> <p><b>Unit 2</b> <b>Big picture, perspectives, context:</b> Expressing opinions and feelings, empathy, opinion, critical thinking, cultural context, literary tradition, representation, historical and political context. <b>Writers' methods:</b> narrative structure, inference, plot, themes, first person perspective, form, characterisation, literary devices <b>Themes:</b> Childhood, criminal justice, social justice, poverty, friendship, religion, hope, inequality</p> <p><b>Unit 3</b> <b>Organised Response:</b> spelling, punctuation, grammar, sentences, paragraphing, tenses,</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Variety of short stories, poems, plays and novels</li> <li>Varied approaches to supporting and developing reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Creative and analytical approaches.</li> <li>Frequent opportunities for guided, independent and extended writing</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Discussion of the merits of stories</li> <li>Hot-seating</li> <li>Debate</li> <li>Opportunities to tell their own stories</li> <li>Dramatic Performance</li> </ul> <p><b>SPaG</b></p> <ul style="list-style-type: none"> <li>Clauses</li> <li>Sentence types</li> <li>Parts of Speech</li> <li>Tense</li> </ul>	<p>Baseline Assessments in Reading and Writing.</p> <p>Assessment points at the end of each unit to inform DOYA grading.</p>

		<p>will begin to prepare students for the challenges of context later in their study.</p> <p><b>The Tempest offers opportunities to discuss:</b></p> <ul style="list-style-type: none"> <li>• Race</li> <li>• Sex</li> <li>• Marriage</li> <li>• Age</li> <li>• Disability</li> </ul> <p>As with <b>Shakespeare</b>, the work of <b>Charles Dickens</b> is a crucial element of literary heritage and the literary canon and is deliberately chosen to enable cultural capital and cultural reference points. Students will encounter memorable characters in <b>Great Expectations</b> and will gain knowledge of Victorian context which will be a foundation for future study in KS3 and KS4.</p> <p><b>Great Expectations offers opportunities to discuss:</b></p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability (mental health)</li> <li>• Gender</li> <li>• Marriage</li> </ul> <p><b>We want children to:</b></p> <ul style="list-style-type: none"> <li>• understand that the writer is a <i>commentator</i> on society.</li> <li>• understand that novels are <i>cultural artefacts</i>.</li> <li>• develop the ability to appreciate stories, using them as inspiration for their own writing.</li> <li>• build the skills necessary to construct transactional writing in different forms for different audiences.</li> <li>• understand the personal influence a text can have on a reader.</li> </ul>	<p><i>benefactor</i> <i>dialect</i> <i>characterisation</i></p>	<p>media, poetry, dialogue, monologues.</p> <p><b>Big Picture, Perspectives, Context:</b> Expressing and comparing ideas and perspectives, expressing opinions and feelings, empathy, cultural context, literary tradition, representation</p> <p><b>Themes</b> Power and control, representation of women, relationships, villains and victims, outsider, betrayal and forgiveness, adventure, comedy, justice, slavery, magic.</p> <p><b>Unit 4</b> <b>Developing Detail:</b> Sustained responses, conscious crafting, thesis development, planning, analysis, drafting and redrafting, evaluating, integrated reference, deductions</p> <p><b>Writer's Methods:</b> Linguistic knowledge, literary devices, characterisation, plot, structure, narrative voice, perspective, comprehension, storytelling, narrative structure, themes.</p> <p><b>Big Picture, Perspectives, Context:</b> Cultural capital, literary tradition, Identity, imagination, creativity, historical and political context, empathy</p> <p><b>Themes:</b> Social justice, inequality, justice, poverty, class, education, childhood.</p>	<ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Spelling rules</li> <li>• Plurals</li> <li>• Commas</li> <li>• colons and semicolons</li> <li>• Adverbial phrases</li> <li>• Apostrophes</li> </ul>	
--	--	---	---	---	--	--

		<ul style="list-style-type: none"> <li>• understand their place in the world and its various cultures.</li> <li>• develop individual responses and interpretations of a range of fiction and nonfiction texts</li> <li>• begin to question and challenge the ideas of others.</li> <li>• tackle dense text like Shakespeare and appreciate the language and stagecraft.</li> <li>• develop a widening understanding of literature across time and how they place themselves within this.</li> <li>• Explore themes such as social injustice and poverty in texts and understand the context in which the texts were produced</li> </ul>				
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>Students will study a range of poetry, prose, drama and nonfiction from a range of different historical periods.</p> <p><b>Knowledge:</b></p> <p><b>Unit 1 Dystopia/Fake News</b></p> <ul style="list-style-type: none"> <li>• Fiction and non-Fiction extracts</li> <li>• <i>Animal Farm</i> by George Orwell</li> </ul> <p><b>Unit 2 Shakespeare (Romeo &amp; Juliet)</b></p> <ul style="list-style-type: none"> <li>• Shakespeare’s life and works</li> <li>• Shakespearean tragedy conventions</li> </ul> <p><b>Unit 3 Poetry (Relationships)</b></p> <ul style="list-style-type: none"> <li>• Poetry from different times and cultures</li> </ul> <p><b>Unit 4 Gothic Genre</b></p> <ul style="list-style-type: none"> <li>• 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts in. <i>The Tell-Tale Heart</i> by Edgar Allen Poe</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read, understand and respond to texts</li> <li>• Select explicit and implicit information</li> <li>• Analysing language, structure and form</li> <li>• Comment on the effect on the reader</li> </ul>	<p>Through the <b>Dystopia/Fake News</b> component, we hope to teach our students about the significance of propaganda and the importance of being able to decode media messages. The study of <b>Animal Farm</b> allows students to explore how political context influences literature, whilst also exposing them to some of political anxieties and ideologies that defined much of the 20<sup>th</sup> Century.</p> <p><b>Animal Farm and Non-Fiction unit offers opportunities to discuss:</b></p> <ul style="list-style-type: none"> <li>• age</li> <li>• marriage</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> <li>• disability</li> <li>• pregnancy /maternity</li> </ul> <p>After studying <b>The Tempest</b> in year 7, students will already have knowledge of Shakespeare and the common features of a play. Through <b>Romeo and Juliet</b>, this knowledge will be both compounded and extended; it will give students a solid foundation for studying Shakespeare</p>	<p><b>Unit 1</b> <i>allegory</i> <i>fable</i> <i>propaganda</i>, <i>communism</i>, <i>dystopia</i>, <i>utopia</i>, <i>tyranny</i> <i>rhetoric</i>, <i>totalitarian</i></p> <p><b>Unit 2</b> <i>antithesis</i> <i>iambic pentameter</i>, <i>sonnet</i>, <i>dramatic irony</i>, <i>fatal flaw</i>, <i>fate</i> <i>rhyming couplet</i></p> <p><b>Unit 3</b> <i>stanza</i>, <i>tone</i> <i>connotation</i> <i>speaker</i> <i>imagery</i> <i>oxymoron</i> <i>sibilance</i> <i>free verse</i></p>	<p><b>Unit 1</b> <b>Writer’s Methods:</b> Linguistic knowledge, Literary devices, Characterisation, Plot &amp; Structure, Tone &amp; Register, Perspective, Nuance, inference, comprehension, deductions, Genre, themes &amp; motif</p> <p><b>Vocabulary and Word Power:</b> decoding subject specific vocabulary, subject specific terminology, increasingly ambitious vocabulary, discourse markers, standard and non-standard English, increasing eloquence, manipulation of sentence structures</p> <p><b>Themes:</b> power, control, manipulation, violence, language, truth and lies, bias and perspective, education, freedom and oppression</p> <p><b>Unit 2</b> <b>Big Picture, Perspectives, Context:</b> To consider the text as a product of its time; to consider how texts have broad moral, cultural and political messages; representation of sexes, historical and social context.</p> <p><b>Themes:</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Variety of short stories, poems, plays and novels</li> <li>• Varied approaches to supporting and developing reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Creative and analytical approaches.</li> <li>• Frequent opportunities for guided, independent and extended writing</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Hot-seating</li> <li>• Debate</li> <li>• Opportunities to</li> </ul>	<p>Assessment points at the end of each unit to inform DOYA grading.</p>

	<ul style="list-style-type: none"> <li>Use a range of punctuation, vocabulary and sentence structures for clarity, purpose and effect</li> </ul>	<p>later at both Year 9, with <i>Merchant of Venice</i> - and then at KS4 with <i>Macbeth</i>.</p> <p><b>Romeo &amp; Juliet</b> unit offers opportunities to discuss:</p> <ul style="list-style-type: none"> <li>age</li> <li>marriage</li> <li>religion or belief</li> <li>race</li> <li>sex</li> <li>sexual orientation</li> </ul> <p>The study of <b>poetry</b> is pivotal in English Literature and this unit presents the first opportunity in KS3 for students to engage with a detailed and distinct unit of work on poetry. This unit is designed to develop the foundations for future study of poetry in Year 9 and at KS4 in the GCSE specification.</p> <p><b>The Relationships</b> poetry anthology unit offers opportunities to discuss:</p> <ul style="list-style-type: none"> <li>age</li> <li>marriage</li> <li>race</li> <li>religion or belief</li> <li>sex</li> <li>sexual orientation</li> <li>pregnancy / maternity</li> </ul> <p>The <b>Gothic Tradition</b> is a cornerstone of English Literature and it has a significant influence in contemporary culture. This unit presents the first opportunity at KS3 to study texts in this genre and as the majority of the texts are Pre-19<sup>th</sup> Century it will prepare students for study at KS4.</p> <p><b>The Gothic Literature</b> unit offers opportunities to discuss:</p> <ul style="list-style-type: none"> <li>age</li> </ul>	<p><i>dramatic monologue</i></p> <p><b>Unit 4</b>  <i>Antagonist, submissive tyrannical unreliable narrator, pathetic fallacy, symbolism Gothic</i></p>	<p>love, conflict, youth vs. age, time, fate, violence, masculinity, expectations of women, tragedy, power.</p> <p><b>Unit 3</b>  <b>Organised Response:</b>          SPaG, poetry, academic style essay, comparison, spelling, punctuation, grammar, sentences, paragraphing  <b>Themes:</b>          Love and relationships, romance, loss, power, celebration  <b>Unit 4</b>  <b>Developing Detail:</b>          Sustained responses, conscious crafting, thesis development, planning, analysis, drafting and redrafting, evaluating, integrated reference, deductions  <b>Themes:</b>          gender stereotypes, nature, gothic settings, madness, the supernatural</p>	<p>tell their own stories</p> <ul style="list-style-type: none"> <li>Dramatic performance</li> <li>Formal speech</li> </ul> <p><b>SPaG</b></p> <ul style="list-style-type: none"> <li>Clauses</li> <li>Sentence types</li> <li>Parts of Speech</li> <li>Tense</li> <li>Paragraphs</li> <li>Spelling rules</li> <li>Plurals</li> <li>Commas</li> <li>colons and semicolons</li> <li>Adverbial phrases</li> <li>Apostrophes</li> <li>Active and passive voice</li> <li>Modal verbs</li> <li>Discourse markers</li> <li>Figurative language</li> </ul>	
--	--	---	---	--	---	--

		<ul style="list-style-type: none"> <li>• marriage</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• disability</li> </ul> <p><b>We want children to:</b></p> <ul style="list-style-type: none"> <li>• build and develop their understanding of pre 20<sup>th</sup> century literature and their knowledge of literary tradition.</li> <li>• understand conventions of a range of genres and the range of characters a reader can expect to find within a literary text</li> <li>• appreciate and be inspired by the writer's craft.</li> <li>• continue to deepen their knowledge of the language and context of Shakespearean plays.</li> <li>• develop their ability to create mood and atmosphere in a variety of subtle ways.</li> <li>• learn how to enrich their own vocabulary.</li> <li>• develop understanding of socio-political context and discuss how it affects plot and character.</li> <li>• build the skills necessary to construct transactional writing in different forms for different audiences.</li> <li>• begin to question and challenge the ideas of others.</li> <li>• take political and social issues and apply them to their own interpretations.</li> <li>• Develop oracy skills and become confident in expressing opinions on the divisive topics that trouble society today.</li> </ul>				
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<b>Unit One</b> <b>19<sup>th</sup> Century fiction and non-fiction.</b> Novel: <i>The War of the Worlds</i> by HG Wells – (Sci-fi/ horror) Non-Fiction: Visions of the Future	The reading of <i>War of the Worlds</i> will develop students' ability to understand writers' methods and consider the impact of a range of literary techniques and features. This will also give them a clear understanding of the developments	<u>Unit 1</u> <i>extra-terrestrial,</i> <i>fin de siècle,</i> <i>apocalyps,</i> <i>colonialism,</i>	Literary devices, imagery, characterisation, plot, structure, tone, register, narrative voice, (first person) perspective, nuance, inference, comprehension,	<b>Reading</b> <ul style="list-style-type: none"> <li>• Variety of short stories, poems, plays and novels</li> </ul>	Assessment points at the end of each unit to inform DOYA grading.

<p>Creative Writing. (Writer's Methods/ Word Power)</p> <p><b>Unit Two</b> <b>Modern Play</b> <i>A View from the Bridge</i> by Arthur Miller (Big Picture, perspectives, context)</p> <p><b>Unit Three</b> <b>Poetry Anthology</b> <i>Identity</i> Oracy Project: Performance Poetry (Organised response)</p> <p><b>Unit Four</b> <b>Shakespeare play</b> <i>The Merchant of Venice</i> by William Shakespeare (Developing Detail)</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Communication is clear and developed with increasing detail</li> <li>• Tone, style and register are convincing and matched to purpose, form and audience</li> <li>• Vocabulary is deliberately chosen for effect and there is the successful use of linguistic devices</li> <li>• Vocabulary is accurate and increasingly ambitious</li> <li>• Writing is fluent and engaging with a developed range of connected ideas</li> <li>• There are coherent paragraphs with a range of discourse markers</li> <li>• There is an effective range of structural features</li> <li>• Sentence demarcation is secure and accurate</li> <li>• A range of punctuation is used, with increasing success</li> <li>• A variety of sentence forms are used for effect</li> </ul>	<p>throughout the late Victorian and 20th century, thus building their cultural capital.</p> <p><i>The War of the Worlds</i> unit offers opportunities to discuss:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• race</li> <li>• marriage</li> <li>• religion or belief</li> </ul> <p>The reading of <i>A View from the Bridge</i> will allow students to study the significance of how to represent and shape character through performance and the variety of ways that performance and staging can create effects. This unit also equips students for the GCSE curriculum where students are required to contemplate the impact of political contexts on writers such as Dickens in <i>A Christmas Carol</i> or J.B. Priestley in <i>An Inspector Calls</i>.</p> <p><i>A View from the Bridge</i> unit offers opportunities to discuss:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• marriage</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> </ul> <p>The <b>Anthology Poetry</b> unit is an opportunity for students explore the theme of identity from different perspectives, reading works by poets from a variety of cultural backgrounds. The poems explore ideas about race, gender, social class, place and growing up. This unit also paves the way for success in the GCSE Power &amp; Conflict Poetry unit.</p> <p>The <i>Identity</i> poetry anthology unit also offers opportunities to discuss:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• marriage</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> </ul>	<p><i>imperialism, exposition persecution, exploitation, indigenous, Darwinism, Evolution,</i></p> <p><u>Unit 2</u> <i>Immigration Masculinity Foreshadowing Irony Obsession American Dream Tragic Hero Chorus</i></p> <p><u>Unit 3</u> <i>Colloquial language Caesura Anaphora Enjambment Onomatopoeia Semantic Field Juxtaposition Phonetic spelling Oxymoron</i></p> <p><u>Unit 4</u> <i>Dramatic irony Anti-hero Comedy Prose Blank Verse Iambic Pentameter Anti-Semitism Patriarchy Soliloquy</i></p>	<p>deductions, synthesis, storytelling, narrative, structure, genre, motif decoding, increasingly ambitious vocabulary, discourse markers, connectives, command words, idioms, standard and non-standard English, active and passive voice, manipulation of sentence structures, dialogue</p> <p><b>Unit 1</b> <b>Writer's Methods:</b> literary devices, imagery, characterisation, plot, structure, tone, register, narrative voice, (first person) perspective, nuance,</p> <p><b>Themes:</b> Imperialism, Humanity, Fear, Horror, Colonialism, the unknown, unity, hope</p> <p><b>Unit 2</b> <b>Big Picture, perspectives, context:</b> Express ideas and perspectives, Compare ideas and perspectives, Express opinions and feelings, Empathy, Argument, Opinion, Critical thinking, Cultural context, Cultural capital, Literary canon / literary tradition, Representation, Identity, Imagination, Creativity, Individuality, Expression, Historical and political context</p> <p><b>Themes:</b> Immigration, belonging, respect, love, honour, identity, law and justice, hopes and dreams, loyalty, masculinity and femininity.</p> <p><b>Unit 3</b> <b>Organised response:</b> SPaG, poetry, academic style essay, speeches</p>	<ul style="list-style-type: none"> <li>• Varied approaches to supporting and developing reading such as reading in groups or as a class</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Creative and analytical approaches.</li> <li>• Frequent opportunities for guided, independent and extended writing</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Hot-seating</li> <li>• Debate</li> <li>• Opportunities to tell their own stories</li> <li>• Dramatic performance</li> <li>• Formal speech</li> <li>• Develop individual responses and interpretations of texts and begin to question and challenge the ideas of others</li> </ul> <p><b>SPaG</b></p> <ul style="list-style-type: none"> <li>• Clauses</li> <li>• Sentence types</li> </ul>
--	---	--	---	---

	<ul style="list-style-type: none"> <li>• Standard English is used appropriately with controlled grammatical structures</li> <li>• There is largely accurate spelling, including complex and irregular words</li> </ul>	<p><b>Shakespeare's <i>Merchant of Venice</i></b> is rich in opportunities to develop the cultural capital of our students as they discuss important literary figures, such as Shylock, key concepts in European history (particularly the treatment of the Jewish community) and the cultural relevance of Venice itself. This unit will also allow students to build their own confidence in studying Shakespeare, a key element of their GCSE course</p> <p><b>The <i>Merchant of Venice</i> unit offers opportunities to discuss:</b></p> <ul style="list-style-type: none"> <li>• age</li> <li>• marriage</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> </ul> <p>We want children to:</p> <ul style="list-style-type: none"> <li>• understand the personal influence a text can have on a reader; understanding their place in the world and its various cultures.</li> <li>• Offer interpretation and evaluation of texts to develop views clearly and will show convincing personal response to texts</li> <li>• Demonstrate individual responses and interpretations of a range of fiction and nonfiction texts and will question and challenge the ideas of others.</li> <li>• Show a widening understanding of the development of literature across time and how they place themselves within this.</li> <li>• Take political and social issues and apply them to their own interpretations.</li> <li>• Show a clear and developed understanding of how writers use language to present characters, themes and ideas</li> <li>• Appreciate stories using them as inspiration for their own writing.</li> </ul>		<p><b>Themes:</b> Identity, race, gender, justice, equality, otherness, age, character, cultural heritage, tradition</p> <p><b>Unit 4</b> <b>Developing detail:</b> Sustained response, Conscious crafting (essay writing), Controlled writing (essay writing), Thesis development, Planning, Analysis, Alternative views, Integrated reference, Synthesis, Deductions</p> <p><b>Themes:</b> Prejudice, women's voices and presentation, crime, justice, violence, wealth and money, love, religion, revenge, villains and victims</p>	<ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Tense</li> <li>• Paragraphs</li> <li>• Spelling rules</li> <li>• Plurals</li> <li>• Commas</li> <li>• colons and semicolons</li> <li>• Adverbial phrases</li> <li>• Apostrophes</li> <li>• Active and passive voice</li> <li>• Modal verbs</li> <li>• Discourse markers</li> <li>• Figurative language</li> </ul>	
--	--	--	--	--	---	--

		<ul style="list-style-type: none"> <li>Apply knowledge of writer's craft to their own pieces.</li> <li>Empathise with characters and challenge ideas historically and in their current context.</li> <li>Show a developed understanding of how writers use language to present characters, themes and ideas</li> <li>Offer interpretation and evaluation of texts to develop views clearly</li> <li>Developed and detailed explanation of the effects of the writer's choices of language and structural features</li> <li>Select a range of relevant and effective quotations</li> <li>Use subject terminology accurately with deliberate purpose</li> <li>Write responses which are detailed and developed</li> <li>Make a range of points exemplified by relevant references from the text.</li> </ul>				
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
<b>10</b>	<p><b>Literature</b></p> <p><b>Terms 1 and Term 2:</b></p> <ul style="list-style-type: none"> <li><b>Anthology poetry</b> and unseen poetry based on the theme <i>Power and Conflict</i>.</li> <li><b><i>A Christmas Carol</i></b> by Charles Dickens</li> <li>Non-fiction extracts linked explicitly to themes in the poems.</li> </ul> <p><b>Terms 3 and Term 4:</b></p> <ul style="list-style-type: none"> <li><b><i>Macbeth</i> by William Shakespeare</b> Reading the play and acting out scenes in order to understand and explore plot, character and themes.</li> <li><b>Anthology poetry</b> and unseen poetry based on the theme <i>Power and Conflict</i>.</li> </ul> <p><b>Language Paper 1 preparation</b></p>	<p>The <b>GCSE Literature</b> course is designed to encourage students to read a wide range of classic literature fluently and with good understanding, and make connections across their reading so that they:</p> <ul style="list-style-type: none"> <li>read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>develop the habit of reading widely and often</li> <li>appreciate the depth and power of the English literary heritage</li> <li>write accurately, effectively and analytically about their reading, using Standard English</li> <li>acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to</li> </ul>	<p><b>Power and Conflict Poetry</b></p> <p>Alliteration  Assonance  Blank verse  Caesura  Colloquial language  Dramatic monologue  Emotive  Enjambment  First person  Form  Free verse  Iambic pentameter  Imagery  Internal rhyme  Irony  Juxtaposition  Metaphor</p>	<p><b>Themes</b></p> <p>Redemption (AIC, ACC)  Charity/Christmas (ACC)  Responsibility (Social and Individual) (AIC)  Social Injustice/ Class (AIC, ACC)  Generation gap (AIC)  Socialism Capitalism (AIC)  Power and Conflict (Poetry)  Nature  Abuse of power  Identity  War</p> <p><b>Context</b></p> <p>Empire  Gender  Socialism/ Capitalism</p> <p><b>All Texts</b></p> <p>Plot  Character</p>	<p><b>Reading</b></p> <p>Whole-class reading using a variety of strategies (eg assigning roles, group reading, popcorn reading, etc)  Individual reading of core texts  Annotation  Scanning/ skimming explicitly taught  Wider reading (eg non-fiction booklet as bell-work)</p> <p><b>Writing</b></p> <p>One GCSE essay per text with preparatory draft of exemplar essay.</p>	<p><b>Y10 PPE Term 6</b>  (weeks 2 and 3)</p> <ul style="list-style-type: none"> <li>English Language Paper 2</li> <li>English Literature Paper 2</li> </ul>



	<ul style="list-style-type: none"> <li>• Reading unseen literary texts</li> <li>• Writing (narrative and descriptive)</li> </ul> <p><b>Term 5 and 6</b></p> <ul style="list-style-type: none"> <li>• <i>An Inspector Calls</i> by JB Priestley</li> <li>• <b>Anthology poetry</b> and unseen poetry based on the theme <i>Power and Conflict</i>.</li> <li>• <b>Language Paper 2 preparation</b></li> <li>• Reading non-fiction from a wide range of genres</li> <li>• Writing (to present a viewpoint)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Spoken Language</b> – preparation and assessments</li> </ul> <p><b>Historical/Social context of texts:</b></p> <ul style="list-style-type: none"> <li>• British Society in Victorian era</li> <li>• Poor Laws</li> <li>• Workhouse/Prison</li> <li>• British Society in Edwardian era</li> <li>• Sinking of Titanic</li> <li>• WW1</li> <li>• Russian Revolution</li> <li>• Socialism/ Capitalism</li> </ul> <p><b>Language</b> Students will read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. Examples of such texts are: <i>Jamaica Inn</i>, <i>Brighton Rock</i>, <i>Touching the Void</i>, <i>Boy Lost</i> (an extract from a Victorian newspaper), etc.</p> <p>They will learn to:</p> <ul style="list-style-type: none"> <li>• read and evaluate texts critically and make comparisons between texts</li> <li>• summarise and synthesise information or ideas from texts</li> </ul>	<p>read widely for pleasure, and as a preparation for studying literature at a higher level.</p> <p><b>In GCSE English Language</b> students will read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries which make significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, will support students in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).</p> <p>By engaging with the many stories of people and places from around the world and throughout history, students are encouraged to understand their own place in the world, as well as becoming inspired to create their own sense of identity.</p> <p>Students study <b>non-fiction</b> so that they are able to decode the many messages they receive in such genres as newspapers, magazines, leaflets, essays, speeches and autobiography (both written and online). Understanding how writers present different viewpoints, and how language, form and structure can influence the reader, empowers students to make sense of the world and make informed decisions as citizens in a democracy.</p> <p><b>The AQA Anthology poems</b> include poems by some of the most important poets of the English Literature canon such as Blake and Wordsworth, as well as some of the most famous modern poets, such as John Agard and Carol Ann Duffy. Studying these poems enables students to make connections between the ideas and methods that great poets have engaged with over the centuries.</p> <p><b>The Anthology Poetry offers opportunities to discuss the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Gender</b> – Range of female poets and different experiences of power/conflict (Poppies, Kamikaze)</li> </ul>	<p>Onomatopoeia Oxymoron Personification Phonetic spelling Plosive Repetition Rhyme scheme Rhyming couplet Rhythm Sibilance Stanza Structure Third person Tone Sonnet Volta Cliché Hyperbole Semantic field Chorus</p> <p><b>A Christmas Carol</b> Asyndetic Lists Allegory Antithesis Benevolent Dickensian Morality tale Malthusian Misanthrope Non-chronological Omniscient Pathetic fallacy Philanthropist Social commentary Symbolism Virtuous Victorian</p> <p><b>Macbeth</b> Aside Blank verse Couplet Soliloquy Dramatic irony</p>	<p>Form Structure Language</p> <p><b>Language/Literature</b> Character Development Metaphor Dramatic Irony</p> <p><b>Themes in Macbeth</b> Ambition Witchcraft and the supernatural Kingship, loyalty Deception/ appearances</p> <p><b>Context</b> Jacobean society and politics, gender roles Jacobean theatre</p> <p><b>All Texts</b> Plot Character Form Structure Language</p> <p><b>Language/Literature</b> Character Development Metaphor Dramatic Irony</p>	<p>Thesis idea is explicitly taught, along with how to structure the essay and individual paragraphs. Process for writing involves drafting, re-drafting and use of DIRT.</p> <p><b>Oracy</b> Reading of playscripts Talking for writing process modelled explicitly. Students encouraged to answer ‘like a scholar’ using subject specific terminology.</p>	
--	--	---	--	--	--	--

<ul style="list-style-type: none"> <li>• use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly and punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> <li>• listen to and understand spoken language and use spoken Standard English effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Race/ identity</b>– John Agard, Rumens, (Dem tell me, Emigree)</li> <li>• <b>Religion/belief</b> (Kamikaze, Tissue)</li> <li>• <b>Marriage</b> – (My Last Duchess)</li> <li>• <b>Disability</b> – Remains</li> <li>• <b>Pregnancy/maternity</b> - London</li> </ul> <p><b>A Christmas Carol</b> by Charles Dickens is one of the most famous and best-loved books in the English language, as well as being an excellent example of 19<sup>th</sup> Century prose. Students are encouraged to understand the historical, social and literary context of the novel, as well as the timeless themes of charity, human reconciliation and redemption.</p> <p><b>A Christmas Carol offers opportunities to discuss the following areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Age</b> – Scrooge/ GOCP/ Tiny Tim</li> <li>• <b>Marriage</b> – what is valued/ how portrayed – negative portrayal of Scrooge</li> <li>• <b>Religion</b> – Christian ceremony/ values – explore different religious values/ ceremonies</li> <li>• <b>Disability</b> - Tiny Tim</li> </ul> <p><b>William Shakespeare</b> is widely regarded as the world’s greatest writer and the pre-eminent dramatist. The study of Shakespeare enables students to explore our rich and varied literary heritage, enhance their cultural capital, and learn about other times, places, cultures and beliefs. <b>Macbeth</b> is one of Shakespeare’s major tragedies and by studying this play students will engage with the key conventions of this important literary genre, as well as with Shakespeare’s profound observations on the human condition.</p> <p><b>Macbeth offers opportunities to discuss:</b></p> <ul style="list-style-type: none"> <li>• Marriage</li> <li>• Religion</li> <li>• Gender</li> <li>• Pregnancy</li> <li>• Disability (Mental Health)</li> </ul>	<p>Tragedy Regicide Hamartia Hubris Iambic pentameter Catharsis Supernatural</p> <p><b>An Inspector Calls</b> Social responsibility Morality Socialism Capitalism Gender gap Generation gap Social class Prejudiced Privileged Authoritative Remorseful Deceitful Patronising Dismissive Compassionate Naïve Impressionable Open-minded Patriarchal Dramatic irony Monologue Juxtaposition</p>			
--	--	--	--	--	--

		<p><b>An Inspector Calls</b> is one of JB Priestley's best-known works for the stage and is considered to be one of the classics of mid-20th century English theatre. Students are encouraged to explore the generic conventions of modern theatre as well as the key themes in the play.</p> <p><b>An Inspector Calls offers opportunities to discuss:</b></p> <ul style="list-style-type: none"> <li>• Pregnancy/maternity</li> <li>• Gender</li> <li>• Age</li> <li>• Marriage</li> <li>• Sex</li> </ul>				
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p><b>Term 1</b> This term is preparation for their PPE in Term 2. Students will revise and practise planning and preparing responses to the following:</p> <p><b>A) Macbeth by William Shakespeare</b></p> <ul style="list-style-type: none"> <li>• Contextual information: James 1<sup>st</sup>, gunpowder plot, witchcraft, literary conventions of Jacobean tragedy,</li> <li>• Key themes of ambition, supernatural, deception, kingship, etc</li> <li>• Character development</li> <li>• Key quotations (eg <i>'look like the innocent flower, but be the serpent under't'</i>)</li> </ul> <p><b>B) A Christmas Carol by Charles Dickens</b></p> <ul style="list-style-type: none"> <li>• Contextual information: Victorian society, poverty, Poor Law, workhouses, Dickens' own life, etc</li> <li>• Key themes of redemption, Christmas, social inequality, etc</li> <li>• Character development</li> <li>• Key quotations (eg <i>'solitary as an oyster' 'the chains I forged in life''</i>)</li> </ul>	Please see above	As above	As above	As above	<p><b>Term 2 Y11 PPE</b> (weeks 1 and 2)</p> <ul style="list-style-type: none"> <li>• English Language Paper 1</li> <li>• English Literature Paper 1</li> </ul> <p><b>Term 4 Y11 PPE</b> (weeks 1 and 2)</p> <ul style="list-style-type: none"> <li>• English Language Paper 2</li> <li>• English Literature Paper 2</li> </ul>

**C) Non-fiction and literary non-fiction reading and writing for Language Paper 2**

- Reading literary and non-literary non-fiction
- Comparing viewpoints and writing methods of different writers
- Writing in a prescribed writing genre (eg article, letter, speech, essay) to present a viewpoint on a chosen topic

**Terms 3 and 4**

- PPE 3 feedback and improvement
- Revision for Term 4 PPE:
  - Language Paper 2 (Non-Fiction reading and writing) and
  - Literature Paper 2 (*An Inspector Calls*, Anthology Poetry, Unseen Poetry)

**Terms 5 and 6**

- PPE 4 feedback and improvement
- **Revision and examination skills**