



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>Knowledge:</p> <p>Terms 1 and 2 – Victorian Life</p> <ul style="list-style-type: none"> 19th century life and an exploration of society <i>Great Expectations</i> by Charles Dickens <p>Terms 3 and 4 – Heroes, Heroines and Villains</p> <ul style="list-style-type: none"> Modern novel (TBC) <p>Terms 5 and 6 – Shakespeare and Comedy</p> <ul style="list-style-type: none"> Shakespearean comedy conventions <p>Skills:</p> <ul style="list-style-type: none"> Read, understand and respond to texts Select explicit and implicit information Analysing language, structure and form Comment on the effect on the reader Identification of subject terminology Develop personal response to texts Evaluate texts Use a range of punctuation, vocabulary and sentence structures for clarity, purpose and effect 	<p>The 19th century content is a crucial element of their literary heritage. It will expose them to the key themes of social justice, inequality, poverty and childhood.</p> <p>We want children to understand that the writer is a <i>commentator</i> on society. We want them to understand that novels are <i>cultural artefacts</i>.</p> <p>We want students to develop the ability to appreciate stories, using them as inspiration for their own writing.</p> <p>They will build the skills necessary to construct transactional writing in different forms for different audiences.</p> <p>Students will understand the personal influence a text can have on a reader; understanding their place in the world and its various cultures.</p> <p>Students will develop individual responses and interpretations of a range of fiction and nonfiction texts and begin to question and challenge the ideas of others.</p> <p>The Shakespeare unit will lay the foundations for the academic study of Shakespeare in the future. It is important to expose students to the challenge of Shakespeare; this will help to build students' confidence in tackling dense texts. Many of our feeder primaries look at Shakespearean plots; this unit will expose students to the language of Shakespeare.</p> <p>Students should be able to appreciate the production of the play and involvement of the audience.</p>	<p>Unit 1</p> <p><i>Naïve</i> <i>Bildungsroman</i> <i>maturity</i> <i>social class</i> <i>poverty</i> <i>self-discovery</i> <i>criminal</i> <i>benefactor</i> <i>theme</i> <i>setting</i> <i>protagonist</i> <i>dialogue</i> <i>narration</i> <i>dialect</i></p> <p>Unit 2</p> <p>TBC</p> <p>Unit 3</p> <p><i>Soliloquy,</i> <i>iambic pentameter,</i> <i>syllable,</i> <i>rhyme,</i> <i>dramatic irony,</i> <i>stage directions,</i> <i>blank verse,</i> <i>act,</i> <i>scene,</i> <i>comedy,</i> <i>pun.</i></p>	<p>Unit 1</p> <p>Dickens' characterisation</p> <p>Dickens as a commentator on society – how he felt about the society he lived in.</p> <p>Victorian life - poverty, class, family, education, childhood</p> <p>Unit 2</p> <p>TBC</p> <p>Unit 3</p> <p>The genre of comedy and its conventions (puns, word play, the fool, disguise, mistaken identity, resolution (happy ending), interwoven plot lines, characters separating and coming back together, family tensions)</p> <p>Play conventions (acts and scenes,</p>	<p>Reading</p> <p>Understanding how writers create characterisation, voice, mood and tone</p> <p>Reading challenging texts with new vocabulary</p> <p>Writing (SPAG)</p> <p>Nouns, verbs, adjectives, adverbs</p> <p>Simile, metaphor, personification (figurative language)</p> <p>Adverbial phrases</p> <p>Different types of sentence (command, question, statement, exclamation)</p> <p>Subordinate clauses</p> <p>Sentence demarcation</p> <p>Direct speech/speech punctuation rules</p> <p>Oracy</p> <p>Debating</p> <p>Presenting</p> <p>Drama</p>	<p>3 Core Tasks in Unit 1</p> <p>2 Core Tasks in Unit 2</p> <p>1 Core Task for Unit 3</p> <p>MCQ for Units 1-3 (2 MCQs for Unit 1)</p> <p>Term 3 DOYA</p> <p>Term 6 DOYA</p>

		Students will develop a widening understanding of development of literature across time and how they place themselves within this.		written for an audience) Society (role of men and women, theatre and its hierarchy)		
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>Knowledge: Term 1: Gothic Conventions and fiction (texts include <i>The Tell-Tale Heart</i>)</p> <p>Term 2: Relationships poetry</p> <p>Term 3 & 4: Dystopia Literature and <i>Animal Farm</i></p> <p>Terms 5 & 6: Shakespeare tragedy conventions</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read, understand and respond to texts • Select explicit and implicit information • Analysing language, structure and form • Comment on the effect on the reader 	<p>Students will build and develop their understanding of pre 20th century literature and their knowledge of literary tradition.</p> <p>They will understand Gothic conventions and the range of characters a reader can expect to find within a literary text so that students can appreciate and be inspired by the writer's craft.</p> <p>The Shakespeare unit will continue the academic study of Shakespeare to deepen their knowledge of language, context and enjoyment of Shakespearean plays.</p> <p>By frequently exposing students to the challenge of Shakespeare, this will help to build students' confidence in tackling dense texts. Students will explore different Shakespearean genres.</p> <p>Students will develop their ability to create mood and atmosphere in a variety of subtle ways.</p> <p>Students will learn how to enrich their language/vocabulary.</p> <p>We want students to develop the ability to appreciate stories using them as inspiration for their own writing. Apply knowledge of writer's craft to their own pieces.</p> <p>They will develop understanding of socio-political context and discuss how it affects plot and character.</p>	<p>Unit 1</p> <p><i>Antagonist, submissive, dominant, tyrannical, tyrants, unreliable narrator, pathetic fallacy, personification, foreboding, atmosphere, gothic</i></p> <p>Unit 2</p> <p><i>Stanza, rhyme, rhythm, blank verse, metaphor, simile, line, enjambment, caesura, connotation, form, sonnet, iambic Pentameter, meter, speaker, theme, imagery, alliteration, syllable</i></p> <p>Unit 3</p> <p><i>Inequality, injustice, characterisation, theme,</i></p>	<p>Unit 1</p> <p>Submissive females, tyrannical males, beauty of nature, gothic settings, supernatural and monsters, difference from horror</p> <p>Romanticism vs enlightenment era</p> <p>Unit 2</p> <p>Poetic metre and rhythm Poetry and sounds (alliteration, rhyme, assonance etc) Authorial intent Poet's voice Form and structure (sonnet form) Punctuation for effect Figurative language</p> <p>Unit 3</p> <p>Understanding communism (for higher ability – Socialism, Marxism)</p> <p>Allegory</p> <p>Politics and Propaganda</p>	<p>Reading</p> <p>Understanding how writers create characterisation, voice, mood and tone</p> <p>Reading challenging texts with new vocabulary</p> <p>Writing (SPAG) As for Year 7 plus: Active and passive voice Pronouns Synonym and antonyms Tenses (past and present and continuous) Discourse markers to construct and essay Figurative language</p> <p>Oracy Debating Presenting Drama Public speaking</p>	<p>2 Core Tasks in Unit 1</p> <p>1 Core Tasks in Unit 2</p> <p>2 Core Task for Unit 3</p> <p>1 Core Tasks in Unit 4</p> <p>MCQ for Units 1-4</p> <p>Term 3 DOYA</p> <p>Term 6 DOYA</p>

		<p>Students should be able to evaluate the production of the play and involvement of the audience.</p> <p>They will build the skills necessary to construct transactional writing in different forms for different audiences.</p> <p>They will learn to communicate subtle meaning effectively in poetry and prose.</p> <p>Students will understand the personal influence a text can have on a reader; understanding their place in the world and its various cultures.</p> <p>Students will develop individual responses and interpretations of a range of fiction and nonfiction texts and begin to question and challenge the ideas of others.</p> <p>Students will take political and social issues and apply them to their own interpretations.</p>	<p><i>motif, allegory, setting, Socialism, propaganda, Marxism, communism, dystopia, utopia, power, corruption, responsibility, manipulation, leadership.</i></p> <p><u>Unit 4</u></p> <p><i>Soliloquy, iambic pentameter, syllable, sonnet, rhyme, dramatic irony, stage directions, blank verse, act, scene, unrequited love, tragedy, fatal flaw, fate.</i></p>	<p>Rhetoric and the ability to identify it and how it is crafted</p> <p>Corruption of power</p> <p>Novel conventions (perspective, dialogue, message)</p> <p>Character representation</p> <p>Texts as a social commentary</p> <p><u>Unit 4</u></p> <p>Elizabethan/Jacobean society</p> <p>Role of women and men in society</p> <p>The genre of tragedy and its conventions</p> <p>The significance of the audience and live production and stagecraft.</p>		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<p>Terms 1 and 2: <i>Of Mice and Men</i> by John Steinbeck.</p> <ul style="list-style-type: none"> Analysis of the text and writing in the style of Steinbeck. Writing in the style of Steinbeck Writing about a theme from the novella and developing a personal voice <p>Term 3 Poetry</p> <ul style="list-style-type: none"> Reading and analysing various poems on the theme of <i>War and Conflict</i>. 	<p>In Year 9 students are starting their GCSE studies, partly in terms of texts studied (for example <i>Macbeth</i> and some of the conflict poems), but also in terms of preparing for GCSE style assessments.</p> <p><i>Of Mice and Men</i> is an important American novella as well as being a GCSE text from the previous AQA specification. Through its study, students are able to appreciate the modern novella genre. They are also encouraged to engage and empathise with representations of disadvantaged members of society, as well as tackling the challenging contextual issues of racism, sexism, ageism and discrimination</p>	<p>(OMAM) <i>Author</i> <i>Novella</i> <i>Prose</i> <i>Narrator – third person, omniscient</i> <i>Parallel sentence structure</i> <i>Cyclical structure</i> <i>Characterisation</i> <i>Symbolism</i> <i>Futile</i> <i>Inevitable</i></p>	<p>Themes (OMAM) Loneliness Friendship/ companionship Man and nature Dreams Social disadvantage (Poetry) Representations of: Conflict – physical, social and inner Conscience</p>	<p>Reading 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</p>	<p>Y9 PPE</p> <p>One GCSE style assessment (reading or writing) per term.</p> <p>CLF PPE in Term 6 (weeks 3 and 4) - this is an English Language Paper 1.</p>

<ul style="list-style-type: none"> • Writing poetry on the same theme using a range of techniques <p>Term 4 Non-fiction reading and writing</p> <ul style="list-style-type: none"> • Reading a range of non-fiction texts from different historical periods (eg letters, diaries, speeches, articles, etc) <p>Terms 5 and 6 <i>Macbeth</i> by William Shakespeare</p> <ul style="list-style-type: none"> • Reading the play and acting out scenes in order to understand and explore plot, character and themes. <p>Skills</p> <ul style="list-style-type: none"> • How to study various non-fiction texts – reading and writing • Preparation for GCSE English Language Paper 1 (end of Term 5 and beginning of Term 6). Students will be taught to: • Read and appreciate short extracts from literature texts • Actively read a text in terms of structure, progression and developments 	<p>against people with learning difficulties. Students study Steinbeck’s structural techniques as well as his distinctive prose style, and analyse these in GCSE-style assessment. Students will also produce their own writing in the style of Steinbeck, before cultivating their own voice in writing about similar themes to those explored in the novella. Students are therefore encouraged to explore their own identity and sense of place in the world through the study of people of other cultures and historical periods.</p> <p>War and Conflict Poetry is studied to prepare students for their Literature Paper 2 exam. They will study some of the poems from the AQA Anthology and will explore the relevant context of these poems. They will practise comparing poems in terms of ideas and methods. Some poems will be studied as ‘unseen’ in order to practise a skills-based analytical approach to reading – this is to prepare students for Section C of the exam, Unseen Poetry.</p> <p>Macbeth by William Shakespeare is studied in both Year 9 and Year 11 as it is such a challenging and important text. Please see the information about <i>Macbeth</i> in Year 11 below. In Year 9 students will read the play and study plot, character and key themes. They will read the play aloud and will discuss and act out certain scenes. They will watch a performance of the complete text (film and/or theatre version). They will engage with the contextual issues around Jacobean England and theatre. This prepares students for Y11 when they will revise the play briefly before learning how to respond to the GCSE tasks they will be presented with in Literature Paper 1.</p> <p>Continue Non-fiction Reading and Writing This unit prepares students for the Language Paper 2 exam which focuses on viewpoint in Students will study a range of non-fiction texts such as letters, speeches, articles and essays. They will develop their understanding of how writers present a viewpoint, structure their writing and use a range of writing and rhetorical devices to argue, persuade, advise or entertain. Students will also practise writing in a range of non-fiction styles for different purposes.</p>	<p><i>Mantra</i> <i>Alleviate</i> <i>Empathy</i> <i>Foreshadow</i> <i>Fatalistic</i> <i>Colloquial language</i> <i>Animal imagery</i> (Conflict Poetry) <i>Comparison</i> <i>Methods and Ideas</i> <i>Structure</i> <i>Stanza</i> <i>Enjambment</i> <i>Rhyming couplets</i> <i>Rhyme</i> <i>Rhythm</i> <i>Figurative language</i> <i>Colloquial</i> <i>Narrator (first and third person)</i></p>	<p>Pride/ glory Memory Fear Guilt Abuse of power (Macbeth – see below)</p> <p>Context (OMAM) The Great Depression The Wall Street Crash The Dust Bowl Racism and sexism in 1930s USA Hollywood</p> <p>All Texts Plot Character Form Structure Language Character Development Metaphor Dramatic Irony</p>	<p>Writing One GCSE essay per text with preparatory draft of exemplar essay. 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>Oracy Reading of novella, poems and playscripts Talking for writing process modelled explicitly. Students encouraged to answer ‘like a scholar’ using subject specific terminology.</p>	
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		Please see the 'Language' section in Year 10 below for further information.				
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
10	<p>Literature</p> <p>Term 1: <i>A Christmas Carol</i> by Charles Dickens</p> <p>Term 2: Language Paper 2 preparation</p> <ul style="list-style-type: none"> Reading non-fiction from a range of different genres Writing (to present a point of view) <p>Term 3 and 4:</p> <ul style="list-style-type: none"> <i>An Inspector Calls</i> by JB Priestley <p>Term 5:</p> <ul style="list-style-type: none"> Anthology poetry and unseen poetry based on the theme <i>Power and Conflict</i>. <p>Term 6</p> <ul style="list-style-type: none"> Literature Prose Fiction (for Language Paper 1) Spoken Language – preparation and assessments <p>Historical/Social context of texts:</p> <ul style="list-style-type: none"> British Society in Victorian era Poor Laws Workhouse/Prison British Society in Edwardian era Sinking of Titanic WW1 Russian Revolution Socialism/ Capitalism <p>Language</p> <p>Students will read fluently, and with good understanding, a wide range of texts from</p>	<p>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 read widely for pleasure, and as a preparation for studying literature at a higher level.</p> <p><i>A Christmas Carol</i> 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 19th 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><i>An Inspector Calls</i> 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>The GCSE Literature 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:</p> <ul style="list-style-type: none"> read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas develop the habit of reading widely and often appreciate the depth and power of the English literary heritage write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide vocabulary, including the grammatical terminology and other literary and 	<p>Playwright Author Poet Audience Reader Structure Act Scene Line Chapter Paragraph Sentence Stanza Line Exposition Establishing scene Character Mood Tone Soliloquy Irony Dramatic irony Flashback Theme Motif Figurative language Metaphor Simile Personification Imagery Semantic field Sensory description</p>	<p>Themes</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>Context</p> <p>Empire Gender Socialism/ Capitalism</p> <p>All Texts</p> <p>Plot Character Form Structure Language</p> <p>Language/Literature</p> <p>Character Development Metaphor Dramatic Irony</p>	<p>Reading</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>Writing</p> <p>One GCSE essay per text with preparatory draft of exemplar essay. 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>Oracy</p> <p>Reading of playscripts Talking for writing process modelled explicitly. Students encouraged to answer like a scholar' using subject specific terminology.</p>	<p>Y10 PPE Term 3 (weeks 2 and 3)</p> <ul style="list-style-type: none"> English Language Paper 2 English Literature Paper 1 (section B only – <i>A Christmas Carol</i>)

	<p>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"> • read and evaluate texts critically and make comparisons between texts • summarise and synthesise information or ideas from texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively. 	<p>linguistic terms they need to criticise and analyse what they read.</p> <p>In GCSE English Language 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>				
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p>Term 1 A) <i>Macbeth</i> by William Shakespeare</p> <ul style="list-style-type: none"> • Contextual information: James 1st, gunpowder plot, witchcraft, literary conventions of Jacobean tragedy, • Key themes of ambition, supernatural, deception, kingship, etc • Character development • Key quotations (eg '<i>look like the innocent flower, but be the serpent under't</i>') <p>B) Non-fiction and literary non-fiction reading and writing for Language Paper 2</p> <ul style="list-style-type: none"> • Reading literary and non-literary non-fiction • Comparing viewpoints and writing methods of different writers 	<p>Shakespeare 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. <i>Macbeth</i> 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>Students study non-fiction 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</p>	<p>Tragedy Blank verse Iambic pentameter Soliloquy Protagonist Antagonist Dramatic Irony</p>	<p>Themes in <i>Macbeth</i> Ambition Witchcraft and the supernatural Kingship, loyalty Deception/ appearances</p> <p>Context Jacobean society and politics, gender roles Jacobean theatre</p> <p>All Texts Plot Character Form Structure Language</p>	<p>Reading 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>Writing One GCSE essay per text with preparatory draft of exemplar essay. Thesis is</p>	<p>Term 2 Y11 PPE (weeks 1 and 2)</p> <ul style="list-style-type: none"> • English Language Paper 2 • English Literature Paper 1 <p>Term 4 Y11 PPE (weeks 1 and 2)</p> <ul style="list-style-type: none"> • English Language Paper 1 • English Literature Paper 2

	<ul style="list-style-type: none"> • Writing in a prescribed writing genre (eg article, letter, speech, essay) to present a viewpoint on a chosen topic <p>Terms 3 and 4</p> <ul style="list-style-type: none"> • PPE 3 feedback and improvement • Revising Language Paper 1 and Literature Paper 2 <p>Terms 5 and 6</p> <ul style="list-style-type: none"> • PPE 4 feedback and improvement • Revision and examination skills 	<p>structure can influence the reader, empowers students to make sense of the world and make informed decisions as citizens in a democracy. 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>Language/Literature Character Development Metaphor Dramatic Irony</p>	<p>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>Oracy Class reading of playscripts Talking for writing process modelled explicitly. Students encouraged to answer like a scholar' using subject specific terminology.</p>	
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