

Curriculum Map 2021 onwards

Year view Subject: English Language and Literature				
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments (e.g. links)
<b>Autumn Term 1</b>	Identity Poetry: Gender Race Nationality Sexuality	Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet's intentions	Reading Analyse a poem in detail	Diversity
<b>Autumn Term 2</b>	A Christmas Carol  Graphic Novel	Consider different presentations of character, themes and plot Learn about Victorian context Consider Dickens' intentions in writing the novella Analyse Dickens' use of descriptive language	Writing Write a description of a winter scene	19 <sup>th</sup> Century literature  History – the Victorian era
<b>Spring Term 1</b>	Introduction to Shakespeare's Tragedies	Research Shakespeare's tragedies (including Hamlet, Macbeth and R&J) Understand the features of a tragic play Structure – the tragic arc and consider how the plot follows this structure Look at examples of tragic heroes	Spoken Language  Complete a presentation on the tragic genre / Aristotle	Group work will build confidence for a spoken assessment  Classics – studying Aristotle
<b>Spring Term 2</b>	The Breadwinner	Read the novel Understand the history of Afghanistan Consider how writers use language in non-fiction articles	Reading Non-Fiction: analyse a newspaper article about Afghanistan	Politics – how war affects civilians
<b>Summer Term 1</b>	Travel Writing	Understand what makes an engaging piece of travel writing Utilise a range of devices in writing Employ a range of sentences and punctuation Identify tone and mood in texts Create tone and mood in writing	Writing Write a piece of travel writing in the style of Bill Bryson	
<b>Summer Term 2</b>	Beowulf Michael Morpurgo	Explore the attributes of a hero Analyse language and structure used to convey heroism Practise using some of these devices in our own writing Study powerful oration Perform a powerful monologue	Spoken Language  Write and read out a monologue	Enrichment and links to Classics

Curriculum Map 2021 onwards

<b>Year view Subject: English Language and Literature</b>				
<b>Year 8</b>	<b>Knowledge/Content</b>	<b>Skills</b>	<b>Assessments/Checkpoints</b>	<b>Comments (e.g. links)</b>
<b>Autumn Term 1</b>	Noughts and Crosses Malorie Blackman – Media Unit	Study effective trailers Learn key aspects of media language and explore their effects Learn key aspects of the dystopian genre Explore meanings created through media language choices	Spoken Language Analyse a still image from the trailer; discuss how media language creates meaning	Enrichment – media studies
<b>Autumn Term 2</b>	Noughts and Crosses Malorie Blackman – Writing Unit	Identify the features of a dystopian novel Examine the key themes in the novel Consider writers’ intentions and their purposes for writing Understand the key features of a comment article Justify and support your opinions with evidence Use a variety of punctuation and sentences for effect	Writing Write a comment article for a newspaper inspired by a key theme from the novel.	This builds on prior learning from year 7
<b>Spring Term 1</b>	Shakespeare Hamlet	Study Shakespeare's dramatic methods Learn dramatic terminology Write about how characters and themes are presented Consider how the play fits the tragic genre	Reading Analyse a scene from the play considering Shakespeare’s methods in that scene and in the play as a whole	Apply knowledge of the tragic genre from year 7
<b>Spring Term 2</b>	Poetry Unit	Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet’s intentions	Reading  Analyse a poem in detail	
<b>Summer Term 1</b>	Frankenstein the play Read Philip Pullman’s adaptation Watch The National Theatre version	Analyse Pullman’s presentation of Victor Frankenstein in comparison to Mary Shelley’s Consider the dual nature of humankind as demonstrated with the creature / Frankenstein being played interchangeably in the play	Spoken Language  Perform a scene from the play in character	Classics – Greek Mythology Prometheus
<b>Summer Term 2</b>	Frankenstein  The play	Understand what makes an engaging piece of gothic writing Utilise a range of devices in writing Employ a range of sentences and punctuation Identify gothic setting in texts Create gothic setting in writing	Writing  Gothic setting description	

**Year view Subject: English Language and Literature**

**NB Pupils have 8 lessons per fortnight in year 9, 4 with Teacher 1 and 4 with Teacher 2**

<b>Year 9</b>	<b>Knowledge/Content</b>	<b>Skills</b>	<b>Assessments/Checkpoints</b>	<b>Comments</b>
<b>Autumn Term 1</b>	Teachers 1 and 2: Love and Relationships Poetry Anthology	Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet's intentions Learn to compare 2 poems	Literature: Comparative essay on 2 poems	
<b>Autumn Term 2</b>	Teacher 1: The Great Gatsby Teacher 2: Language Paper 1	Narrative Theory Whole text structure Look at the novel through a Marxist lens Paper 1 Reading skills	Language Paper 1: Year 9 Paper Reading and Writing sections	Marxism
<b>Spring Term 1</b>	Teacher 1: The Great Gatsby Teacher 2: The Woman in Black	Analyse writers' methods in an extract Make links to the novel as a whole	Literature: Extract based question on The Great Gatsby Language: Viewpoint writing opinion piece on social class / inequality / violence against women	
<b>Spring Term 2</b>	Teacher 1: Advertorials Teacher 2: The Woman in Black	Learn how writers evoke pathos for vulnerable groups Explore and evaluate the effectiveness of these methods using theory. Practise using these devices Analyse how language, structure and form create meanings and effects. Use terminology where appropriate Show understanding of relationship between text and context	Language: Writing a persuasive letter Literature Modern text: Character / theme based question	
<b>Summer Term 1</b>	Teachers 1 and 2: Shakespeare's Romeo and Juliet	Analyse how language, structure and form create meanings and effects. Use terminology where appropriate Show understanding of relationship between text and context Consider how the play fits the tragic genre	Literature Extract based question (GCSE style) How does Shakespeare.... In this extract / in the play as a whole	Apply knowledge of the tragic genre from years 7 and 8. Preparation for A-level AQA B Lit.
<b>Summer Term 2</b>	Teachers 1 and 2: GCSE Spoken Language Unit	Analyse the art of rhetoric Study questioning and responding Craft and deliver an argument in the form of a speech	Spoken Language GCSE	

Curriculum Map 2021 onwards

<b>Year view Subject: English Language and Literature</b>				
<b>NB Pupils have 8 lessons per fortnight in year 10, 3 with Teacher 1 and 5 with Teacher 2</b>				
<b>Year 10</b>	<b>Knowledge/Content</b>	<b>Skills</b>	<b>Assessments/Checkpoints</b>	<b>Comments</b>
<b>Autumn Term 1</b>	Teacher 1: Poetry Cluster 1 – Misuse of Power  Teacher 2: An Inspector Calls	Identify poetic methods in poems; consider the effects of the methods on the reader and the poet’s intentions Learn to compare 2 poems-response showing understanding and using references to support points  Analyse how language, structure and form create meanings and effects. Use terminology where appropriate. Show understanding of relationship between text and context	Literature: Comparison between 2 poems from Cluster 1	
<b>Autumn Term 2</b>	Teacher 1: Paper 2 Reading  Teacher 2: Jekyll and Hyde 19 <sup>th</sup> Century Novel	Retrieve implicit and explicit information from text; Infer implied meanings from text; Make comparisons between texts ; Analyse how writers use language to fulfil purpose; Compare viewpoints and how they’re conveyed in writing Practise writing successful exam answers; Clear response showing understanding and using references to support points Analyse how language, structure and form create meanings and effects. Use terminology where appropriate; Show understanding of relationship between text and context	Language: Paper 2 reading  Literature: Jekyll and Hyde extract question	
<b>Spring Term 1</b>	Teachers 1 and 2: Paper 1 Reading	Identify and interpret information; summarise and synthesise; Comment on how language and structure creates meanings; Evaluate texts critically and support this with quotations	Language: Paper 1 Reading	
<b>Spring Term 2</b>	Teacher 1: Conflict Poetry; Unseen poetry Teacher 2: Jekyll and Hyde C19 <sup>th</sup> Novel	Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet’s intentions Learn to compare 2 poems	Literature: Unseen Poetry	
<b>Summer Term 1</b>	Teacher 1: Paper 1 writing Teacher 2: Jekyll and Hyde C19 <sup>th</sup> Novel	Narrative theory Creating character / setting Expanding vocabulary	Language: Paper 1 Writing Literature: Jekyll and Hyde character / theme question	
<b>Summer Term 2</b>	Teacher 1: Spoken Language Teacher 2: Paper 2 Writing	Analyse the art of rhetoric; Study questioning and responding Craft and deliver an argument in the form of a speech; Transfer skills from speech writing to viewpoint writing	Spoken Language*	*This will be moved to year 9 in future years

Curriculum Map 2021 onwards

Year view Subject: English Language				
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	Paper 2 reading	Identify and interpret explicit and implicit information; select and synthesise evidence from different texts; analyse how writers use language and structure to achieve effects; compare writers' ideas and perspectives; evaluate texts critically	Assessment: Paper 2 reading	Transactional writing contexts and links to use in real world contexts
<b>Autumn Term 2</b>	Paper 2 reading consolidation; writing Paper 2	Skills above and writing to argue or persuade: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Write with technical accuracy.	Paper 2 Section B writing assessment	
<b>Spring Term 1</b>	Paper 1 reading and writing revision	Identify and interpret explicit and implicit information; analyse how writers use language and structure to achieve effects; evaluate texts critically. Communicate clearly, effectively and imaginatively; Write with technical accuracy.	Mock Exams: GCSE English Language Paper 2 reading	Preparation for examinations. Study skills Revision skills
<b>Spring Term 2</b>	Paper 1 and 2 exam preparation – reading  Paper 1 and 2 exam preparation - writing	All skills as above		Revision skills
<b>Summer Term 1</b>	Study leave		External Examinations	Preparing for A level Transition unit
<b>Summer Term 2</b>	Exams			

Curriculum Map 2021 onwards

Year view Subject: English Literature				
*Jekyll and Hyde text choice is pending 2021-22 result of curriculum consultation				
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	LITERATURE SHAKESPEARE Paper 1: <i>Romeo and Juliet</i> Shakespeare and the 19th Century Novel	Extract to whole text assessment of the play. Analyse how language, structure and form create meanings and effects. Use terminology where appropriate; Show understanding of relationship between text and context	Checkpoint Task: Week 3 Assessment: Week 6 Assessment: <i>Romeo and Juliet</i> extract based.	Theatre visits e.g. Y10 and 11 <i>An Inspector Calls</i> , <i>Romeo and Juliet</i> Shakespeare Schools – working as actors/directing and performing Options information regarding English literature A level courses. Information regarding careers from degree in English Literature
<b>Autumn Term 2</b>	LITERATURE 19 <sup>th</sup> Century novel Paper 1: Shakespeare and the 19th Century Novel	Dr Jekyll & Mr Hyde * 19th Century novel Extract to whole text assessment. Skills as above	Checkpoint Task: Week 12 Assessment: Week 14 Assessment: Dr J & Mr H extract based	Study skills and revision techniques.
<b>Spring Term 1</b>	Literature Complete Dr Jekyll and Mr Hyde *	Skills as above	Mock Exam on <i>Romeo and Juliet</i> (extract based)	Practice in exam technique
<b>Spring Term 2</b>	LITERATURE : Poetry Revision Paper 2 Modern Texts and Poetry Section B Revision Paper 2 Modern Texts and Section A	Unseen Poetry & The AQA Anthology Conflict and Power  An Inspector Calls	Timed assessments on Poetry/ An Inspector Calls	
<b>Summer Term 1</b>	LITERATURE Paper 1 Exam Preparation Paper 1: Shakespeare and the 19th Century Novel	All of the above	Timed assessments on Poetry/ An Inspector Calls/ <i>Romeo and Juliet</i>	Study skills and revision techniques.
<b>Summer Term 2</b>	Study Leave External Examinations			Transition to A level project Preparation for the next stage in learning

Curriculum Map 2021 onwards

<b>Year view Subject: AQA B new course English Literature</b>				
<b>NB Students have 5 lessons per fortnight in year 12, 3 with Teacher 1 and 2 with Teacher 2</b>				
<b>Year 12</b>	<b>Knowledge/Content</b>	<b>Skills</b>	<b>Assessments/Checkpoints</b>	<b>Comments</b>
<b>Autumn Term 1</b>	Introduction to tragedy  Teacher 1: Othello	Understand the history of the Tragic genre Begin to apply the genre to a range of texts	Paper 1 Section A Othello extract essay	Links made to the of the A-level course to degree level approaches to the study of Literature
<b>Autumn Term 2</b>	Teacher 2: Death of a Salesman	Learn key terminology and how to apply it Detailed study of Othello Acts 1 and 2 Detailed study of Death of a Salesman	Paper 1 Section C Death of a Salesman debate essay	
<b>Spring Term 1</b>	Teacher 1: Othello	Detailed study of Othello Acts 3-5 with application of tragedy	Paper 1 Section B Othello debate question	
<b>Spring Term 2</b>	Teacher 2: Keats – Lamia, The Eve of St. Agnes, La Belle Dame sans Mercy, Isabella	Detailed study of Keats Poetry with application of tragedy	Paper 1 Section C Death of a Salesman and Keats debate question	
<b>Summer Term 1</b>	Non Examined Assessment	Taught element – using critical anthology teach the 6 theories Marxism / Feminism / Post-Colonial / Narrative / Eco-critical / The Literary Canon	Submission of detailed essay plan	
<b>Summer Term 2</b>		Application of these elements to their own texts		

Curriculum Map 2021 onwards

Year view Subject: English Literature OCR final year of this course (2021-22 only)				
Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<p><b>Teacher 1:</b> Component 3 Complete NEA Task 1 Close Reading (started Yr 12 summer 2)</p> <p>Component 3 NEA Task 2 comparative essay - Study 'The History Boys'</p> <p><b>Teacher 2:</b> Component 3 NEA Task 2 comparative essay – Study 'The Whitsun Weddings'</p> <p>Component 1: Hamlet</p>	<p>Coursework-independent research, synthesising of information and analysis.</p> <p>Take responsibility for NEA Task 1 and Task 2</p>	Coursework drafts, ongoing assessment of work on set texts	<p>Lecture Days – University- based</p> <p>External speaker for A-level Literature on The Gothic. This adopts a university lecture approach.</p>
<b>Autumn Term 2</b>	<p><b>Teacher 1:</b> Component 3 NEA task 2 comparative essay</p> <p><b>Teacher 2:</b> Component 1 Hamlet</p>	Mock/exam prep/revision	Coursework finalised and marked	Theatre visits as appropriate to set texts and wider reading
<b>Spring Term 1</b>	<p><b>Teacher 1:</b> Component 1 Hamlet(Exam focus)</p> <p><b>Teacher 2:</b> Component 2 Section A</p>	<p>Hamlet (Exam focus)</p> <p>Introduction to the Gothic cont.</p>	Week 2/3 Year 13 mock exams	
<b>Spring Term 2</b>	<p><b>Teacher 1:</b> Component 1 Comparing</p> <p><b>Teacher 2:</b> Component 2 Comparing</p>	<p>The Merchant's Tale The Duchess of Malfi</p> <p>Dracula</p> <p>Frankenstein</p>		External speaker for A-level Literature on The Gothic. This adopts a university lecture approach.
<b>Summer Term 1</b>	<p><b>Teacher 1:</b> REVISION Component 1</p> <p><b>Teacher 2:</b> REVISION Component 2</p>	<p>Hamlet</p> <p>Duchess of Malfi</p> <p>Chaucer</p> <p>The Gothic</p>		Encounters with further and higher education – revision days etc.
<b>Summer Term 2</b>	Study Leave			