

Year view Subject: English Language and Literature Curriculum Map 2021 onwards				
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments (eg links)
Autumn Term 1	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
Autumn Term 2	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 th Century literature History – the Victorian era
Spring Term 1	Julius Caesar	Understand the origins of the tragedy genre and learn key tragedy vocabulary Analyse stagecraft and apply it to a production Write a soliloquy to accompany a group performance Practise how to perform a scene	Spoken Language – perform a soliloquy as part of a group performance SPAG on soliloquies	Group work will build confidence for a spoken assessment Drama Classics – studying Aristotle
Spring Term 2	Julius Caesar continued... Travel Writing	As above Understand what makes an engaging piece of travel writing Utilise a range of devices in writing Employ a range of sentences and punctuation Create tone and mood in writing	Writing Write a piece of travel writing in the style of Bill Bryson	
Summer Term 1	Travel Writing continued... Begin class novel	As above Whole text analysis Characterisation, setting	As above	
Summer Term 2	Class novel continued		Reading Analyse a short section of text	

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Year 8	Knowledge/Content	Skills	Assessments/Checkpoints	Comments (eg links)
Autumn Term 1	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	Reading Analyse a still image from the trailer	Enrichment – media studies
Autumn Term 2	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.	
Spring Term 1	War Poetry	Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet's intentions	Reading Analyse Dulce et Decorum Est in detail	Links to History – First World War
Spring Term 2	Shakespeare Hamlet	Study Shakespeare's dramatic methods Analyse stagecraft and apply it to a production Consider how the play fits the tragic genre Practise how to perform a scene	Spoken Language – perform a scene from the play and write up an analysis of the stagecraft choices you made	Apply knowledge of the tragic genre from year 7
Summer Term 1	Hamlet continued... Animal Farm	As above Understand the idea of an allegory Analyse language and power Consider Orwell's intentions in writing the novella Whole novel structure – how do the 7 commandments change over the course of the text Apply Marxism to the novella	Reading – analyse stagecraft in a short section of text	History – the Russian Revolution Introduction to Marxism The art of rhetoric – language and power (connections to A Level Language)
Summer Term 2	Animal Farm continued...	As above	Descriptive writing – description of a character / setting	

Year view Subject: English Language and Literature Curriculum Map 2021 onwards				
NB Pupils have 8 lessons per fortnight in year 9, 4 with Teacher 1 and 4 with Teacher 2				
Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments *
Autumn Term 1	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	
Autumn Term 2	Descriptive writing The Great Gatsby	Using a picture to support descriptive writing Building ambitious vocabulary Crafting Read the novel Analyse page to screen using the Baz Luhrmann film version – analysis of colour connotations, camera angles, lighting, props Analysis of extracts of text – e.g. Valley of ashes setting Look at the novel through a Marxist lens Whole text structure – the tragic arc	Language: Descriptive writing – using this picture	Marxism The tragic arc Enrichment – media studies analysis of sections of the film
Spring Term 1	The Great Gatsby continued Language Paper 1 reading skills	As above Focus on Q2 – analysis of language methods Focus on Q3 – analysis of structural methods	Literature: The Great Gatsby – how does Fitzgerald use language to? Language: Viewpoint writing opinion piece on social class / inequality / violence against women	
Spring Term 2 and Summer Term 1	Shakespeare's Romeo and Juliet Language: Introduction to A Level English Language	Apply knowledge of the tragic genre and key tragedy vocabulary to the play Watch a full play version – analyse stagecraft and apply it to a production Analyse key scenes, learning how to make links to the whole text. Introduce new terminology Language and Power – analysis of an episode of the Apprentice / Dragon's Den; Language change – analysis of how language changes over time	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.
Summer Term 2	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	

Year view Subject: English Language and Literature Curriculum Map 2021 onwards				
NB Pupils have 8 lessons per fortnight in year 10, 3 with Teacher 1 and 5 with Teacher 2				
Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments *
Autumn Term 1	Literature: Poetry Cluster 1 – Misuse of Power Literature: 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 (open book)	
Autumn Term 2	Language: Paper 2 Reading Literature: Jekyll and Hyde 19 th 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	Literature: An Inspector Calls essay question (open book) Language: Paper 2 reading	
Spring Term 1	Language: Paper 2 Writing Literature: J&H continued	As above	Literature: Jekyll and Hyde extract question	
Spring Term 2	Literature: Conflict Poetry; Unseen poetry	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: Poetry comparison (closed book)	
Summer Term 1	Revision of J&H, An Inspector Calls, Paper 2 Reading and Writing		Mock exams (Literature: poetry and An Inspector Calls, Language Paper 2)	
Summer Term 2	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

Year view Subject: English Language		Curriculum Map 2021 onwards		
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	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
Autumn Term 2	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	
Spring Term 1	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
Spring Term 2	Paper 1 and 2 exam preparation – reading Paper 1 and 2 exam preparation - writing	All skills as above		Revision skills
Summer Term 1	Study leave		External Examinations	Preparing for A level Transition unit
Summer Term 2	Exams			

Year 11		Curriculum Map 2021 onwards		
*Jekyll and Hyde text choice is pending 2021-22 result of curriculum consultation				
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	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 eg 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
Autumn Term 2	LITERATURE 19 th 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.
Spring Term 1	Literature Complete Dr Jekyll and Mr Hyde *	Skills as above	Mock Exam on <i>Romeo and Juliet</i> (extract based)	Practice in exam technique
Spring Term 2	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	
Summer Term 1	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.
Summer Term 2	Study Leave External Examinations			Transition to A level project Preparation for the next stage in learning

Year view Subject: AQA B new course English Literature Curriculum Map 2021 onwards				
NB Students have 5 lessons per fortnight in year 12, 3 with Teacher 1 and 2 with Teacher 2				
Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments *
Autumn Term 1	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
Autumn Term 2	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	
Spring Term 1	Teacher 1: Othello	Detailed study of Othello Acts 3-5 with application of tragedy	Paper 1 Section B Othello debate question	
Spring Term 2	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	
Summer Term 1	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	
Summer Term 2		Application of these elements to their own texts		

Year view Subject: English Literature OCR final year of this course Curriculum Map 2021-22 only				
Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments *
Autumn Term 1	<p>Teacher 1: 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>Teacher 2: 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>
Autumn Term 2	<p>Teacher 1: Component 3 NEA task 2 comparative essay</p> <p>Teacher 2: Component 1 Hamlet</p>	Mock/exam prep/revision	Coursework finalised and marked	Theatre visits as appropriate to set texts and wider reading
Spring Term 1	<p>Teacher 1: Component 1 Hamlet(Exam focus)</p> <p>Teacher 2: Component 2 Section A</p>	<p>Hamlet (Exam focus)</p> <p>Introduction to the Gothic cont.</p>	Week 2/3 Year 13 mock exams	
Spring Term 2	<p>Teacher 1: Component 1 Comparing</p> <p>Teacher 2: 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.
Summer Term 1	<p>Teacher 1: REVISION Component 1</p> <p>Teacher 2: 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.
Summer Term 2	Study Leave			