

Subject: English Language and Literature Curriculum Map 2023 onwards			
Year 7	Content	Skills and knowledge	Assessments/Checkpoints
<b>Unit 1</b> <b>September – October Half Term</b> <b>(8 weeks)</b>	Identity Poetry 1. A Bad Princess 2. The Class Game 3. Presents from My Aunts in Pakistan 4. Unrelated Incidents 5. Fiere (optional)	Identify poetic methods in poems Consider the language choices made by the poet to convey the importance of their identity Consider the poet's intentions	<u>Reading</u> Analyse <i>Presents from My Aunts in Pakistan</i>
<b>Unit 2</b> <b>November – Christmas</b> <b>(7 weeks)</b>	Myths and legends	Interpret texts, using understanding of myths Structure mythic stories and create characters worthy of mythical status Use a range of language techniques to make own myths exciting	<u>Writing</u> Write the opening of a hero's quest
<b>Unit 3</b> <b>8<sup>th</sup> Jan – 1<sup>st</sup> March inclusive</b> <b>(7 weeks)</b>	Shakespeare Julius Caesar	Understand the origins of the tragedy genre and learn key tragedy vocabulary Analyse stagecraft and apply it to a production Study key scenes of the play (30 minute version) Write a soliloquy to accompany a group performance Practise how to perform a scene	<u>Spoken Language</u> Perform a soliloquy as part of a group performance  <u>SPAG</u> on soliloquies
<b>Unit 4</b> <b>4<sup>th</sup> March – 3<sup>rd</sup> May inclusive</b> <b>(7 weeks)</b>	Travel Writing	Understand what makes an engaging piece of travel writing Study a range of travel writing extracts Utilise a range of devices in writing Employ a range of sentences and punctuation Create tone and mood in writing	<u>Writing</u> Write a piece of travel writing in the style of Bill Bryson
<b>Unit 5</b> <b>7<sup>th</sup> May – 18<sup>th</sup> July inclusive</b> <b>(9 weeks)</b>	The Breadwinner	Understand the contextual factors connected to this text – e.g. the war in Afghanistan Whole text structure The features of a story: characterisation, setting, plot How to analyse Ellis' use of language	<u>Reading</u> Analyse a short section of text

Year view Subject: English Language and Literature		Curriculum Map 2023 onwards	
Year 8	Content	Skills and knowledge	Assessments/Checkpoints
<b>Unit 1</b> <b>September</b> – <b>October</b> <b>Half Term</b> <b>(8 weeks)</b>	Noughts and Crosses Media Unit	Building on skills learned in year 7 The Breadwinner: character, setting, plot Identify the features of a dystopian novel Study effective trailers Learn key aspects of media language and explore their effects Explore meanings created through media language choices	<u>Reading</u> Analyse a still image from the trailer
<b>Unit 2</b> <b>November</b> – <b>Christmas</b> <b>(7 weeks)</b>	Noughts and Crosses Writing Unit	Consider Blackman’s intentions in writing the novel and the fact this is an ‘own voices’ text Examine the key themes in the novel Learn how to write descriptions and narratives Use a variety of punctuation and sentences for effect	<u>Writing</u> Creative Writing
<b>Unit 3</b> <b>8<sup>th</sup> Jan</b> – <b>1<sup>st</sup> March</b> <b>inclusive</b> <b>(7 weeks)</b>	War poetry: 1. Charge of the Light Brigade 2. Propaganda poems 3. Exposure 4. War Photographer	Building on identity poetry from year 7. Learn the context surrounding each poem Consider the language choices made by the poet to convey the horror of war Consider the poet’s intention	<u>Reading</u> Analyse War Photographer
<b>Unit 4</b> <b>4<sup>th</sup> March</b> – <b>3<sup>rd</sup> May</b> <b>inclusive</b> <b>(7 weeks)</b>	Shakespeare Hamlet	Build on skills learned in year 7 Julius Caesar 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	<u>Spoken Language</u> Perform a scene from the play and write up an analysis of the stagecraft choices which you made  <u>SPAG</u> on stagecraft analysis
<b>Unit 5</b> <b>7<sup>th</sup> May</b> – <b>18<sup>th</sup> July</b> <b>inclusive</b> <b>(9 weeks)</b>	Survival Anthology	Learn how writers evoke pathos for vulnerable groups Explore and evaluate the effectiveness of these methods using theory Practise using some of these devices in our own writing	<u>Writing</u> Produce a piece of persuasive writing to encourage people to support a charity of your choice

Year 9	Content	Skills and knowledge	Assessments/Checkpoints
<b>Unit 1</b> <b>September – October</b> <b>Half Term</b> <b>(8 weeks)</b>	Struggles through the Ages	Reading a diverse range of extracts from stories / poems where the main character faces a struggle Building ambitious vocabulary How to structure a short story How to create a character with which the reader sympathises	<u>Writing</u> Write a short story about a character who thrives in the face of a struggle Formative – one paragraph Summative – full story
<b>Unit 2</b> <b>November – Christmas</b> <b>(7 weeks)</b>	The Great Gatsby	Building on skills learning in The Breadwinner (y7) and Noughts and Crosses (y8) 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. Gatsby and Daisy’s relationship and how it changes – whole text structure Look at the novel through a Marxist lens The tragic arc	<u>Reading</u> Formative - How does Fitzgerald use language to present the setting as bleak? – Valley of Ashes  Summative - Write about the relationship between Gatsby and Daisy.
<b>Unit 3</b> <b>8<sup>th</sup> Jan – 1<sup>st</sup> March</b> <b>inclusive</b> <b>(7 weeks)</b>	Shakespeare Romeo and Juliet	Build on skills learned in Julius Caesar (y7) and Hamlet (y8) 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 text as a whole	<u>Reading</u> Extract based question (15 mark question) Formative – one paragraph Summative – full essay
<b>Unit 4</b> <b>4<sup>th</sup> March – 22<sup>nd</sup> March</b> <b>(4 weeks)</b>	GCSE English Language Paper 1 Q1-3 1. Alfred Source 2. White Fang Source	Build on retrieval of information (Q1) Build on language analysis skills (Q2) Explicitly teach how to analyse structure of a whole text (Q3)	<u>Reading</u> Question 3 response on White Fang paper
<b>Unit 5</b> <b>(7 weeks)</b>	The Art of Rhetoric  GCSE Spoken Language	Identify and use rhetorical devices Analyse the art of rhetoric in famous speeches Craft and deliver an argument in the form of a speech  Plan and complete the GCSE Spoken Language component	<u>Writing</u> Write a persuasive speech about climate change Formative – draft Summative – final version  <u>Spoken Language</u> Complete GCSE spoken language task
<b>Unit 6</b> <b>3<sup>rd</sup> Jun – 18<sup>th</sup> July</b>	GCSE Poetry – Cluster 1 War	Build on knowledge of poetry learned in years 7 + 8 Study each of the 4 poems in detail, understanding the poet’s choices and their intentions	<u>Reading</u> Poetry comparison – Dulce and The Soldier

<b>(6 weeks)</b> <b>ex. EW</b>		Make connections between the poems Learn how to write a comparative essay	
-----------------------------------	--	--	--

Year 10	Content	Skills and knowledge	Assessments/Checkpoints
	<b>GCSE Language: AQA GCSE Literature: WJEC Eduqas</b>		
<b>Unit 1</b> <b>September – October</b> <b>Half Term</b> <b>(8 weeks)</b>	<u>Literature:</u> Poetry Anthology Cluster 1 (War) + Cluster 2 (Love & Relationships)	Build on knowledge of poetry learned in years 7, 8 + 9 Study each of the 9 poems in detail, understanding the poet's choices and their intentions Study the contexts of the poems including when they were written and any events in the poet's life which influenced their writing Make connections between the poems	<u>Literature</u> Formative + Summative Comparison between 2 poems The Soldier and Manhunt (open book)
<b>Unit 2</b> <b>November – Christmas</b> <b>(7 weeks)</b>	<u>Literature:</u> 19 <sup>th</sup> Century Novel: A Christmas Carol	Build on knowledge of 19 <sup>th</sup> Century Literature and extract/ whole text analysis Read the text and study each chapter in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam based questions	<u>Literature</u> Formative + Summative <i>A Christmas Carol</i> – past paper question
<b>Unit 3</b> <b>8<sup>th</sup> Jan – Feb Half Term</b> <b>(5 weeks)</b>	<u>Language:</u> Paper 2 Reading	Build on knowledge of non-fiction texts - discuss the articles which have been sent home every week – have they been reading them and what have they learned about non-fiction writing? Teach inference skills (Q2) and synthesis, how to analyse language (Q3) and how to compare writers' perspectives (Q4)	<u>Language</u> Formative Paper 2 reading (Summative will be mocks)
<b>Unit 4</b> <b>19<sup>th</sup> Feb – Easter</b> <b>(5 weeks)</b>	<u>Literature:</u> Poetry Anthology Cluster 3 (Place)	Study each of the 5 poems in detail, understanding the poet's choices and their intentions Study the contexts of the poems including when they were written and any events in the poet's life which influenced their writing Make connections between the poems and the 5 poems taught in Autumn term 1	
<b>Unit 5</b> <b>8<sup>th</sup> April – 26<sup>th</sup> April</b> <b>(3 weeks)</b>	<u>Language:</u> Paper 2 Writing	Build on knowledge from year 9 of the art of rhetoric Build up a bank of forceful and positive vocabulary Practise how to write forcefully in order to convey a viewpoint	<u>Language</u> Formative + Summative Paper 1 Writing
<b>Unit 6</b> <b>29<sup>th</sup> April – May Half Term</b>	<u>Literature:</u> Unseen Poetry	Apply knowledge of how to analyse poetry to unseen texts How to analyse writers' methods Learn how to craft a response	<u>Literature</u> Formative Unseen poetry analysis (Summative will be mocks)
<b>NB Units 5+ 6 can be co-taught</b>	Mock Revision	Preparation for the mock exams - Teach how to revise for English Interleave learning quotations from A Christmas Carol	<u>Mock Exams:</u> Language - Paper 2 reading Literature - <i>A Christmas Carol</i>

<p><b>Unit 7</b>  <b>3<sup>rd</sup> Jun –</b>  <b>18<sup>th</sup> July</b></p> <p><b>(6 weeks</b>  <b>excluding</b>  <b>EW)</b></p>	<p><u>Literature:</u>  An Inspector Calls</p>	<p>Build on knowledge of studying plays  Understand what is meant by stagecraft and dramatic methods, applying both to An Inspector Calls  Read and watch the play  Understand the concepts of socialism, Marxism – although context isn't tested in the exam, these concepts are key to unlocking the playwright's intention</p>	<p><u>Literature</u>  Formative + Summative  An Inspector Calls past paper</p>
---	---	---	--

Year view Subject: English Literature		Curriculum Map 2023 onwards	
Year 11	Content	Skills and knowledge	Assessments/Checkpoints
<b>GCSE Language and Literature: AQA</b>			
<b>Unit 1</b> + <b>Unit 2</b> <b>September – October Half Term</b> <b>(8 weeks)</b>	<u>Literature (AQA)</u> Macbeth  <u>Language (AQA)</u> Paper 1 Reading	Finish teaching Acts 4 and 5 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 each key, learning how to make links to the text as a whole Consider contextual factors including kingship, the supernatural, the gunpowder plot, dual context Understand Shakespeare’s intentions in writing the play  Build on skills of retrieving information from a text How to analyse language (Q2), whole text structure (Q3) and evaluation of a statement (Q4)	<u>Literature</u> Formative + summative Macbeth  <u>Language</u> Formative + summative Paper 1 Reading
<b>Unit 3</b> <b>November – Christmas</b> <b>(7 weeks)</b>	Revision  <u>After mocks – Literature AQA</u> An Inspector Calls	Revision of poetry and Macbeth ready for the mocks  Build on knowledge of studying plays Understand what is meant by stagecraft and dramatic methods, applying both to An Inspector Calls Read and watch the play Understand the concepts of socialism, Marxism, which are both key to Priestley’s intention	<u>Mock Exams:</u> Language Paper 1 Reading Macbeth Poetry comparison  <u>Literature</u> Formative + summative – AIC past paper
<b>Unit 4</b> <b>8<sup>th</sup> Jan – Feb Half Term</b> <b>(5 weeks)</b>	<u>Continue with AIC</u>  <u>Language AQA</u> Paper 1 Writing  <u>Literature AQA</u> Poetry Cluster 3 – Nature and Time	Build on knowledge of descriptive and narrative writing, broaden vocabulary  Study each of the 5 poems in detail, understanding the poet’s choices and their intentions Make connections between the poems and the 10 poems taught in year 10	<u>Writing question</u> Formative + summative –past paper  <u>Literature</u> Formative + summative – nature question comparing 2 poems

<b>Unit 5</b> <b>19<sup>th</sup> Feb –</b> <b>Easter</b> <b>(5 weeks)</b>	Revision of Language Paper 2	Completing past papers to perfect exam technique	Practice papers
	Revision of all Literature texts (An Inspector Calls, Poetry, Jekyll and Hyde, Macbeth)	Learning quotations Completing past papers to perfect exam technique	
<b>29<sup>th</sup> April –</b> <b>May Half</b> <b>Term</b>	Revision	Revision	Practice papers
	Study Leave	Study Leave	Study Leave

<b>Year view Subject: English Literature Curriculum Map 2023 onwards</b>				
<b>NB Students have 5 lessons per fortnight in year 12</b>				
<b>Year 12</b>	<b>Content</b>	<b>Skills and knowledge</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	If they have studied at EGS in y7-11 they will have good knowledge of the Tragedy Genre
<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:	Detailed study of Keats Poetry with application of tragedy	Paper 1 Section C Death of a Salesman and Keats debate question	



	Keats – Lamia, The Eve of St. Agnes, La Belle Dame sans Mercy, Isabella			
<b>Summer Term 1</b>	Non-Examined Assessment	<p>Taught element – using critical anthology teach the 6 theories Marxism / Feminism / Post-Colonial / Narrative / Eco-critical / The Literary Canon</p> <p>Application of these elements to their own texts</p>	Mock examination Paper 1 Section A and C	
<b>Summer Term 2</b>			Submission of detailed essay plan	The NEA essays need to be drafted during the summer holidays to be submitted upon return

<b>Year view Subject: English Literature Curriculum Map 2023 onwards</b>				
<b>NB Students have 5 lessons per week in year 13</b>				
<b>Year 13</b>	<b>Content</b>	<b>Skills and knowledge</b>	<b>Assessments/Checkpoints</b>	<b>Comments</b>
<b>Autumn Term 1</b>	<p>Introduction to Political and Social Protest Literature</p> <p>Teacher 1: The Handmaid’s Tale</p> <p>Teacher 2: The Kite Runner</p>	<p>Understand the genre and its origins</p> <p>Learn key terminology and how to apply it to the genre</p> <p>Detailed study of both texts</p> <p>Connection to contextual factors and how this impacts the writing of these texts</p>	<p>NEA essays to be marked and redrafted for final deadline (December)</p> <p>Paper 2 Section A extract question</p>	
<b>Autumn Term 2</b>	Interleave revision of Tragedy unit		<p>Paper 2 Section B debate response for HMT and TKR</p> <p>Mock Examination</p>	
<b>Spring Term 1</b>	William Blake’s Songs of Innocence and Experience	<p>Detailed study of the poems</p> <p>Connection to contextual factors and how this impacts Blake’s writing</p>	Paper 2 Section C debate response essay (on two texts)	
<b>Spring Term 2</b>	Revision of all texts		Practice papers	
<b>Summer</b>	Revision of all texts	Exam technique	Practice papers	

<b>Term 1</b>				
<b>Summer Term 2</b>	Study Leave	Study Leave	Study Leave	Study Leave

Year view Subject: English Language Curriculum Map 2023 onwards					
NB Students have 10 lessons per fortnight in Year 13					
Year 13		Content	Skills and knowledge	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<b>Teacher 1</b>	NEA Independent Language Research – Supervised drafting of NEA	Key terms: Introduction, Hypotheses, Contextualisation, Analysis, Conclusion, Evaluation	Ongoing interim checkpoints	A level Key Component  <b>NEA: Independent Language Research</b>
	<b>Teacher 2</b>	NEA Independent Language Research – Supervised drafting of NEA	Key terms: Introduction, Hypotheses, Contextualisation, Analysis, Conclusion, Evaluation	Ongoing interim checkpoints	A level Key Component  <b>NEA: Independent Language Research</b>
<b>Autumn Term 2</b>	<b>Teacher 1</b>	Language Change Learn about word formation processes, change processes, contextual factors influencing change. Analyse texts from different historical periods and practise the skills of writing comparative essays  Revision before mock exams	Diachronic and Synchronic Change; Etymology; Grammatical, Semantic and Lexical change; Theories and attitudes: prescriptivism and descriptivism	Comparative analysis of two texts from different time periods.	A level Key Component  <b>Dimensions of Linguistic Variation: Child Language Acquisition</b>

	<b>Teacher 2</b>	<p>Child Language Acquisition Learn about the ways in which children develop spoken language, including theories, concepts and theorists. Analyse transcripts of spoken language and practise the skills of writing exam answers.</p> <p>Revision before mock exams</p>	Behaviourism, Nativism and other CLA theories and concepts; Lexical, Grammatical and Phonological development	Close analysis of CLA transcript	<p>A level Key Component</p> <p><b>Dimensions of Linguistic Variation: Child Language Acquisition</b></p>
<b>Spring Term 1</b>	<b>Teacher 1</b>	<p><u>Language Change continued</u></p> <p><u>NEA including task 2 – Academic Poster</u> A recasting of the student’s Independent Language Research project as an academic poster for Higher Education use.</p>	<p>See above</p> <p>Form, purpose, audience, register, using text and images in writing for a new format.</p>	NEA academic poster	<p>A level Key Component</p> <p><b>Dimensions of Linguistic Variation: Language Change</b></p> <p><b>NEA: Independent Language Research</b></p>
	<b>Teacher 2</b>	<p><u>Language and the Media – Language and Technology- revision of sociolinguistic concepts</u></p>			<p>A level Key Component</p> <p><b>Dimensions of Linguistic Variation: Language and the Media</b></p>
<b>Spring Term 2</b>	<b>Teacher 1</b>	Revision leading up to external exams			

	<b>Teacher 2</b>	Revision leading up to external exams			
<b>Summer Term 1</b>	<b>Teacher 1</b>	Revision leading up to external exams			
	<b>Teacher 2</b>	Revision leading up to external exams			
<b>Summer Term 2</b>	<b>Teacher 1</b>	<u>External examinations</u>			
	<b>Teacher 2</b>	<u>External examinations</u>			