**Curriculum Map for: English 2022-23 Curriculum Lead: Jonathan Litt**

**Curriculum Aim & Scope:** In English we studya range of challenging texts, across all key stages, in order to develop the reading and writing skills that will encourage curiosity, enthusiasm, and independence in our learners as both readers and writers. Reading is at the heart of all we do but the texts are supplemented by topics of study that encourage students to be inquisitive and to ask, and answer, provocative questions about the world around us. All lessons are underpinned with the core literacy skills necessary to be confident learners both in English but also across the school.

**In line with the aims of the English National Curriculum, we aim to encourage students throughout KS3 to:**

* develop and appreciation and love of reading through the teaching of high-quality works covering a range of form and authors
* read independently for challenge, interest and enjoyment.
* develop an understanding of increasingly challenging texts and vocabulary
* develop creative, imaginative, and independent skills when inferring texts and producing their own forms of writing.
* develop a critical understanding of how language works to creating meaning for an audience.
* developing independent opinions when analysing the work of others.
* develop confidence and take risks in their work, experimenting with language to achieve different purposes and appeal to a variety of audiences.
* develop a clear understanding of different forms and purposes of writing and have the ability to demonstrate this in their own work.
* proof-read and self-correct work with confidence.

Currently KS4 and KS5 follow the Eduqas /AQA specifications. The assessment objectives relevant to these specifications form the basis of the assessment foci at KS3, with a varied degree of difficulty depending on the Key Stage. This will ensure KS3 students will then have a firm foundation for them once they move further up the school into KS4 and KS5.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | **Theme: Setting**  **Study of a modern novel: Trash**  **Learning/Skills:**  Students will learn about context and setting and its effect on the novel. They will start to develop skills in language analysis: inference and deduction  writer’s intentions, character perceptions, wider themes as well as being introduced to a range of forms and purpose of writing.  **Assessment: either Reading:** extract based, how is mood and atmosphere is created through the description of the setting?  **Or Writing:** Persuasive speech writing- Who’s responsibility is it to help children living in dumpsites? | **Theme: Setting**  **Continued Study of a modern novel: Trash**  **Theme: Diversity**  **Study of poetry from other cultures**  **Learning/Skills:**  Students will begin their exploration of poets /contexts alongside an introduction to poetic methods. They will continue their development of how to discuss writer’s intentions as well as gaining understanding of the form of the poetry.  **Assessment: either**  **Reading:** How does the poet portray the theme of… focusing on ONE poem from the anthology  **or Writing:** to write a 3-stanza poem using an extended metaphor. | **Theme: Reading and Writing Skills**  **Learning/Skills:**  Students will practise and develop reading skills including scanning and skimming. Develop independence when read and retrieve information. Practise identifying precise inferences from a text and begin to develop a personal response to a text. For writing, students will learn to identify different sentence types and be able to use these confidently in their writing and for different effects. Students will learn to use features appropriate for the format of writing and the importance of sequencing ideas in a logical order, separating through paragraphs and other cohesive devices  **Assessment: either**  **Reading:**  GCSE style ‘How does the writer show the thought and feelings of….’ using a text of choice from the scheme.  **Writing:** Persuasive Letter writing- write a letter to Katie Hopkins expressing your views. | **Theme: Reading and Writing Skills**  **Theme: Diversity**  **Study of poetry from other cultures**  **Learning/Skills:**  Students will continue their exploration of poets /contexts alongside a continued introduction to poetic methods. They will build on their ability to discuss writer’s intentions as well as developing their understanding of the form of the poetry.  **Assessment: either**  **Reading:** How does the poet portray the theme of… focusing on ONE poem from the anthology  **or Writing:** to write a 3-stanza poem using an extended metaphor. | **Theme: Genre**  **Genre Study of dystopian literature**  **Learning/Skills:**  Students will understand the conventions of the dystopian genre: settings, characters, plots. They will gain an understanding of narrative forms and their effect. Students will be able to use their knowledge to plan and create a dystopian setting (utilising the taught conventions) through descriptive writing.  **Assessment: either**  **Reading:** selected extract from booklet - ‘How does the writer use features of the dystopian genre?’  **or Writing:** creative writing 3rd person omniscient narrative – picture / title stimulus ‘A Dystopian World.’ Students create a description of a dystopian world.  **Theme: Diversity**  **Continued study of poetry from other cultures.** | **Theme: Character**  **An introduction to Shakespeare’s characters.**  **Learning/Skills:**  Students will be introduced to Shakespeare’s language through the study of a range of his most famous characters. They will gain an understanding of the basic Shakespearian comedies and tragedies as well as developing appreciation of how language choices made by the author are meaningful and deliberate. They will start to recognise the use of figurative language with growing independence and learn to develop character voice in their writing.  **Assessment: either**  **Reading:** extract based – character focus. i.e., ‘How does Shakespeare use language to present…’  **or Writing:** Diary writing. Writing from the perspective of a character reflecting on events of the play. |
| **Year 8** | **Theme: Character and diversity.**  **Study of a modern novel: My Sister Lives on the Mantelpiece**  **Learning/Skills:**  Students will build on skills considering the importance of context and setting and its effect on the novel. Continued development of reading for meaning, considering a writer’s literary methods in relation to character. Study of narrative writing with focus on 1st person narration and ‘showing not telling’. Exploration of themes: loss, grief, relationships, prejudice, racism.  **Assessment: either**  **Reading:** extract based – focus on Impressions of a character: Jamie, Sunya.  **or Writing:** writing a narrative gap – filling in a ‘missing piece’ of narrative – 1st person or 3rd person omniscient. | **Theme: Character and diversity.**  **Continued study of a modern novel: My Sister Lives on the Mantelpiece**  **Theme: love and relationships**  **Study of poetry focused on love and relationships.**  **Learning/Skills:**  Students will further develop their exploration of poets /contexts. They will be introduced to varying forms of poetry and continue their development of how to discuss writer’s intentions and overarching messages through identification an annotation of poetic devices. Students will be introduced to the language of comparison: comparing poems in relation to themes, messages, and methods  **Assessment: either**  **Reading:** comparison question across TWO poems, taken from the anthology.  **or Writing** to write a narrative poem focused on a personal relationship. | **Theme: Setting**  **Either: 19th Century Literature: Frankenstein or Boy 87**  **Learning/Skills:**  Student will gain an understanding of the features of their chosen genre and develop their understating of how context impacts our understanding. There will be opportunities to consider aspects of ethics and morality (the plight of refugees and playing God). Students will develop their skills of annotation when reading for meaning. Further teaching of narrative forms with focus on the effect of voice and third person omniscient. Students will also become confident in the identification and used of challenging literary methods.  pathetic fallacy, contrast, juxtaposition, foreshadowing, foreboding as relevant to the chosen text.  **Assessment: either**  **Reading** How does the writer use setting to….  **or Writing:** descriptive writing of a setting using third person omniscient narration. | **Theme: Setting**  **Continued study of 19th Century Literature: Frankenstein or Boy 87**  **Assessment: either**  **Reading** How does the writer use setting to….  **or Writing:** descriptive writing of a setting using third person omniscient narration.  **Theme: love and relationships**  **Continued study of poetry focused on love and relationships.**  .  **Assessment: either**  **Reading:** comparison question across TWO poems, taken from the anthology.  **or Writing** to write a narrative poem focused on a personal relationship. | **Theme: Form**  **Study of a play: Either Noughts and Crosses or Coram Boy**  **Learning/Skills:**  Students will build on previous text exploration with a focus on the form of a play. They will understand the conventions of the form and how features work alongside language to create meaning. Students will be increasingly independent in their analysis of texts and identification of literary methods and their effects. Students will understand the form and purpose of a review and it’s conventions. They will demonstrate the ability to adapt their language for form, audience and purpose.  **Assessment: either**  **Reading:** Extract focus: How are language and form used to create a reaction from the audience?    **or Writing:** write a review of Act 1 for a teenage audience. | **Theme: Form**  **Continued study of a play: either Noughts and Crosses or Coram Boy**  **Assessment: either**  **Reading:** Extract focus: How are stage directions used to create a reaction from the audience?  **or Writing:** write a review of Act 1 for a teenage audience.  **Theme: love and relationships**  **Continued study of poetry focused on love and relationships.**  **Assessment: either**  **Reading:** comparison question across TWO poems, taken from the anthology.  **or Writing** to write a narrative poem focused on a personal relationship. |
| **Year 9** | **Theme: Character and context**  **Novel study: Of Mice and Men**  **Learning/Skills:**  Students will develop a confident understanding of how the attitudes of the time are reflected in the writer’s methods.  They will further develop their analytical and academic written style, fluently embed quotations into sentences and be able to analyse extracts independently. Students will focus on communicating character voice through description, with careful vocabulary choices and a range of figurative devices. They will be able to vary sentence types to create fluency and emphasis.    **Assessment**: **either Reading**: ‘How does Steinbeck present…in section…?’  **Or Writing**: Diary writing character reflection on events demonstrating awareness of context. | **Theme: Controversy**  **Explored through non-fiction texts.**  **Learning/Skills:**  Students will be able to identify specific choices an author has made to create meaning and discuss their effects, including more complex ideas like tone and structure of writing. They will be able to respond confidently to a ‘how’ question, beginning to comment on the writer’s choices and focusing on clear and concise explanation. They will consolidate knowledge of persuasive techniques and to use these judiciously in their writing to achieve their purpose. They will begin to write with a ‘tone’ and consider language and other choices and how these create tone and have a confident understanding of form.  **Assessment: either**  **Reading:** How does the speaker present their feelings about the issues in this speech?  **Or Writing:** transactional – speech writing to persuade on a social issue. | **Theme: Theme and form**  **Shakespeare: Romeo and Juliet**  **Learning/Skills:**  Students will develop their understanding of Shakespeare’s language, analysing key scenes with increasing independence. They will develop an understanding of the sound of Shakespeare: prose, blank verse, verse, iambic pentameter, rhyming couplets, heroic couplets. They will be guided in annotating play scripts – paying attention to stage directions; structural features – how acts / scenes begin and end and are positioned for dramatic effect in order to further develop a writer’s message. They will begin to identify recurring themes within the text and consider how they are reflected in the writer’s methods and write confidently about this.  **Assessment: either**  **Reading:** How is violence presented in this extract and other parts of the play?  **Or Writing:** Writing a soliloquy as one of the characters. | **Theme: Crime**  **English Language GCSE skills through Crime short stories.**  **Learning/Skills:**  Students will gain an introduction to the conventions of the crime genre. They will be able to comment on a writer’s structural choices and how they create meaning. They will develop their ability to annotate texts for language, writers’ methods, and structure: focusing on how tension is created and confidently form inferences about a character. They will communicate these ideas fluently using embedded quotations. Students will be introduced to the form of report writing as well as building on narrative skills considering how language and structure are used for effect.  **Assessment: either**  **Reading:** Compare how‘Lamb to the Slaughter’ and ‘The Speckled Band’ meet the conventions of the genre.  **Or Writing:** Narrative writing utilising the crime conventions starting with a given title: ‘In Cold Blood’ / ‘Monday Murder Club’ / ‘Cover Her Tracks’ | **Theme: Narrative voice**  **Modern Novel study: A Curious Incident of the Dog in the Night-time or Pigeon English**  **Learning/Skills:**  Students will be able to use empathy skills to consider how different characters would view a situation, and to then reflect this in vocabulary, sentence structures and tone of writing. They will learn to consider how a character would use language carefully, using their reading of the character so far to inform their choices when crafting and know how to include specific choices from the novel appropriately without compromising the tone of the piece. They will be able to explain how the writer’s choices create an individual narrative voice, with use of terminology and understand the importance of the writer’s structural choices.  **Assessment: either**  **Reading:** character question exploring thoughts and feelings, using a selected extract (of choice) from either novel.  **Or Writing:** News report on a key event. | **Theme: A journey through war**  **Introduction to GCSE War Poetry**  **Learning/Skills:**  Students will develop an increasingly independent ability to analyse poetry, building on previous taught skills. They will develop a clear understanding of the effect of poetic voices and the impact of the contextual backdrop of war poets, conflicts, and propaganda and work to identify significant recurring themes. Students will develop recognition of poetic methods, forms and structures: free verse, sonnet, narrative and exploration of the importance of sound. They will develop detail in their annotations in line with GCSE expectations.  **Assessment: either**  **Reading:** Presentation of war – comparison across TWO poems  **Or Writing:** Creative writing - title stimulus ‘Lest We Forget’ / ‘Your Country Needs You!’ |
| **vleop Year 10** | **Fiction Reading and Writing**  **Assessment: Fiction R and W GCSE paper (sat as separate units)**  **Sample assessment materials:** [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829)  **(pg 7-10)** | **Novel (A Christmas Carol) and War Poetry**  **Assessment: GCSE ACC Q**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002)  **(pg 31 and 19)** | **Post-19th Century Play (Blood Brothers or An Inspector Calls) and Unseen Poetry**  **Assessment: GCSE BB/AIC Q**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002)  **(pg 28 or 30 and 37-38)** | **Non-Fiction Reading and Writing**  **Assessment: Non-Fiction R GCSE paper**  **Sample assessment materials:** [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829)  **(pg 11-15)** | **Anthology Poetry**  **Assessment:**  **GCSE Poetry Q**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002)  **(pg 19)** | **Spoken Language and Anthology Poetry**  **Assessment: GCSE Spoken Language assessment** |
| **Year 11** | **Shakespeare (Macbeth or Romeo & Juliet) and Anthology Poetry**  **Assessment: Shakespeare GCSE Q**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002)  **(pg 7-8 or 9-10 and 19)** | **GCSE Revision: ACC and BB/AIC**  **Assessment:**  **GCSE ACC and/or BB/AIC Q**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12002)  **(pg 31, 28 or 30)** | **GCSE Revision: Fiction R + W**  **Assessment:**  **Fiction R & W Q**  **Sample assessment materials:** [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829)  **(pg 7-10)** | **Non-Fiction R & W**  **Assessment: Non-Fiction R&W paper**  **Sample assessment materials:** [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=11829)  **(pg 11-15)** | **Tailored revision** |  |
| **Year 12: Lit** | **Keats**  **Assessment:**  **Tragedy Essay (Keats)** | **Death of a Salesman & Othello**  **Assessment:**  **Tragedy essay (Keats & DoaS) and Othello (essay and extract) exam Qs** | **Death of a Salesman & Othello**  **Assessment:**  **Tragedy essay (Keats & DoaS) and Othello (essay and extract) exam Qs** | **The Kite Runner and Non-Examined Assessment (coursework)**  **Assessment:**  **The Kite Runner** | **The Kite Runner and Non-Examined Assessment (coursework)**  **Assessment:**  **The Kite Runner**  **Final coursework drafts** | **Tragedy Revision**  **Assessment:**  **Tragedy essay (Keats & DoaS) and Othello (essay and extract) exam Qs** |
| **Year 13: Lit** | **Tony Harrison (S&P Protest) & Othello**  **Assessment:**  **S&P Protest exam Q + Othello** | **Blake (S&P Protest) & Othello**  **Assessment:**  **S&P Protest exam Q + Othello** | **Unseen (S&P Protest) & tragedy revision (DoaS, Othello and Keats)**  **Assessment:**  **Unseen exam Q and tragedy exam Q** | **Unseen (S&P Protest) & tragedy revision (DoaS, Othello and Keats)**  **Assessment:**  **Unseen exam Q and tragedy exam Q** | **Tailored Revision** |  |
| **Year 12: Lang** | **Meanings and Representations**  **Assessment:**  **M&R essay**  **Sample assessment materials:** [A-level English Language Specimen question paper Paper 1 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77021-SQP.PDF) (pg 2-3) and [A-level English Language Specimen insert - Text A Paper 1 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77021-SIN.PDF) | **Child Language Acquisition**  **Assessment:**  **M&R essay**  **CLA essay**  **Sample assessment materials:** [A-level English Language Specimen question paper Paper 1 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77021-SQP.PDF) (pg 4-7) | **Social Contexts: Change**  **Assessment:**  **Language Change essay**  **Sample assessment materials:** [A-level English Language Specimen question paper Paper 2 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77022-SQP.PDF) (pg 2) | **Social Contexts: Diversity**  **Assessment:**  **Language Diversity essay**  **Sample assessment materials:** [A-level English Language Specimen question paper Paper 2 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77022-SQP.PDF) (pg 2) | **Language Discourses**  **Assessment:**  **Language Discourses essay**  **Sample assessment materials:** [A-level English Language Specimen question paper Paper 2 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77022-SQP.PDF) (pg 2-3) and [A-level English Language Specimen insert - Text A Paper 2 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77022-SIN.PDF) | **Opinion Article**  **Coursework focus**  **Assessment:**  **Draft Original writing and commentary, moving to final version.**  **Sample assessment materials:** [A-level English Language Specimen question paper Paper 2 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77022-SQP.PDF) (pg 2) |
| **Year 13: Lang** | **Language Investigation coursework**  **Assessment:**  **Draft investigation, moving to final version.**  **Assessment information available at** [AS and A-level English Language NEA guidance (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-7701-7702-NEA-GUIDE.PDF) | **Meanings and Representations**  **Assessment:**  **M&R essay**  **Sample assessment materials:** [A-level English Language Specimen question paper Paper 1 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77021-SQP.PDF) (pg 2-3) and [A-level English Language Specimen insert - Text A Paper 1 (aqa.org.uk)](https://filestore.aqa.org.uk/resources/english/AQA-77021-SIN.PDF) | **Tailored revision**  **Assessment:**  **Unseen exam essays** | **Tailored revision**  **Assessment:**  **Unseen exam essays** | **Tailored revision** |  |
| **Year 12: Media** | **Introduction to the Media Language framework**  **Assessment:**  **Media Language exam essay**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 8-10)** | **Advertising, Marketing and Film industry**  **Assessment:**  **Media Language or Representation exam essay**  **Print practical**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 8)** | **Newspapers**  **Assessment:**  **Industry and Audience knowledge tests**  **Print and website practical**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 11)** | **Music Videos**  **Radio**  **Computer games**  **Assessment:**  **Planning for and producing a moving image text** | **Coursework focus**  **Assessment:**  **Coursework research, pitch and intentions for production**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 53-62)** | **Coursework focus**  **Assessment:**  **Draft and completed coursework**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 53-62)** |
| **Year 13: Media** | **Magazines**  **Assessment:**  **Contextualised essay**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 44)** | **Television**  **Assessment:**  **Contextualised essay**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 38-41)** | **Online Media**  **Assessment:**  **Contextualised essay**  **Sample assessment materials:**  [**https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917**](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12917)  **(pg 49)** | **Tailored revision** | **Tailored revision** |  |