

Curriculum Map -

Intent:

In English we aim to make English relevant, creative and challenging. Our purpose is to foster students' personal growth by equipping them with the ability to understand and to use language to communicate effectively. Through the study of a diverse range of texts to develop their cultural capital and providing the tools to analyse, evaluate and explore language, we want to cultivate a love of learning and appreciation of the world around them.

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Myths and Fairytales (novel Percy Jackson and extracts)</p> <ul style="list-style-type: none"> - Writing: develop creative ability through the analysis of a range of short stories, creating your own myth, - Reading: use a range of myths to explore the genre. <p>Gothic (extracts)</p> <ul style="list-style-type: none"> - Writing: Experiment with creative writing and develop the ability to write a description. - Reading: develop your ability to evaluate a text. 	<p>A Monster Calls (novel)</p> <ul style="list-style-type: none"> - Reading: develop the ability to analyse literary texts through a challenging novel. Analyse and write critically about character, theme, context and plot. - Writing: develop ability to express challenging ideas and evaluate writer's intent. <p>Shakespeare's play: A Midsummer Night's Dream, Romeo and Juliet</p> <ul style="list-style-type: none"> - Reading: Explore the language of Shakespeare. - Reading: Build on analytical skills through using evidence to support evaluation of texts. 	<p>Shakespeare's Plays: A Midsummer Night's Dream, Romeo and Juliet.</p> <ul style="list-style-type: none"> - Reading: Explore the language of Shakespeare. - Reading: Build on analytical skills through using evidence to support evaluation of texts. <p>Poetry from other Cultures</p> <ul style="list-style-type: none"> - Oracy - develop oracy skills, write a speech to inform, to articulate opinions and own viewpoint. Speechwriting about a culture of your choice.
Year 8	<p>Scene of the Crime</p> <ul style="list-style-type: none"> - Reading: Explore the detective genre through a range of short stories. Develop an analytical response to fiction - Writing: develop creative writing to express ideas through discussion, non-fiction writing and critical thinking. <p>Run Rebel (novel)</p>	<p>Dystopian (extracts)</p> <ul style="list-style-type: none"> - Reading: Exposed to a wide range of challenging dystopian texts. - Writing: Build on analytical skills and critical evaluation of texts. <p>Noughts and Crosses (novel)</p> <ul style="list-style-type: none"> - Reading: further develop the ability to analyse literary texts through a challenging novel. Analyse and write critically about character, theme, 	<p>Noughts and Crosses (novel)</p> <ul style="list-style-type: none"> - Reading: further develop the ability to analyse literary texts through a challenging novel. Analyse and write critically about character, theme, context and plot. - Writing: further develop ability to express challenging ideas and evaluate writer's intent. - Oracy - further develop oracy skills,

	<ul style="list-style-type: none"> - Reading: to develop an understanding of different styles of the novel with the study of a verse novel. - Reading: to further develop analysis of character, themes, language and critical thinking. - Writing: further develop an exam style response, writing about your opinion. 	<p>context and plot.</p> <ul style="list-style-type: none"> - Writing: further develop ability to express challenging ideas and evaluate writer's intent. 	<p>write a speech explaining your point of few on a statement about society and privilege.</p>
Year 9	<p>Long Way Down (graphic novel)</p> <ul style="list-style-type: none"> - Reading: exploring genre of graphic novels (images and texts) - Reading: build on analysis of texts from years 7 and 8 and critical thinking. - Writing: further enhance critical thinking and developing exam style responses. <p>Macbeth (play)</p> <ul style="list-style-type: none"> - Reading: Build on knowledge of Shakespeare's language and to further explore the genre of tragedy. - Reading: further enhance analysis of character and themes through exploring key moments in the play. - Writing: Develop exam style response to the play in terms of critical thinking and writer's intent. 	<p>Macbeth (play)</p> <ul style="list-style-type: none"> - Reading: Build on knowledge of Shakespeare's language and to further explore the genre of tragedy. - Reading: further enhance analysis of character and themes through exploring key moments in the play. - Writing: Develop exam style response to the play in terms of critical thinking and writer's intent. <p>Worlds and Lives (poetry anthology)</p> <ul style="list-style-type: none"> - Reading: develop and build on poetry skills to explore and analyse a range of poetry. - Writing: develop skills to compare and contrast poems. 	<p>Telling Tales (short stories)</p> <ul style="list-style-type: none"> - Reading: read a range of literary fiction for meaning. Develop your analytical approach. - Reading: evaluate the writer's intent in terms of language, form and structure and how meaning is shaped. <p>Victorian Era (non-fiction) Street Child (play)</p> <ul style="list-style-type: none"> - Writing: using a range of non fiction texts develop and build on your understanding of the Victorian Era. - Reading: read an engaging play and explore the genre, style and dramatic elements of the play. - Reading: compare the play to the non-fiction texts. - Oracy further develop your speaking and listening skills by writing a persuasive speech.
Year 10 AQA	<p>GCSE Literature A Christmas Carol (novel) GCSE Language paper 1 section A (reading)</p>	<p>GCSE Literature Advanced Macbeth (play) GCSE Language paper 2 section B (writing for audience and purpose)</p>	<p>Mock Revision: A Christmas Carol, Macbeth, Language paper 1 sections A and B GCSE Literature My Name is Leon (novel)</p>

	GCSE Language: Spoken Language study (individual presentations)		
Year 11 AQA	GCSE Literature My Name is Leon (novel) GCSE Language paper 2 sections A and B GCSE Literature Poetry revision of 8 key poems	GCSE Literature Macbeth revision (play) GCSE Language paper 1 section A and B revision Mock feedback	Countdown plan for GCSE revision for English Language and Literature
Year 12 AQA	A Level Language and Literature: Handmaid's Tale or The Lovely Bones; Stylistic analysis and introduction to Paris non fiction anthology	A Level Language and Literature: Poetry anthology; The Great Gatsby	A Level Language and Literature - revision for end of year exams A Level Language and Literature NEA introduction to coursework project: writing about place.
Year 13 AQA	A Level Language and Literature NEA A Streetcar Named Desire	A Level Language and Literature: Paris non fiction anthology NEA drafting	A Level Language and Literature - revision

Below are the assessments for both GCSE and A level English. The skills required for each assessment objective are covered over the 2 years of the course.

GCSE English Literature

AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

GCSE English Language

AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

A Level Language and Literature

AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression

AO2: Analyse ways in which meanings are shaped in texts

AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received

AO4: Explore connections across texts, informed by linguistic and literary concepts and methods

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.