

English Curriculum Map

English Curriculum - Overview						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Throughout their Year 7 English studies, students will aim to:</p> <ul style="list-style-type: none"> • Read confidently and securely for both pleasure and information; • Acquire a wide and ambitious vocabulary • Develop an awareness of grammar and linguistic conventions for reading, different types of writing and spoken language • Gain an appreciation for our rich and varied literary heritage • Write clearly, accurately and coherently • Develop their skills in speaking and listening 	<p>Throughout Year 8 English, students will continue to aim to:</p> <ul style="list-style-type: none"> • Read confidently and securely for both pleasure and information; • Acquire a wide and ambitious vocabulary • Develop an awareness of grammar and linguistic conventions for reading, different types of writing and spoken language • Gain an appreciation for our rich and varied literary heritage • Write clearly, accurately and coherently • Develop their skills in speaking and listening 	<p>Throughout Year 9 English, students will continue to aim to:</p> <ul style="list-style-type: none"> • Read confidently and securely for both pleasure and information; • Acquire a wide and ambitious vocabulary • Develop an awareness of grammar and linguistic conventions for reading, different types of writing and spoken language • Gain an appreciation for our rich and varied literary heritage • Write clearly, accurately and coherently • Develop their skills in speaking and listening 	<p>Students will build on key skills and knowledge from KS3 including language analysis, drama texts, poetry, creative and transactional writing and linking texts to their contexts. In their lessons focused on GCSE English Language and English Literature content, Students will primarily focus on reading for meaning and also being able to analyse the effects of key methods and, in the case of Literature, key contexts, on how we receive a text. Students also aim to write with clarity, purpose and effect, with accurate spelling and punctuation. There is also a focus on oracy linked to their SLE work.</p>	<p>As students work towards their final examinations, they will further develop analytical, evaluative and inference skills and apply these to the texts studied in Year 10. In their lessons focused on GCSE English Language and English Literature content, Students will primarily focus on reading for meaning and also being able to analyse the effects of key methods and, in the case of Literature, key contexts, on how we receive a text. Students also aim to write with clarity, purpose and effect, with accurate spelling and punctuation. There is also a focus on oracy linked to their SLE work.</p>	<p>In A-Level English Literature, students will begin to develop the ability to read critically, analyse, evaluate and undertake independent research. In all of their studies, they will focus on articulating personal, creative responses to texts. They will analyse the ways in which meanings are shaped, as well as how contexts can be significant in how texts are received. Connections across literary texts, connected to genre, will be explored and students will examine different interpretations of texts.</p>	<p>In A-Level English Literature, students will become more confident with reading critically, analysing, evaluating and undertaking independent research. In all of their studies, they will focus on articulating personal, creative responses to texts. They will analyse the ways in which meanings are shaped, as well as how contexts can be significant in how texts are received. Connections across literary texts, connected to genre, will be explored and students will examine different interpretations of texts.</p>

Curriculum – Topic Sequencing

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Half Term 1 Identity A focus on fictional texts about protagonists who are from a minority group, designed to ask students to explore and examine ('think hard' about) their own identities and those of others</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support their ideas • Explaining the perspectives of different writers • Key writing skills • How and why language changes 	<p>Half Term 1 Novel The reading of a class novel, moving to analysing how language and structure are used effectively in the novel, as well as work relating it to its context. Students focus on:</p> <ul style="list-style-type: none"> • interpreting explicit and implicit information and ideas • Identifying verbs, nouns, adjectives and adverbs in a text • Making inferences from a text • Explaining what the message(s) of the novel is/are and how this is affected by the context • The structure of a novel 	<p>HT 1 Animal Farm The reading of Orwell's 'Animal Farm' as a class reader, focused on analysing how language and structure are used effectively in the novel, as well as work relating it to its context. Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support ideas • Identifying a range of language features • Making developed inferences • Explaining what the message(s) of the novel is/are 	<p>HT 1 An Inspector Calls The reading of the play 'An Inspector Calls,' to make developed inferences from the text and analyse its methods, and context. Students will primarily focus on:</p> <ul style="list-style-type: none"> • Writing a formal essay • Constructing an introduction to a formal essay • Giving an interpretation of the play • Supporting ideas with evidence • Analysing the play's language and structure • Making relevant links between ideas in 	<p>HT 1 Macbeth The reading of the play 'Macbeth,' to include making developed inferences from the text and analysing its methods, as well as work relating it to its context. Students will primarily focus on:</p> <ul style="list-style-type: none"> • Writing a formal essay • Constructing an introduction to a formal essay • Giving an interpretation of the play • Supporting ideas with evidence • Analysing language and structure • Making relevant links between ideas and context 	<p>HT 1 Tragedy A focus on the genre of Tragedy and its conventions, before moving to studying the set texts. Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support ideas • Identifying and commenting on the dramatic methods used by writers • Giving multiple interpretations of a text • Writing in an appropriately academic style 	<p>Half Term 1 Introduction to Crime Fiction (4 lessons per week) A focus on the genre of Crime fiction and its conventions, before moving to studying the set texts. Students will primarily focus on:</p> <ul style="list-style-type: none"> • The conventions of different types of Crime fiction • identifying and interpreting explicit and implicit information and ideas • Using evidence to support ideas • Identifying and commenting on the

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<ul style="list-style-type: none"> • What is meant by 'Britishness' and how it can vary • Ideas on what is meant by 'identity' 	<ul style="list-style-type: none"> • What the central story is and who the key characters are in the class novel • Figurative language and how its use 	<ul style="list-style-type: none"> • Identifying structural features • Explain key historical/societal contextual points 	<p>the play and its context</p> <ul style="list-style-type: none"> • The plot of AIC • Who each character is and what the main themes are • Who JB Priestley was 	<ul style="list-style-type: none"> • The plot of Macbeth • Who each character is what the main themes are • What the Jacobean era was like and who James I was 	<ul style="list-style-type: none"> • Linking ideas to the genre of Tragedy • The conventions of different types of Tragedy 	<p>dramatic methods used by writers</p>
<p>Half Term 2</p> <p>Year 7 Novel (3-4 lessons per week)</p> <p>The reading of a class novel, to include extended work 'thinking hard' to make developed inferences from the text, as well as work relating it to its context.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support ideas 	<p>Half Term 2</p> <p>War Poetry (3 lessons per week)</p> <p>Looking at a range of non-GCSE poetry linked to war and experiences of it. There will be a focus on 'thinking hard' and analysing WW1 and WW2 poetry, with Wilfred Owen as a focused writer.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying specific poetic methods used in a poem • Linking ideas in a poem to ideas 	<p>Half Term 2</p> <p>Romeo and Juliet (3 lessons per week)</p> <p>The reading of the Shakespeare play, with students examining key methods, contexts and themes.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying the key plot points and central characters of the play • Identifying key themes and explain their relevancy • Linking aspects of the play to its 	<p>Half Term 2</p> <p>A Christmas Carol (3-4 lessons per week)</p> <p>The reading of the novel 'A Christmas Carol,' to include extended work 'thinking hard' to make developed inferences from the text and analysing its methods, as well as work relating it to its context.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Writing a formal essay 	<p>Half Term 2</p> <p>Power and Conflict Poetry and Mock Exam Revision (3-4 lessons per week)</p> <p>A focus on preparing for Y11 mock exams as well as Power and Conflict poetry, as well as analytical skills linked to unseen poetry</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying specific poetic methods used in a poem • Making connections between poems 	<p>Othello (4 lessons per week)</p> <p>The reading of the play Othello, to include extended work 'thinking hard' to make developed inferences from the text and analysing its methods, as well as work relating it to its contexts and how it fits into the genre of Tragedy.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas 	<p>Brighton Rock (4 lessons per week)</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support ideas • Identifying and commenting on the dramatic methods used by writers • Giving multiple interpretations of a text • Linking own ideas to those of critics • Writing in an appropriately academic style

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<ul style="list-style-type: none"> Identifying verbs, nouns, adjectives and adverbs in a text Explaining what the message(s) of the novel is/are and how this is affected by the context What is meant by the structure of a novel and how this can have certain effects What the central story is and who the key characters are in the class novel <p>Assessment for this topic will be a piece asking students to make inferences from an extract of their novel.</p>	<p>commonly expressed in war poetry</p> <ul style="list-style-type: none"> Making connections between poems Explaining the effects of key lines of poetry on the reader, both contemporary and modern Writing about a poem independently, analysing the effects of key lines and methods Who Wilfred Owen was and what his views on war were <p>Assessment for this topic will be an independent analysis of an unseen WW1 poem.</p>	<p>historical/societal context</p> <ul style="list-style-type: none"> Explaining how conflict acts as a key theme of the play Structuring an essay that analyses a text Who the main characters are in the play What the main plot points are <p>Assessment for this topic will be a formal essay analysing an extract of the play and relating to the play as a whole</p>	<ul style="list-style-type: none"> Constructing an introduction to a formal essay Giving an interpretation of the text Supporting ideas with evidence Analysing the novel's language and structure Making relevant links between ideas in the text and its context The plot of ACC Who each character is and what the main themes are Who Charles Dickens was and what he thought <p>Assessment for this topic will be formal essay analysing an extract of the novel and relating to the text as a whole, in an AQA GCSE Paper 1-style</p>	<ul style="list-style-type: none"> Explaining the effects of key lines of poetry on the reader Writing about a poem independently, analysing the effects of key lines and methods Writing a formal essay, including a comparative element Effective ways of revising for Literature What each English Language question requires How best to utilise the time given in exam conditions <p>Assessment for this topic will be an analysis of an unseen poem and an unseen poetry comparison (AQA Literature Paper 2 27.1 and 27.2)</p>	<ul style="list-style-type: none"> Using evidence to support ideas Identifying and commenting on the dramatic methods used by writers Giving multiple interpretations of a text Linking own ideas to those of critics Writing in an appropriately academic style Linking ideas to the genre of Tragedy Linking ideas to relevant contexts The plot of Othello The main characters and themes of Othello What the exam mark scheme asks for and how to 'hit' each AO <p>Assessment for this topic will be an extract-related question on Othello, in an AQA A Level Lit</p>	<ul style="list-style-type: none"> Linking ideas to the genre of Crime Linking ideas to relevant contexts The plot of Brighton Rock Critical interpretations of Brighton Rock The main characters and themes of Brighton Rock <p>Assessment for this topic will be a question on Brighton Rock, in an AQA A Level Lit B Paper 2A Section A-style</p>
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					B Paper 1A Section A-style	
<p>Half Term 3</p> <p>Romantic Poetry (3-4 lessons per week)</p> <p>A focus on Romantic poetry, to include a range of non-GCSE poems, working on introducing poetic terms as well as how to approach poetry and ‘thinking hard’ to analyse it for meaning. There will be a focus on William Blake as a key writer.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> Analysing a poem and understanding what is meant by that Verbalising ideas in a clear and coherent manner 	<p>Half Term 3</p> <p>Great Expectations and The Gothic (3 lessons per week)</p> <p>A focus on the Gothic genre across a range of texts both written and visual, including a particular focus on Dickens’ Great Expectations and the character of Miss Havisham.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> Identifying specific conventions of the Gothic genre Linking ideas in a text to the broader Gothic movement Explaining the effect of key lines of a text on a reader 	<p>Half Term 3</p> <p>Media (3 lessons per week)</p> <p>A focus on ‘thinking hard’ about what the media is and the key features of it.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> Designing an advertisement for a product Producing a text aimed at a particular demographic Analysing the effects of the mise-en-scene of media products Identifying the key conventions of a range of media types Identifying a range of camera shots and 	<p>Half Term 3</p> <p>English Language Paper 1 (3-4 lessons per week)</p> <p>A focus on AQA English Language Paper 1, ‘thinking hard’ about the skills needed for each of the five questions and applying them effectively.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> Identifying and interpreting explicit and implicit information and ideas, making clear inferences Using evidence to support ideas Explaining, commenting on and analysing how writers 	<p>Half Term 3</p> <p>English Literature Revision (3-4 lessons per week)</p> <p>A return to the key Literature texts from Year 10 and 11, to include extended work ‘thinking hard’ to make developed inferences from the texts and analysing methods, as well as work relating a text it to context. There should be a lesson every fortnight given over to focus explicitly on writing skills and/or one of the two Language Question 5s</p> <p>Students will primarily focus on:</p>	<p>Half Term 2</p> <p>Othello (4 lessons per week)</p> <p>The continuation of the reading of the play Othello, to include extended work ‘thinking hard’ to make developed inferences from the text and analysing its methods, as well as work relating it to its contexts and how it fits into the genre of Tragedy.</p> <p>Assessment for this topic will be an extract-related question on Othello, in an AQA A Level Lit B Paper 1A Section B-style</p>	<p>Half Term 2</p> <p>Atonement (4 lessons per week)</p> <p>A continued focus on the genre of Crime fiction and its conventions, moving to a study of the novel Atonement</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> identifying and interpreting explicit and implicit information and ideas Using evidence to support my ideas Identifying and commenting on the dramatic methods used by writers Giving multiple interpretations of a text

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<ul style="list-style-type: none"> • Explaining the perspectives of different poets • Identifying poetic methods/techniques in a text • Using colons and semicolons accurately • What is meant by 'Romantic poetry' • How the Victorian era affected the poetry of Romantic poets • Who William Blake was and what he thought <p>Assessment for this topic will be a piece asking students to analyse a previously unseen Romantic poem and link to context</p>	<ul style="list-style-type: none"> • Making comparisons across texts • Analysing how Dickens presents the character of Miss Havisham • Using Gothic conventions in own writing • What 'Great Expectations' is about and who the main characters are <p>Assessment for this topic will be a creative piece linked to the Gothic genre</p>	<p>using them in own work</p> <ul style="list-style-type: none"> • What is meant by 'representation' in the media • What the media is and what 'parts' make it up • What 'borrowed interest' and 'values' are when connected to the media • What the BBFC do <p>Assessment for this topic will be a film poster and commentary where students explain their choices using media language</p>	<p>use language and structure</p> <ul style="list-style-type: none"> • Evaluating texts critically and supporting this with appropriate textual references • Utilising a range of descriptive techniques in writing • Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • What each Paper 1 question asks of students, from Q1 to Q5 • How many marks each question is worth • How much time should be spent on each question in an exam situation <p>Assessment for this topic will be an AQA</p>	<ul style="list-style-type: none"> • Identifying specific methods used in a text • Making connections between cluster poems and across other texts • Explaining the effects of key lines of a text on the reader • Writing about a text independently, analysing the effects of key lines and methods • Writing a formal essay • Writing analytical paragraphs independently • Making relevant links between ideas in the texts and their contexts • Who the writers of each of the texts were and what their motivations for writing were • How best to compare the cluster poems 		<ul style="list-style-type: none"> • Linking own ideas to those of critics • Writing in an appropriately academic style • Linking ideas to the genre of Crime • Linking ideas to relevant contexts • The plot of Atonement • The main characters and themes of Atonement
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			GCSE-style Paper 1, Question 5	<ul style="list-style-type: none"> • A range of relevant subject terminology <p>Assessment for this topic will be the Year 11 mock examinations</p>		
<p>Half Term 4</p> <p>Charity (3-4 lessons per week)</p> <p>This topic is designed to include a focus on ‘thinking hard’ about persuasive language techniques and other methods such as images and slogans. Examples will be analysed and help students to write their own.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying audiences for persuasive texts 	<p>Half Term 4</p> <p>Newspapers and Magazines (3 lessons per week)</p> <p>A focus on how newspaper and magazine articles are written, including bias, ‘thinking hard’ about the key conventions and the effects they can have</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying key features of newspapers and magazines • Identifying bias in non-fiction writing 	<p>Half Term 4</p> <p>Unseen Poetry (3 lessons per week)</p> <p>A focus on independent poetry analysis, asking students to consider interpretations of previously unseen poems and supporting them with evidence and analysis of methods. Poetry by Maya Angelou is focused on as a focused writer.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying specific poetic methods used in a poem 	<p>Half Term 4</p> <p>English Language Paper 2 (3-4 lessons per week)</p> <p>A focus on AQA English Language Paper 2, ‘thinking hard’ about the skills needed for each of the five questions and applying them effectively.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying and interpreting explicit and implicit information and ideas, making clear inferences 	<p>Half Term 4</p> <p>English Language Revision (3-4 lessons per week)</p> <p>A focus on the revision of AQA English Language Paper 1 and Paper 2, ‘thinking hard’ about the skills needed for each of the five questions and applying them effectively. There should be a lesson every fortnight given over to focus explicitly on writing skills and/or one of the two Language Question 5s</p>	<p>Half Term 3</p> <p>Death of a Salesman (4 lessons per week)</p> <p>A focus on the genre of domestic Tragedy and its conventions, before moving to a study of the Miller play Death of a Salesman.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support my ideas • Identifying and commenting on the 	<p>Mock Exam Revision (4 lessons per week)</p> <p>The topic will prepare students for their Year 13 mock, revising both Paper 1 and the content of Paper 2 covered so far.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Writing in an appropriately academic style • Linking ideas to the genre of Crime • Linking ideas to relevant contexts • Allocating exam time appropriately • Writing about two texts together

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<ul style="list-style-type: none"> • Identifying persuasive techniques in a text • Designing a range of texts aimed at a specific audience • How different charities get their message across • What is meant by 'rhetoric' • What logos and slogans are and how they are designed effectively • How to use a range of punctuation <p>Assessment for this topic will be a persuasive letter focused on the student's charity</p>	<ul style="list-style-type: none"> • Explaining how features of non-fiction writing have an effect on an audience • Using the conventions of newspapers and magazines in own work • The difference between tabloid and broadsheet <p>Assessment for this topic will be a creative piece in the form of a magazine article on a topic of the student's choice</p>	<ul style="list-style-type: none"> • Making connections and comparisons between poems • Explaining the effects of key lines of poetry on the reader • Writing about a poem independently, analysing the effects of key lines and methods • Structuring analytical paragraphs effectively • Who Maya Angelou was • What Maya Angelou's views were • Key facts about the context in which Maya Angelou wrote her poetry <p>Assessment for this topic will be an analysis of an unseen poem</p>	<ul style="list-style-type: none"> • Using evidence to support ideas • Explaining, commenting on and analysing how writers use language • Identifying and comparing writers' viewpoints • Utilising a range of persuasive/non-fiction writing techniques in writing • Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • Summarising and synthesising the ideas in two texts • What each Paper 2 question asks of students, from Q1 to Q5 • How many marks each question is worth • How much time should be spent on 	<p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying and interpreting explicit and implicit information and ideas, making clear inferences • Using evidence to support ideas • Explaining, commenting on and analysing how writers use language and structure • Evaluating and comparing texts critically and supporting this with appropriate textual references • Utilising a range of descriptive techniques in writing • Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>dramatic methods used by writers</p> <ul style="list-style-type: none"> • Giving multiple interpretations of a text • Linking own ideas to those of critics • Writing in an appropriately academic style • Linking ideas to the genre of Tragedy • Linking ideas to relevant contexts • The plot of Death of a Salesman • Critical interpretations of DOAS • The main characters and themes of DOAS • What the exam mark scheme asks for and how to 'hit' each AO 	<ul style="list-style-type: none"> • What each exam question is asking and what the mark scheme is <p>Assessment for this topic will be a question on Atonement, in an AQA A Level Lit B Paper 2A Section B-style</p>
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			<p>each question in an exam situation</p> <p>Assessment for this topic will be an AQA GCSE-style Paper 2, Question 5</p>	<ul style="list-style-type: none"> • What each Paper 1 and Paper 2 question asks of students, from Q1 to Q5 • How many marks each question is worth • How much time should be spent on each question in an exam situation <p>Assessment for this topic will be an AQA GCSE Language-style Paper 1, Question 4 response</p>		
<p>Half Term 5</p> <p>Introduction to Shakespeare (3-4 lessons per week)</p> <p>This topic is to include scenes and themes from a range of plays, incorporating reading, writing and spoken language tasks. Topic involves</p>	<p>Half Term 5</p> <p>The World of Work (3 lessons per week)</p> <p>A non-fiction unit of work focusing on different jobs across history and how it felt to do them, asking students to 'think hard' about the range of careers open to them and about non-</p>	<p>Half Term 5</p> <p>The Future (3 lessons per week)</p> <p>A focus on 'thinking hard' about fictional, dystopian texts and writing and non-fiction texts on our potential futures and using these as style models for non-fiction writing</p>	<p>Half Term 5</p> <p>Power and Conflict Poetry (3-4 lessons per week)</p> <p>The study of the 'Power and Conflict' cluster of poetry from AQA, to include extended work 'thinking hard' to make developed inferences from the</p>	<p>Half Term 5 & 6</p> <p>Examination Revision (3-4 lessons per week)</p> <p>The revision of the GCSE Literature texts and English Language questions, to include extended work 'thinking hard' to make developed inferences from the</p>	<p>Half Term 4</p> <p>NEA: Critical Approaches (4 lessons per week)</p> <p>To focus on the different approaches included in the AQA critical anthology, then moving to students identifying their focuses for their NEA approaches and</p>	<p>Half Term 3</p> <p>Rime of the Ancient Mariner (4 lessons per week)</p> <p>A continued focus on the genre of Crime fiction and its conventions, moving to a study of the poem Rime of the Ancient Mariner</p>

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<p>'thinking hard' about Shakespeare and his works.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Producing dramatic scenes as part of a pair/group • Considering the effect that different stagings of a scene would have on an audience • Identifying features of Shakespearean Comedy and Tragedy • Using non-verbal features to add to a performance and understanding the effect of this • Who William Shakespeare was • What the Elizabethan era was like and Elizabethan views on superstition • The plots of a range of Shakespeare plays 	<p>fiction writing and its conventions</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying key features of non-fiction writing • Explaining the effects of key lines on the audience • Making comparisons across texts • Reflecting on own career options • Producing a CV • Writing a job advertisement • Summarising a text <p>Assessment for this topic will be an oral presentation of a career that interests the student</p>	<p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying a range of linguistic devices in a text • Identifying key features of the dystopian genre • Writing stories in the dystopian genre • Explaining how key methods are used effectively for a reader • Identifying structural features and explain the effect of them • What is meant by 'dystopia' and 'utopia' • A range of examples of the dystopian genre <p>Assessment for this topic will be a creative piece linked to the dystopian genre</p>	<p>texts and analysing methods, as well as work relating it to context.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Writing a formal comparative essay • Constructing an introduction to a formal comparative essay • Giving an interpretation of the texts • Supporting ideas with evidence • Analysing the poems' language and structure • Making relevant links between ideas in the poems and their contexts • Who the poets of each of the cluster were and what their motivations for writing were 	<p>texts and analysing methods, as well as work relating them to their contexts. There will be a bespoke element to this half term related to the needs of the specific class. There should be a lesson every fortnight given over to focus explicitly on writing skills and/or one of the two Language Question 5s</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Writing a formal essay • Constructing an introduction to a formal essay • Giving an interpretation of the texts • Supporting ideas with evidence • Analysing the texts' language and structure 	<p>completing their NEA work.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Applying critical approaches to different texts • Explaining what different critical approaches focus on • Using evidence to support ideas • Identify and comment on the methods used by writers • Giving multiple interpretations of a text • Linking own ideas to those of critics • Writing in an appropriately academic style • What Marxism is and how a Marxist would read a text • What feminism is and how a feminist would read a text 	<p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support ideas • Identifying and commenting on the dramatic methods used by writers • Giving multiple interpretations of a text • Linking own ideas to those of critics • Writing in an appropriately academic style • Linking ideas to the genre of Crime • Linking ideas to relevant contexts • The plot of Rime of the Ancient Mariner • Critical interpretations of Rime of the Ancient Mariner
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<p>Assessment for this topic will be a dramatic performance of a Shakespeare scene as part of a group</p>			<ul style="list-style-type: none"> • How best to compare the cluster poems <p>Assessment for this topic will be a poetry comparison, in an AQA GCSE Paper 2, Section B-style.</p>	<ul style="list-style-type: none"> • Making relevant links between ideas in the Literature texts and their contexts • The plot of Macbeth, ACC and AIC • What motivated the writers and poets to create their texts • Key aspects of the historical and societal contexts • What each Language question asks of you, as well as appropriate timings and strategies 	<ul style="list-style-type: none"> • What ecocriticism is and how a critic would read a text • What narrative theory is • What postcolonialism is and how a critic would read a text • What the canon is and how a text can be viewed/valued aesthetically <p>Assessment for this topic will initially be the first piece of NEA work, but will culminate in both NEA 1500 word pieces being done (will continue concurrently with subsequent topic(s))</p>	<ul style="list-style-type: none"> • The main characters and themes of Rime of the Ancient Mariner <p>Assessment for this topic will be the Year 13 mock examinations</p>
<p>Half Term 6</p> <p>Island (3-4 lessons per week)</p> <p>This topic is to focus on creative writing,</p>	<p>Half Term 6</p> <p>Crime (3 lessons a week)</p> <p>A focus on crime/ the Crime genre across a</p>	<p>Half Term 6</p> <p>Viewpoints (3 lessons per week)</p> <p>A topic examining how non-fiction</p>	<p>Half Term 6</p> <p>Mock Exam Revision and Unseen Poetry</p> <p>A focus on preparing for Y10 mock exams</p>		<p>Half Term 5</p> <p>The Poetry of Keats (4 lessons per week)</p> <p>A focus on the a study of the Keats poetry</p>	<p>Half Term 4</p> <p>Unseen Crime (4 lessons per week)</p> <p>A return to focusing on the genre of Crime</p>

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<p>particularly ‘thinking hard’ about narrative and description.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Redrafting creative writing, identifying areas for improvement and acting upon them • Identifying and interpreting explicit and implicit information, making clear inferences • Identifying descriptive devices/techniques in a piece of writing • Utilising a range of descriptive techniques in writing • Using colons accurately • Creating sentences that open with an adverbial clause • Proof-reading work for technical errors 	<p>range of texts both written and visual, including fiction and non-fiction.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying specific conventions of the crime fiction genre • Explaining the effects of key lines of a text on a reader • Redrafting a piece of writing • Analysing how writers present their detective figures and antagonists • Using crime fiction conventions in own writing • Where the crime fiction genre originated • What seminal works in the genre are <p>Assessment for this topic will be a redraft of a creative piece</p>	<p>writers use language to get their viewpoint across and applying this to own work, ‘thinking hard’ about the effects that particular methods can have. There is also a focus on oracy skills.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying persuasive language features in non-fiction texts and explaining the effects of them • Writing for a specific audience • Using a range of persuasive language techniques in own writing • Using counter-arguments in own writing • Structuring arguments logically and effectively 	<p>and also on how to approach, analyse and compare unseen poems.</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Identifying and interpreting explicit and implicit information, making clear inferences • Identifying descriptive devices/techniques in a piece of writing • Utilising a range of descriptive techniques in writing • Proof-reading work for technical errors • Using vocabulary for specific effects • Identifying and analysing poetic techniques • Comparing how poets use poetic techniques • Effective ways to revise 		<p>within the AQA anthology</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • Using evidence to support ideas • Identifying and commenting on the poetic methods used by the writer • Giving multiple interpretations of a text • Linking own ideas to those of critics • Writing in an appropriately academic style • Linking ideas to the genre of Tragedy • Write about texts together (Section C) • The narratives of each poem • The main themes of Keats’ poetry • Key aspects of historical/social context 	<p>fiction and its conventions</p> <p>Students will primarily focus on:</p> <ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • Using evidence to support ideas • Identifying and commenting on the methods used by writers • Writing in an appropriately academic style • Linking ideas to the genre of Crime • What the conventions of Crime fiction are • What the mark scheme asks for Section A of A Level Paper 2 <p>Assessment for this topic will be a question on Unseen</p>
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<ul style="list-style-type: none"> • Using vocabulary for specific effects • How chapters build on each other in a novel • How a thesaurus can be used effectively • What atmosphere is and how word choice can affect it <p>Assessment for this topic will be a creative piece where students redraft a section of their Island story</p>	<p>linked to the crime genre</p>	<ul style="list-style-type: none"> • Giving clear, developed reasons to support viewpoints • Identifying the viewpoint(s) of writers • What makes an effective oral presentation <p>Assessment for this topic will be an oral presentation on a topic of the student's choice, giving their viewpoint on it.</p>	<ul style="list-style-type: none"> • What key lines in each Literature text are and what should be said about them <p>Assessment for this topic will be the Year 10 mock examinations</p>		<p>Assessment for this topic will be a question on Keats and Death of a Salesman, in an AQA A Level Lit B Paper 1A Section C-style</p>	<p>Crime, in an AQA A Level Lit B Paper 2A Section A-style</p>
<p>Students also have one Reading and Literacy lesson per fortnight across all half terms. These lessons combine giving time for students to read for pleasure, incorporating Accelerated Reader and work on developing vocabulary.</p>	<p>Students also have one Reading and Literacy lesson per fortnight across all half terms. These lessons combine giving time for students to read for pleasure, incorporating Accelerated Reader and work on developing vocabulary.</p>	<p>Students also have one Reading and Literacy lesson per fortnight across all half terms. These lessons combine giving time for students to read for pleasure, incorporating Accelerated Reader and work on developing vocabulary.</p>			<p>Half Term 6</p> <p>Mock Exam Revision</p> <p>To focus on revision for the Year 12 mock examinations</p> <p>Students primarily focus on:</p> <ul style="list-style-type: none"> • Using evidence to support ideas 	<p>Half Term 5 & 6</p> <p>English Literature Revision (4 weeks per week)</p> <p>A focus on everything taught in Year 12 and Year 13, working towards the A Level exam papers.</p> <p>Students will primarily focus on:</p>

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					<ul style="list-style-type: none"> • Identifying and commenting on the dramatic methods used by writers • Giving multiple interpretations of a text • Linking own ideas to those of critics • Writing in an appropriately academic style • Linking ideas to the genre of Tragedy • Linking ideas to relevant contexts • Writing about two texts together • The plot of Othello/DoaS/Keats' poems • The main characters and themes of exam texts <p>Assessment for this topic will be the Year 12 mock examinations</p>	<ul style="list-style-type: none"> • The conventions of different types of Tragedy and Crime fiction • The plots of exam texts • Critical interpretations of exam texts • The main characters and themes of exam texts • What the exam mark scheme asks for and how to 'hit' each AO • Key aspects of the historical/social contexts of the exam texts • Key lines of the exam texts and what they suggest
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English Curriculum Map

