



## Curriculum Map: Subject: English

### Year 7:

Term	Unit of Work	Knowledge and Skills	Assessment
1	Literature and Context: Beowulf	<b>How do texts present the time period they were written in?</b> <b>How do we analyse texts and write about them in a critical way?</b> For Year 7 this unit will initially draw on knowledge from KS2 to recall what life was like for Anglo-Saxons and use this as a way into the world of Beowulf. We will also draw on any prior knowledge of the text before we introduce our 'What-How-Why' approach to writing about texts and explore how characters and ideas are presented in the story.	<b>Main task:</b> Analysis of how Grendel's mother is presented in an extract. <b>Other key piece:</b> Narrative writing following on from a section of Beowulf.
2	Non-fiction Writing: Autobiography	<b>How is writing adapted to suit audience, form and purpose?</b> Students will explore the difference between biographical and autobiographical writing; consider the key features of this form of writing. They will also reflect on how writers use particular features and techniques to engage readers and then produce a piece of their own autobiographical writing.	<b>Main task:</b> Own piece of autobiographical writing. <b>Other key piece:</b> Analysis of an extract from Bill Bryson's autobiography.
3	20 <sup>th</sup> & 21 <sup>st</sup> Century Literature: Star by Star	<b>How do texts present, reflect and challenge ideas and events in the 20<sup>th</sup> and 21<sup>st</sup> century?</b> As well as discovering how characters and themes develop across the novel, students will consider how the text presents life post-WW1 and the struggles and aspirations that were present in this period. Students will also be asked to compare the views expressed between different characters in the text.	<b>Main task:</b> Analysis of Stella's character development. <b>Other key piece:</b> Compare the views of the Stella to those expressed by another character.
4	Fiction Writing: Myths and Legends	<b>How can imaginative writing produce specific effects and tone?</b> Students will have the chance to explore a range of ancient myths and legends and compare creation stories from different cultures. There will also be plenty of chances for students to produce their own versions of these tales, thinking about the tone they want to inspire.	<b>Main task:</b> Producing own creation story. <b>Other key piece:</b> Comparison of two creation stories.
5	Poetry: An Introduction	<b>How can poetry be used to present different ideas and emotions?</b> After recapping some key poetic techniques from KS2, and introducing some additional ones for KS3, students will analyse how particular moods and atmospheres can be conveyed through poetry, as well as writing their own poems to demonstrate their understanding.	<b>Main task:</b> Analysis of a studied poem. <b>Other key piece:</b> Creation of own poetry.
6	Shakespeare: A Midsummer Night's Dream. Speaking & Listening Unit.	<b>How do Shakespeare's plays explore relationships and human feelings?</b> After gaining an overview of the play as a whole, students will explore some key scenes and consider how the language and action is used to portray character relationships. <b>How can we present our views effectively through oracy?</b> Introducing a range of rhetorical devices and building on KS2 knowledge of speaking and listening, students will have the chance to participate and produce a speaking and listening task based around 'A Midsummer Night's Dream'.	<b>Main task:</b> Analysis of a key scene. <b>Other key piece:</b> Delivery of a speaking and listening task.



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Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Literature and Context: Frankenstein	<b>How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today?</b> Students will build on the skills covered from this term in Year 7 and begin to consider how the text reflects key concerns and ideas from the Victorian period to do with science, religion and ethics. Students explore parts of the original book alongside a play adaptation in this unit.	<b>Main task:</b> Extract task from text (original or play). <b>Other key piece:</b> Explore the character of the monster – how he’s presented and his motivations.
2	Non-fiction Writing: Culture and Opinion	<b>How is writing adapted to suit audience, form and purpose?</b> In this unit, students will encounter a wide and varied range of historical and modern non-fiction texts which focus on different cultures and opinions. Extracts will relate to travel from around the world, encouraging students to consider and experience the wider world around them through the texts. This will culminate in their own travel blog and letter of complaint, applying the skills studied throughout the topic.	<b>Main task:</b> Write a post for a travel blog about your experiences visiting another place. <b>Other key piece:</b> Produce a newspaper article which reports on a significant cultural event.
3	20 <sup>th</sup> & 21 <sup>st</sup> Century Literature: The Boy in the Striped Pyjamas	<b>How do texts present, reflect and challenge ideas and events in the 20<sup>th</sup> and 21<sup>st</sup> century?</b> As well as exploring how the main characters and key themes develop across the novel, students will consider how the text presents life during WWII for both Germans and Jews, in addition to the struggles and aspirations that were present in this period. A close analysis of a key extract marks the main task for this text. Cross – curricular links to History are developed within this unit.	<b>Main task:</b> Explore how conflict is presented in an extract from the text. <b>Other key piece:</b> Compare the similarities and differences of the characters of Bruno and Shmuel.
4	Fiction Writing: Mystery Stories	<b>How can imaginative writing produce specific effects and tone?</b> Students will have the opportunity to explore and analyse a range of mystery stories from ‘Sherlock Holmes’ through to ‘The Red Room’. There will then be the chance for students to take inspiration from these texts to write their own intriguing opening to a mystery story.	<b>Main task:</b> Write the opening of a mystery story. <b>Other key piece:</b> Close analysis of an extract.
5	Poetry: Nature Poetry	<b>How can poetry be used to present different ideas and emotions?</b> By recapping some key poetic techniques and learning some new key terms, students will analyse how particular moods and atmospheres can be conveyed through poetry. A range of poems will be studied and compared in this unit to develop pupils’ understanding.	<b>Main task:</b> Analysis of an unseen poem. <b>Other key piece:</b> Comparison of two nature poems.
6	Shakespeare: Macbeth. Speaking & Listening Unit.	<b>How do Shakespeare’s plays explore relationships and human feelings?</b> After gaining an overview of Macbeth as a whole, students will explore some key scenes and consider how the language and action is used to portray characters and their relationships. <b>How can we present our views effectively through oracy?</b> Introducing a range of rhetorical devices, students will have the chance to participate and produce a speaking and listening task based around ‘Macbeth’.	<b>Main task:</b> Extract analysis Lady Macbeth/Macbeth <b>Other key piece:</b> Delivery of a speaking and listening task.



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Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1	Literature and Context: Of Mice and Men	<b>How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today?</b> Students will continue to explore how texts reflect the time period and setting, and consider how things may now be interpreted differently in modern society. They will need to discuss how key characters and themes develop throughout the text.	<b>Main task:</b> Extract based question from the text. <b>Other key piece:</b> To what extent is the reader encouraged to have sympathy for Lennie?
2	Non-fiction Writing: Speeches	<b>How is writing adapted to suit audience, form and purpose?</b> Students will explore a range of different speeches, historical and modern, and consider the way the speaker delivers his/her message in an impassioned way using a range of rhetorical devices. The unit culminates with students having the opportunity to write a persuasive speech on a topic of choice and deliver to the class.	<b>Main task:</b> Write a persuasive speech on a topic of choice and deliver to the class. <b>Other key piece:</b> Comparing and evaluating two texts.
3	20 <sup>th</sup> & 21 <sup>st</sup> Century Literature: Face or Lord of the Flies	<b>How do texts present, reflect and challenge ideas and events in the 20<sup>th</sup> and 21<sup>st</sup> century?</b> Students will study one of these two texts (the decision will be based on needs and ability of the class) and consider how the author's key themes and ideas reflect more recent events in our history. They will evaluate some key moments from the text and also consider how different texts may present similar ideas through comparing them.	<b>Main task:</b> Comparison of two extracts: one unseen. <b>Other key piece:</b> Analysis of a key moment from the text.
4	Fiction Writing: Ekphrasis – writing inspired by art.	<b>How can imaginative writing produce specific effects and tone?</b> In this unit of work, students will develop their understanding of how art inspires pieces of writing. Students will also explore a range of art work and consider the connotations and effects that it creates in order to prompt and inspire their own creative writing.	<b>Main task:</b> Produce a story inspired by a work of art. <b>Other key piece:</b> Close analysis of an extract.
5	Poetry: World War One	<b>How can poetry be used to present different ideas and emotions?</b> Continuing to build on their understanding of poetic features, students will analyse how particular moods and atmospheres can be conveyed through WW1 war poetry as well as analysing the effect war has on people. A range of poems will be studied, with two being compared as the key piece of marked work. The focus will be on WW1 specifically, with cross curricular links made to History throughout the unit.	<b>Main task:</b> Comparison of Owen and Pope's poems. <b>Other key piece:</b> Analysis of a studied poem.
6	Shakespeare: Romeo and Juliet. Speaking & Listening Unit.	<b>How do Shakespeare's plays explore relationships and human feelings?</b> After gaining an overview of Romeo and Juliet as a whole, students will explore some key scenes and consider how the language and action is used to portray character relationships. <b>How can we present our views effectively through oracy?</b> Developing and building on their range of rhetorical devices, students will have the chance to participate and produce a speaking and listening task based around 'Romeo and Juliet'.	<b>Main task:</b> Choice of two extract questions. <b>Other key piece:</b> Delivery of a speaking and listening task.



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### Year 10:

Term	Unit of Work	Knowledge and Skills	Assessment
1	Literature and Context: Dr Jekyll and Mr Hyde	<b>How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today?</b> In preparation for Literature Paper 01, students will explore and analyse the characters and themes presented in this text, whilst considering their relationship to the Victorian context. They will need to identify, analyse and learn a range of key quotations.	<b>Both tasks:</b> Exam style task with a choice of an extract-based question or a discursive question about an aspect of the text.
2	Non-fiction Writing: Language Paper 01	<b>How is writing adapted to suit audience, form and purpose?</b> With reference to 19 <sup>th</sup> and 20 <sup>th</sup> Century pieces of non-fiction, students will need to identify key information, compare, analyse and then evaluate the texts, as they work through the reading section. To prepare for the writing section, students will recap the conventions of different non-fiction writing style and consider how to adapt their writing to the task.	<b>Main task:</b> Section B: writing task. <b>Other key piece:</b> Section A: evaluation and comparison task (question 4)
3	20 <sup>th</sup> & 21 <sup>st</sup> Century Literature: An Inspector Calls	<b>How do texts present, reflect and challenge ideas and events in the 20<sup>th</sup> and 21<sup>st</sup> century?</b> Students will consider Priestley's key themes and ideas in relation to the time period the play is set, the period it was written in and the relevance today. They will need to annotate and analyse key moments from the text to prepare for the Part B task; to prepare for Part A, students will practise comparing extracts from the text with unseen extracts and explore how different setting and language alter the way ideas and characters are shown.	<b>Main task:</b> Part B Task – discussion of a key moment from the text. <b>Other key piece:</b> Part A Task – comparison of an extract with and unseen play.
4	Fiction Writing: Language Paper 02	<b>How can imaginative writing produce specific effects and tone?</b> Using 20 <sup>th</sup> and 21 <sup>st</sup> Century pieces of fiction or literary non-fiction, students will practise the approach to the Section A tasks (that mirror those of Paper 01), before practising their creative writing for Section B with a close focus on tone and atmosphere. <b>Note: A mock exam for this paper will take place in Term 5.</b>	<b>Main task:</b> Section B: writing task. <b>Other key piece:</b> Section A: analysis task (question 3)
5	Poetry: OCR Conflict Collection	<b>How can poetry be used to present different ideas and emotions?</b> Using the Conflict collection from the OCR anthology, students will explore poems spanning from the late 18 <sup>th</sup> to the 21 <sup>st</sup> Century. They will consider how form, language and structure are used to communicate the writer's ideas and practise comparing these poems to unseen poetry.	<b>Main task:</b> Part B Task – analysis of a studied poem. <b>Other key piece:</b> Part A Task – comparison task.
6	Shakespeare: The Merchant of Venice. Speaking & Listening Unit.	<b>How do Shakespeare's plays explore relationships and human feelings?</b> With consideration for the Elizabethan audience and modern viewers, students will explore how the characters and their attitudes towards others are presented in this play. <b>How can we present our views effectively through oracy?</b> Students will plan and deliver their GCSE Spoken Language piece of work as individuals or as part of a group discussion.	<b>Main task:</b> Exam style task. <b>Other key piece:</b> Spoken Language Assessment



## Curriculum Map: Subject: English

Year 11: For 2020-21

Term	Unit of Work	Knowledge and Skills	Assessment
1	Literature 02 Consolidation.	<b>How do Shakespeare's plays explore relationships and human feelings?</b> Using the remote learning work that was completed as a foundation, students will revisit 'The Merchant of Venice' and the OCR Conflict Poetry Collection in order to revise these key texts. They will revisit key themes, characters, moments and quotations and practise applying their knowledge to exam tasks as well as consolidating their understanding of how to approach the exam and structure answers to ensure success.	Exam style tasks completed in the classroom.
2	Revision for Dec. mocks.	<b>How can imaginative writing produce specific effects and tone?</b> To prepare for their upcoming mocks, student will return to Language Paper 02 and practise their approach to both the reading and writing sections of this paper, ensuring that they feel confident knowing what skills and style of response is needed for each task.	<b>Mock Exams:</b> Language Paper 02 (fiction); Literature Paper 02 (Merchant of Venice)
3	Revision for Feb. mocks.	<b>How is writing adapted to suit audience, form and purpose?</b> <b>How do texts present, reflect and challenge ideas and events in the 20<sup>th</sup> and 21<sup>st</sup> century?</b> <b>How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today?</b> Revisiting both Language and Literature Paper 01, students will spend time recalling the key knowledge needed for these exams as well as the skills they need to demonstrate to meet the assessment objectives. They will then spend time practising applying the skills and knowledge to a range of exam style questions before sitting their mock exams.	<b>Mock Exam:</b> Language Paper 01 (non-fiction); Literature Paper 01 (An Inspector Calls and Jekyll & Hyde)
4	Revision	Each class will follow a revision programme designed by their class teacher to focus on key areas for development that have been identified in the mock exams and ensure students feel completely prepared and confident with all aspects of their Literature and Language exams.	Exam style tasks completed in the classroom.
5	Revision	Students will continue to revise for their exams, with their class teacher continuing to adapt the lessons to suit the class's needs. At this time, students will also be encouraged to independently practise crafting exam responses to hand in to their teacher for feedback.	<b>GCSE Examinations</b>

*Note for Year 11 course 2021-22 onwards: the format for the year will remain very similar, the only change will be the order of exam papers in mock exams as we complete a mock exam for Language Paper 02 in term 5 of Year 10. Therefore, it would be Language and Literature Paper 01 that are prepared for and sat in term 2 of Y11, with a mock exam for Literature Paper 02 taken in February of Year 11.*