

<u>Curriculum Map</u>

Subject: English

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Content, Knowledge & Skills	New Worlds Using the novel "I am The Minotaur" as a focus text, students will further develop an understanding of fiction and non- fiction text types. They will use a range of ambitious vocabulary and structures in writing and further develop insight and analysis in reading.	Creative Expression By studying a range of text types and writing skills, students will develop their own writing in both poetry and prose. They will use a range of grammatical techniques to build their skills and express themselves creatively.	Shakespeare Through study of A Midsummer Night's Dream, students will further build knowledge of Shakespearean theatre, ideas language and context and develop their understanding of how to discuss themes and characters within a play.	Witches Students will examine their local history and the stereotypes of witches in fiction and non-fiction to explore ideas about character and deepen their understanding of how social prejudices and inequality might impact the literature they study.	Adventures Exploring a range of travel texts across a range of writers like Bryson and O'Reilly, students will develop an understanding of how diverse a genre can be as well as understanding the conventions of different text types and how they effectively communicate with a target audience.	Poetry By studying a range of poetry set within nature, including Wordsworth, Heaney and Duffy, All students will deepen their understanding of how poets communicate using the forms and conventions of poetry. Through this, they will demonstrate critical appreciation of as well as text transformation and analysis of techniques
	Prior Knowledge	All students will have a secure knowledge of how to apply fiction writing techniques and story planning.	Students will all have read fiction texts and understand how to discuss characters and plots.	Most will have studied Shakespeare in extract or story from at KS2 and discussed character and language.	When writing, they will have used a range of ways to develop character and will have some idea of stereotypes.	Many non-fiction texts will be familiar to all students and now they will gain an insight into the conventions.	All will have studied poetry and will now be able to develop the language they have available to them to discuss poems analytically.
	Assessment	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces



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		across reading and writing skills.	across reading and writing skills.	across reading and writing skills.	across reading and writing skills.	across reading and writing skills.	across reading and writing skills.
		Storytelling Festival Seneca Homework	Seneca Homework	Seneca Homework	Seneca Homework	Seneca Homework	Seneca Homework End of Year Exam
	Key Vocabulary/ reading materials	Mythology Non-fiction texts about issues raised.	Prose Poetry	Themes Irony	Stereotype Inequality Prejudice	Notes from a Small Island – Bill Bryson	Romanticism Pastoral
	Enrichment/ Co-Curricular offer	Wider reading challenge Writing challenge	Visiting Writer Visits	Recorded theatre experience	Witches walking tour of Lancaster	Write Club Youth Speaks	English and Art Day
Year 8	Content, Knowledge & Skills	Gothic Tradition and the Other Using Pullman's "Frankenstein" and referencing Shelly and Stoker, students will deepen their understanding of a range of linguistic and literary features, through analysis of the conventions of gothic writing. They will further develop an understanding of dramatic forms and techniques such as building characterisation and developing	Finding Your Voice By exploring the themes of Steinbeck's Of Mice and Men, we will explore the influencing contexts and whether there has been significand change over the last century. This will lead to an exploration of non- fiction texts investigating women's rights, racial inequality, class issues and social justice and how writers tackle such issues.	Influential Texts of War By studying some of the most influential war poets, diarists and speech writers, students will deepen their understanding of a range of linguistic and literary features by evaluating the role of non-fiction texts during periods of war and exploring the impact of writing on the audiences of the time and now.	Spies Using short stories and non-fiction from texts by writers including Fleming, Rimington, Higson and Greene, students will deepen their understanding character creation, building tension, using real life to inform fiction writing and using plot twists with the use of specific language, specific to genre.	The Media By exploring the world of media texts over the course of the last century, students will deepen their understanding of how texts change according to technology, audience and the demands of society. They will explore language and format features and analyse how bias and misinformation is used in texts.	Around the World Poetry The study of poetry from a range of cultural viewpoints will allow students to deepen their understanding of what influences writers and how they use language and form to give an insight into different ways of life. Poets such as Dharker, Afrika, Levertov and Aghard represent a variety of cultural voices exploring diverse topics and issues. They will
		plot.					also explore Shakespeare's sonnets and discuss ideas about



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							identity.
	Prior	In Year 7 all	In Year 7, all will	Using all previous	Fiction and non-	Previous analysis of	Previous poetry
	Knowledge	students will have	have studied non-	learning about non-	fiction study from	language and its	study gives students
	C C	studies	fiction texts and	fiction texts will	the previous units	impact will give	the language they
		Shakespeare's A	discussed the	allow students the	will give all students	students the	need to interpret
		Midsummer Night's	impact of contexts	insight to reflect on	the ability to discuss	vocabulary to	ideas and make
		Dream, providing a	on writing. They will	how a writer's	characters, themes,	discuss complex	links between ideas
		secure	use this to make	experiences will	ideas and plots and	ideas about the	in poetry.
		understanding of	links between	influence what they	develop them to	subtleties of	
		the play format.	context and writing.	have written and	suit specific genres.	persuading an	
				the way an		audience.	
				audience responds			
				to it.			
	Assessment	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces
		across reading and	across reading and	across reading and	across reading and	across reading and	across reading and
		writing skills.	writing skills.	writing skills.	writing skills.	writing skills.	writing skills.
		Seneca Homework	Seneca Homework	Seneca Homework	Seneca Homework	Seneca Homework	Seneca Homework
-							End of Year Exam
	Кеу	Gothic	Prejudice	Evaluation	Persona	Misinformation	Tradition
	Vocabulary	The Other	Inequality	Propaganda	Protagonist	Disinformation	Culture
		Antagonist	Social Justice	Bias	Complication	Validity	Identity
	Envirbance t	Humanity			·	f the heat the sector	in a the second state of a
	Enrichment/ Co-Curricular		e year, students are giv			-	
	offer	•	iting author/poet; fiction			lere they will research	an aspect of social
			ature; reading challenge The Absurd	Conflict		Shakespeare's	Speeches that
	Content,	My Language	The Absuru	Connict	Dystopian Fiction	Macbeth	changed the world.
	Knowledge	Using research by	With a focus on the	Using ideas	Developing an	WacDeth	Exploring influential
	& Skills	linguists and child	works of Lewis	explored on Year 8,	understanding of	All students will	speeches from the
		psychologist such as	Carroll, including	students will	genres, students	further build on	20^{th} and 21^{st}
6		Chomsky and	Alice in	explore the poetry	will explore work by	prior knowledge of	Century, students
Year		Piaget, students will	Wonderland,	of conflict over the	authors such as	Shakespeare, as	will deepen their
~		build their	students will	years - from	Orwell, Collins and	explored in Year 7	understanding of
		understanding of	continue to build on	Tennyson to	Bradbury, building	and develop an	how language, form
		how spoken	their understanding	Arrmitage. They will	on knowledge of	understanding of	and structure shape
		language works,	of the complexities	build on knowledge	conventions to	how Shakespeare's	an audience's
		develop an	of language and	of key linguistic and	explore how	language works.	response. Reading
			0 0		•	00	



Connections between spoken and written language and apply an analytical approach to discussions about lis used in the wider world, using this to world, using this to using the knowledge of some basic language features and will build the vocabulary they need to identify more complexUsing the knowledge from the able to use the using use this to confident explore the students will be all use this to confident explore to discuss the influence what is word, using the knowledge for need to identifyUsing the knowledge for to accuss the manjuation of language for audience.to to confidently and experimentally.to confidently and experimentally.Concentents and will will the able to use the use this to confident explore thare s	 					<u> </u>
Prior KnowledgeAll will have a working knowledge of some basic 	connections between spoken and written language and apply an analytical approach to discussions about language and how it is used in the wider world, using this to write a story to help younger children with language learning and	creative ways. They will explore the writing of a range of experimental authors and mimic the style to develop creative ideas as well as use skills accumulated through study of texts and language to write creatively	to confidently analyse the way poets express ideas and themes, making sophisticated use of comparative language to develop ideas on how themes are explored across texts, including the influence of	and ideas are presented to an audience. They will further develop creative ideas and use a range of skills to write in a personalised style and consider how varied structures may help with	knowledge of witches as characters to consider the themes within the play and how they may have reflected historical and political alliances. In addition, they will further develop analysis of characters and plot and confidently discuss the language of	argument that creates an impac Ultimately, they w confidently prese a speech that uses range of techniqu to inspire their
	working knowledge of some basic language features and will build the vocabulary they need to identify more complex	knowledge from the previous unit, students will be able to use the language they need to discuss the manipulation of language for	have studied poetry as well as how the contexts of writing influence what is written. They will use this to confident explore the connections between contexts and writing within	years, we will have developed a range of vocabulary to discuss fiction, characters and themes as well as how to analyse the techniques used by	working knowledge of Shakespeare's writing and how language was used within his writing. We will have explored the play style and structured and analysed how characters are created through	language analysis will allow student to access the techniques used in speeches and to discuss the impact on audiences. Combined with ar understanding of contextual factors they will understand how t select the most appropriate vocabulary and



		across reading and writing skills. Seneca Homework	across reading and writing skills. Seneca Homework	across reading and writing skills. Seneca Homework	across reading and writing skills. Seneca Homework	across reading and writing skills. Seneca Homework	across reading and writing skills. Seneca Homework End of Year Exam
	Key Vocabulary	Phonetic Plosive Fricative Typography	Absurd Surreal Portmanteau	Comparative Structure Linguistic analysis	Dystopia Anti-hero Apocalyptic	Supernatural Great Chain of Being Hamartia	Rhetoric Pathos Egos Logos
	Enrichment/ Co-Curricular offer	Visit to primary school to read their story to KS1 children. Write club – fiction writing competition.	Youth speaks – national speaking competition for young people.	Visit to local area of interest with a connection to war poetry.	Linked project – creating a dystopian world. Using ideas from history and the media to make a believable dystopia.	Theatre visit and workshop or live broadcast by the National Theatre.	Give a speech to peers on a topic that might change the world! Visit from a local speech maker.
	Content, Knowledge & Skills	19th and 21st Century Non- Fiction Reading and Transactional/Pers uasive Writing	19 th and 21 st Century Non- Fiction Reading and Transactional/Pers uasive Writing	20th Century Literature Reading and Creative Prose Writing With a focus on	20 th Century Literature Reading and Creative Prose Writing With a focus on	19 th and 21 st Century Non- Fiction Reading and Transactional/Pers uasive Writing	20 th Century Literature Reading and Creative Prose Writing We will use a range
Year 10 Language		With a focus on Component 2 of the English Language GCSE, students will study a range of non-fiction writing,	Still working on C2, we will be transferring knowledge of what was learnt in the previous unit to	Component 1, we will work on the same skills but, this time within fiction writing.	Component 1 of the English Language GCSE, students will study a range of fiction texts becoming adept at:	We will use a range of texts to revise the skills in C2 and develop different strategies to approach the exam	of texts and strategies to develop confidence in exam approaches with focus on C1 Language.
Ye		becoming adept at: AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence	develop a range of rhetorical devices to express a viewpoint on a subject. We will also look ahead to exam skills with specific focus on planning and	clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features.	AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2-Explain,	confidently. AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence	We will use a range of texts to revise the skills in C2 and develop different strategies to approach the exam confidently.



	from different texts	writing under timed	AO6-use a range of	comment on	from different texts	AO1-Identify and
	AO2-Explain,	conditions.	vocabulary and	analyse how writers	AO2-Explain,	interpret explicit
	comment on		sentence structures	use language and	comment on	and implicit
	analyse how writers	AO5-Communicate	for clarity,	structure to achieve	analyse how writers	information and
	use language and	clearly, effectively,	purpose and effect,	effects	use language and	ideas. Select and
	structure to achieve	and imaginatively.	with accurate	AO3-Compare	structure to achieve	synthesise eviden
	effects	Organise	spelling and	writers' ideas and	effects	from different tex
	AO3-Compare	information and	punctuation	perspectives, across	AO3-Compare	AO2-Explain,
	writers' ideas and	ideas, using		two or more texts	writers' ideas and	comment on
	perspectives, across	structural and			perspectives, across	analyse how write
	two or more texts.	grammatical			two or more texts.	use language and
		features.			AO5-Communicate	structure to achie
		AO6-use a range of			clearly, effectively,	effects
		vocabulary and			and imaginatively.	AO3-Compare
		sentence structures			Organise	writers' ideas and
		for clarity,			information and	perspectives, acro
		purpose and effect,			ideas, using	two or more texts
		with accurate			structural and	AO5-Communica
		spelling and			grammatical	clearly, effectivel
		punctuation.			features.	and imaginatively
					AO6-use a range of	Organise
					vocabulary and	information and
					sentence structures	ideas, using
					for clarity,	structural and
					purpose and effect,	grammatical
					with accurate	features.
					spelling and	AO6-use a range
					punctuation.	vocabulary and
						sentence structur
						for clarity,
						purpose and effe
						with accurate
						spelling and
						punctuation.
Prior	Non-fiction text	Writing structures	Analytical	Varied vocabulary	Comparative	Impact on audien
Knowledge	types	Building ideas	terminology	Advanced	Language	Persuasive writing
	Language of	Using non-fiction	Inference skills	punctuation	Alternative	Using different



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		analysis	writing techniques.			viewpoints	formats and
		Language					structures.
		terminology					
	Assessment	Component 2	Component 2	Lang Comp 1	Lang Comp 1	Component 2	Component 1
		Section A (Reading)	Section B (Writing)	Section B (Writing)	Section A (Reading)	Section A (Reading)	section B (Writing)
	Кеу	Interpret	Structure	Position	Opening	Synthesis	Alternative
	Vocabulary	Analyse	Flashback	Relevance	Narrative Viewpoint		Viewpoint
		Compare	Shift				
	Enrichment/	Over the course of GO	CSE English Language, s	tudents will be given th	ne opportunity to engage	ge with their studies ou	Itside the classroom
	Co-Curricular	including; taking part	in workshops by visitin	g writers; getting invol	ved in writing competit	ions; using non-fiction	texts in the real
	offer	world and taking part	in writing masterclasse	es.			
	Content,	Poetry	Poetry	Shakespeare	Shakespeare	Post 1914	Post 1914
	Knowledge	Anthology	Anthology	Macbeth	Macbeth	Prose/Drama text	Prose/Drama text
	& Skills	(Component 1	(Component 1	(Component 1	(Component 1	An Inspector Calls	An Inspector Calls
		Section B) and	Section B)and	Section A)	Section A)	(Component 2	(Component 2
		Unseen Poetry	Unseen Poetry			Section A)	Section A:)
		(Component 2	(Component 2				
		Section C)	Section C)	AO1, Read,	AO1, Read,	AO1 Read,	AO1 Read,
				understand and	understand and	understand and	understand and
				respond to texts	respond to texts	respond to texts	respond to texts
e		AO1: Read,	AO1: Read,	using textual	using textual	using textual	using textual
atu		understand and	understand and	references.	references.	references.,	references.,
er		respond to texts	respond to texts	AO2 Analyse the	AO2 Analyse the	AO2, Analyse the	AO2, Analyse the
Year 10 Literature		using textual	using textual	language, form and	language, form and	language, form and	language, form and
10		references.	references.	structure used by a	structure used by a	structure used by a	structure used by a
ar		AO2: Analyse the	AO2: Analyse the	writer to create	writer to create	writer to create	writer to create
¥		language, form and	language, form and	meanings and	meanings and	meanings and	meanings and
		structure used by a	structure used by a	effects, using	effects, using	effects, using	effects, using
		writer to create	writer to create	relevant subject	relevant subject	relevant subject	relevant subject
		meanings and	meanings and	terminology where	terminology where	terminology where	terminology where
		effects, using	effects, using	appropriate.	appropriate.	appropriate.	appropriate.
		relevant subject	relevant subject	AO4. Use a range of	AO4. Use a range of	AO4 Use a range of	AO4 Use a range of
		terminology where	terminology where	vocabulary and	vocabulary and	vocabulary and	vocabulary and
		appropriate.	appropriate.	sentence structures	sentence structures	sentence structures	sentence structures
		AO3. Show	AO3. Show	for clarity, purpose	for clarity, purpose	for clarity, purpose	for clarity, purpose
		understanding of	understanding of	and effect,	and effect,	and effect,	and effect,



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		the relationships	the relationships	with accurate	with accurate	with accurate	with accurate
		between texts and	between texts and	spelling and	spelling and	spelling and	spelling and
		the contexts in	the contexts in	punctuation.	punctuation.	punctuation	punctuation
		which they were	which they were			P	P
		written.	written.				
	Prior	Poetic techniques	Poetic techniques	Shakespearean	Shakespearean	Play structures and	Play structures and
		•		•		•	
	Knowledge	and terminology.	and terminology.	language, contexts	language, contexts	the way characters,	the way characters,
		Comparative	Comparative	and characters and	and characters and	themes and plots	themes and plots
		Language	Language	how to analyse	how to analyse	are developed by a	are developed by a
		Analytical Language	Analytical Language	them confidently.	them confidently.	writer. Analytical	writer. Analytical
						Language.	Language.
	Assessment	Two questions, one	Component 2	Macbeth, Two	Macbeth, Two	An Inspector Calls:	An Inspector Calls:
		named poem, one	section C. 2	questions: One	questions: One	One source-based	One source-based
		comparison.	questions on	extract based, one	extract based, one	question on the	question on the
		Anthology Comp 1.	20th/21st century	whole text based	whole text based	post 1914 drama	post 1914 drama
		Section B	unseen poems, one			text.	text.
			will require				
			comparison.				
	Кеу	Comparison	Alternative	Inference	Protagonist	Symbolism	Cyclical Structure
	Vocabulary	Analysis	interpretation	Character arc	Antagonist	Dramatic Irony	
	rocubalary	Inference		Foil	Ŭ	,	
	Enrichment/	Over the course of G	SE Literature, students	will be given the oppo	rtunity to engage with	their studies outside th	ne classroom
	Co-Curricular		theatre; taking part in				
	offer	• •	contexts through a var			, ,	
	Content,	19th and 21st	19 th and 21 st	20th Century	20 th Century	Preparation for	GCSE Exams
	Knowledge	Century Non-	Century Non-	Literature Reading	Literature Reading	GCSE exams,	
	& Skills	Fiction Reading and	Fiction Reading and	and Creative Prose	and Creative Prose	building revision	
age	C Skiiis	Transactional/Pers	Transactional/Pers	Writing	Writing	techniques across	
Year 11 Language		uasive Writing	uasive Writing		U U	all papers and	
3ue				Preparing for the	Preparing for the	Assessment	
L L				GCSE exams,	GCSE exams,	objectives.	
11		Using a range of	Using a range of	students will secure	students will secure		
ear		texts to prepare for	texts and	and improve fiction	and improve fiction		
ž		GCSE exam,	techniques to	reading and writing	reading and writing		
		students will	prepare for GCSE	skills.	skills.		
		deepen	exam, students will	51/115.	51/115.		
		ueepen	exam, students will				



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	understanding and analysis as well as securing skills practise in Year 10. AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2-Explain, comment on analyse how writers use language and structure to achieve effects AO3-Compare writers' ideas and perspectives, across two or more texts.	deepen understanding and analysis as well as securing skills practise in Year 10. AO5-Communicate clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features. AO6-use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO5-Communicate clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features. AO6-use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2-Explain, comment on analyse how writers use language and structure to achieve effects AO3-Compare writers' ideas and perspectives, across two or more texts		
Prior Knowledge	Non-fiction text types Language of analysis Language terminology	Writing structures Building ideas Using non-fiction writing techniques.	Analytical terminology Inference skills	Varied vocabulary Advanced punctuation	Comparative Language Alternative viewpoints	Impact on audiend
	types Language of analysis Language	Building ideas Using non-fiction	terminology	Advanced	Language Alternative	Impact on audience Component 1 section B (Writing)



	Maaabadawa	Analysa	Flashback	Delevence	Norrativo Viewpoint		Viewpoint			
	Vocabulary	Analyse		Relevance	Narrative Viewpoint		Viewpoint			
		Compare	Shift							
	Enrichment/	Over the course of GCSE English Language, students will be given the opportunity to engage with their studies outside the classroom								
	Co-Curricular	including; taking part in workshops by visiting writers; getting involved in writing competitions; using non-fiction texts in the real								
	offer			world and taking part i	n writing masterclasses					
	Content,	19th Century Text	19th Century Text	Shakespeare	Unseen Poetry	Revision of	Revision and GCSE			
	Knowledge	A Christmas Carol	A Christmas Carol	revision Macbeth	revision	Literature Texts	Exams			
	& Skills	AO1-Read,								
		understand and	AO1-Read,	AO1, Read,	AO1: Read,	AO1: Read,				
		respond to texts	understand and	understand and	understand and	understand and				
		use textual	respond to texts	respond to texts	respond to texts	respond to texts				
		references. AO2-	use textual	using textual	using textual	using textual				
		Analyse the	references. AO2-	references.	references.	references.				
		language, form and	Analyse the	AO2 Analyse the	AO2: Analyse the	AO2: Analyse the				
		structure used by a	language, form and	language, form and	, language, form and	, language, form and				
		writer to create	structure used by a	structure used by a	structure used by a	structure used by a				
		meanings and	writer to create	writer to create	writer to create	writer to create				
e		effects, using	meanings and	meanings and	meanings and	meanings and				
tur		relevant subject	effects, using	effects, using	effects, using	effects, using				
Year 11 Literature		terminology where	relevant subject	relevant subject	relevant subject	relevant subject				
Lite		appropriate. AO3-	terminology where	terminology where	terminology where	terminology where				
L1		Show	appropriate. AO3-	appropriate.	appropriate.	appropriate.				
ar 1		understanding of	Show	AO4. Use a range of		AO3. Show				
Yea		the relationships	understanding of	vocabulary and		understanding of				
-		between texts and	the relationships	sentence structures		the relationships				
		the contexts in	between texts and	for clarity, purpose		between texts and				
		which they	the contexts in	and effect,		the contexts in				
		were written.	which they	with accurate		which				
		AO4-Use a range of	were written.	spelling and		they were written.				
		vocabulary and	AO4-Use a range of	punctuation.		AO4. Use a range of				
		sentence structures	vocabulary and	punctuation.		vocabulary and				
		for clarity, purpose	sentence structures			sentence structures				
		and effect, with	for clarity, purpose			for clarity, purpose				
		accurate spelling	and effect, with			and effect,				
		and punctuation	accurate spelling			with accurate				
			and punctuation			spelling and				



					punctuation.				
Prior	Fiction Text Analysis	Language of	Students will have	Students will have	All texts will be				
Knowledge	Contexts of 19 th	Analysis	studied the play and	studied a range of	studied and				
U	Century UK		will now be honing	poetry and will be	students will				
			exam responses	honing exam	practise and refine				
				techniques.	exam techniques.				
Assessment	GCSE Exam style questions will be used throughout the year.								
Key	Analyse	Pathetic Fallacy	Dramatic Irony	Comparison	Discourse Markers				
Vocabulary	Interpret	Allegory	Hubris	Interpretation	Analytical Verbs				
,	Contexts		Anagnorisis						
	Symbolism								
Enrichment/	Over the course of GO	Over the course of GCSE Literature, students will be given the opportunity to engage with their studies outside the classroom							
Co-Curricular	including: visiting the theatre; taking part in workshops by visiting theatre groups; university style lectures on texts and delivering								
offer	information to younger students.								