

Curriculum Map

Subject: English

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Content, Knowledge & Skills	<p><u>New Beginnings Reading</u> I am the Minotaur</p> <p>Overview Pupils will use the story of Matthew (Stinky Mog) to empathise with the thoughts and feelings of another pupil, mirroring similar or contrasting experiences of starting school. Pupils will be taught explicitly the skills of retrieval and analysis through this scheme of learning.</p>	<p><u>New Beginnings – Fiction Writing Starting School</u></p> <p>Overview Pupils will use the influence of Mog’s experiences, and the influence of the writer’s craft, to create their own narrative writing. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of ‘writing is never finished’. This writing unit will set the standard for all fiction writing, throughout KS3 and KS4. At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of the text.</p>	<p><u>Shakespeare Reading</u> A Midsummer Night’s Dream</p> <p>Overview Pupils will study the first of their three compulsory Shakespearean texts. Pupils will be introduced to the ‘No Fear Shakespeare’ model in which they are explicitly taught to access the Shakespearean language with confidence. Pupils will read the entire text and use key extracts to analyse in detail.</p>	<p><u>Shakespeare and Fantasy – Fiction Writing</u></p> <p>Overview Pupils will use the influence of Shakespeare’s fantasy works and the influence of the writer’s craft, to create their own narrative writing. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of ‘writing is never finished’. This writing unit will continue set</p>	<p><u>Powerful Voices – Reading</u> I am Malala</p> <p>Overview Pupils will study the autobiographical text ‘I am Malala’. All pupils will have completed ‘The Breadwinner’ in their library lessons, so will have an informed understanding of the contextual influences surrounding Malala’s writing. Pupils will be encouraged to develop a voice and form opinion when studying this text. Pupils will read the entire text</p>	<p><u>Powerful Voices – Non – Fiction Writing</u></p> <p>Overview Pupils will use the influence of Malala’s impassioned writing, and the influence of the writer’s craft, to create their own speech. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of ‘writing is never finished’. This writing unit will set the</p>

					<p>the standard for all fiction writing, throughout KS3 and KS4.</p> <p>Pupils should be expected to sustain writing over longer periods with confidence.</p> <p>At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of the text.</p>	<p>and use key extracts to analyse in detail.</p>	<p>standard for all fiction writing, throughout KS3 and KS4.</p> <p>At the end of this unit, all students will complete an oracy – style task in which they present to the class a speech of their choice.</p>
Golden Threads	<p>A perspective is a point of view which is formed by your experiences</p> <p>Antagonist is a character who opposes something/someone</p> <p>Protagonist is the main character</p> <p>A foil is a character who is opposite to another character, which highlights their differences</p>	<p>Protagonist is the main character</p> <p>Personification is giving human features to an object/animal</p> <p>Characterisation is the act of creating a developed character</p> <p>Metaphors state that one thing is another for effect</p> <p>Simile states that one thing is 'like' or 'as' another thing for effect</p> <p>Narrative refers to a story</p>	<p>Dynamic characters change and develop for the better or worse which may indicate personal growth.</p> <p>A villain is an evil character</p> <p>Round character is a fully developed and complex character</p> <p>Flat character is an uncomplicated and unchanging character who does not change the plot.</p>	<p>The writer's use of setting can influence the atmosphere of the text.</p> <p>Pathetic fallacy is the use of weather and the environment to create a specific mood</p> <p>Round character is a fully developed and complex character</p> <p>Flat character is an uncomplicated and unchanging character who does not change the plot.</p>	<p>Foreshadowing is a device used by an author to give hints to the reader.</p> <p>Foreboding describes a feeling that something bad will happen.</p> <p>A perspective is a point of view which is formed by your experiences</p> <p>A convention is an expected feature of a genre.</p>	<p>Writers use a range of techniques to appeal to an audience. Writing for a listening audience may use:</p> <ul style="list-style-type: none"> Ethos Logos Pathos Figure of speech Gesture Formality 	

	Assessment	<p>Baseline assessment: Pupils will undertake a baseline skills assessment. Grammar and reading skills.</p> <p>Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p>Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists.</p> <p>Red book task: Pupils will complete an extended, creating writing assessment about one day in school to display their creative abilities. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p>Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p>Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists.</p> <p>Red book task: Pupils will complete an extended, creating writing assessment with the theme of fantast to display their creative abilities. Marked with specific feedback that will allow them to respond</p>	<p>Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p>Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists.</p> <p>Red book task: Pupils will complete an extended, non-fiction writing assessment to produce a powerful speech. Marked with specific feedback that will allow them to respond</p>
	Homework	Sparx Reader					
	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	<u>Exploration of the Gothic – Reading</u> Frankenstein Play Overview	<u>Exploration of the Gothic – Fiction Writing</u>	<u>Crime and Mystery – Reading</u>	<u>Crime and Mystery – Fiction Writing</u>	<u>Adventures: 19th Century Texts - Reading</u> Around the World in 80 Days	<u>Adventures: 19th Century Texts – Non – Fiction Writing</u>

	<p>Pupils will study the Phillip Pullman’s play adaptation of Frankenstein. All pupils will have the opportunity to learn the art of stagecraft. Pupils will explicitly focus on the form of the text. Pupils will have the opportunity to undertake drama activities in the absence of drama at KS3. Pupils will read the entire text and use key extracts to analyse in detail.</p>	<p>Overview Pupils will use the influence of Pullman’s Gothic works and the influence of the writer’s craft, to create their own narrative writing. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of ‘writing is never finished’. This writing unit will continue set the standard for all fiction writing, throughout KS3 and KS4. Pupils should be expected to sustain writing over longer periods with confidence.</p>	<p>Overview Pupils will study a collection of short extracts from crime and mystery stories. Pupils will use a range of extracts from the 19th and 21st century writers. Pupils will be introduced to the conventions of crime and mystery writing.</p>	<p>Overview Pupils will use the influence of the short stories collection and the influence of the writer’s craft, to create their own narrative writing. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of ‘writing is never finished’. This writing unit will continue set the standard for all fiction writing, throughout KS3 and KS4. Pupils should be expected to sustain writing over longer periods with confidence.</p>	<p>Overview Pupils will study the 19th Century text ‘Around the world in 80 Days. Pupils will explicitly focus contextual influences, changing attitudes towards societal norms and challenge misconceptions of identity and culture. Pupils will read the entire text and use key extracts to analyse in detail.</p>	<p><u>Travel Writing (Speeches and Reviews)</u></p> <p>Overview Pupils will use the influence of the wide, exploratory experiences of Around the World in 80 Days and the influence of the writer’s craft, to create their own travel writing and review pieces. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of ‘writing is never finished’. This writing unit will set the standard for all fiction writing, throughout KS3 and KS4.</p>
--	---	---	--	---	---	---

			At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of the text.		At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of one of the short stories.		At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of the text.
Golden Threads	Light imagery represents hope, peace, purity and innocence Violent imagery can create a dark and dangerous atmosphere Dark imagery represents evil, villainy and hopelessness Foreshadowing is a device used by an author to give hints to the reader.	Personification is giving human features to an object/animal Juxtaposition/antithesis Characterisation is the act of creating a developed character Connotation is the feeling or idea that an object/symbol evokes, in addition to its literal meaning	Adding precise detail can be a method to slow the pace of a plot Symbolism is using objects and images to represent big ideas Symbolism can be used to build detail about characters or settings Violence can be indicative of being a villain and lead to a character’s downfall	Deus ex machina refers to an unexpected or intangible event in a plot. A villain is an evil character The Everyman is a character who reflects society’s thoughts and beliefs. The Innocent Archetype is a pure character who is a victim of the villain (often women and children) Round character is a fully developed and complex character	Symbolism can be used to build detail about characters or settings A cliché is an overused phrase that shows a lack of originality A hierarchy can determine the power dynamics of characters Social norms refer to the expectations and rules of society Social norms are dependent on epoch and location.	References to nature often symbolise purity and beauty Social norms refer to the expectations and rules of society Social norms are dependent on epoch and location. Corruption is dishonest conduct from leaders, often involving bribery or fraud	
Assessment	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to	Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists. Red book task:	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to	Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists. Red book task:	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to	Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists. Red book task:	

	respond and improve a specific area.	Pupils will complete an extended, creating writing assessment creating a Gothic environment to display their creative abilities. Marked with specific feedback that will allow them to respond and improve a specific area.	respond and improve a specific area.	Pupils will complete an extended, creating writing assessment building a mystery story to display their creative abilities. Marked with specific feedback that will allow them to respond and improve a specific area.	respond and improve a specific area.	Pupils will complete an extended, non-fiction writing assessment, demonstrating skills practised over the unit. Marked with specific feedback that will allow them to respond and improve a specific area.	
	Homework	Sparx Reader					
	Enrichment/ Co-Curricular offer	Over the course of the year, students are given opportunities to be involved in a number of wider learning activities. These include: a workshop with a visiting author/poet; fiction writing challenges; independent project where they will research an aspect of social history linked to literature; reading challenge and poetry writing challenges.					
Year 9	Content, Knowledge & Skills	<u>Shakespeare and Unseen Poetry – Reading</u> Romeo and Juliet Overview Pupils will study the second of their three compulsory Shakespearean texts. Pupils will be reintroduced	<u>Shakespeare and Unseen Poetry – Non – Fiction Writing (Articles and Letters)</u> Overview Pupils will use the influence of the key, societal issues in the Shakespearean text Romeo and	<u>The Power of Allegory – Reading</u> Animal Farm Overview Pupils will study Animal Farm by George Orwell. The pupils will study the conventions of an allegory and how	Dystopian Fiction Developing an understanding of genres, students will explore work by authors such as Orwell, Collins and Bradbury, building on knowledge of conventions to explore how characters, themes and ideas are	Shakespeare’s Macbeth All students will further build on prior knowledge of Shakespeare, as explored in Year 7 and develop an understanding of how Shakespeare’s language works. They will use their knowledge of witches as	Speeches that changed the world. Exploring influential speeches from the 20 th and 21 st Century, students will deepen their understanding of how language, form and structure shape an audience’s response. Reading and listening to Churchill, Mandela, Thunberg and

		<p>to the 'No Fear Shakespeare' model in which they are explicitly taught to access the Shakespearean language with confidence. Pupils will read the entire text and use key extracts to analyse in detail.</p>	<p>Juliet such as 'marriage', 'violence' and 'Christianity' to create subject content for writing. Pupils will create their own article and letter writing. Both forms of nonfiction will be formal tone only, to encourage precise, high level vocabulary choices. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will set the standard for all fiction writing,</p>	<p>writers shape character and structure to create meaning and message. Pupils will be explicitly introduced to the concepts of Socialism, Capitalism and the key historical influences in the 20th Century. Pupils will start to look at key, influential writer's figures and ideas which gained momentum throughout this epoch.</p>	<p>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 developing style.</p>	<p>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 Shakespeare.</p>	<p>Obama, amongst others, will allow students to further develop the use of rhetoric to create a persuasive argument that creates an impact. Ultimately, they will confidently present a speech that uses a range of techniques to inspire their audience.</p>
--	--	---	---	---	---	--	--

			<p>throughout KS3 and KS4.</p> <p>At the end of this unit, all students will complete an oracy – style task in which they present to the class their views on one of the topics.</p>				
	<p>Golden Threads</p>	<p>Symbolism is using objects and images to represent big ideas Symbolism can be used to build detail about characters or settings A cliché is an overused phrase that shows a lack of originality A hierarchy can determine the power dynamics of characters Violence can be indicative of being a villain and lead to a character's downfall</p>	<p>Plosive alliteration is the repetition of harsh, plosive sounds such as 'b' 't' 'k' 'd' and has a violent and aggressive tone Characterisation is the act of creating a developed character Meter - iambic pentameter, dactils etc Connotation is the feeling or idea that an object/symbol evokes, in addition to its literal meaning Hyperbole refers to exaggeration Line break is the technical term used for starting on a new line of a poem.</p>	<p>Extended metaphor is a metaphor that is repeatedly used throughout the poem. Hyperbole refers to exaggeration Metaphors state that one thing is another for effect Simile states that one thing is 'like' or 'as' another thing for effect Narrative refers to a story</p>	<p>Over the past three 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 an author.</p>	<p>Students will have a 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 dialogue.</p>	<p>A range of fiction and non-fiction language analysis will allow students to access the techniques used in speeches and to discuss the impact on audiences. Combined with an understanding of contextual factors, they will understand how to select the most appropriate vocabulary and techniques.</p>

	Assessment	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.	Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists. Red book task: Pupils will complete an extended, creating a range of non-fiction writing tasks. Marked with specific feedback that will allow them to respond and improve a specific area.	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.	Assessed Key Pieces across reading and writing skills. Seneca Homework	Assessed Key Pieces across reading and writing skills. Seneca Homework	Assessed Key Pieces across reading and writing skills. Seneca Homework End of Year Exam
	Homework	Sparx Reader					
	Enrichment/ Co-Curricular offer	Youth speaks – national speaking competition for young people. 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.					
Year 10	Content, Knowledge & Skills	19th and 21st Century Non-Fiction Reading and Transactional/Pers uasive Writing	19th and 21st Century Non-Fiction Reading and Transactional/Pers uasive Writing	20th Century Literature Reading and Creative Prose Writing	20th Century Literature Reading and Creative Prose Writing	19th and 21st Century Non-Fiction Reading and Transactional/Pers uasive Writing	20th Century Literature Reading and Creative Prose Writing

		<p>With a focus on Component 2 of the English Language GCSE, students will study a range of non-fiction writing, becoming adept at:</p> <p>AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</p> <p>AO2-Explain, comment on analyse how writers use language and structure to achieve effects</p> <p>AO3-Compare writers' ideas and perspectives, across two or more texts.</p>	<p>Still working on C2, we will be transferring knowledge of what was learnt in the previous unit to 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 writing under timed conditions.</p> <p>AO5-Communicate clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features.</p> <p>AO6-use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>With a focus on Component 1, we will work on the same skills but, this time within fiction writing.</p> <p>AO5-Communicate clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features.</p> <p>AO6-use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>With a focus on Component 1 of the English Language GCSE, students will study a range of fiction texts becoming adept at:</p> <p>AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</p> <p>AO2-Explain, comment on analyse how writers use language and structure to achieve effects</p> <p>AO3-Compare writers' ideas and perspectives, across two or more texts</p>	<p>We will use a range of texts to revise the skills in C2 and develop different strategies to approach the exam confidently.</p> <p>AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</p> <p>AO2-Explain, comment on analyse how writers use language and structure to achieve effects</p> <p>AO3-Compare writers' ideas and perspectives, across two or more texts.</p> <p>AO5-Communicate clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features.</p> <p>AO6-use a range of vocabulary and</p>	<p>We will use a range of texts and strategies to develop confidence in exam approaches with focus on C1 Language.</p> <p>We will use a range of texts to revise the skills in C2 and develop different strategies to approach the exam confidently.</p> <p>AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</p> <p>AO2-Explain, comment on analyse how writers use language and structure to achieve effects</p> <p>AO3-Compare writers' ideas and perspectives, across two or more texts.</p> <p>AO5-Communicate clearly, effectively, and imaginatively.</p>
--	--	---	---	--	---	---	--

						sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	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.
	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 audience. Persuasive writing Using different formats and structures.
	Assessment	Component 2 Section A (Reading)	Component 2 Section B (Writing)	Lang Comp 1 Section B (Writing)	Lang Comp 1 Section A (Reading)	Component 2 Section A (Reading)	Component 1 section B (Writing)
	Key Vocabulary	Interpret Analyse Compare	Structure Flashback Shift	Position Relevance	Opening Narrative Viewpoint	Synthesis	Alternative Viewpoint
	Enrichment/ Co-Curricular offer	Over the course of GCSE English Language, students will be given the opportunity to engage with their studies outside the classroom including; taking part in workshops by visiting writers; getting involved in writing competitions; using non-fiction texts in the real world and taking part in writing masterclasses.					
Year 10 Literature	Content, Knowledge & Skills	Poetry Anthology (Component 1 Section B) and Unseen Poetry (Component 2 Section C)	Poetry Anthology (Component 1 Section B)and Unseen Poetry (Component 2 Section C)	Shakespeare Macbeth (Component 1 Section A) AO1, Read, understand and	Shakespeare Macbeth (Component 1 Section A) AO1, Read, understand and	Post 1914 Prose/Drama text An Inspector Calls (Component 2 Section A) AO1 Read, understand and	Post 1914 Prose/Drama text An Inspector Calls (Component 2 Section A:) AO1 Read, understand and

	<p>AO1: Read, understand and respond to texts using textual references.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3. Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO1: Read, understand and respond to texts using textual references.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3. Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>respond to texts using textual references.</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>respond to texts using textual references.</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>respond to texts using textual references.,</p> <p>AO2, Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>respond to texts using textual references.,</p> <p>AO2, Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
Prior Knowledge	Poetic techniques and terminology. Comparative Language Analytical Language	Poetic techniques and terminology. Comparative Language Analytical Language	Shakespearean language, contexts and characters and how to analyse them confidently.	Shakespearean language, contexts and characters and how to analyse them confidently.	Play structures and the way characters, themes and plots are developed by a writer. Analytical Language.	Play structures and the way characters, themes and plots are developed by a writer. Analytical Language.
Assessment	Two questions, one named poem, one comparison. Anthology Comp 1. Section B	Component 2 section C. 2 questions on 20th/21st century unseen poems, one will require comparison.	Macbeth, Two questions: One extract based, one whole text based	Macbeth, Two questions: One extract based, one whole text based	An Inspector Calls: One source-based question on the post 1914 drama text.	An Inspector Calls: One source-based question on the post 1914 drama text.
Key Vocabulary	Comparison Analysis	Alternative interpretation	Inference Character arc	Protagonist Antagonist	Symbolism Dramatic Irony	Cyclical Structure

		Inference		Foil			
	Enrichment/ Co-Curricular offer	Over the course of GCSE Literature, students will be given the opportunity to engage with their studies outside the classroom including: visiting the theatre; taking part in workshops by visiting theatre groups; visiting “Poetry Live”; university style lectures on texts and researching contexts through a variety of short projects.					
Year 11 Language	Content, Knowledge & Skills	<p>19th and 21st Century Non-Fiction Reading and Transactional/Pers uasive Writing</p> <p>Using a range of texts to prepare for GCSE exam, students will deepen understanding and analysis as well as securing skills practise in Year 10.</p> <p>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</p>	<p>19th and 21st Century Non-Fiction Reading and Transactional/Pers uasive Writing</p> <p>Using a range of texts and techniques to prepare for GCSE exam, students will deepen understanding and analysis as well as securing skills practise in Year 10.</p> <p>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,</p>	<p>20th Century Literature Reading and Creative Prose Writing</p> <p>Preparing for the GCSE exams, students will secure and improve fiction reading and writing skills.</p> <p>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</p>	<p>20th Century Literature Reading and Creative Prose Writing</p> <p>Preparing for the GCSE exams, students will secure and improve fiction reading and writing skills.</p> <p>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</p>	<p>Preparation for GCSE exams, building revision techniques across all papers and Assessment objectives.</p>	GCSE Exams

		perspectives, across two or more texts.	purpose and effect, with accurate spelling and punctuation.				
	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 audience.
	Assessment	Component 2 Section A (Reading)	Component 2 Section B (Writing)	Lang Comp 1 Section B (Writing)	Lang Comp 1 Section A (Reading)	Component 2 Section A (Reading)	Component 1 section B (Writing)
	Key Vocabulary	Interpret Analyse Compare	Structure Flashback Shift	Position Relevance	Opening Narrative Viewpoint	Synthesis	Alternative Viewpoint
	Enrichment/ Co-Curricular offer	Over the course of GCSE English Language, students will be given the opportunity to engage with their studies outside the classroom including; taking part in workshops by visiting writers; getting involved in writing competitions; using non-fiction texts in the real world and taking part in writing masterclasses.					
Year 11 Literature	Content, Knowledge & Skills	19th Century Text A Christmas Carol AO1-Read, understand and respond to texts use textual references. AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject	19th Century Text A Christmas Carol AO1-Read, understand and respond to texts use textual references. AO2- Analyse the language, form and structure used by a writer to create meanings and	Shakespeare revision Macbeth AO1, Read, understand and respond to texts using textual references. AO2 Analyse the language, form and structure used by a writer to create meanings and	Unseen Poetry revision AO1: Read, understand and respond to texts using textual references. AO2: Analyse the language, form and structure used by a writer to create meanings and	Revision of Literature Texts AO1: Read, understand and respond to texts using textual references. AO2: Analyse the language, form and structure used by a writer to create meanings and	Revision and GCSE Exams

	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	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	effects, using relevant subject terminology where appropriate. AO4. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	effects, using relevant subject terminology where appropriate.	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.	
Prior Knowledge	Fiction Text Analysis Contexts of 19 th Century UK	Language of Analysis	Students will have studied the play and will now be honing exam responses	Students will have studied a range of poetry and will be honing exam techniques.	All texts will be studied and students will practise and refine exam techniques.	
Assessment	GCSE Exam style questions will be used throughout the year.					
Key Vocabulary	Analyse Interpret Contexts Symbolism	Pathetic Fallacy Allegory	Dramatic Irony Hubris Anagnorisis	Comparison Interpretation	Discourse Markers Analytical Verbs	
Enrichment/ Co-Curricular offer	Over the course of GCSE Literature, students will be given the opportunity to engage with their studies outside the classroom including: visiting the theatre; taking part in workshops by visiting theatre groups; university style lectures on texts and delivering information to younger students.					



Carnforth
High School