

Curriculum Mapping in the Department of English

	<p style="text-align: center;">Year 7:</p> <p>Where do I belong?</p>	<p style="text-align: center;">Year 8</p> <p>Into the Unknown</p>	<p style="text-align: center;">Year 9</p> <p>Fighting for Freedom</p>	<p style="text-align: center;">Year 10</p> <p>GCSE Study</p>	<p style="text-align: center;">Year 11</p> <p>GCSE Study</p>
	<p>Our year seven curriculum provision is shaped around the question of where students belong. Students study literature that allows them to discover who they are, learn about other cultures to establish that they are not alone, and learn more about the way language shapes the world around them. We appreciate that beginning secondary school is a momentous moment for our pupils and we hope to use this opportunity for a 'fresh start' to allow students to explore texts and concepts that they can both relate to but also learn more about who they are and where they belong too.</p>	<p>Having settled into their study of English in year seven with units that encourage the exploration of the familiar, we subvert our studies in the second year to allow students to realise the true power of literature and language as forms of escapism. We study texts and concepts that bring students out of their comfort zones and allow them to re-evaluate the way in which they perceive the world around them, just like how some of the best writers have. Building upon the security of year seven, students are now encouraged to venture into uncharted waters with a year of study that broadens their horizons, challenges their perceptions, and allows them to view the world around them in a very different way.</p>	<p>Our final year of KS3 study sees our year nines apply everything that they've learned up until now to explore units that touch on some of the biggest conflicts and struggles from the 19th, 20th, and 21st centuries. We believe that our students are developing the maturity to discuss big issues that are still incredibly pertinent to life today and we intend to use the prism of great literature and powerful rhetoric to do this. By focusing on the study of those who have used their voices to fight for freedom, against persecution, or for what they believe in, students can truly and maturely appreciate the power of language (both their own and that of others).</p>	<p>Our KS4 curriculum has been mapped to develop the skills that were so integral to our KS3 curriculum provision. Eduqas English Literature and Eduqas English Language are taught concurrently in each term in their own discrete units so that students have four language and four literature lessons per fortnight. The units and the order in which they are taught mirror the primary focus of the KS3 units so that students can approach more challenging GCSE material with the confidence of continuity. Students study two of their three core literature texts, as well as their literature anthology of poetry, whilst also completing introductory units to English Language Component One, Two and Three.</p>	<p>As the students enter their final year, our curriculum builds to the most challenging and rewarding aspect. We study our final core text for literature, whilst continually revisiting and revising the core content from the year before. We trust that the analytical skills that students have developed since year seven will mean that they can confidently apply their analysis to all of their texts, focusing their revision on the core knowledge needed. In terms of English Language, we have found that repetitive analysis practise, with a broad variety of different texts, allows students to find success and build confidence when approaching unseen material. Year 11 students are also expected to continually revisit and revise the topics that they covered in Y10 as part of an ongoing intervention and revision schedule. Our mock examinations (November and February) also provide crucial opportunities for feedback and reflection and may alter the direction of the students' revision and intervention, depending upon their areas of strength and development.</p>

Autumn Term

Topic: New Beginnings
Core Text: Oliver Twist
Wider Study: Fiction and Imaginative writing
Overview: We appreciate that the beginning of year seven reflects an incredibly exciting, and somewhat daunting, new beginning for our pupils. Our opening unit, therefore, is an opportunity to provide challenge but also familiarity for our students. Students are introduced to Dickens' eponymous hero 'Oliver Twist' as we follow his incredibly journey from the Workhouse to London. The choice of text allows our students to follow an empathetic and heroic character as he embarks on a series of 'new beginnings' whilst also introducing many of the key archetypes of literature, which are explored in more depth in the wider study. The wider study also allows students to begin exploring their own stories and how language and literature reflects the world around you.

Topic: Dystopia
Core Text: Lord of the Flies
Wider Study: Fiction and imaginative writing
Overview: The year opens with the study of dystopian fiction, where students study unfamiliar worlds and experiences before being encouraged to draw parallels with what they already know and examine how dystopian fiction can be used to reflect societal concerns and fears. Students will begin to write with more maturity as they experiment with and distort the features of language that they had become familiar with in year seven, creating powerful narratives and adopting the mirroring the writing style of some of literature's greats. The core text study of 'Lord of the Flies' allows students the opportunity to study one of the most iconic pieces of dystopian literature whilst engaging with empathetic characters and examining their own morals and values.
Core skills: R1, R2, R6, W2, W3, W4, W6, W7,

Topic: Prejudice and Discrimination
Core Text: Of Mice and Men
Wider Study: Fiction and Imaginative writing
Overview: Students will begin year nine with the study of Steinbeck's 'Of Mice and Men' as their core text. The current political climate means that this seminal piece of literature is just as relevant now as when it was written. The novel allows students to explore discrimination and prejudice, in many forms, whilst following empathetic characters and their struggles. Students can take what they've read and apply it in their own writing to create characters with more nuance and craft, characters who we believe in. The wider study begins to intersperse more powerful rhetoric alongside the creative writing features that students have been developing since their arrival with us in year seven. Students gain a deeper appreciation for the injustices of life and write from a different perspective.
Core skills: R1, R2, R6, W2, W3, W4, W6, W7,

English Language 20th Century Fiction and Narrative Writing
 In the KS3 Autumn term units, students have studied creative prose writing and their introduction to English Language Component 1 in this term allows the students to use what they've previously done to examine a range of short fiction extracts with confidence; we particularly focus our attention on the key skills of retrieval and analysis of writers' methods here. Likewise, the students will need to complete their own short narratives by creating authentic characters, settings and plots, all of which will familiar from previous study. The familiarity with this style of writing will allow students to improve their writing through manipulating more sophisticated features.
Assessment: AO1/ AO2 questions and short narrative.
Core Skills: R1,R2, R3, R5, W1, W2, W3, W4, W5, W6, W7
Assessment Objectives: AO1, AO2, AO4, AO5, AO6

English Language 20th Century Fiction Reading and Narrative Writing
 Our penultimate English Language unit revisits the content and analytical style that was introduced in Y10 but focuses much more on the evaluation of a writer's method and the independent application of the reading skills. This way, students can approach a range of unseen texts with more confidence, whilst applying an analytical method that they are now well practised with. In terms of their writing, students will have more of an opportunity to use the modelled examples from last year to create their own original narratives.
Assessment: Language C1 paper
Core Skills: R1,R2, R3, R5, W1, W2, W3, W4, W5, W6, W7
Assessment Objectives: AO1, AO2, AO4, AO5, AO6

	<p>Core skills: R1, R2, R6, W2, W3, W4, W6, W7, NC Links: Reading, Writing, Grammar and Vocabulary</p>	<p>NC Links: Reading, Writing, Grammar and Vocabulary</p>	<p>NC Links: Reading, Writing, Grammar and Vocabulary</p>	<p>English Literature Poetry Anthology The decision to begin with the study of the poetry anthology as the first English Literature unit will allow students to develop the analytical style that is necessary for success at GCSE with comparatively shorter texts. The range of poetry that will be covered, and the features and techniques that are being analysed, perfectly complement the creative prose being studied concurrently in the study of English Language. Assessment: 15 mark Anthology question Core Skills: R1, R2, R3, R4, R5, R6, W7 Assessment Objectives: AO1, AO2, AO3,</p>	<p>English Literature A Christmas Carol Students begin their year eleven Literature study by analysing their third and final core text: Dickens' 'A Christmas Carol'. This seminal work of fiction will bring together the analysis of works of fiction that they have previously completed whilst applying the analytical skills and practising with the essay frameworks that they were introduced to in the previous year. The study of Dickens in both the Autumn term of both year seven and year eleven provides our students with a tangible opportunity to reflect on just how far they have progressed. Assessment: Literature C2 paper Core Skills: R1, R2, R3, R4, R5, R6, Assessment Objectives: AO1, AO2, AO3, AO4</p>
<p>Cross Curricular Link</p>	<p>History – Industrial Revolution and Victorian England</p>	<p>Dance – Dance project Art – Art and design project</p>	<p>PSHSE – Discrimination in Modern Britain History – Pre-war America</p>	<p>History – War Poets</p>	<p>History – Dickensian England</p>

<p style="text-align: center;">Spring Term</p>	<p>Topic: Traditions and Cultures Core Text: Poetry Anthology Wider Study: Non-Fiction Reading and Writing Overview: Our transition into the Spring term marks a shift from studying one particular voice and beginning to find our own to the study of the many voices that make, and have made, up the world that we live in. We want all of students to embrace and appreciate the beauty of multi-culturalism and recognise how literature has so often given a voice to the voiceless. This unit explores big issues and big voices that have shaped our world and allows students to recognise the power of language, both in terms of rhetoric and poetry. Students will learn that they are not alone. Core skills: R1, R2, R4, R5, W1, W5, W6, W7, S2, NC Links: Reading, Writing, Grammar and Vocabulary</p>	<p>Topic: Adventure and Discovery Core Text: Touching the Void Wider Study: Non-Fiction Reading and Writing Overview: Having studied a fictional account of an adventure into the wilderness during the Autumn term, students turn their attention to the real-life adventures of Joe Simpson and his disastrous climb in the Peruvian Andes in 'Touching the Void'. Students are encouraged to explore how their own non-fiction writing can be just as impactful and interesting as the fiction that they produce. The wider study unit is designed to really draw out the students' own non-fiction writing skills, allowing them to create empowered pieces of writing about their own adventures; this, twinned with the additional study of travel writing excerpts from some of the most exotic and interesting locations on earth should inspire our own intrepid explorers. Core skills: R1, R2, R4, R5, W1, W5, W6, W7, S2, NC Links: Reading, Writing, Grammar and Vocabulary</p>	<p>Topic: War Core Text: The Diary of Anne Frank Wider Study: Non-Fiction Reading and Writing Overview: The Spring unit of study allows students to explore the catastrophic effects of when prejudice and discrimination go unchecked. The of study on war is primarily based upon a study of Anne Frank's diary as a non-fiction source. The diary itself is so different to the texts that the students will have studied previously but perfectly reflects the importance and the power that everyone's language can have. The critical themes of relationships and growing up mean that the text becomes so much more than simply a historical study. The wider study focuses on language, both in terms of rhetoric and poetry, is used to convey emotions of despair and hope in the darkest of times. Core skills: R1, R2, R4, R5, W1, W5, W6, W7, S2, NC Links: Reading, Writing, Grammar and Vocabulary</p>	<p>English Language 19th and 21st Century Non-Fiction and Transactional Writing Our second KS4 unit continues with the ongoing pattern of examining non-fiction texts that begun in KS3. We adapt and build upon the same core skills of reading and writing but with a more analytical focus, whereby our analysis is condensed and tightened in a strive for a combination of breadth with precision. The writing aspect of this unit should also be no surprise to our year ten students, who should be well rehearsed in creating compelling pieces of non-fiction writing. In this particular unit of study, we examine how great writing can be adapted to suit a range of audiences, purposes and formats. Assessment: AO1 / AO2 / AO3 questions and one transactional writing piece. Core Skills: R1, R2, R3, R4, R5, W1, W2, W3, W4, W5, W6, W7 Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6</p>	<p>English Language 19th and 21st Century Non-Fiction and Transactional Writing Our final unit of study for English Language wraps up their prior learning, again through repetitive and independent application of their analytical and evaluative framework to a wide variety of unseen source material. There is a greater strive for independence when producing pieces of writing at this stage, as we encourage students to adapt their rhetoric so that they are writing with flair, originality and perception. Assessment: Language C2 paper Core Skills: R1, R2, R3, R4, R5, W1, W2, W3, W4, W5, W6, W7 Assessment Objectives: AO1, AO2, AO3, AO4, AO5, AO6</p>
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<p>Cross Curricular Link</p>	<p>PSHSE – Appreciation of other cultures Geography – migration</p>	<p>PE – orienteering/ mountaineering Geography – The Andes</p>	<p>History – World War Two and Nazi Germany</p>	<p>History – Post War Britain</p>	<p>History – War Poets</p>

<p style="text-align: center;">Summer Term</p>	<p>Topic: Planet Earth Core Text: A Midsummer Night's Dream Wider Study: Spoken Language and Drama Overview: Our final unit in year seven draws to a close the overarching question of 'Where do we belong?' by allowing students to study the world around them, and not just the people that inhabit it. We introduce students to the power and mystery of nature and how it is has inspired writing for centuries: from the ancient Greeks through the Romantics to the present day. Our core text study of 'A Midsummer Night's Dream' explores how Shakespeare subverts the natural order to create chaos and comedy. The wider study encourages students to find their own voices about topics that are affecting the world around them today, culminating in the delivery of an impassioned speech on global issues.</p>	<p>Topic: Gothic Core Text: Frankenstein (Playscript) Wider Study: Spoken Language and Drama Overview: The culmination of this year's 'leap into the unknown' is a unit that explores how the features of Romanticism were taken to their extreme to create a genre of fiction whose legacy has been celebrated ever since. Students will study a dramatic adaptation of Shelley's 'Frankenstein' as part of their core text work which encompasses both dramatic and spoken language features to allow students the opportunity to explore and perform some of the texts most iconic scenes whilst still probing and analysing the characters and writer's methods. The wider study aspect of this unit is a study of various Gothic texts, from the macabre to the mysterious, where students really sink their teeth into the close analysis of specific extracts. Core skills: S1, S2, S3, S4, R1, R2, R3, W6, W7</p>	<p>Topic: Crime and Conflict Core Text: Romeo and Juliet Wider Study: Spoken Language and Drama Overview: Our final unit of study in KS3 explores a series of modern conflicts and how they are presented in a 21st century world, alongside an examination of one of the most significant conflict into the entirety of literature: The Montagues vs. The Capulets. The study of Shakespeare's Romeo and Juliet begins to mirror the true rigors of GCSE study as students approach key extracts with a much more forensic appreciation for the intricacies of Shakespeare's language and dramatic choices. Alongside this, the wider study allows to students to appreciate that the conflicts of Shakespeare's eponymous characters are not dissimilar to the conflicts in a 21st century world as they find translate their ideas about modern societal issues into powerful speeches. Further to this, students examine and explore how modern conflicts are reported so that they can</p>	<p>English Language Transactional Writing and Spoken Language Our first year of GCSE English Language study concludes with every student completing a powerful piece of spoken language work, whereby they deliver a presentation on a topic that means a lot to them. We spend a lot of time preparing students for the speeches by examining powerful rhetoric and the work of former students who have found great success in national speaking and listening competitions. We aim to replicate a competitive format that celebrates some of our best speakers, who have the opportunity to deliver their presentations to their peers and in regional and national competitions. Assessment: Component 3 P/M/D Core Skills: W1, W2, W3, W4, W5, W6, W7, S1, S2, S3, S4 Assessment Objectives: AO5, AO6</p>	
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	<p>Core skills: S1, S2, S3, S4, R1, R2, R3, W6, W7</p> <p>NC Links: Reading, Writing, Grammar and Vocabulary, Spoken Language</p>	<p>NC Links: Reading, Writing, Grammar and Vocabulary, Spoken Language</p>	<p>decipher fact from fiction in an era of 'fake news'.</p> <p>Core skills: S1, S2, S3, S4, R1, R2, R3, W6, W7</p> <p>NC Links: Reading, Writing, Grammar and Vocabulary, Spoken Language</p>	<p>English Literature Macbeth</p> <p>Building upon the foundations of studying Shakespeare and drama texts in previous Summer terms, as well as the analysing the dramatic form in the previous term, students complete their first year of GCSE study with an examination of their second core text: Macbeth. One of Shakespeare's most iconic plays, Macbeth's relevance still resonates today as the eponymous 'hero' wrestles with his ambition, guilt, pride and love.</p> <p>Assessment: Literature C1 paper.</p> <p>Core Skills: R1,R2,R3,R4,R5, W3, W4, W5, W6, W7</p> <p>Assessment Objectives: AO1, AO2, AO4,</p>	
<p>Cross Curricular Link</p>	<p>Geography / Science – Planet Earth</p> <p>Drama - Shakespeare</p>	<p>Science – technological advancement / biology</p> <p>Drama – performance</p>	<p>PSHSE – crime in modern Britain</p> <p>Drama - Shakespeare</p>	<p>Drama – Shakespeare</p>	