

English Language and Literature Curriculum Map

Intent – The English curriculum aims to empower students to probe, question and explore methods of communication across a range of literary contexts. The teaching of English across KS3 and KS4 is underpinned by the facilitation of passionate debate, discussion and exploration of texts from across our literary heritage and aims to galvanise students to personally engage with a wide variety of challenging themes, ideas, characters and concepts which will broaden and test their current world view. Within the study of English, students will question and critique the methods that writers, and speakers, use to present their views and perspectives, and respond to these ideas using their personal ideas and opinions. Students will be prompted to mimic, borrow and experiment with methods employed by great writers and speakers in order to develop their own outstanding communication skills. The chosen texts at KS3 allow students to confidently examine how wide-ranging ‘voices’ respond to personal, social, cultural and political contexts and critically interleave their understanding of a variety of literary lenses- honing their ability to select, critique and thread together interesting trends and tropes across different written texts. Students will be required to purposefully expose themselves to as broad as possible range of literary texts through their weekly reading homework, choosing and selecting fiction and non-fiction texts within their identified level. Through a curriculum with a deliberate focus on broadening students’ vocabulary, something that is supported by our knowledge organisers utilised by all year groups, students are actively encouraged to experiment with the application and use of ambitious language and terminology throughout their studies- refining and honing their selection of appropriate and impactful vocabulary within their personal communication. The development of analytical skills across KS3 also builds the required familiarity with the rigorous requirements of the GCSE exams and frequent and purposeful practise of key exam questions and styles is built in for termly review.

Term	1	2	3	4	5	6
	<p><u>Year 7- Introductory Thread - The Writer's Craft- intentions, impact, and impressions</u></p> <p><i>Across the academic year, students will navigate challenging contemporary texts which aim to provoke powerful personal responses. Texts studied have been chosen to facilitate debate around relevant and diverse social issues. Students will be introduced to the power of the writer in modern society: grappling with the concept of the ‘writer’s craft’ and exploring the intentions that a writer has when producing a literary text for a reader like themselves.</i></p>					
	<p style="text-align: center;">Introduction to <u>Poetry</u>- Introducing Analysis</p> <p>In this KS3 foundation year, students will be introduced to the concept of the writer’s craft, exploring the methods that a writer utilises to create meaning for a reader.</p> <p>In this first unit, students will be introduced to poetic form, exploring the similarities and differences between poems written by authors with different lived experiences of war and conflict.</p> <p>Students will be introduced to the skill of analysis with reference to our THA specific analysis steps and language. The students’ understanding of contextual significance will also be developed here, with attention paid to the position a poet holds in society to generate social commentary and inspire change. This is intended to lay a purposeful foundation for the study of poetry at KS4. There will also be opportunities to manipulate the methods they encounter in their own poetic pieces.</p> <p>In a workshop style approach, students will be invited to ‘set the intention’ of their work before writing, and in the development stage- positively reflect on and refine this with the help of their peers.</p>	<p style="text-align: center;">Introduction to <u>Writing</u>- Making Purposeful Choices</p> <p>In this second KS3 foundation unit, students will be introduced to the concept of the writer’s craft, exploring the methods that a writer utilises to create meaning for a reader. Using a variety of multi-media stimuli texts, students will consider the ‘toolkit’ of a writer and the most powerful methods used to vividly portray a character or narrative on the page.</p> <p>Students will be developing their own writing skills, by being given weekly opportunities to manipulate the methods they encounter in written and visual stimuli in their own creative, descriptive writing.</p> <p>In a workshop style approach, students will be invited to ‘set the intention’ of their work before writing, and in the development stage- positively reflect on and refine this with the help of their peers.</p>	<p style="text-align: center;">Introduction to the <u>Short Story</u>- A Dystopian Writer’s Intent</p> <p>In this final foundation unit, the students will read an anthology of dystopian short stories and develop their ability to formulate confident opinions on characters and themes- a key skill for effective literary analysis. During the guided reading of these engaging contemporary texts, students will develop skills such as the selection of effective evidence to justify ideas, the ability to comment on methods and word choice, and the confidence to explore a writer’s overarching intention within a fictional narrative. Students will develop their key evaluative and reasoning skills that are required across KS3 and KS4. Texts have been chosen for study through the opportunities they present to introduce students to interesting, varied social and cultural contexts. Stories with young protagonists have been chosen to facilitate the development of students’ empathy with a characters’ narrative journey - laying a strong foundation for the challenging literary texts in later years.</p>			

Year 8 Thematic Thread: Society and Self- Power, Control and Patriarchy

Through these units across the academic year, students will explore a range of both classic and contemporary texts which centre on the themes of power and control. Students will be encouraged to draw comparisons across texts- produced during a span of over 400 years- debating the timelessness of certain themes and ideas, and generating questions about why certain concepts, characters and narratives are so enduring in literature.

**Year
8**

Introduction to the Victorian Novel: Jane Eyre and the Feminist Lens

In this unit, students are exposed to their second full novel, in this case- the classic Victorian text- Jane Eyre.

This text has been chosen to build on the skills developed in the previous academic year, exploring the methods of a writer, and making precise and purposeful links to intention and contextual influence.

Students will explore how Bronte constructs a powerfully subversive female protagonist and debate the author's approach to presenting themes of class, gender and love. Students will read the original text, tracking and discussing the development of key themes across the narrative.

Students will be encouraged to draw comparisons between the treatment of class politics, family and gender in comparison to previous texts- such as Richard III- whilst also being encouraged to respond to these themes on a personal level.

Students will explore the text using a feminist lens, considering the potential responses that could be made from both a Victorian and a contemporary reader. Throughout the unit, students will also construct their own creative writing pieces- through a guided workshop approach to the methods used by Bronte. Methods such as pathetic fallacy, symbolism and motif will be employed by the students in their own journey to become compelling and imaginative writers. This unit prepares the students for the thematic discussions which play out across the KS4 texts, in this case- through the mouthpiece of a more relatable young protagonist.

Structuring Writing: The Writer's Craft

In this unit, students develop their understanding of how to structure a piece of descriptive or narrative writing.

They are introduced to a range of strategies to develop the purposeful planning that they complete before a writing task, and the purposeful structural decisions that they craft during this process.

Students will explore structural methods such as motif, cyclical narratives, repetition, use of time and flashback in order to play with and manipulate the reader's experience in new and interesting ways.

As with the foundation writing units, in a workshop style approach, students will be invited to 'set the intention' of their work before writing, and in the development stage- positively reflect on and refine this with the help of their peers.

Introduction to Shakespeare: Richard III

Students' first exposure to Shakespeare comes in the form of a history play: Richard III. Students will explore the text in its' entirety across the Autumn Term, critically responding to themes of personal conflict, deception, and Machiavellian tyranny. Students will explore the devices employed by Shakespeare- supported by audio and visual performances, workshops and clips. A critical response to the nuanced political and social context will be a key focus for exploring the text.

Students develop an understanding of the methods with which Shakespeare responded to his own context by creating a historical narrative that both mirrored and mocked political tensions of the time. Students will examine multiple ways in which potential audiences might respond to the characterisation of a tyrannical monarch (building a firm foundation for the KS4 study of Macbeth.)

Students will be introduced to a wide range of ambitious vocabulary, which will purposefully lend itself to creating comparisons and connections across the units of study in this academic year. This unit lays the foundations of understanding of how William Shakespeare was able to construct and manipulate narrative arcs and characterisation to present a message to his audience. Students will begin to consider the ways in which writers use their work as a mirror to society- challenging, commenting on and critiquing the hierarchical structures around them.

Year 9 Thematic Thread: Paradoxical Truths- Love, Crime and Conflict

Through these units across the academic year, students will immerse themselves within texts which explore concepts of conflict within society. Students will then contextualise these concepts within the diverse 'worlds' that the writers in these units choose to immerse them in- deconstructing the methods a writer uses to present their ideas across history.

<p>Year 9</p>	<p>Exploring Love: Shakespeare's Romeo and Juliet and Contemporary Poetry</p> <p>Students revisit William Shakespeare again in Year 9, this time exploring his tragedy: Romeo and Juliet. Students develop an understanding of the methods with which Shakespeare responded to his own political and social context by creating a tragic narrative that both mirrored and mocked social constructs and expectations of the time. Students will draw from their study of Richard III in Year 8, and consider the ways in which themes, methods and ideas are further refined or manipulated in his pivotal tragedy, Romeo and Juliet.</p> <p>Students will be encouraged to make cross-curricular links with their study of the role of religious expectation within Elizabethan society. Students will use elements of dramatic study to explore the devices employed by Shakespeare- again supported by audio and visual performances, workshops and clips. A critical response to themes of love and conflict will be a key focus for exploring the text, which will lay a purposeful foundation for the study of Macbeth at KS4.</p> <p>In order to stretch the students understanding of thematic analysis, the play is explored alongside a contemporary poetry anthology. This anthology includes a diverse range of voices and perspectives and explores a variety of attitudes towards the experience of love.</p> <p>This unit builds on and develops students' exposure to the style of William Shakespeare, and also the methods through which different writers can explore and convey the same timeless theme.</p>		<p>Introduction to <u>Non-Fiction</u>: True Voices</p> <p>In this introduction to non-fiction, students are presented with a bespoke anthology of texts created by 'true voices' – writers and speakers from diverse social and cultural backgrounds who offer powerful perspectives on society.</p> <p>Students will be encouraged to consider the power of literature to inspire change and galvanise an audience to think, reflect and act. The unit will expose students to the array of non-fiction texts and forms that they will be expected to analyse for their English Language GCSE- including letters, articles, journal writing and speeches. Thus, during their unit study they will develop an understanding of how the intended audience and form of writing can shape the methods utilised within an argument.</p> <p>Students will be also encouraged to 'take up the pen' themselves to manipulate these same methods and forms of writing to inspire an audience.</p> <p>This unit prepares the students for the requirements of the English Language Paper 2 component at GCSE, in which they explore the perspectives and attitudes of non-fiction writers and demonstrate their own argumentative writing abilities. The frequent practice opportunities in this unit lay a purposeful foundation for both the conceptual and procedural approach to these tasks at KS4.</p>		<p>Introduction to the <u>Victorian Short Story</u>: Sherlock Holmes</p> <p>In this exploration of a classic literary character, students will springboard from their consideration of class, conflict and crime in Romeo and Juliet into a text with parallel themes. The unit introduces the students to the concept of a short story, as they delve into four different short narratives centred around Doyle's famous protagonist. Students will be taught to cultivate an evaluative approach to this central character as they explore his development across four different narratives. This is the students' second exposure to a Victorian text, and links and comparisons with Bronte's treatment of class and gender will be facilitated.</p> <p>As in the rest of the KS3 literary units, students will be encouraged to apply critical vocabulary from the academic year and comment precisely on the methods used by writers to produce these vivid, dynamic characters for a precise purpose. Students will consider the role of 'the detective' and why this is such an intriguing, enduring interest for readers around the world. Commentary on the reader's experience of detective fiction will lay a supportive foundation for the exploration of the challenging KS4 mystery novella, Dr Jekyll and Mr Hyde.</p>	
<p>Term</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4.</p>	<p>5.</p>	<p>6.</p>

Year 10	<p>English Literature: The Strange Case of Doctor Jekyll and Mr Hyde by Robert. L. Stevenson</p> <p>Students will explore the challenging Victorian novella, The Strange Case of Doctor Jekyll and Mr Hyde, utilising their developed critical analysis skills, creating personal interpretations and opinions of characters, themes and ideas. Students will ensure that they have a thorough and precise understanding of narrative development, characterisation and the purposeful methods employed by Stevenson to create enigmatic tension and drama. Students will explore some of the key aspects of contextual influence: including Victorian repression, class conflict, homoerotic themes and attitudes towards science. Students will purposefully unpick extracts and use of language in order to comment on the construction of an intentional message by Stevenson.</p>	<p>AQA English Language: Paper 1 Skills</p> <p>Students will revisit their literary analysis and writing skills that have been developed and refined across their KS3 study. Students will explore a broad range of unseen fiction extracts, utilising and applying their mastered methods, concepts and devices with purpose. Students will refine their ability to respond purposefully to the five Language Paper 1 assessment objectives which will involve frequent independent practise of key skills and timed examples. Students will be encouraged to synoptically refer to the methods and styles utilised within the reading section of the paper and experiment employing these purposefully in the writing section of the paper.</p>	<p>English Literature: An Inspector Calls by J. B. Priestley</p> <p>Students will apply their knowledge and understanding of the varied and wide-ranging methods that writers use to create drama and tension in their study of An Inspector Calls. Students will examine the themes of responsibility, morality, social class and gender (all covered at KS3 through the chosen literary texts) and explore the ways in which J B Priestley presents these ideas to a live audience. Students will be encouraged to personally consider the message and purpose of the play, and link this precisely to the political and social contexts of the Edwardian and post war period. Students will be introduced to the structure of the Paper 2 Literature exam and will complete frequent independent practise at responding to the expectations of the GCSE Examination.</p>	<p>AQA English Language: Paper 2 Skills</p> <p>Students will revisit their non-fiction analysis and writing skills that have been developed in their Year 9 study. Students will explore a broad range of unseen non-fiction extracts, utilising and applying their mastered methods, concepts and devices with purpose. Students will refine their ability to respond purposefully to the five Language Paper 2 assessment objectives which will involve frequent independent practise of key skills and timed examples. Students will be encouraged to synoptically refer to the methods and styles utilised within the reading section of the paper and experiment employing these purposefully in the writing section of the paper.</p>	<p>English Literature: Shakespeare's Macbeth</p> <p>Students will actively utilise and revisit their knowledge of Shakespeare's style and methods that has been built at KS3 and apply this to the chosen KS4 play, Macbeth. Students will read, and watch, the play in its entirety- mapping and critically scrutinising the structural development of the narrative. Through purposeful refined revision of Shakespeare's political and social context- students will critically examine the constructed microcosm of the Scottish moors and battlefields and consider the purposeful meaning behind both linguistic and dramatic devices employed to present this to the audience. Students will also meticulously apply their critical and cultural lenses to characters such as Lady Macbeth and the Witches, considering the intended impact these characters have on both a contemporary Shakespearean or modern audience. A precise focus on analysing the message and intent of the writer and justifying this with precise reference to key quotations will be employed by all students. Students will undertake frequent independent personal practise of the AQA exam question for the Literature Paper 1 Exam.</p>	
Year 11	<p>English Literature: AQA Poetry Anthology: Power and Conflict Cluster</p> <p>Students will study the AQA anthology: power and conflict cluster. Students will be introduced to the structure of the GCSE Paper 2 Literature exam will</p>	Mock 1	<p><i>Revision of GCSE Language and Literature.</i></p> <p><i>Interleaving of all texts, skills and strategies.</i></p>	Mock 2	<p><i>Revision of GCSE Language and Literature.</i></p> <p><i>Interleaving of all texts, skills and strategies.</i></p>	

	<p>experience regular practise of how to respond to the expectations of the Section B and C, using their anthology as a stimulus. Students will be expected to confidently be able to select appropriate quotations to justify wide ranging and divergent responses to the poems, critically identify and analyse methods used by the writer and draw deliberate comparisons between the fifteen poems on the anthology- referring precisely to the political, personal and social contexts of the various writers. Students will be required to memorise key quotations and vocabulary from each of the fifteen poems (in order to reproduce and comment on these in an assessment format) as well as show a personal response to the writer's critical message. Students will also be exposed to the concept of analysing unseen poetry across the unit, developing their confidence in approaching unseen texts in timed conditions.</p>					
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Impact: To ensure that all students successfully master the use of a broad and wide-ranging bank of ambitious vocabulary, methods, terms and concepts, formative assessment will take place for KS3 in the form of fortnightly knowledge organiser quizzes. Teachers will additionally monitor and assess the application of this core knowledge within termly and half-termly formative extended writing assessments which meet and mirror the expectations of the KS4 exams. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Through the regular fortnightly reading quizzes and termly reading tests, students' progress in reading will be judged and reviewed, ensuring that all students are challenging themselves to read purposefully and keenly in order to positively impact their confidence in approaching seen and unseen texts at KS4 as well as in their cross curricular studies. The impact of building students' communication skills will be assessed through students' participation in speaking events such as the Jack Petchey Speak Out Workshops, in addition to opportunities to speak in assemblies, house events and trips. In addition, contributions to the school paper will reflect the students' passionate and developing communication skills.

