

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 novels and non-fiction texts by reading a book a fortnight as their regular 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		
Year 7	<p align="center">Thematic Thread: Realism vs. Magic <i>Through these units across the academic year, students will grapple with deliberately juxtaposing texts in order to elicit an understanding of the varied intentions a writer might have. In studying texts that are on one hand fantastical, and on the other starkly realist- students will debate and discuss which method has the most profound impact on a reader.</i></p> <p>Crafting Horror: The Birds and other short stories</p> <p>Students are immersed in the genre of horror writing through a critical approach to a bespoke literary horror anthology. Within this unit, students will read a range of extracts from horror and ghost stories written from the nineteenth century to the modern day, scrutinising methods used as well as trends and tropes that are employed by writers to create an atmosphere of fear and tension. Students will be critically examining the methods manipulated by the writer and evaluating the impact of these methods on the reader. Focusing on ‘The Birds’ by Daphne De Maurier as the central text, students will discuss and explore how a writer successfully crafts an atmosphere of tension and ambiguity, inviting them to carefully deconstruct the reader’s experience.</p> <p>This unit provides students with an opportunity to explore how a writer can carefully craft atmospheric narratives and prepares them for their GCSE study in which students apply their knowledge to other contemporary texts.</p>		<p>United Learning Assessments</p>	<p align="center">Thematic Thread: Realism vs. Magic</p> <p>William Shakespeare’s A Midsummer Night’s Dream</p> <p>Students’ first exposure to Shakespeare comes in the form of a comedy: A Midsummer Night’s Dream. Students will read the text in its’ entirety across the Spring Term, critically responding to themes of personal and romantic conflict, deception and misunderstanding, and magical forces. Students will use elements of dramatic study to explore the devices employed by Shakespeare- supported by audio and visual performances, workshops and clips. A critical response to gender politics and magical representation will be a key focus for exploring the text. Students will build their ability to confidently approach original Shakespearean language and respond to the methods and vocabulary used in both seen and unseen extracts. This unit broadens students’ exposure to the wide-ranging style of William Shakespeare and lays the foundations</p>		<p align="center">Thematic Thread: Realism vs. Magic</p> <p>Realist Portraits: The poetry of warfare</p> <p>In this unit, students will explore the powerful purpose of war poetry. They will consider how this writing form is both challenging and deeply personal: intended to shock, horrify and dismay. Students will consider the concept of a ‘realist’ writer and unpack the ways in which war poets evoke brutal realism in order to lend their work emotive meaning. During a range of close annotation, discussion and analytical activities, students will consider their personal response to the methodology used by these writers and evaluate the impact it has on a readership. Students will explore poetry from WW1 in the first instance and will consider how attitudes towards warfare and the experience of a soldier transformed over time. In the latter part of the unit, students will explore the ways in which contemporary poets present modern-day warfare – considering work that responds to international conflict around the world.</p>		<p>United Learning Assessments</p>

	<p>The Writer's Toolbox</p> <p>The writer's toolbox unit will build on the students' engagement with horror and fantasy texts, enabling them to put their understanding into practice as they produce their own examples of narrative and descriptive writing. By reflecting on the methods utilised within the former part of the unit, students will be challenging themselves to mimic and mirror the effective strategies of classic writers in their own creative work.</p>	<p>of understanding of how he is able to construct and manipulate fantastical, comedic narrative arcs and characterisation in order to present a deeper message to his audience.</p>		
<p>Year 8</p>	<p>Thematic Thread: Society vs. Self</p> <p><i>Through these units across the academic year, students will grapple with challenging debate topics (related to social issues and subversive behaviours) that intend to provoke personal responses. Students will then contextualise these debate topics within the diverse 'worlds' that the writers in these units choose to immerse them in.</i></p> <p>William Shakespeare's Richard III</p> <p>Students revisit William Shakespeare in Year 8, this time exploring one of his histories: Richard III. Students develop an understanding of the methods with which Shakespeare responded to his own political and social context by creating a historical narrative that both mirrored and mocked political tensions of the time. Students will examine multiple and diverse 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 they will be asked to select purposefully from in order to respond precisely to this text. This vocabulary will purposefully lend itself to creating comparisons and connections across the units of study in</p>	<p>Thematic Thread: Society vs. Self</p> <p>Writer's Intent: Jane Eyre by Charlotte Bronte</p> <p>In order to understand how writers are able to present powerful protagonists in order to explore ideas about class, gender and love, Year 8 students will be reading Charlotte Bronte's Jane Eyre. Students will read the original text, tracking and discussing the development of key themes across the narrative. Themes of class politics, family, gender and love will be discussed and responded to on a personal level, with reference made to precise examples of interesting language employed by Bronte. Students will explore the text using a feminist lens, considering the potential responses that could be made from a wide variety of potential readers. Students will be</p>	<p>Thematic Thread: Society vs. Self</p> <p>Window the world: Dystopian Literature</p> <p>Students will be exposed to the genre of Dystopian fiction during this unit, reading a range of challenging, provocative texts that offer a purposeful commentary on the modern world. This will be paired with the reading of several purposefully chosen non-fiction articles, which will stimulate debate around issues such as education, law and order, class hierarchies and parental autonomy. By interleaving these non-fiction articles with the study of short dystopian stories, students will be invited to further explore how a writer holds up a critical lens to the world around them- often using their work to offer a warning to the readership. Students will build upon the knowledge of literary methods gained across their previous two units, and will be encouraged to construct and justify divergent and alternative impressions of writer's message</p>	

	<p>this academic year. This unit builds on and develops students' exposure to the wide-ranging style of William Shakespeare and lays the foundations of understanding of how he is able to construct and manipulate narrative arcs and characterisation in order 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.</p>	<p>identifying and critically examining the methods manipulated by the writer and evaluating the impact of these methods on the reader. In particular, students will debate how a protagonist can challenge and attempt to 'correct' the microcosm in which they find themselves and the galvanising effect this may have on an audience: preparing them precisely for their GCSE study in which students apply their knowledge to other Victorian texts such as The Strange Case of Doctor Jekyll and Mr Hyde.</p>	<p>and intended meaning using precise reference to specific pieces of evidence. This unit prepares the students for the challenges of critical, divergent thinking required at GCSE Literature.</p>	
<p>Year 9</p>	<p>Thematic Thread: Classic vs. Contemporary <i>Through these units across the academic year, students in Year 9 will consider the timelessness of key themes and character tropes by grappling with texts from the 1500s to the present day. Through a critical scrutiny of such a broad range of narratives, students will be invited to consider the ways in which writers and artists mimic, mirror and repeat key ideas: asking themselves why this might be and how it affects the reading of a text.</i></p> <p>William Shakespeare's Romeo and Juliet</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 comedies and histories, then related themes, methods and ideas that Shakespeare has explored in these texts, and consider the ways in which these are further refined or manipulated in his pivotal tragedy, Romeo and Juliet. Students will be encouraged to make cross-curricular links with their study of religious ideas and the role of religious expectation within Elizabethan society. Students will use elements of dramatic study to explore the devices employed by Shakespeare- 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. This</p>	<p>Thematic Thread: Classic vs. Contemporary</p> <p>Deconstructing narratives: through the lens</p> <p>In this multi-media unit, students will explore a range of audio-visual texts which encourage them to consider the methods used when creating a visual narrative. Students will consider the 'director's toolkit' and the aspects of crossover between the communication of meaning in literature compared to the communication of meaning through visual media texts. Through the study and analysis of a range of texts from diverse genres, students will explore the ways in which narratives and characters are presented and developed: including practising the application of narrative theory from Strauss, Todorov, Propp and Barthes to introduce the skill of grappling with a critical theoretic approach to a text. As the unit progresses, classes will explore how misrepresentation or under-representation of characters can be damaging and debate increasing concerns surrounding cultural hegemony within the arts. This</p>	<p>Thematic Thread: Classic vs. Contemporary</p> <p>Classic Literature: Sherlock Holmes</p> <p>In this exploration of classic literary characters, students will springboard from their contemporary media unit to consider the timelessness and enduring nature of literary characters across time. Students will read a range of short stories and extracts which expose them to iconic literary characters such as: the fallen woman, the temptress, the anti-hero, the villain, the monster and the damsel in distress. This will be underpinned by the study of an iconic literary text: Sherlock Holmes and The Speckled Band. In the reading of this narrative, students will consider the role of 'the detective' and why this is such an intriguing, enduring interest for readers around the world. During the exposure to the range of texts across this unit, 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. This unit prepares the students for the challenges of critical, divergent thinking required at GCSE Literature.</p>	

	unit builds on, develops students' exposure to the wide-ranging style of William Shakespeare, and lays the foundations of understanding of how he is able to construct and manipulate narrative arcs and characterisation in order to present a message to his audience.		exploration will widen and enrich the students' cultural capital and their confidence in commenting on and critiquing the presentation of character, theme and society in their GCSE texts.			
Term	1	2	3	4.	5.	6.
Year 10	<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 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: 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 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.</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</p>	

						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.	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.	
Year 11	English Literature: AQA Poetry Anthology: Power and Conflict (The Romantics) Students will study the AQA anthology: power and conflict cluster. Students will be introduced to the structure of the GCSE Paper 2 Literature exam, and will 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	Mock 1	Revision of GCSE Language and Literature. Interleaving of all texts, skills and strategies.	Mock 2	Revision of GCSE Language and Literature. Interleaving of all texts, skills and strategies.	Mock 3	Revision of GCSE Language and Literature. Interleaving of all texts, skills and strategies.	

	<p>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 a Debate Mate and the Jack Petchey Speak Out Workshops, in addition to opportunities to speak in assemblies, house events and trips. In addition, contributions to the school magazine will reflect the students' passionate and developing communication skills.*