

English Curriculum MAP

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Autumn	<p>Year 7</p> <p>VICTORIAN LITERATURE</p> <ul style="list-style-type: none"> Pre-Twentieth Century Texts: Animals in Literature, focused on <i>The Jungle Book</i>. Examination of writers' methods: anthropomorphism, use of adverbs, literal, metaphorical and phonological meanings Pre and Post Twentieth Century Non Fiction texts: Animals over time. Examination of our attitudes to animals, writing for different purpose, contextual information linked to <i>The Jungle Book</i> Keystone words: Anthropomorphism, moral, hierarchy, malicious, mischievous, empire Reading: information retrieval – explicit information and writing about language Writing: Capitalisation of first word proper nouns, use of speech punctuation Spoken Language: How to present, working on pace and tone in pairs Careers link: examining different career options within the topic, altering the format of information The History of English Literature Year 1: Week 1 and 2 The origins of language and literature, Greek Gods – myths and legends 	<p>Year 8</p> <p>DYSTOPIA</p> <ul style="list-style-type: none"> Modern Prose: Dystopia, focused on <i>The Hunger Games</i>. (Academia = <i>The Giver</i>). Examination of writers' methods: internal monologue, presentation of character and setting, reflection of theme in writer's views Pre and Post Twentieth Century Non Fiction texts: Propaganda and censorship: critical evaluation of statements made about texts. Contextual information linked to <i>The Hunger Games</i> Keystone words: Dystopia, utopia, surveillance, propaganda, censorship, rebellion Reading: information retrieval – particularly explicit information, critical evaluation Writing: Capitalisation of first word proper nouns, use of speech punctuation, micro to macro method Spoken Language: How to present, working on pace and tone within spoken language Careers link: examining different career options within the topic, altering the format of information The History of English Literature Year 2: Week 3 and 4 – <i>Beowulf</i>, Arthurian legends 	<p>Year 9</p> <p>THE AMERICAN DREAM</p> <ul style="list-style-type: none"> Modern Prose: The American Dream, focused on <i>Of Mice and Men</i>. (Academia = <i>To Kill a Mockingbird</i>). Examination of writers' methods: cyclical structure, building of tension, conforming to stereotype, Pre and Post Twentieth Century Non Fiction texts: Summarising key differences, examination of contextual information: racism in 1930s, portrayal of gender Keystone words: Colonisation, abolition, segregation, microcosm, misogyny, discrimination Reading: information retrieval – particularly explicit information, skimming and scanning, summary skills, critical evaluation Writing: Capitalisation of first word proper nouns, use of speech punctuation, varied sentence construction, use of tone Spoken Language: Paired and group discussion, how to debate Careers link: the role of actors, directors, producers and writers. Writing a formal letter The History of English Literature Year 2: Week 3 and 4
Spring	<p>Year 7</p> <p>FAMILY</p> <ul style="list-style-type: none"> Shakespeare: Family, focused on <i>Romeo and Juliet</i>. (Academia – <i>Merchant of Venice</i>). Examination of writers' methods: oxymoron, dramatic irony. Character study and examining viewpoints and perspectives. Exploration of unseen poetry. Pre and Post Twentieth Century Non Fiction texts: Developing personal responses, reading and applying ideas to literature study Keystone words: Prologue, courtship, tragedy, courtly love, patriarchy, dramatic irony Reading: information retrieval – particularly explicit information, justifying opinions Writing: Constructing sentences, and recognising the four sentence types, use of conjunctions, appositives and sentence combining, four types of writing and planning, writing to produce opinion. Spoken Language: Expressing opinions, use of RSC rehearsal room pedagogies Careers link: examining different career options within the topic, altering the format of information The History of English Literature Year 1: Week 3 and 4 – Love and Death in Ancient Greece, <i>The Odyssey</i> Accelerated Reader: Responding to statements <p>Astrea Reading and Writing Exams</p>	<p>Year 8</p> <p>SHAKESPEAREAN VILLAINS</p> <ul style="list-style-type: none"> Shakespeare: Villains, focused on <i>The Tempest</i>. (Academia – <i>Richard III</i>). Examination of Shakespearean stagecraft, mirroring, optimistic and pessimistic tones. Character study and examining viewpoints and perspectives. Shakespearean genre. Pre and Post Twentieth Century Non Fiction texts: Examining contemporary context of exploration and comparing writer's viewpoints, demonstrating an understanding of the social power and relationships in Jacobean society. Keystone words: Colonialism, hierarchy, savagery, injustice, authority, civilisation, treachery Reading: information retrieval – particularly explicit information, justifying opinions and examining viewpoint Writing: Constructing sentences, and recognising the four sentence types, use of conjunctions, appositives and sentence combining, four types of writing and planning multi paragraph outlines. Spoken Language: Use of group debate to express opinions, use of RSC rehearsal room pedagogies Careers link: examining different career options within the topic, altering the format of information The History of English Literature Year 1: Week 3 and 4 – British myths and legends, <i>The Canterbury Tales</i> Accelerated Reader: Comprehension <p>Astrea Reading and Writing Exams</p>	<p>Year 9</p> <p>GENDER</p> <ul style="list-style-type: none"> Gender: Poetry – use of SMILE for analysis. Symbolism and imagery, structure and form. Pre and Post Twentieth Century Non Fiction texts: Analysing non-fiction. Making judgements and evaluations of statements about gender stereotypes. Keystone words: Socialisation, patriarchy, feminism, sexism, symbolism, dysmorphia Reading: information retrieval – explicit and implicit information, justifying opinions and examining viewpoint Writing: Constructing sentences, and recognising the four sentence types, use of conjunctions, appositives and sentence combining, four types of writing and planning multi paragraph outlines, transitions, laying the foundation for argumentative skills Spoken Language: Use of pace and tone in performance poetry. Debate and discussion Careers link: An opinion piece based on the BBC article <i>The Hidden Sexism in the Workplace</i> The History of English Literature Year 1: Week 3 and 4 – Love and Death in Ancient Greece, <i>The Odyssey</i>
Summer	<p>Year 7</p> <p>OTHER CULTURES</p> <ul style="list-style-type: none"> Other Cultures: focused on a range of poetry. Developing the ability to use key poetic terminology and make links across the poems. Introduction to the use of SMILE. Writers methods: standard and non standard English, use of irony, metaphor and onomatopoeia. Pre and Post Twentieth Century Non Fiction texts: Developing personal responses, reading and applying ideas to literature study Keystone words: Non-standard English, rhyme, onomatopoeia, metaphor, irony Reading: information retrieval – explicit and implicit information, use of summary Writing: Recap writing skills and planning multi paragraph outlines Spoken Language: Use of pace and tone for performance poetry Careers link: examining different career options within the topic, altering the format of information The History of English Literature Year 1: Week 5 and 6 – Ancient Greek Drama (comedy and tragedy), English conversion to Christianity Accelerated Reader: Information retrieval <p>End of Year Reading and Writing Exams</p>	<p>Year 8</p> <p>LANDSCAPES AND WEATHER</p> <ul style="list-style-type: none"> Landscapes and Weather: focused on <i>The Rime of the Ancient Mariner</i>. Examination of pathetic fallacy, romanticism, and global expeditions. Writers' methods: narrative voice, allegory. Pre and Post Twentieth Century Non Fiction texts: Using contextual details to support ideas to responses from the poem. Introduction to travel Vlogs. Keystone words: Pathetic fallacy, allegory, ballad, romanticism, antagonist Reading: information retrieval – explicit and implicit information for summary and synthesis. Writing: Recap writing skills and using transitions Spoken Language: Use of pace and tone for performance poetry – focus on rhythm Careers link: examining different career options within the topic, altering the format of information The History of English Literature Year 1: Week 3 and 4 – <i>The Canterbury Tales</i>, Shakespeare and his contemporaries Accelerated Reader: Information retrieval <p>End of Year Reading and Writing Exams</p>	<p>Year 9</p> <p>SOCIAL RESPONSIBILITY</p> <ul style="list-style-type: none"> Social Responsibility: focused on <i>An Inspector Calls</i>. Developing analysis skills to discuss, language and structure, examination of key themes. Writers' methods: symbolism, dramatic irony, stage directions Pre and Post Twentieth Century Fiction and Non-Fiction Texts – non-fiction analysis and embedding contextual links Keystone words: Altruistic, Prejudice, Conscience, Hypocritical, Penitent, Moral(ity), Socialism, Hierarchy, Raisonneur, Prophetic, Microcosm Reading: information retrieval – explicit and implicit information for summary and synthesis, using quotations – embedding, paraphrasing and block quotation. Writing: Recap writing skills. Note-taking, revising and editing paragraphs Spoken Language: Taking part in group presentations, learning quotations by rote Careers link: examining different career options within the topic, altering the format of information The History of English Literature Year 1: Week 3 and 4 – <i>The Canterbury Tales</i>, Shakespeare and his contemporaries <p>End of Year Reading and Writing Exams</p>

<p>Autumn</p>	<p>Year 10</p> <p>VICTORIAN ENGLAND</p> <ul style="list-style-type: none"> Victorian England: focused on <i>A Christmas Carol</i> and conventions of gothic literature. Analysis of Victorian poetry. Exploring character development and linking context to the novella. Developing the use of subject terminology in analysis. Writers' methods: narrative voice, circular structure, pathetic fallacy, symbolism Pre and Post Twentieth Century Non Fiction texts: Research skills to support literature study. Development of summary and comparison skills. Application of literary theory to texts Keystone words: Philanthropy, misanthropic, redemption, class, empathy, inequality Reading: skimming, scanning and deep reading, embedding evidence, examination of the writer's viewpoint Writing: Constructing sentences, and recognising the four sentence types, use of conjunctions, appositives and sentence combining, four types of writing and planning multi paragraph outlines, transitions, laying the foundation for argumentative skills Spoken Language: Primary research to support group presentation Careers link: Christmas careers. Job advertisements 	<p>Year 11</p> <p>RETENTION, RESILLIENCE AND STAMINA</p> <ul style="list-style-type: none"> Introduction to language - Explorations in creative reading and writing and writers' viewpoints and perspectives focused on a range of extracts based on place. Revision of <i>Macbeth</i> and Unseen poetry - planning and improving responses. Demonstrating use of figurative language and their wider effects. Examination of chronology and structural devices Keystone words: Language, structure, evaluation, form, analysis, summary, comparison Reading: information retrieval, analysis of language and structure, critical evaluation, summary and synthesis and comparison Writing: structure of narrative writing – flashbacks and pathetic fallacy Spoken Language: single presentations – thinking about non-verbal techniques – GCSE Examination Careers link: Formal writing <p>Mock Exams</p>
<p>Spring</p>	<p>Year 10</p> <p>POWER AND REGRET</p> <ul style="list-style-type: none"> Power and Regret: focused on <i>Lord of the Flies</i>. Examination of the thematic and structural development of the novel and how contextual elements influenced the work. Keystone words: anarchy, civilisation, hierarchy, microcosm, morality, primal Reading: maintaining a critical style and developing an informed response, using quotations to support interpretations. Demonstrating an understanding of the relationship between text and context. Writing: Revising and editing unelaborated paragraphs Spoken Language: demonstrating formal presentation skills Careers link: Letter of application for role within the examination board 	<p>Year 11</p> <p>RETENTION, RESILLIENCE AND STAMINA</p> <ul style="list-style-type: none"> Consolidation of knowledge – extended writing and demonstration of writing stamina. Revision of <i>Macbeth</i>, <i>A Christmas Carol</i>, <i>Lord of the Flies</i> and Unseen poetry - planning and improving responses. Working to a time limit. Keystone words: Language, structure, evaluation, form, analysis, summary, comparison Reading: synthesising evidence, commenting on language and structure, using relevant terminology, comparing ideas and perspectives, evaluating critically, selecting and adapting tone and register, using structural and grammatical features Writing: Sentence types, conjunctions, subordinating conjunctions, transitions, appositives and multi-paragraph outlines Spoken Language: group planning and responses in a formal setting Careers link: Personal statement <p>Mock Exams</p>
<p>Summer</p>	<p>Year 10</p> <p>SHAKESPEARE - MACBETH</p> <ul style="list-style-type: none"> Explorations in creative reading and writing focused on a range of extracts based on the idea of the mind. Exploration of Elizabethan and Jacobean contemporary texts linked to the study of <i>Macbeth</i>. Demonstrating an understanding of the play, characters and themes. Pre and Post Twentieth Century Non Fiction texts: Information retrieval, summary and synthesis, writers' use of language – particularly the use of rhetoric and comparison skills Keystone words: Manipulative, Influence, Regicide, Tragic Hero, Fatal Flaw, Prophecy, Ambition, Contrast, Anagnorisis, Consequence, Dramatic Irony, Tyranny Reading: information retrieval, analysis of language and structure, critical evaluation, summary and synthesis and comparison Writing: Recap writing skills and summary with a single sentence, a single paragraph outline and a combined outline Spoken Language: single presentations – thinking about non-verbal techniques Careers link: Writing a CV Mock Exams 	<p>Year 11</p> <p>RETENTION, RESILLIENCE AND STAMINA</p> <p>Final examination preparation – setting targets for individualised revision, individualised learning based on the needs of groups/students running through to the examination. Focused on all aspects of language and literature examinations.</p> <p>Final examinations</p>