

Curriculum Map 2020-21

Subject: English KS3+4 (Recovery Curriculum adapted)

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 7</p> <p>Mastery Writing lessons also run alongside 'Literary Heritage' Sfls in Y7.</p>	Assessment task(s)/title(s)	Transition unit and Oliver Twist	Oliver Twist: 'What kind of character is Bill Sykes?'	A Midsummer Night's Dream: 'Is the love potion good or bad?'	Poetry Anthology: 'How does the poet describe the tom cat?'		
	Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake and Tennyson, Phoebe Hesketh		
	Vocabulary instruction	villains and victims, vulnerable, corrupt, naïve, orphan, moral	villains and victims, vulnerable, corrupt, naïve, orphan, moral	soliloquy, severe, conflict, unrequited love, to mock, chaos	metaphor, literal language, metaphorical language, tenor, vehicle, ground		
	Subject-specific strand(s)	Composing a topic sentence; the subject; subject/verb agreement; the past simple tense	Composing a topic sentence; the subject; subject/verb agreement; the past simple tense	Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech	Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments; extended narrative writing		
<p>Year 8</p> <p>Mastery Writing lessons also run alongside 'Literary Heritage' Sfls in Y8.</p>	Assessment task(s)/title(s)	Poetry Anthology and Ancient Tales	The Adventures of Sherlock Holmes: 'What kind of character is Sherlock Holmes?'	The Tempest: 'How is Caliban presented in the extract and in the rest of the play?'	Animal Farm: 'How and why does the farm fail in Animal Farm?'		
	Key knowledge	Literal meanings, metaphorical meanings, word choices, language techniques,	Scientific developments in the Victorian era; class and society in Victorian England; the detective	The Elizabethan age of exploration; colonialism; nature/nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption		

		evidence, oral tradition	genre; duality; periodicals		
	Vocabulary instruction	Tenor, vehicle, ground	To enlighten, deduction, scandal, periodical, introspective, dual nature, observation	colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy	Allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent
	Subject-specific strand(s)	Topic sentences, analytical paragraphs, selecting suitable quotations	Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses	Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices	Creative writing; extended metaphor; writing character; describing settings; Chekov's gun; horror, romance, adventure, fantasy and poetic justice
Year 9	Assessment task(s)/title(s):	Short story transition unit <i>Loose Change</i>	Animal Farm: How and why does the farm fail in <i>Animal Farm</i> ?	Romeo and Juliet: 'How does Shakespeare present Juliet as a tragic hero?'	Power and Conflict Poetry (Romantics): 'Explore the ways Blake presents ideas about power in 'London''
Mastery Writing lessons also run alongside 'Literary Heritage' Sfls in Y9.	Key knowledge	Cultural stereotypes, realism, immigration, poverty, social prejudice, extended metaphor, symbolism	Allegory; perspective; power and its abuse; plight of the working class; perspective; moral; recurring plot device; the form of a novel	With love poetry; The Prologue; foreshadowing in <i>Romeo and Juliet</i> ; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form	Sublime, Nature, Individualism, Oppression, Religion, Capacity for wonder, Vision of childhood, Self-expression and individual feeling, Outcasts of society, Human emotion
Terms 4+5 introduce 'Reading for Study' as a GCSE English Language transition unit focused on non-fiction reading and writing.	Vocabulary instruction	Realism, immigration, cultural stereotypes	Allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous, authorial intent	Tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	Speaker, sublime, oppression, individualism, enlightenment
	Subject-specific strand(s)	Writing to summarise, inference, synthesis	Thesis, critical evaluation, context	countable and uncountable nouns; future perfect simple	Sustaining a thesis; structuring a thesis; future perfect continuous;

<p>Year 10</p> <p>GCSE English Language related fiction and non-fiction extracts are also read alongside the Literature Sfls. Students will build off writing skills taught in ‘Reading for Study’ and apply them to an increasing range of audiences, formats and purposes.</p>	<p>Assessment task(s)/title(s)</p>	<p>Power and Conflict Poetry (War): ‘Compare the ways poets present ideas about conflict in ‘Exposure’ and in one other poem from Power and Conflict’</p>	<p>A Christmas Carol: ‘Starting with this extract, how does Dickens present Scrooge as a changed man?’ [Diagnostic and revision approach]</p> <p>1 lesson per week is also ‘Reading for Study’</p>	<p>Macbeth: Unseen GCSE English Literature Shakespeare Examination Question</p>	<p>Power and Conflict Poetry (Identity): ‘Compare the ways poets present ideas about identity in ‘The Emigree’ and in one other poem from Power and Conflict’</p> <p>[Students also study English Language exam skills]</p>
	<p>Key knowledge</p>	<p>WW1, realism, collective voice, Inner conflict, effects of war (frontline), weapons of war, Guilt, PTSD, Female perspectives, effects of war (domestic), remembrance, Vietnam, representations of war, propaganda, politics, Irish Troubles</p>	<p>Dickens’ life, Industrial Revolution, Malthus and the poor laws, charity, education, religion, Christmas, 19th century Christianity, Gothic horror, philanthropy, circular structure</p>	<p>Exposition; rising tension; catastrophe; Life in Jacobean England; James 1st; The King’s Men; feudalism; staging; fate vs. free will; Shakespearean tragedy; King James 1st, The Divine Right of Kings, Patriarchy, Gender, Adam, Eve and the serpent; witchcraft</p>	<p>Toussaint L’Ouveture; Mary Seacole; Caribbean identity vs. British identity; Islamic faith and Koran; Bushido; code of honour; jingoism; patriotic duty; Creation; postmodernism</p>
	<p>Vocabulary instruction</p>	<p>Trauma, nationalism, patriotism, propaganda, ideology, occupation, loyalty, futility, devastation, terror, colloquial, PTSD, floriography,</p>	<p>novella, stave, ignorance, want, motif, redemption, covetous, sinner, solitary, poverty, spectre, condemned, jovial</p>	<p>aside, hubris, ambition, fatal flaw, catharsis, catastrophe, Tragic hero, Anti-hero, symbolism, motif, pathetic fallacy, rhyming couplets, soliloquy, monologue, dramatic irony; thane; lineage; equivocate</p>	<p>Fragility, identity, memory, culture, conscience, symbolism, regret, shame, isolation, tactile, misrepresentation</p>

		ambiguity, contemporary, monotony, nonchalance, domestic, sacrifice, loss, freedom, terror			
	Subject-specific strand(s)	defining relative clauses; non-defining relative clauses	Comparing texts; thesis and antithesis	chronological and non-chronological composition; 2 nd conditional; 3 rd conditional	Comparing texts; thesis and antithesis
Year 11 GCSE English Language related fiction and non-fiction extracts are also read alongside the Literature SfLs. Students will further develop effective writing techniques for answering different types of exam questions.	Assessment task(s)/title(s)	Romeo and Juliet: Extract based exam question [Students also study English Language exam skills]		Revision of GCSE English Language and English Literature from Term 3 until Examinations – diagnostic approach to assessment and re-teaching key knowledge and skills utilising metacognition strategies.	
	Key knowledge	With love poetry; The Prologue; foreshadowing in <i>Romeo and Juliet</i> ; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form			
	Vocabulary instruction	Tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe			
	Subject-specific strand(s)	Developing GCSE level Literature responses; thesis statements; use of 'What? How? Why?'; exploration of writer's methods; audience and purpose; Shakespeare plays in performance			