

English Curriculum Map

Subject:	English
----------	---------

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y11 -topic and knowledge	<p>English Language Papers 1 (Term 1) and 2 (Term 2) Unseen Poetry (Term 1) <i>An Inspector Calls</i> Revision (Term 2) <i>Love and Relationships</i> Anthology Revision</p> <p>Pupils will be able to become completely familiar with the format and expectation of both language papers. They will also prepare for Literature Paper 2: revising <i>An Inspector Calls</i> and the <i>Love and relationships</i> poetry and exploring unseen poetry. This will enable them to develop their own critical voice by drawing on their own experiences and understanding of the world around them. The focus will be on considering the effects of writers' choices and the possible intent behind these choices.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Linked to text studied • Historical: Linked to text studied • Author's intentions: life/times of author studied <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Gender • Relationships • Love • Power • Fate and free-will 	<p>Language Papers 1 & 2 Section A: Reading (Term 3) Language Papers 1 & 2 Section B: Writing (Term 4) Literature Paper 1 Revision</p> <p>Pupils will recap plot, character and themes from <i>Macbeth</i> and <i>A Christmas Carol</i> as well as improving their crafting of essay answers in timed conditions. This unit specifically focuses on creating a concept and revises the importance of thesis statements in essay writing. Students will also be focusing on close analysis of the writers' methods working towards developing perceptive responses. In Term 4 the focus will shift to their honing their written expression.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Linked to text studied • Historical: Linked to text studied • Author's intentions: life/times of author studied <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Gender • Relationships • Love • Power • Fate and free-will 	<p>Practice Questions</p> <p>Pupils will recap plot, character and themes from both the novella and the poetry anthology, as well as improving their crafting of essay answers in timed conditions. By Term 6, teachers will plan revision content specific for the needs of their class in preparation for all four exams.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Linked to text studied • Historical: Linked to text studied • Author's intentions: life/times of author studied <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Gender • Relationships • Power • Love • Fate and free-will 			
Assessment	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative MOCKS: Literature Paper 2: AIC, L & R and Unseen</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative N/A</p>			

	Language Paper 2	MOCKS: Literature Paper 1 – Macbeth and A Christmas Carol Language Paper 1	
Expected progress to be made	<ul style="list-style-type: none"> • Revision of a range of poetic forms - narrative, sonnet, free verse, etc • Consistency with textual references - precise, specific, relevant • Evaluation of complex structural techniques in a poem - e.g: in media res, cyclical structure, volta, etc • Linking ideas together using connectives for comparison, addition, or explanation • Making clear links between the text and authorial intent & social/historical context within poetry • Develop use of vocabulary to criticise the author's intentions and limitations • Continued confident knowledge with common SPaG rules and the ways to use them effectively • New text specific vocabulary introduced with etymology, synonyms, antonyms • Incorporate effective listening strategies and express a valid viewpoint 	By terms 3/4, students should be revising the skills learnt and their application to GCSE Language/Literature	By terms 5/6, students should be revising the skills learnt and their application to GCSE Language/Literature
Extra-curricular	<p><u>Proposed Trips/Activities:</u> Mock exams</p> <p><u>Proposed clubs:</u> Revision sessions Stretch and challenge lectures</p>	<p><u>Proposed Trips/Activities:</u> Walking talking mock</p> <p><u>Proposed clubs:</u> Revision Stretch and Challenge lectures</p>	<p><u>Proposed Trips/Activities:</u></p> <p><u>Proposed clubs:</u> Revision</p>
Skills for Life/SMSC/BV	<ul style="list-style-type: none"> • Core Values → Students will follow Skills for Life principles by having a SFL starter and within character analysis, context and theme– for example: which characters show perseverance and why? • British Values (<i>democracy; the rule of law; individual liberty; mutual respect; tolerance</i>)→ Students will explain the role of British Values in relation to the text studied by considering how the core values link to social and historical/modern contexts • SMSC (<i>social, moral, spiritual, cultural</i>) → Students will explore their thoughts upon SMSC concepts through the analysis of author’s intentions and the reader’s interpretation 		

<p>Y10 -topic and knowledge</p>	<p>An Inspector Calls, Priestley Summary Pupils will explore the context of Edwardian Britain from 1950 –in order to apply ideas about writer’s intention to a modern playscript. Students will also focus on their transactional writing skills as part of their exploration of context and themes</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Class divide and the north-south divide in Edwardian England • Historical: The role of women, generational divide • Author’s intentions: life/times of Priestley <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>A Christmas Carol, Dickens Summary Following on from the study of concepts such as the influence of societal beliefs and the importance of social responsibility, pupils will apply these ideas to a Victorian context to analyse A Christmas Carol. Students will be encouraged to deepen and refine their understanding of terminology and literary interpretation. Understanding writers’ viewpoints and perspectives will be interleaved throughout this unit.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Prejudice, justice, Class systems • Historical: Poor Law, Industrial Revolutions, Malthusian economic theory • Author’s intentions: Social responsibility. Life/times of Dickens <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>Romeo and Juliet, Shakespeare Summary Pupils will explore the context of the Renaissance and Elizabethan era, focusing on the rise of the individual, social comment and the particular audiences for whom Shakespeare was writing. They will explore the conventions of tragedy and the continuing relevance of Shakespeare for modern readers.</p> <p>Context</p> <ul style="list-style-type: none"> • Society v the individual, beliefs and systems • Historical: role of women, generational divide, violence in society • Authors intentions: Societal change and upheaval, violence, Shakespeare’s England and the influence of the Renaissance. <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships 	<p>Worlds and Lives Poetry Anthology Language Paper 2 Spoken Language Endorsement Summary The collection is both personal and political and explores concerns about the world we live in. It also looks at relatable universal themes, including our relationship with places and ideas about home, heritage, belonging and connection. Students will explore and compare the views of both classical and modern poets. They will consider the authorial intent of each poet through critical analysis and exploration. Alongside this, students will be looking at Language Paper 2, perspectives and viewpoints, as well as preparing for the GCSE Spoken Language Endorsement</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Environment, politics, ethnicity, heritage and identity • Historical: Our impact on and relationship to the natural world, each other and the challenge to traditionally held views. • Author’s intentions: life and times of a variety of poets from the nineteenth, twentieth and twenty-first centuries. <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will
---	---	---	--	---

			<ul style="list-style-type: none"> • Morality • Conflict • Fate and free-will 	
Assessment	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative An Inspector Calls Language Paper 2 writing</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Literature Paper 1: A Christmas Carol Language Paper 2 Reading</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Literature Paper 1: Romeo & Juliet</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Literature Paper 2: Worlds and Lives Poetry Language Paper 2 (Mock) GCSE Spoken Language Endorsement</p>
Expected progress to be made	<ul style="list-style-type: none"> • Develop an understanding of a morality play and how it's used to influence authorial bias • Use of precise references to support interpretations • Use structural analysis to support the analysis of language, plot, character, or theme • Introduce flexibility and independence within the opinion paragraph structure (e.g. - begin with context) • Making clear links between the text and authorial intent as well as social/historical context in the Edwardian Era 	<ul style="list-style-type: none"> • Develop an understanding of social comment and how the novella is used to convey Dickens' views on education and society • Judicious, effective references from the whole text • Introduction to changing narrative perspectives and timelines • Developed concept within essay answers, using introduction to support interpretations • Making clear links between the text and authorial intent • as well as social/historical context in the Victorian Era • Consistent writing style and terminology suited to task • Display confident knowledge with common SPaG rules • and the ways to use them effectively • New text specific vocabulary introduced with etymology, • synonyms, antonyms 	<ul style="list-style-type: none"> • Developed understanding of Shakespearian tragedy and the role of the tragic hero • Find accurate, specific and appropriate textual references • Use structural analysis to support the analysis of language, plot, character, or theme • Analyse the effect of structural techniques in Shakespeare's plays - e.g: denouement, peripeteia • Introduction to crafting a concept to develop ideas • Making clear links between the text and authorial intent as well as 	<ul style="list-style-type: none"> • Revision of a range of poetic forms - narrative, sonnet, free verse, etc • Consistency with textual references - precise, specific, relevant • Evaluation of complex structural techniques in a poem - e.g: in media res, cyclical structure, volta, etc • Linking ideas together using connectives for comparison, addition, or explanation • Making clear links between the text and authorial intent & social/historical context within poetry • Develop use of vocabulary to criticise the author's intentions and limitations • Continued confident knowledge with common SPaG rules and the ways to use them effectively • New text specific vocabulary introduced with etymology, synonyms, antonyms • Incorporate effective listening strategies and express a valid viewpoint

	<ul style="list-style-type: none"> Develop use of terminology to criticise the author's intentions and limitations Continued confident knowledge with common SPaG rules and the ways to use them effectively New text specific vocabulary introduced with etymology, synonyms, antonyms Display a respectful attitude towards the opinions of others and confidently voice a compelling viewpoint 			<ul style="list-style-type: none"> social/historical context in the Elizabethan Era Develop use of terminology to criticise the author's intentions and limitations Continued confident knowledge with common SPaG rules and the ways to use them effectively New text specific vocabulary introduced with etymology, 	
Extra-curricular	<p><u>Proposed Trips/Activities:</u></p> <p><u>Proposed clubs:</u></p>	<p><u>Proposed Trips/Activities:</u></p> <p>ACC trip to London</p> <p><u>Proposed clubs:</u></p> <p>Young writers cub</p>		<p><u>Proposed Trips/Activities:</u></p> <p>Globe Trip</p> <p><u>Proposed clubs:</u></p> <ul style="list-style-type: none"> Revision Stretch and Challenge 	<p><u>Proposed Trips/Activities:</u></p> <p>Stratford Trip HPA</p> <p><u>Proposed clubs:</u></p> <ul style="list-style-type: none"> Revision Stretch and Challenge
Skills for Life/SMSC/BV	<ul style="list-style-type: none"> Core Values → Students will follow Skills for Life principles by having a SFL starter and within character analysis, context and theme– for example: which characters show perseverance and why? British Values (<i>democracy; the rule of law; individual liberty; mutual respect; tolerance</i>) → Students will explain the role of British Values in relation to the text studied by considering how the core values link to social and historical/modern contexts SMSC (<i>social, moral, spiritual, cultural</i>) → Students will explore their thoughts upon SMSC concepts through the analysis of author's intentions and the reader's interpretation 				
Y9 -topic and knowledge	<p>Creative Writing Summary</p> <p>Pupils will explore literary devices and author's intentions and will apply these ideas to a range of literary text extracts. They will analyse the language,</p>	<p>Much Ado about Nothing, Shakespeare Summary</p> <p>Pupils will build upon their knowledge and understanding of the comedy genre of Shakespeare's plays. They</p>	<p>Poetry: Form and Meter Summary</p> <p>Pupils will build on their knowledge of poetic structure and terminology studied in Years 7 and 8 by exploring specific poetic</p>	<p>Novel Study: Noughts & Crosses by Malorie Blackman Summary</p> <p>Pupils will read this dystopian novel that explores ideas about equality, social justice, legitimate protest. They will study the writer's craft and draw parallels between the fictional world that they have been studying and the real world in which they live.</p>	<p>Hidden Figures Non-fiction unit Summary</p> <p>Pupils will look at the important contributions of a diverse group of people who have not been</p>

<p>structure and syntax within a range of forms. Writing will be interleaved through this unit with a focus on writing creatively.</p> <p>Context:</p> <ul style="list-style-type: none"> • Social: Traditions of genre and forms, looking at political and historical influences • Historical: Gothic, Victorian texts and influences • Author’s intentions: the writer’s craft <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>will be exploring themes of revenge and relationships as well as exploring gender stereotypes and how characters challenge these. The curriculum will also be interleaved with poetry, drama, non-fiction and spoken language when relevant links can be made to the plot.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Societal expectations of class and gender • Historical: Family roles, attitudes to love and marriage • Author’s intentions: life/times of Shakespeare <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>forms and conventions and considering where these conventions originated, why poets may have chosen to use them and then, having chosen them, why they might choose to break those same conventions. We will consider the effect of meter as a structural device and how it has an impact on the reception of ideas.</p> <p>Context</p> <ul style="list-style-type: none"> • Literary canon • Protest poetry • Political and social ideologies • Authorial intent • Biographical and historical details <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>This novel also has parallels with Romeo and Juliet, which they will go on to study in year 10</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Terrorism/Hatred and prejudice, social class, race, stereotyping and inequality. • Author’s intentions: The inequalities in late 20th and early 21st century Britain and the consideration strong views and emotions <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>recognised due to societal prejudices. Students will develop their knowledge of transactional writing, building on their previous study of rhetoric and applying this to their own writing.</p> <p>Context</p> <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will
--	--	---	--	---

<p>Assessment</p>	<p><u>Formative</u> Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p><u>Summative</u> Reading and knowledge assessment Extended writing assessment</p>	<p><u>Formative</u> Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p><u>Summative</u> Reading and knowledge assessment Extended writing assessment</p>	<p><u>Formative</u> Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p><u>Summative</u> Reading and knowledge assessment Extended writing assessment</p>	<p><u>Formative</u> Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p><u>Summative</u> Reading and knowledge assessment Extended writing assessment</p>	<p><u>Formative</u> Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p><u>Summative</u> Reading and knowledge assessment Extended writing assessment</p>
<p>Expected progress to be made</p>	<ul style="list-style-type: none"> • Exploring the writer’s craft • Creating atmosphere and setting using a range of consciously chosen vocabulary and imagery • Sophisticated use of vocabulary and linguistic devices to achieve specific effects • Characterisation – an understanding of how language and structure can be used to create vivid characters • Plot development • Narrative voice and how that has an impact on the reader’s response • A more detailed understanding of the requirements of GCSE writing objectives 	<ul style="list-style-type: none"> • Development of their understanding of the links between text and context • Deeper understanding of Shakespearean language • A consideration of the idea of comedy as a genre – what make this funny? • A more in depth understanding of how plays were written and received • Beginning to develop a personal response to Shakespeare • Developing a more critical analysis of Shakespeare’s choices of language, form and structure and linking these with his intentions as an English Renaissance playwright. 	<ul style="list-style-type: none"> • Identify the conventions of different poetic forms • To be able to explain the writer’s choices • To be able to link them and form and consider the effects achieved by the writer • To develop contextual knowledge and apply this the poems that they are reading • To be broaden their subject terminology in order to begin to be able to use a sophisticated range of terminology with increased precision • To be able to clearly explain the effects of writers’ choices. • To develop an understanding of how and why literary works have changed over time. 	<ul style="list-style-type: none"> • Apply knowledge of context to authorial intent • Further develop understanding of how literature is shaped by real world events • Consider different viewpoints and perspectives • Understand how plot is developed • To develop an understanding of how writers draw on literary traditions and ideas and recreate them in innovative ways • To further explore the writers craft by examining the effects of different narrative styles – this will build on the work they did with Eleven in year 7 • To appreciate how authors use dystopian fiction to help readers to examine real world dilemmas and conflict 	<ul style="list-style-type: none"> • Confidently identify rhetorical elements and then apply them in their own writing and speaking • Confidently explain how viewpoint and perspective are related • Being able to identify the writer’s viewpoint and explain how it is conveyed • Be able to adapt language and structure so this it is suitable for audience, purpose and form • To be able to argue a point of view clearly and effectively • To be able to use a variety of sentence forms and types to create effects • To continue to develop a sophisticated repertoire of

					vocabulary suitable for audience and purpose
Extra-curricular	<p>Proposed Trips/Activities:</p> <p>Proposed clubs:</p> <p>Book Club</p>	<p>Proposed Trips/Activities:</p> <p>Hook Library</p> <p>Proposed clubs:</p> <p>Young writers club</p>	<p>Proposed Trips/Activities:</p> <p>Proposed clubs:</p> <p>CILIP Carnegie shadowing</p> <p>Young writers club</p>	<p>Proposed Trips/Activities:</p> <p>Poetry Slam</p> <p>Proposed clubs:</p>	<p>Proposed Trips/Activities:</p> <p>Bletchley Park</p> <p>Proposed clubs:</p> <p>Preparing for GCSE</p>
Skills for Life/SMSC/BV	<ul style="list-style-type: none"> • Core Values→ Students will follow Skills for Life principles by having a SFL starter and within character analysis, context and theme– for example: which characters show perseverance and why? • British Values (<i>democracy; the rule of law; individual liberty; mutual respect; tolerance</i>)→ Students will explain the role of British Values in relation to the text studied by considering how the core values link to social and historical/modern contexts • SMSC (<i>social, moral, spiritual, cultural</i>) → Students will explore their thoughts upon SMSC concepts through the analysis of author’s intentions and the reader’s interpretation 				
Y8 -topic and knowledge	<p>Conflicting Voices: Poetry Unit</p> <p>Summary</p> <p>This unit looks at the poetry of conflict. Students will study a range of poems that consider conflict and diverse experience. Students will look at the context and consider the viewpoint of the poets and how this is conveyed. They will explore this through both performance and written analysis.</p> <p>Context</p> <p>A mixture of poetry spanning 2 centuries. Historical information and</p>	<p>Rhetoric: Non-fiction and spoken language unit</p> <p>Summary</p> <p>This scheme of work focuses on Rhetoric with a particular focus on the Aristotelian Triad. Students by the end of the SO W will be able to identify ethos, pathos and logos within a piece of rhetoric and use it to their advantage in their own writing.</p> <p>Context</p> <ul style="list-style-type: none"> • Looking at how famous speeches have drawn on Classical traditions. 	<p>The Giver, Lois Lowry</p> <p>Summary</p> <p>Pupils will be introduced to the genre of dystopian literature. They will compare the differences between the portrayal of main characters and minor characters. In addition, they will be encouraged to think about the consequences of conflict. Writing will be interleaved through this unit with a focus on speaking like a Politician.</p> <p>The curriculum will also be interleaved with poetry, drama, non-fiction and spoken language when relevant links can be made to the plot.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Portrayal of protagonist and community • Historical: Conventions of Dystopian Literature • Author’s intentions: life/times of Lois Lowry <p>Themes</p>	<p>The Tempest, Shakespeare</p> <p>Summary</p> <p>Pupils will be introduced to the comedy genre of Shakespeare’s plays. They will be exploring themes of revenge and relationships as well as exploring gender and racial stereotypes and how characters challenge these.</p> <p>The curriculum will also be interleaved with poetry, drama, non-fiction and spoken language when relevant links can be made to the plot.</p> <p>Context</p>	<p>Victorian Writings: Fiction and Non-Fiction</p> <p>Summary</p> <p>Pupils will read and explore a variety of texts produce during the 19th Century. They will consider the context in which these were written and received. They will also explore and appreciate the complexities of 19th century vocabulary and phrasing.</p> <p>Context</p> <p>Social and Historical: poverty, religion, morality and education in Victorian England.</p>

	<p>biographical details about the poets and the times in which they lived/were writing about.</p> <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<ul style="list-style-type: none"> • Considering how historical events have shaped language. • Looking at the authorial intent and how context affects the way that texts are written and received <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<ul style="list-style-type: none"> • Social: Societal expectations of class and gender • Historical: Family roles • Author's intentions: life/times of Shakespeare <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>Changing language over time</p> <p>Authorial intent: the use of allegory and caricature to convey themes and political agenda</p> <p>Themes Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will
Assessment	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Reading and knowledge assessment Extended writing assessment</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Reading and knowledge assessment Extended writing assessment</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Reading and knowledge assessment Extended writing assessment</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Reading and knowledge assessment Extended writing assessment</p>	<p>Formative Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative Reading and knowledge assessment Extended writing assessment</p>
Expected progress to be made	<ul style="list-style-type: none"> • Begin to explain, clearly, how writers use language, form and structure to achieve effects and influence readers, • Selecting judicious quotations • Become proficient in using relevant subject 	<ul style="list-style-type: none"> • Identify and comment on the effect of rhetorical devices • Continue to use SpAG accurately and effectively • Use rhetorical devices to create effects 	<ul style="list-style-type: none"> • Introduction to the dystopian novel • Finding short, relevant quotations (5 words or less) linked to question focus • Identification of basic structural techniques within extracts from a novel - e.g. flashback, dialogue • Independently formulate opinion paragraph (4 sentences) • Considering what an author wants the audience wants to think about in a novel Recognise 	<ul style="list-style-type: none"> • Introduction to Shakespeare's comedy form • Finding and copying important moments from an extract • Introduction to the structure of a play - e.g.: exposition, climax • Authorial intent 	<ul style="list-style-type: none"> • Developing comprehension at word, sentence and text level • Selecting judicious quotations • Beginning to make links between ideas, texts and contexts

	<p>terminology to support their views</p> <ul style="list-style-type: none"> begin to respond to texts in a more personal way develop understanding of the relationships between texts and the contexts in which they were written. Demonstrate presentation skills in a formal setting, Tailor performance to convey meaning appropriate to audience and purpose Develop listening and turn-taking skills and communicate an interesting viewpoint 	<ul style="list-style-type: none"> To understand the development language and form over time To be able to use standard English accurately and appropriately To consider how audience and purpose impact tone, content and delivery To begin to understand how and why writers use a particular form of language and structure Develop listening and turn-taking skills and communicate an interesting viewpoint 	<p>connotations of individual words and phrases e.g.: what fire makes you think of</p> <ul style="list-style-type: none"> Developed use of common SPaG rules from Ks2- ; - (): New text specific vocabulary introduced with etymology, synonyms, antonyms Display a respectful attitude towards the opinions of others and confidently voice a compelling viewpoint 	<ul style="list-style-type: none"> Finding basic language techniques within a Shakespearian extract - e.g.: similes to describe Caliban Identification of the different sentence forms used in Shakespearian extracts - e.g. declarative, interrogative New text specific vocabulary introduced with etymology, synonyms, antonyms Develop listening and turn-taking skills and communicate an interesting viewpoint 	<ul style="list-style-type: none"> New text specific vocabulary introduced with etymology Identifying features of Victorian language Enriching vocabulary Making clear inferences and attempting to explain ideas using relevant evidence and terminology Develop listening and turn-taking skills and communicate an interesting viewpoint
Extra-curricular	<p>Proposed Trips/Activities:</p> <p>Proposed clubs: Book Club</p>	<p>Proposed Trips/Activities: Hook Library</p> <p>Proposed clubs: Young writers club Reading Champions</p>	<p>Proposed Trips/Activities:</p> <p>Proposed clubs: CILIP Carnegie shadowing Young writers club Reading Champions</p>	<p>Proposed Trips/Activities:</p> <p>Proposed clubs: Reading Champions</p>	<p>Proposed Trips/Activities:</p> <p>Proposed clubs:</p>
Skills for Life/SMSC/BV	<ul style="list-style-type: none"> Core Values→ Students will follow Skills for Life principles by having a SFL starter and within character analysis, context and theme– for example: which characters show perseverance and why? British Values (democracy; the rule of law; individual liberty; mutual respect; tolerance)→ Students will explain the role of British Values in relation to the text studied by considering how the core values link to social and historical/modern contexts <p>SMSC (social, moral, spiritual)</p>				
Y7 -topic and knowledge	<p>Villains Through Time Summary</p> <p>Pupils will explore how storytelling has changed over time. They will focus on the presentation of the antagonist and how a society’s fears and values</p>	<p>Poetry: Diversity and Performance Summary</p> <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p>	<p>Eleven, Tom Rogers Summary</p> <p>Pupils will be introduced to an example of modern literature. They will compare the differences between the portrayal of main characters and minor characters. In addition, they will be encouraged to think about the consequences of conflict. The curriculum will also be</p>	<p>Introduction to Shakespeare Summary</p> <p>Pupils will be introduced to the language and genres of Shakespeare’s plays. They will be exploring themes of revenge and relationships</p>	<p>Myths and Legends Summary</p> <p>Pupils will study a variety of myths and legends from different time periods and countries. They will consider what this tells us about different societies</p>

	<p>colour the production and reception of texts</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Portrayal of antagonists • Historical: How the fears of a society are reflected in the stories they tell and read • Authorial intent – what writers want their readers to understand and why. <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>interleaved with poetry, drama, non-fiction and spoken language when relevant links can be made to the plot.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Portrayal of a developing protagonist • Historical: Social and historical context • Author’s intentions: life/times of Tom Rogers <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>as well as exploring gender stereotypes and how characters challenge these. The curriculum will also be interleaved with poetry, drama, non-fiction and spoken language when relevant links can be made to a selection of Shakespeare plays.</p> <p>Context</p> <ul style="list-style-type: none"> • Social: Societal expectations of class and gender • Historical: Family roles • Author’s intentions: life/times of Shakespeare <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will 	<p>and about the society in which they live. They will develop and appreciation of different cultures and be able to apply this knowledge to the texts that they will study across the key stages.</p> <p>Context</p> <ul style="list-style-type: none"> • Society: what are the similarities and differences in the values upheld in different times and places? • Historical: how have values changed overtime and how is this reflected? • Authorial intent: How are stories constructed to convey particular messages? <p>Themes</p> <p>Overarching themes: These themes are continued throughout each term</p> <ul style="list-style-type: none"> • Identity • Relationships • Morality • Conflict • Fate and free-will
<p>Assessment</p>	<p>Formative</p> <p>Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative</p>	<p>Formative</p> <p>Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative</p>	<p>Formative</p> <p>Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative</p> <p>Reading and knowledge assessment</p>	<p>Formative</p> <p>Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative</p>	<p>Formative</p> <p>Quizzes, exam questions, homework opportunities, Self and Peer assessment</p> <p>Summative</p>

	Reading and knowledge assessment Extended writing assessment	Reading and knowledge assessment Extended writing assessment	Extended writing assessment	Reading and knowledge assessment Extended writing assessment	Reading and knowledge assessment Extended writing assessment
Expected progress to be made	<ul style="list-style-type: none"> • Basic understanding of themes within a variety of extracts • Finding implicit and explicit references linked to question focus • Basic understanding of characterisation • Introduction to exploding a quotation and making an appropriate comment • Considering how a writer conveys ideas about the society in which they live • Revision of basic language terminology from Ks2 - e.g. metaphor • Reflect upon common SPaG rules from Ks2 e.g. capital letters, full stops and commas • New text specific vocabulary introduced with etymology, synonyms, antonyms • Incorporate effective listening strategies and express a valid viewpoint 	<ul style="list-style-type: none"> • Basic understanding of themes within unseen poems • Finding implicit and explicit references linked to question focus • Basic understanding of how poems are organised e.g. stanza, enjambment, rhyme • Introduction to opinion paragraph structure (4 sentences) Considering what a poet/speaker wants the reader to think about in a poem • Revision of basic language terminology from Ks2 - e.g. metaphor • Reflect upon common SPaG rules from Ks2 e.g. capital letters, full stops and commas New text specific vocabulary introduced with etymology, synonyms, antonyms • Incorporate effective listening strategies and express a valid viewpoint 	<ul style="list-style-type: none"> • Introduction to the novel, dual narrative • Finding short, relevant quotations (5 words or less) linked to question focus • Identification of basic structural techniques within extracts from a novel - e.g.: flashback, dialogue • Independently formulate opinion paragraph (4 sentences) • Considering what an author wants the audience wants to think about in a novel • Recognise connotations of individual words and phrases e.g. what fire makes you think of • Developed use of common SPaG rules from Ks2- ; - (): • New text specific vocabulary introduced with etymology, synonyms, antonyms • Display a respectful attitude towards the opinions of others and confidently voice a compelling viewpoint 	<ul style="list-style-type: none"> • Introduction to Shakespeare's tragedy and comedy forms • Finding and copying important moments from an extract • Introduction to the structure of a play - e.g. exposition, climax • Basic justification of ideas and opinions using 'because' e.g. Romeo is passionate here because.. • Considering what a writer wants the audience to think about in a play • Finding basic language techniques within a Shakespearian extract - e.g. similes to describe Prospero • Identification of the different sentence forms used in Shakespearian extracts - e.g. declarative, interrogative • New text specific vocabulary introduced with etymology, synonyms, antonyms 	<ul style="list-style-type: none"> • Developing an understanding of themes within a variety of extracts • Finding implicit and explicit references linked to question focus • Some understanding of characterisation and plot • Recreating texts • Considering how a writer conveys ideas about the society in which they live • Revision of basic language terminology from Ks2 - e.g. metaphor • Reflect upon common SPaG rules from Ks2 e.g. capital letters, full stops and commas • New text specific vocabulary introduced with etymology, synonyms, antonyms • Incorporate effective listening strategies and express a valid viewpoint

				<ul style="list-style-type: none"> Develop listening and turn-taking skills and communicate an interesting viewpoint 	
Extra-curricular	<u>Proposed Trips/Activities:</u> Book Buzz <u>Proposed clubs:</u> Book Club	<u>Proposed Trips/Activities:</u> Hook Library <u>Proposed clubs:</u> Young writers club Reading Champions Book Club	<u>Proposed Trips/Activities:</u> <u>Proposed clubs:</u> CILIP Carnegie shadowing Young writers club Reading Champions Book Club	<u>Proposed Trips/Activities:</u> <u>Proposed clubs:</u> Reading Champions Book Club	<u>Proposed Trips/Activities:</u> <u>Proposed clubs:</u>
Skills for Life/SMSC/BV	<ul style="list-style-type: none"> Core Values → Students will follow Skills for Life principles by having a SFL starter and within character analysis, context and theme– for example: which characters show perseverance and why? British Values (<i>democracy; the rule of law; individual liberty; mutual respect; tolerance</i>)→ Students will explain the role of British Values in relation to the text studied by considering how the core values link to social and historical/modern contexts SMSC (<i>social, moral, spiritual, cultural</i>) → Students will explore their thoughts upon SMSC concepts through the analysis of author’s intentions and the reader’s interpretation 				

Key content from the KS2 National Curriculum:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.
- Plan their writing by, evaluate and edit by, proof-read for spelling and punctuation errors:
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural,
- Distinguishing between the language of speech and writing and choosing the appropriate register
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun
- Using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently

Walderslade Girls' School Intent:

Our curriculum is vital in enabling all students to enjoy and study a broad and balanced range of subjects and topics. It will give students the opportunity to make progress and be educationally mobile for them to succeed, academically and culturally, beyond secondary school. We aim for our curriculum to be:

- **Knowledge-rich** – Specific and sequenced information imparted to students.
- **Sustainable** – Students are able to retain and maintain knowledge over time.
- **Aspirational** – inspiring students to move beyond the norm.