

## **Our Vision**

### **Why study English Language?**

Language is power: it is the ability to communicate with one another and to ensure we are heard and have a voice. Critical reading is key for people who want to control their own lives and not be manipulated. Language is always changing and evolving and if we don't keep up with it we are left behind, we are no longer fully part of what is going on in the world. Language is preparation for life and being able to function in society, it's the ability to express yourself and your views, the ability to read the media and to not be manipulated by it. English language is preparation for the life, for the world of work, it is enabling students to be able to communicate with confidence.

### **Why study English Literature?**

Reading is joyful. Reading helps us understand the world around us and opens us up to new worlds. It connects us and helps us realise we are not alone, that what we are feeling others have felt. Reading is identity – it helps us realise who we are in the world, it develops our emotional intelligence; we access feelings through literature, we develop tolerance, we form opinions as literature shapes what we think and why we think it. Reading gives us cultural awareness, it shapes our view of the world and the connections we make with the world, it opens us up to universal feelings. Reading makes us better people.

## Curriculum Mapping

### Year 7

<b>Term</b>	<b>Unit Covered</b>	<b>Skills and Knowledge</b>
Autumn 1	Change	<p>This unit builds on work completed during the last half term at KS2 and work completed during New Intake Day:</p> <ul style="list-style-type: none"> <li>• Read and write poetry</li> <li>• Write creatively</li> <li>• Introduction to analytical writing</li> <li>• Writing skills – PEA or PEE paragraphs</li> </ul>
Autumn 2	Play Text	This half term focuses on the study of a play.
Spring 1	Class Novel	<p>This half term focuses on cultural enrichment through literature:</p> <ul style="list-style-type: none"> <li>• Reading and enjoying literature</li> <li>• Understanding of theme and character</li> <li>• Personal response to text</li> <li>• Beginning to understand text as a conscious construct</li> <li>• Writing skills – broad according to group but will involve a range of informative writing as well as a creative response to text</li> </ul>
Spring 2	Class Novel	<p>Continuing the reading of class novel, stepping up the skills from Spring 1 and building on skills from Autumn 1:</p> <ul style="list-style-type: none"> <li>• Revisit writing analytically – building on targets</li> <li>• Introducing analysis of structure</li> <li>• Beginning to learn about how context affects a novel</li> <li>• Writing analytically – developing analysis and exploration of writer’s effects</li> <li>• Writing about an extract – focusing in on writer’s techniques</li> </ul>
Summer 1	Shakespeare	<p>Cultural enrichment through a range of Shakespearean texts:</p> <ul style="list-style-type: none"> <li>• Students to continue developing analytical skills – language of structure – building on work done in Spring 2</li> <li>• Appreciation of Shakespeare and of theatre</li> </ul>

		<ul style="list-style-type: none"> <li>• Beginning to understand Shakespearean language</li> <li>• Introduction to context of Shakespeare</li> <li>• First experience of studying a play text at KS3</li> </ul>
Summer 2	Shakespeare	<p>Moving to a celebration of learning:</p> <ul style="list-style-type: none"> <li>• Reading for pleasure</li> <li>• Understanding Shakespeare through performance</li> <li>• Bringing the text to life</li> <li>• Collaborative work with the Drama department</li> <li>• Looking at the literature that surrounds the play – programmes, set design etc</li> <li>• Appreciation and enjoyment of Shakespeare and of performance</li> </ul>

## Curriculum Mapping

### Year 8

<b>Term</b>	<b>Unit Covered</b>	<b>Skills and Knowledge</b>
Autumn 1	Class novel	<p>This unit builds on work completed during Year 7:</p> <ul style="list-style-type: none"><li>• Reading and enjoying literature</li><li>• Familiarity of text</li><li>• Developing opportunities for cultural enrichment</li><li>• Introducing non-fiction texts to enhance study of the novel and build on contextual understanding</li><li>• Forming personal opinions and expressing them convincingly and with confidence</li><li>• Students produce a piece of writing that encourages them to engage with the novel on a personal level (non-fiction ideally but can be adapted according to group)</li></ul>
Autumn 2	Class novel	<p>This half term focuses on the reading analysis of the novel, building on Year 7 analytical skills:</p> <ul style="list-style-type: none"><li>• Reflect back on study of Shakespeare to build on analytical skills</li><li>• Developing the skill of exploring ideas before techniques</li><li>• Building on using quotations effectively, in particular integrating quotations into essay writing</li><li>• Beginning to form an argument that frames an analytical response</li></ul>
Spring 1	Poetry	<p>This half term focuses on cultural enrichment through poetry:</p> <ul style="list-style-type: none"><li>• Reading and enjoying poetry</li><li>• Particular focus on speaking and listening skills – foundations for GCSE</li><li>• Enjoyment and appreciation of poetry</li><li>• Performance poetry to increase confidence when speaking in front of an audience</li><li>• Further exploration of how prose differs from other text types, building on work done in Year 7</li><li>• Students produce their own piece of poetry, inspired by a poet they have studied</li></ul>

Spring 2	Around the World in Text Types	<p>Students to study a range of text types – graphic novel, Weight of Water, articles, letters diary entries, to develop understanding of conventions of different text types as well as cultural enrichment:</p> <ul style="list-style-type: none"> <li>• Understanding of context and cultural capital</li> <li>• Looking at different viewpoints and perspectives</li> <li>• Beginning to understand the idea of the text as a conscious construct</li> <li>• Selecting quotations to support ideas</li> <li>• Beginning to look at the bigger picture</li> </ul>
Summer 1	Shakespeare	<p>Much Ado About Nothing – study of an entire text:</p> <ul style="list-style-type: none"> <li>• Understanding of generic conventions</li> <li>• Enjoying and appreciating Shakespeare</li> <li>• First experience of studying and seeing a whole play</li> <li>• Beginning to understand how a character is created in a play (in contrast to prose)</li> <li>• Consideration of how performance constructs meaning</li> <li>• Opportunity for students to watch an outdoor performance of Shakespeare (cultural enrichment)</li> </ul>
Summer 2	Genre Unit	<p>Students use previous study of literature and different text types, as well as reading a range of new genres, in order to produce their own writing:</p> <ul style="list-style-type: none"> <li>• Continued exposure to different types of literature</li> <li>• Broadening range of genres students look at (cultural enrichment)</li> <li>• Enriching writing styles – modelling different writing styles</li> <li>• Students begin to become familiar with process of planning (without structure) – choosing their own assessment task and planning effectively (encouraging independent learning)</li> <li>• Students to begin producing assessed work within strict timed conditions</li> </ul>

## Curriculum Mapping

### Year 9

<b>Term</b>	<b>Unit Covered</b>	<b>Skills and Knowledge</b>
Autumn 1	Moving Image	<p>This unit of work allows students to look at a range of film extracts and genres. The intention of this unit is to develop analytical skills and specialist subject terminology through the medium of film. It is also beginning to provide the foundations for English Language Paper 1 Question 3 and Question 5:</p> <ul style="list-style-type: none"><li>• Students gain in confidence when considering connotations and inference – exploring layers of meaning</li><li>• Development of writing skills – PEA or PEE paragraphs</li><li>• Moving from big to small – a new way of thinking about this approach</li><li>• Narrative perspective – not being a passive viewer but considering whose perspective are we getting, what are we focusing on and why?</li></ul>
Autumn 2	Class Novel	<p>This half term focuses on the class novel, <i>To Kill a Mockingbird</i>. This unit of work encourages students to build on skills covered in Years 7 and 8, for example inference, language analysis, text as a conscious construct and awareness of social/historical context. Students this half term will:</p> <ul style="list-style-type: none"><li>• Revise and develop descriptive writing skills</li><li>• Develop bank of vocabulary, aiming to use sophisticated and ambitious vocabulary</li><li>• Consider the techniques a writer uses in order to inspire their own writing</li><li>• Develop and refine planning and proof-reading skills</li></ul>
Spring 1	Class Novel  Speeches and Debates	<p>This half term continues to focus on the class novel. Students will:</p> <ul style="list-style-type: none"><li>• Write about context – this in preparation for GCSE</li><li>• Consider bigger ideas that the writer is presenting to us</li><li>• Produce an analytical essay focused on an extract question</li></ul>

		<ul style="list-style-type: none"> <li>• Build on analysis of structure using skills acquired through the moving image unit</li> </ul>
Spring 2	Autobiography Speeches	<p>This half term focuses on studying a range of autobiographical extracts with students going on to produce their own mini autobiography. This unit of work will focus on:</p> <ul style="list-style-type: none"> <li>• Developing understanding of the text as a conscious construct</li> <li>• Studying and producing a piece of travel writing</li> <li>• Reading extracts of autobiographies from other cultures (cultural enrichment)</li> <li>• All students to read an autobiography</li> <li>• Teacher to select an autobiographical extract that students can use as a model to produce an 'early memories' chapter</li> <li>• Students to produce a poem inspired by 'Pieces of Me'</li> </ul>
Summer 1	English in the Real World (3-4 weeks)	<p>Communicating appropriately Applying for something Letter of complaint and Letter to a VIP Interviews (Mrs Doubtfire) (The Office) Letters of Note</p>
Summer 2	Romanticism  The Play	<p>TBC  The Aesthetic Movement</p>

# CURRICULUM MAPPING – *KS4 ENGLISH*

YEAR TEN		
TERM	UNIT COVERED	SKILLS AND KNOWLEDGE
Autumn	<i>Macbeth</i> (Lit Paper1)	<ul style="list-style-type: none"> <li>• AO1 – Knowledge of text, comparison of texts + using evidence effectively</li> <li>• AO2 – Writer’s creative choices + effects created</li> <li>• AO3 – Texts in context – cultural, autobiographical, socio-historical, etc.</li> <li>• AO4 - Technical accuracy + clarity of expression</li> </ul> <p>This unit of work builds on analytical skills. It develops ability of students to write formal, critical essays – it encourages a strong personal response to a text and the ability to link a piece of writing with contextual factors and explore these.</p>
	Gothic Writing (Lang Paper 1 - Section B)	<ul style="list-style-type: none"> <li>• AO5 – Effective communication + organisation/sequencing of material</li> <li>• AO6 – Technical accuracy + clarity of expression</li> </ul> <p>This brief unit of work develops students understanding of the gothic genre which is a key element of their study of <i>Macbeth</i>. It also provides students with the opportunity to produce a piece of descriptive writing, developing skills introduced in KS3.</p>
Spring	Twentieth Century Texts (Lit Paper 2)	<ul style="list-style-type: none"> <li>• AO1 – Knowledge of text, comparison of texts + using evidence effectively</li> <li>• AO2 – Writer’s creative choices + effects created</li> <li>• AO3 – Texts in context – cultural, autobiographical, socio-historical, etc.</li> <li>• AO4 - Technical accuracy + clarity of expression</li> </ul>
	Writing to argue + persuade (Lang Paper 2 – Section B)	<ul style="list-style-type: none"> <li>• AO5 – Effective communication + organisation/sequencing of material</li> <li>• AO6 – Technical accuracy + clarity of expression</li> <li>• Formulating and expressing opinions</li> <li>• Wider reading of non-fiction</li> </ul> <p>This unit of work allows students to read a novel or play and enjoy the reading of it. Students will develop personal interpretations and responses to characters and themes. They will also explore contextual factors in relation to the text studied, developing their range of cultural literacy.</p>

<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;"><i>Power and Conflict Poetry</i> (Lit Paper 2)</p>	<ul style="list-style-type: none"> <li>• AO1 – Knowledge of text, comparison of texts + using evidence effectively</li> <li>• AO2 – Writer’s creative choices + effects created</li> <li>• AO3 – Texts in context – cultural, autobiographical, socio-historical, etc.</li> </ul> <p>Students will develop the skills needed to explore and analyse poetry, evaluating a writer’s use of language and using subject specific terminology to do this. Students will be asked to compare poems and will build on the skills needed to do this. Once again, cultural literacy will be a key focus for this unit of work.</p>
<p style="text-align: center;">Summer 2</p>	<p style="text-align: center;">Language Paper One - Explorations in creative reading and writing (Section A)</p>	<ul style="list-style-type: none"> <li>• AO1 - Identify and interpret explicit and implicit information and ideas + select and synthesise evidence from different texts.</li> <li>• AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>• AO4 - Evaluate texts critically and support this with appropriate textual references.</li> </ul> <p>Students will develop their ability to analyse unseen texts and explore them with confidence. They will build on skills covered in KS3 – the ability to write about language and structure and to form a confident personal response to texts.</p>

YEAR ELEVEN		
TERM	UNIT COVERED	SKILLS AND KNOWLEDGE
Autumn	Nineteenth Century Fiction (Lit Paper 1)	<ul style="list-style-type: none"> <li>• AO1 – Knowledge of text + using evidence effectively</li> <li>• AO2 – Writer's creative choices + effects created</li> <li>• AO3 – Text in context – cultural, autobiographical, socio-historical</li> </ul>
	Language Paper One - Explorations in creative reading and writing	<ul style="list-style-type: none"> <li>• AO1 - Identify and interpret explicit and implicit information and ideas + select and synthesise evidence from different texts.</li> <li>• AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>• AO4 - Evaluate texts critically and support this with appropriate textual references.</li> <li>• AO5 – Effective communication + organisation/sequencing of material</li> <li>• AO6 – Technical accuracy + clarity of expression</li> </ul>
	<i>Power and Conflict Poetry</i> (Lit Paper 2)	<ul style="list-style-type: none"> <li>• AO1 – Knowledge of text, comparison of texts + using evidence effectively</li> <li>• AO2 – Writer's creative choices + effects created</li> <li>• AO3 – Texts in context – cultural, autobiographical, socio-historical, etc.</li> </ul>
Spring	Language Paper Two - Writers' viewpoints and perspectives	<ul style="list-style-type: none"> <li>• AO1 - Identify and interpret explicit and implicit information and ideas + select and synthesise evidence from different texts.</li> <li>• AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>• AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>• AO5 – Effective communication + organisation/sequencing of material</li> <li>• AO6 – Technical accuracy + clarity of expression</li> </ul>
Summer 1	Unseen Poetry	<ul style="list-style-type: none"> <li>• AO1 – Knowledge and understanding of text + using evidence effectively</li> <li>• AO2 – Writer's creative choices + effects created</li> </ul>
Summer 2	<b>REVISION OF THE ABOVE</b>	