

English Curriculum Map

Intent

The English curriculum aims to:

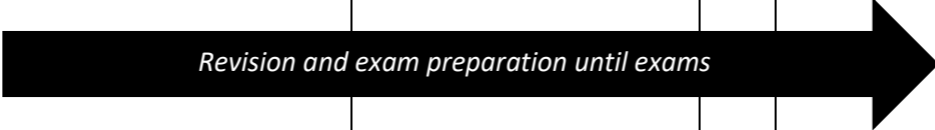
- Develop the reading, writing, speaking and listening skills of all students.
- Develop students’ cultural capital through exposure to a diverse range of texts.
- Promote a love of reading and literature.
- Enable pupils to develop key literacy skills for school and beyond.

At KS3, we provide students with an overall chronology of key historical and literary periods from Ancient Greece to present day. This foundational knowledge allows pupils to make intertextual links across texts and literary movements fostering a deeper more analytical understanding when reading. We focus on developing ambitious vocabularies and use of disciplinary terminology so that that pupils are highly literate and can express themselves through excellent reading, writing and verbal communication skills. Pupils are encouraged to read widely and for pleasure, with the understanding that through this, they will continue to develop key interchangeable literacy skills that can be used across subjects and into adulthood. Our broad KS3 curriculum, enables pupils to build the required knowledge, skills and confidence to tackle the rigorous requirements of KS4 and the GCSE examination.

At KS4, we draw on substantive knowledge developed across KS3 to sharpen and hone our students’ analytical skills. Pupils continue to build on their repertoire of contextual knowledge while refining their ability to accurately read, speak and write in a variety of forms for a variety of purposes. Pupils are encouraged to develop an appreciation of literature in its various forms while building on their cultural capital through trips and extra-curricular activities. We take a meticulous approach to teaching the craft of writing and encourage students to see the empowering benefits of being a highly literate individual beyond school. As a department, we aim to ensure all pupils make outstanding progress. Through this challenging and broad curriculum, we aim to develop highly literate and resilient learners, who are able to evaluate society, their role within it and who can confidently and precisely, express their views on this.

	Autumn 1	KS2-KS3 Baseline	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Year 7	KS2-KS3 Transition Unit		Greek Mythology	Autumn Assessment	Origins of English <i>Beowulf</i> Abridged and Original translated extracts	Autobiographies and Memoirs <i>Boy</i> by Roald Dahl	Spring Assessment	Introduction to Shakespeare <i>A Midsummer Night’s Dream</i> and Selected Sonnets by William Shakespeare	19 th -century Fiction <i>Jane Eyre</i> Abridged and Original Extracts	Summer Assessment
Year 8	Short Stories & Creative Writing Transition to Year 8	An Introduction to Poetry Movements Renaissance, Enlightenment and Romantics	19 th -century Fiction <i>Great Expectations</i> by Charles Dickens Abridged and Original Extracts		Non-fiction Writing Selection of Contemporary and 19 th -century texts	Elizabethan England <i>Romeo and Juliet</i> by William Shakespeare Original Text		Modern Drama <i>A Monster Calls</i> Patrick Ness adapted for stage by Adam Peck		
Year 9	Gothic Literature <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by R.L Stevenson Abridged and Original Extracts Transition to Year 9	Modern Classic <i>The Metamorphosis</i> by Franz Kafka	Poems of Protest, Resistance and Empowerment		Building Skills Language Skills Speeches	Transition from Elizabethan England to Jacobean England – <i>Othello</i> by William Shakespeare Original Text		Modern Drama <i>The Curious Incident of the Dog in the Night Time</i> Mark Haddon adapted for stage by Simon Stephens		

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Year 10	Jacobean England <i>Macbeth</i> by William Shakespeare Transition to Year 10		Assessment 1	Power and Conflict Poetry Anthology + Unseen Poetry	Assessment 2	Modern Classic <i>Animal Farm</i> by George Orwell	Mastering Non-fiction Texts AQA Speaking Task	Assessment 3
Year 11	19 th -century Fiction <i>A Christmas Carol</i> by Charles Dickens	Mock 1	Mock 2	Literature Consolidation and Revision <div style="text-align: center;">  </div>				

Impact:

Assessment: Progress will be measured through AFL in class and end of unit assessment tasks. As well as this, students will sit a graded assessment at three points across the year. For KS3, this will be extended writing either in the form of an essay, description or a speech. At KS4, pupils will sit material from AQA for both language and literature. Graded assessments will be used to create intervention support lists and inform class sets.

Homework: Across KS3, homework focusses on learning key vocabulary/terminology related to the topic and reading skills. In year 7, students will be building their reading skills through the use of the IDL Reader programme, which will broaden their vocabulary alongside their lessons and homework. One challenge task will be offered each week. All pupils will be given a reading log to be updated throughout the term.

In KS4, students will receive three pieces of homework each week. The first two will be based researching contextual factors and extended reading while the second will be an extended written piece or guided revision (for example, input on how to make cue cards, how to plan an exam response or research to add to revision notes). One challenge task will be offered each week.