

## Salvatorian College - English Curriculum Map

### Intent

The English curriculum aims to build students' cultural capital, reading skills and vocabulary through analysis and exploration of a wide range of textual genres and eras (non-fiction, poetry, 19th century, Shakespearean plays and the modern novel), which still form the cornerstone of modern society. By analysing a range of texts and authorial voices, which are grouped thematically each year around concepts such as 'conflict' for year 7 and 'social justice' for year 8, students are encouraged to personally engage with a wide variety of challenging themes, ideas, characters and concepts which will broaden and test their current world view. Students will be prompted to mimic, borrow and experiment with methods employed by great writers and speakers in order to develop their own communication skills through weekly extended writing opportunities in KS3.

Y7 and 8 Students will be required to purposefully expose themselves to a wide range of novels and non-fiction texts through regular reading homework, choosing and selecting fiction and non-fiction texts within their identified level. Alongside this, all KS3 groups will be able to appreciate challenging literature through their 'class read' tutor time. The curriculum has a deliberate focus on broadening students' vocabulary, which is supported by our knowledge organisers and weekly quizzing on these. Through this, students of all year groups will be actively encouraged to experiment with the application and use of ambitious language and terminology throughout their studies- refining and honing their selection of appropriate and impactful vocabulary within their personal communication. The development of analytical skills across KS3 also builds the required familiarity with the rigorous requirements of the GCSE exams and frequent and purposeful practise of key exam questions and styles is built in for termly review.

Through this challenging and broad curriculum, we aim to develop resilient learners, who are able to evaluate society and their role within it and who feel confident to eloquently express their views on this.

**Implementation** - How is the curriculum being delivered? How are ideas, concepts and knowledge sequenced and revisited to ensure that learning is committed to long-term memory? How is knowledge of vocabulary embedded and taught explicitly? How do you ensure that Key Stage 3 serves as a preparation for further study but also provides a secure understanding of the world for students who don't continue with individual subjects beyond KS3?

Term	Autumn 1	Autumn 2	Spring Term	Summer 1	Summer 2
<b>Year 7</b>  <b>Early Literature</b>	<p><b>Autobiography + Memoires</b></p> <p>Pupils will study effective non-fiction writing skills while formulating their own autobiography.</p> <p>Students will read and analyse the autobiographies and memoires of prominent celebrities and politicians.</p> <p><b>Assessment:</b> <b>Pupils will analyse an extract from a memoir, exploring the effective use of language techniques.</b></p> <p><b>Pupils will submit one of their autobiography chapters to their teacher to be assessed.</b></p>	<p><b>Greek Mythology</b></p> <p>Pupils will begin learning about early Greek culture and the myths that surround their literature.</p> <p>Texts to review: The Iliad Theseus and the Minotaur Medusa Pandora's Box</p> <p>There will be a strong focus here on terminology – especially words that have crept into the English language.</p> <p><b>Students will be assessed on their analysis of Characterisation using the reading mark scheme.</b></p> <p><b>CC: Trip to the British Museum</b></p>	<p><b>Origins of English – Beowulf and Creative writing</b></p> <p>Pupils will begin learning about the origins of the English language. We will take an in-depth look at Norse, Saxon and Latin influences and will study some of the earliest known English texts.</p> <ul style="list-style-type: none"> <li>- Comprehensive study of abridged and translated Beowulf.</li> <li>- <b>Reading assessment for language analysis</b></li> <li>- Regular terminology quizzes</li> </ul> <p>In the second half of the spring term, students will begin planning and writing their own myth or legend set in Medieval England.</p> <ul style="list-style-type: none"> <li>- Strong focus on planning, revising and drafting</li> <li>- Reading of some of Chaucer's Canterbury Tales as inspiration (Wife of Bath and Gawain and the Green Knight)</li> <li>- <b>Pupils to be assessed on their writing skills using KS3 Writing mark scheme.</b></li> </ul> <p><b>CC: Trip to Canterbury</b></p>	<p><b>Elizabethan England</b></p> <p>Pupils will begin learning about the context surrounding the Elizabethan era and will begin to understand the cultural influences on Shakespeare's works.</p> <p>Each week, pupils will study a new Shakespearean play or sonnet to get a taste of his writing.</p> <p><b>Assessment Task:</b> <b>Pupils to be assessed on their ability to analyse Shakespeare's language.</b></p> <p><b>CC: Walking Trip – Shakespeare's London</b></p>	<p><b>Modern Novel Study</b></p> <p>Each form will be provided a different text to study and analyse. Novels chosen will address current issues.</p> <ul style="list-style-type: none"> <li>- Ghost Boys</li> <li>- Wonder</li> <li>- Boy 78</li> </ul> <p><b>Assessment Task:</b> Pupils to be assessed on the presentation of a theme throughout the novel.</p> <p><b>SUMMER EXAM:</b> <b>Summative assessment of skills acquired throughout the year.</b></p>

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 8 (Theme: Social Justice)</b>	<b>Jacobeans England Julius Caesar</b>  Pupils will study the transition from Elizabeth's rule to King James' acquisition of the throne.  We will also discuss the influence of this change on Shakespeare's work through the study of Julius Caesar. <ul style="list-style-type: none"> <li>- Political uncertainty of the time</li> <li>- Religious conflict</li> <li>- Gunpowder plot</li> </ul> <b>Assessment Task:</b> <b>Pupils to be assessed on analysis of characterisation and theme in Julius Caesar.</b>	<b>Romantic Poets Social Justice</b>  Pupils will learn about the romantic era and the beliefs of the poets of the time. Students will study not only the context of the time but also the poets that influenced a literary movement with their distrust of those in power. <ul style="list-style-type: none"> <li>- Percy Shelley</li> <li>- William Blake</li> <li>- William Wordsworth</li> <li>- Keats</li> <li>- Victor Hugo – Les Misérables</li> </ul> <b>Assessment Task:</b> <b>Pupils will be assessed on their analysis of a single poem followed by a comparative essay three weeks later.</b>	<b>19<sup>th</sup> Century Gothic/Science Fiction</b> Author's Corner – Genre Writing  Pupils will spend this term studying the scientific climate of the Victorian Era and the influence of both religion and technological advancements on literature of the time. Pupils will read Mary Shelley's Frankenstein (lowers to do playscript, top set to read whole novel) and analyse how the context of the time influenced the writing of the novel.  Students will also begin writing their own gothic story, playing with the same themes as Shelley's great piece.  <b>Assessment tasks:</b> <b>Pupils will be assessed on their ability to emulate the gothic style of writing.</b>  <b>As a second assessment, students will analyse how Mary Shelley presents the theme of morality.</b>	<b>Dickensian London – Social Justice</b>  Maintaining our presence in the Victorian era, pupils will shift focus from the gothic to Dickens' preoccupation with social Justice.  Here we will study a variety of Dickensian texts to analyse his writing style, influences and social impact.  <b>Assessment Tasks:</b> <b>How does Dickens use language to describe Miss Havisham?</b>  <b>How does Dickens use the character of Oliver to present the innocence of children?</b>  <b>CC: Dickens' London – Walking Tour</b>	<b>Social Justice Writing</b>  Pupils will complete the year by mastering the ability to write and speak about social issues.  We will focus on social justice movements from the Jacobean to the Victorian era and work on our non-fiction writing of Letters, articles, leaflets and speeches to promote meaningful social movements.  <b>Assessment Tasks:</b> <b>Pupils will write a newspaper article presenting a past social injustice and how it can be solved.</b>  <b>Pupils will write a speech on a modern issue and present it to the class.</b>

<b>Year 9 (Modern Politics)</b>	<b>War-Time Britain</b>  Pupils will be introduced to the history of War-Time Britain and the poetry that these times influenced.  We will then study modern wartimes and the poetry that this has influenced. <ul style="list-style-type: none"> <li>- Wilfred Owen</li> <li>- Ted Hughes</li> <li>- Armitage</li> <li>- Imtiaz Dahrker</li> </ul> <b>Assessment Tasks</b> <b>Single poem analyses</b>  <b>Comparative poetry analysis</b>	<b>Political Journalism Reading and Writing</b>  In preparation for Animal Farm, we will begin studying political journalism and propaganda.  Here there will be a particular focus on news media and the professional standards set forth to ensure non-biased reporting.  <b>Assessment Tasks:</b> <b>Pupils will analyse the effectiveness of a news article and how it presents the writer's viewpoint.</b>  <b>Pupils will produce a well-researched and sourced, current news article in line with today's news standards.</b>	<b>Animal Farm</b>  Pupils will begin the term with a short study into George Orwell and his works. Here we will focus on his political beliefs and aims.  We will read Animal Farm and analyse it within the context of the Russian Revolution with a particular focus on the novel as an allegorical text.  <b>Assessment Tasks:</b> <b>How does Orwell present the character Napoleon?</b>  <b>How is the theme of revolution presented over the course of the novel?</b>	<b>An Inspector Calls</b>  Picking up on the themes from earlier in the year, pupils will begin studying 'An Inspector Calls' in preparation for the GCSE course.  Pupils will analyse Priestley's intention through the characters he creates and the staging of the play.  <b>Assessment Tasks</b> <b>How is Birling presented in the opening act?</b>  <b>How is social responsibility presented throughout the play?</b>	<b>Speaking and Listening</b>  Here we will study public speaking by analysing the work of the world's greatest orators.  We will practice effective written and spoken communication and pupils will be expected to present a brief speech weekly to increase their comfort at the front of the class.  <b>Assessment Task</b> <b>Cumulative Weekly Presentation</b>  <b>End of Year Exam</b> <b>Literature Paper 2 (KS3)</b> <b>Language Paper 2 (KS3)</b>
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Term	Autumn	Spring	Summer 1	Summer 2
Year 10	<p><b>Macbeth by William Shakespeare</b></p> <p>Students will read 'Macbeth' and use it as a stimulus to practise the reading and writing skills needed for Language Paper 1. In particular, they will consider how the play is structured, effect on the audience as well as continuing to develop their skills of language analysis and evaluation.</p> <p>The language skills will be interwoven with lessons focussing on Macbeth as a literature text. In these literature lessons, students will explore how characters and themes are presented across the play and analyse characters' motivations for their actions.</p> <p>Students will build on their earlier knowledge of Shakespearean context and develop this by focussing on the Jacobean views on witches, the Divine right of Kings and the Gunpowder plot.</p>	<p><b>Power and Conflict poetry (AQA)</b></p> <p>Students will be introduced to the structure of the GCSE Paper 2 Literature exam, and will experience regular practise of how to respond to the expectations of the Section B and C, using their anthology as a stimulus.</p> <p>Students will be expected to confidently select appropriate quotations to justify wide ranging and responses to the poems, critically identify and analyse methods used by the writer.</p> <p>By the end of the term, students will be able to comfortably understand the context influencing the poems. They will practise their skills of comparing poetry and weaving in historical context.</p>	<p><b>Language Paper 2</b></p> <p>Students will hone their skills of analysis, comparison and persuasive writing for English language paper 2.</p> <p>These skills will be assessed bi-weekly. This half term will culminate in a paper 2 section A mock, which will be fed back at the start of half term 2.</p> <p>By the end of this term, pupils will have presented and recorded their Speaking and Listening assessment for submission to AQA.</p>	<p><b>A Christmas Carol</b></p> <p>Pupils will recall their previous study of the Victorian era as they begin their study of Dickens' 'A Christmas Carol'. Pupils will be expected to consider language, structure and context in their analysis.</p> <p>Throughout the term, language tasks will be woven throughout the SOW to ensure that these skills are maintained.</p> <p><b>Assessment Task:</b> <b>How does Dickens present the theme of responsibility?</b> <b>End of Year examinations</b></p>
Year 11	<p><b>Macbeth + Language Paper 1</b></p> <p>Students will review Macbeth's plot, themes and characters whilst completing Language Paper 1 style tasks.</p> <p>Creative writing will be a primary focus ensuring pupils know what is necessary to do well. Macbeth and A Christmas Carol will serve as a stimulus to work on writing effective dialogue and structuring shorter pieces.</p> <p><b>Assessment Task: Nov Mocks</b> <b>Literature Paper 1</b> <b>Language Paper 1</b></p>	<p><b>Literature Paper 2</b></p> <p>Once students have completed their Paper 1 Mocks, they will move to literature paper 2. Initially, they will revisit 'An Inspector Calls' and revise their knowledge of the plot and key themes as well as applying this knowledge to extended timed practise questions, which students will receive bi-weekly feedback on. Then, students will study the remaining four power and conflict poems, which will be taught in pairs to encourage students to form and develop meaningful comparisons based on shared themes.</p>	<p><b>Language Paper 2</b></p> <p>Students complete their literature paper 2 revision and sit their literature paper 2 and Language Paper 2 mocks in mid to late January.</p> <p>Students will then review and redraft any questions below 50% on their Language paper for it to be remarked with further supporting feedback.</p> <p><b>Assessment Tasks:</b> <b><u>January Mocks</u></b> <b>Literature Paper 2</b> <b>Language Paper 2</b> <b><u>March Mocks:</u></b> <b>TBD – will focus on the topics that require the most revision.</b></p>	<p><b>Revision of GCSE Language and Literature</b></p> <p>Interleaving of all texts, skills and strategies. The focus areas will be based on weaknesses in mocks taken this year.</p> <p><b>Revision of GCSE Language</b></p> <p>Focus on Language course as exams left will be Language Papers 1 and 2.</p>

#### Impact:

**Assessment:** Progress will be measured through the fortnightly formative assessment which will occur in lessons and through homework tasks (all key stages). Every fortnight, teachers will have a 30-60 minute feedback lesson to address misconceptions seen in marking and give students an opportunity to redraft their work based on feedback given.

As well as this, students will sit a graded assessment at three points across the year. This will be an AQA paper (language for KS3, Language and literature for KS4). The results from this will be shared with students and used to inform necessary intervention and set changes.

**Homework:** Across KS3, homework focusses on learning key vocabulary/terminology related to the topic and reading comprehension. In year 7, students will be building their reading skills through the use of the Accelerated Reader programme, which will broaden their vocabulary alongside their lessons and homework.

In KS4, students will receive three pieces of homework each week. The first two will be based around learning key vocabulary/terminology/quotations and 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).