

## ENGLISH GSA Curriculum Map 2019-20

Intent statement for English:

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature.
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods.
- Gain knowledge of a wide range of literature that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>						
<b>Topics</b>	The Bone Sparrow or A Midsummer Night's Dream. Writing focus.	The Bone Sparrow or A Midsummer Night's Dream. Reading focus.	Tales of Crime and Mystery and preparation for mid-year assessment. Myths and Legends	Tales of Crime and Mystery  Myths and Legends	The Bone Sparrow or A Midsummer Night's Dream. Writing focus.	The Bone Sparrow or A Midsummer Night's Dream. Reading focus.
<b>Skills</b>	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.	Inference, language analysis, structure analysis and writing skills.	Writing a narrative. Content, organisation and technical accuracy.	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.
<b>Links</b>	NC: Writing for a range of purposes and audiences, consolidate and build on knowledge of grammar and vocabulary.  Giving short speeches and presentations, rehearsing and performing play scripts.	NC: Reading a wide range of fiction- contemporary and Shakespeare.  Studying characterisation and its effect.  Making inferences and referring to evidence in the text.	NC: Reading a wide range of fiction- short stories and extracts, pre-1914 and contemporary.  Making inferences and referring to evidence in the text.  Checking understanding	NC: Imaginative writing. Consolidate and build on knowledge of grammar and vocabulary.  Using standard English confidently in a range of contexts including classroom discussion and structured discussion.	.NC: Writing for a range of purposes and audiences, consolidate and build on knowledge of grammar and vocabulary.  Giving short speeches and presentations, rehearsing and performing play scripts.	NC: Reading a wide range of fiction- contemporary and Shakespeare.  Studying characterisation and its effect.  Making inferences and referring to evidence in the text.
<b>Year 8</b>						
<b>Topics</b>	<b>Animal Farm</b> or Twelfth Night. Writing focus.	<b>Animal Farm</b> or Twelfth Night. Reading focus.	Poetry and preparation for mid-year	Poetry. Writing focus.	<b>Animal Farm</b> or <b>Twelfth Night</b> . Writing focus.	<b>Animal Farm</b> or <b>Twelfth Night</b> . Reading focus.

			assessment. Reading focus.			
<b>Skills</b>	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.	Inference, language analysis, structure analysis and writing skills.  Consolidate and build on their knowledge of grammar and vocabulary	Writing own poem and commentary. Creative writing and explaining creative decisions.  Consolidate and build on their knowledge of grammar and vocabulary	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.
<b>Links</b>	NC: writing for a range of purposes and audiences - argument  Spoken English: giving short speeches and presentations	NC: critically read high-quality works of English literature, including prose	NC: recognising a range of poetic conventions and understanding how these have been used	NC: writing for a range of purposes and audiences - poetry  Spoken English: improvising, rehearsing and performing poetry	NC: writing for a range of purposes and audiences - narrative	NC: critically read high-quality works of English literature, including Shakespeare  Spoken English: improvising, rehearsing and performing play scripts
<b>Year 9</b>						
<b>Topics</b>	Of Mice and Men	Of Mice and Men	Shakespeare (Romeo and Juliet or Macbeth)	Shakespeare (Romeo and Juliet or Macbeth)	Revision ahead of mock exam	End of year test preparation and feedback  Introduction to Victorian context for Dickens.
<b>Skills</b>	Inference, language analysis, structure analysis, dramatic techniques, context, writing a literature essay.	Inference, language analysis, structure analysis, dramatic techniques, context, writing a literature essay.	Inference, language analysis, structure analysis, dramatic techniques, context, writing a literature essay.	Inference, language analysis, structure analysis, dramatic techniques, context, writing a literature essay.	Inference, language analysis, structure analysis, dramatic techniques, context, writing a literature essay.	Inference, language analysis, structure analysis and writing skills.
<b>Links</b>	NC: Develop an appreciation and love of reading; understand increasingly challenging texts; read critically.	NC: Develop an appreciation and love of reading; understand increasingly challenging texts; read critically.	NC: Develop an appreciation and love of reading; understand increasingly challenging texts; read critically.	NC: Develop an appreciation and love of reading; understand increasingly challenging texts; read critically.	NC: Produce well-structured formal expository and narrative essays; apply their growing knowledge of vocabulary, grammar and text structure to their	NC: recognising a range of poetic conventions and understanding how these have been used

					writing.	
<b>Year 10</b>						
<b>Topics</b>	Language: Paper 1: Explorations in creative writing - Paper 1 Section B Literature: <i>A Christmas Carol</i>	Language: Paper 1: Explorations in creative reading - Paper 1 Section A Literature: <i>A Christmas Carol</i>	Language Paper 2: Writers' Viewpoints and Perspectives - Section B  Literature: Anthology poetry - Love and Relationships	Language Paper 2: Writers' Viewpoints and Perspectives - Section A  Literature: Anthology poetry - Love and Relationships and unseen poetry.	Mock preparation - Language Paper 2  Revision of <i>A Christmas Carol</i> and poetry	Mock feedback and Language: speaking and listening NEA  Poetry
<b>Skills</b>	Developing creative writing: description and narrative.  Literary analysis, understanding context.	Reading: inference, analysis of language and structure, evaluating the impact of writers' methods. Literary analysis, understanding context.	Writing non-fiction texts  Poetry analysis	Language analysis, comparing viewpoints and perspectives  Poetry analysis	Revision and practice of non-fiction writing and reading skills.  Poetry essay writing	Speech writing and delivery. The art of writing to persuade.  Poetry analysis and synthesis of ideas across the Anthology. Re-read AIC
<b>Links</b>	LANG: AO5, AO6  LIT: AO1, AO2, AO3, AO4	LANG: AO1, AO2, AO4  LIT: AO1, AO2, AO3, AO4	LANG: AO5, AO6  LIT: AO1, AO2, AO3	LANG: AO1, AO2, AO3  LIT: AO1, AO2, AO3	LANG: AO1, AO2, AO3, AO5, AO6 LIT: AO1, AO2, AO3, AO4	LANG: AO7, AO8, AO9  LIT: AO1, AO2
<b>Year 11</b>						
<b>Topics</b>	Language: Paper 1: Explorations in creative reading and writing (fiction) Literature: <i>Romeo and Juliet</i> and <i>A Christmas Carol</i> revision	Mock exam feedback - consolidating Paper 1 skills in Language and Literature. <i>A Christmas Carol</i> revision	Language: Paper 2 revision  <i>An Inspector Calls</i> revision	Language: Paper 2 revision  Literature Paper 2 - Anthology poetry and unseen revision.	Language: Paper 1 and Paper 2 revision.  Literature Paper 1 and 2 revision - all texts.	Final exams
<b>Skills</b>	Developing creative writing: description and narrative. Reading: inference, analysis of language and structure, evaluating impact of writers' methods. Literature essay writing	Developing creative writing: description and narrative. Reading: inference, analysis of language and structure, evaluating impact of writers' methods. Literature essay writing	Language analysis, comparing viewpoints and perspectives  Analysis of dramatic techniques and literature essay writing	Revision and practice of non-fiction writing and reading skills.  Poetry analysis	Revision of question approaches	
<b>Links</b>	LANG: AO1,AO2,AO4, AO5, AO6  LIT: AO1,AO2,AO3,AO4	LANG: AO1,AO2,AO4, AO5, AO6  LIT: AO1,AO2,AO3,AO4	LANG: AO1, AO2, AO3, AO5, AO6  LIT: AO1,AO2,AO3,AO4	LANG: AO1, AO2, AO3, AO5, AO6  LIT: AO1,AO2,AO3,AO4	LANG: AO1, AO2, AO3, AO4, AO5, AO6  LIT: AO1,AO2,AO3,AO4	

Year 12 English Language						
<b>Topics</b>	Introduction to language study  Language methods	Introduction to language study  Language methods	Language Diversity and Change: Language and Gender Language and Region	Language Diversity and Change: Language and Occupation Language and Social Groups	Original Writing: Writing to persuade Writing to entertain	Child Language Development  Language Change
<b>Skills</b>	AO1 methods: pragmatics, phonology, grammar, lexis and semantics, discourse  Introducing subject specific terminology	AO1 methods: pragmatics, phonology, grammar, lexis and semantics, discourse  Introducing subject specific terminology	AO2 relevant theories, concepts and ideas  AO3 - contextual factors and influences	AO2 relevant theories, concepts and ideas  AO3 - contextual factors and influences	NEA: Analysing style models, writing own texts, writing critical commentaries	AO1/AO2/AO3: Phonological development; grammatical development; lexical development  Relevant concepts, theories and ideas  AO1/AO1: lexical, semantic and grammatical change
<b>Links</b>	Paper 1 Section A: Textual Variations and Meanings	Paper 1 Section A: Textual Variations and Meanings	Paper 2 Section B Qs1, 2,3, 4	Paper 2 Section B Qs1, 2,3, 4	NEA	Paper 1 Section B: Children's Language Development  Paper 1 Section A: Textual Variations and Representations

Year 12 English Literature						
<b>Topics</b>	Paradise Lost  Measure for Measure	Paradise Lost  Measure for Measure	Duchess of Malfi  Sylvia Plath poetry	Duchess of Malfi  Sylvia Plath poetry	A Streetcar Named Desire  Bloody Chamber	A Streetcar Named Desire  Bloody Chamber
<b>Skills</b>	Articulate informed personal and creative responses to literary texts  Demonstrate understanding of the significance and influence of context  Analyse how meanings	Explore literary texts informed by different interpretations  Demonstrate understanding of the significance and influence of context	Explore connections between literary texts  Demonstrate understanding of the significance and influence of context  Analyse how meanings are shaped in literary texts	Explore connections between literary texts  Explore literary texts informed by different interpretations  Demonstrate understanding of the significance and influence of context	Develop independent study and personal responses  Articulate informed personal and creative responses to literary texts	Develop independent study and personal responses  Articulate informed personal and creative responses to literary texts  Demonstrate understanding of the significance and influence

	are shaped in literary texts		Develop independent study and personal responses			of context
Links	<b>Component 01</b> Shakespeare Drama and poetry pre-1900	<b>Component 01</b> Shakespeare Drama and poetry pre-1900	<b>Component 01</b> Shakespeare Drama and poetry pre-1900  <b>Component 03</b> Close reading	<b>Component 01</b> Shakespeare Drama and poetry pre-1900  <b>Component 03</b> Close reading	<b>Component 02</b> Comparative and contextual study from chosen topic area  <b>Component 03</b> Comparative essay	<b>Component 02</b> Comparative and contextual study from chosen topic area  <b>Component 03</b> Comparative essay

Year 13 English Language						
Topics	Child Language Development  Language Change	Language, The Individual and Society  Language Change - World Englishes	Language Discourses: Consolidating knowledge from Y12	Language Discourses: Consolidating knowledge from Y12	Revision and examination preparation	
Skills	AO1/AO2/AO3- Working with data sets  Developing knowledge of key theories, concepts and ideas  AO1/AO2/AO3 Influences upon language change  Attitudes towards language change	AO1/AO3:  Paper 1 practice to include language change texts  Focus on representation and terminology  AO2/AO3/AO4: Models of World English; features of World English	AO2/AO3/AO4  Analysis and comparison of texts  Directed Writing	AO2/AO3/AO4  Analysis and comparison of texts  Directed Writing	All AOs  Revisit topics  Practice examination techniques	
Links	Paper 1 Sections A and B	Paper 1 Section A Paper 2 Section B Qs 1,2, 3, 4	Paper 2 Section B Questions 3 and 4	Paper 2 Section B Questions 3 and 4	Papers 1 and 2	

Year 13 English Literature						
Topics	Comparative coursework  The Wasp Factory/	Gothic Extract	Gothic Extract	Paradise Lost and Duchess of Malfi	Revision of exam texts: Paradise Lost and Duchess of Malfi	

	Dracula	Bloody Chamber/ The Wasp Factory	Bloody Chamber/ The Wasp Factory/ Dracula	Measure for Measure	Measure for Measure Bloody Chamber/ The Wasp Factory/ Dracula	
<b>Skills</b>	<p>Explore connections between literary texts</p> <p>Demonstrate understanding of the significance and influence of context</p> <p>Explore literary texts informed by different interpretations</p> <p>Analyse how meanings are shaped in literary texts</p> <p>Articulate informed personal and creative responses to literary texts</p>	<p>Analyse how meanings are shaped in literary texts</p> <p>Demonstrate understanding of the significance and influence of context</p> <p>Explore literary texts informed by different interpretations</p>	<p>Analyse how meanings are shaped in literary texts</p> <p>Demonstrate understanding of the significance and influence of context</p> <p>Explore literary texts informed by different interpretations</p> <p>Explore connections between literary texts</p>	<p>Explore connections between literary texts</p> <p>Demonstrate understanding of the significance and influence of context</p> <p>Analyse how meanings are shaped in literary texts</p> <p>Explore literary texts informed by different interpretations</p>	<p>Explore connections between literary texts</p> <p>Demonstrate understanding of the significance and influence of context</p> <p>Explore literary texts informed by different interpretations</p> <p>Analyse how meanings are shaped in literary texts</p> <p>Articulate informed personal and creative responses to literary texts</p>	
<b>Links</b>	<p><b>Component 03</b> Comparative essay</p> <p><b>Component 02</b> Comparative and contextual study from chosen topic area</p>	<p><b>Component 02</b> Close reading in chosen topic area Comparative and contextual study from chosen topic area</p>	<p><b>Component 02</b> Close reading in chosen topic area Comparative and contextual study from chosen topic area</p>	<p><b>Component 01</b> Shakespeare Drama and poetry pre-1900</p>	<p><b>Component 01</b> Shakespeare Drama and poetry pre-1900</p> <p><b>Component 02</b> Close reading in chosen topic area Comparative and contextual study from chosen topic area</p>	