

# The Nottingham Emmanuel School – English Curriculum Map (2019-2020)



	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<p><b>Play</b> <b>Private Peaceful</b></p> <p>Students will study the play with a focus on characters and the historical context behind the text. They will focus on how to analyse character and language through the development of analysis skills. They will also develop an understanding of how to write coherent paragraphs that successfully answer a key question.</p>	<p><b>Transactional Writing</b> <b>Charities</b></p> <p>Students will revisit and develop their understanding of a range of transactional writing strategies that will help them to develop a persuasive tone in their writing. They will study a range of current societal issues that they will seek to apply these transactional skills to.</p>	<p><b>Reading</b> <b>Al Capone Does my Shirts</b></p> <p>Students will study the novel with a focus on character development. They will focus on how to analyse character and language through the development of analysis skills. Students will further enhance their understanding of how to write coherent paragraphs that successfully answer a key question that may cover a character across the novel.</p>	<p><b>Descriptive Writing</b> <b>Al Capone Does my Shirts</b></p> <p>Students will continue to study the novel but through a descriptive writing lens. Students will use the novel as a springboard for their own descriptive writing responses. They will study a range of descriptive writing strategies that help them develop their writing skills for place, setting, description, pace and tone.</p>	<p><b>Poetry</b> <b>Confinement and Freedom</b></p> <p>Students will study a range of poems linked by the theme of confinement and freedom. They will be introduced to a variety of poetic conventions and will use these to analyse the different ways the poet has conveyed these messages around confinement and freedom. Students will consolidate their understanding of how to write coherent paragraphs that successfully answer a key question.</p>	<p><b>Oracy</b> <b>Macbeth</b></p> <p>Students will study the play with a focus on character representation and the historical context behind the text. Students will analyse the delivery of the play and how the playwright will make deliberate decisions for the character delivery and representation. Students will consolidate their understanding by engaging orally with a student led performance of a key monologue or moment in the play.</p>
Year 8	<p><b>Play</b> <b>Frankenstein</b></p> <p>Students will study the play with a focus on characters, atmosphere and the historical context behind the text. They will focus on how to analyse character and language through the development of analysis skills. They will also develop a confidence in writing coherent paragraphs that successfully answer a key question.</p>	<p><b>Descriptive Writing</b> <b>Gothic Writing</b></p> <p>Students will study the gothic genre in detail and will use various pieces of gothic literature as an inspirational springboard for their own creative writing. They will analyse various gothic conventions and the effects of these which will then be used to tailor their own ideas around pace, setting, atmosphere and character when creating their own gothic responses.</p>	<p><b>Poetry</b> <b>Relationships</b></p> <p>Students will study a range of contemporary poems linked by the theme of relationships. They will revisit a variety of poetic conventions and will use these to analyse how the poets have used these conventions to deliver their different messages on relationships. Students will develop an understanding of how to write a coherent comparative response that successfully addresses both poems in line with a key question.</p>	<p><b>Transactional Writing</b> <b>Societal Issues</b></p> <p>Students will enhance their understanding of a range of transactional writing strategies that will help them to develop a persuasive tone in their writing. Students will develop an understanding of how they can subtly persuade their audience by developing effective counter arguments. They will study a range of sophisticated societal issues that they will seek to apply these transactional skills to.</p>	<p><b>Reading</b> <b>Boy in the Striped Pyjamas</b></p> <p>Students will study the novel with a focus on character development across the novel. Students will enhance their understanding of the novel by exploring the historical context behind the text. Students will further enhance their understanding of how to write coherent paragraphs that successfully answer a key question that may cover a character across the novel.</p>	<p><b>Writing</b> <b>Boy in the Striped Pyjamas</b></p> <p>Students will continue to study the novel but through a descriptive writing lens. Students will use the novel as a springboard for their own descriptive writing responses. They will study a range of descriptive writing strategies that help them develop their writing skills for structure, place, setting, description, pace and tone.</p>

Year 9	<p><b>English Literature Much Ado About Nothing</b></p> <p>Students will study the play with a focus on characters and the social and historical context behind the text. They will focus on how to analyse character, language and structure through the development of analysis skills. This unit will introduce extract style questions and how to embed knowledge of the wider text within analysis of a given extract. They will develop an understanding of how to write coherent and whole essays that have a line of argument throughout.</p>	<p><b>English Language Paper 1 Q5 Descriptive Writing</b></p> <p>Students will consolidate their descriptive writing skills that they have developed across the previous two years. They will development their writing skills for place, setting, structure, description, pace and tone. They will also be introduced to a variety of planning strategies that help them develop a fuller response. Students will augment this understanding by applying this to questions that take a mirrored style to those of the GCSE English Paper 1 Q5.</p>	<p><b>English Literature Of Mice and Men</b></p> <p>Students will study the novel with a focus on characters and the social and historical context behind the text. They will focus on how to analyse character, language and structure through the development of analysis skills. The topic will introduce extract style questions and how to embed knowledge of the wider text within analysis of a given extract. They will develop an understanding of how to write coherent and whole essays that have a line of argument throughout.</p>	<p><b>English Language Paper 2 Q5 Viewpoint Writing</b></p> <p>Students will consolidate their transactional writing skills that they have developed across the previous two years. Students will also be introduced to a variety of planning strategies that help them develop a fuller response. They will augment this understanding by applying this to questions that take a mirrored style to those of the GCSE English Paper 2 Q5.</p>	<p><b>English Literature Anthology</b></p> <p>Students will be introduced to several poems from the AQA Power and Conflict cluster that they will be assessed on in their GCSE Literature exam. Students will seek to explore the theme of power and conflict and will build on their understanding of how poets deliberately use poetic conventions to shape key messages within their poems. Students will revisit and develop their understanding of how to write a coherent comparative response that successfully addresses two poems.</p>	<p><b>English Literature An Inspector Calls</b></p> <p>Students will study the play with a focus on characters and the social and historical context behind the text. They will focus on how to analyse character, language and structure through the development of analysis skills. They will also develop an understanding of how to write coherent and whole essays that have a line of argument throughout.</p>
	Year 10	<p><b>English Literature An Inspector Calls</b></p> <p>Students will study the play with a focus on characters and the social and historical context behind the text. They will also focus on how to analyse character, language and structure through the development of analysis skills. They will develop an understanding of how to write coherent and whole essays that have a line of argument throughout.</p>	<p><b>English Language Paper 1</b></p> <p>The focus on this paper is fiction and students are given an unseen extract to analyse. They are then given a stimulus to create their own writing piece. They will develop their reading skills for basic comprehension, analysis of language and structure and the key skill of evaluation. They will also develop writing skills for place, setting, structure, description, pace and tone.</p> <p><b>Anthology Poetry English Literature</b> Study of the 15 poems in the AQA Power and Conflict cluster.</p>	<p><b>English Literature Sign of Four</b></p> <p>Students will study the novel with a focus on characters and the social and historical context behind the text. They will also focus on how to analyse character, language and structure through the development of analysis skills. This topic will introduce extract style questions and how to embed knowledge of the wider text within analysis of a given extract. They will develop an understanding of how to write coherent and whole essays that have a line of argument throughout.</p>	<p><b>English Literature Shakespeare (Romeo and Juliet or Macbeth)</b></p> <p>Students will study the play with a focus on characters and the social and historical context behind the text. They will also focus on how to analyse character, language and structure through the development of analysis skills. This topic will introduce extract style questions and how to embed knowledge of the wider text within analysis of a given extract. They will develop an understanding of how to write coherent and whole essays that have a line of argument throughout.</p>	<p><b>English Language Paper 2</b></p> <p>The focus on this paper is non-fiction and students are given an unseen extract to analyse. They are then given a stimulus to create their own transactional writing piece. They will develop reading skills for basic comprehension, analysis of language and structure and the key skill of comparison. They will also develop writing skills for persuasion, structure, coherence, logic and tone.</p>

Year 11	<p><b>English Literature Paper 1</b></p> <p><i>*All Work in Year 11 is revision - focussed on developing skills, understanding and knowledge.</i></p> <p>3 weeks The Sign of Four 2 weeks Shakespeare 1 week Unseen Poetry</p>	<p><b>English Language Paper 1 and 2</b></p> <p>2 weeks Language Paper 1 2 weeks mocks 2 weeks Language Paper 2</p> <p><b>English Literature Paper 2</b></p> <p>1 week Anthology poetry</p>	<p><b>English Literature Paper 2</b></p> <p>10 lessons AIC 8 lessons Anthology 4 lessons Unseen</p> <p><b>English Language Paper 1 and 2</b></p> <p>4 lessons Lang P1 4 lessons Lang P2</p>	<p><b>English Language Paper 1 and 2</b></p> <p>2 weeks Language Paper 1 2 weeks Language Paper 2</p> <p><b>English Literature Paper 1 and 2</b></p> <p>1 lesson per question</p>	<p><b>English Language Paper 1 and 2</b></p> <p>1 week Language Paper 1 1 week Language Paper 2</p> <p><b>English Literature Paper 1 and 2</b></p> <p>2 lessons Shakespeare 2 lessons SO4 2 lessons AIC 2 lessons Anthology 2 lessons Unseen</p>	Course will be completed.
	<b>AUT 1</b>	<b>AUT 2</b>	<b>SPR 1</b>	<b>SPR 2</b>	<b>SUM 1</b>	<b>SUM 2</b>
Year 12 English Language	<p><b>Teacher 1:</b> Unseen analysis of texts for their meanings and representations.</p> <p><b>Teacher 2:</b> Language and Gender: How different genders are represented and how they use language differently.</p>	<p><b>Teacher 1:</b> Language and Region: How accent and dialect are different around the country and attitudes towards these ways of speaking</p> <p><b>Teacher 2:</b> Language and Gender: How different genders are represented and how they use language differently.</p>	<p><b>Teacher 1:</b> Language and Social groups (including teenspeak): How social groups use language to create a group identity and as an exclusionary strategy.</p> <p><b>Teacher 2:</b> Language and Occupation: How occupation and power can influence language use and the wider social implications of this</p>	<p><b>Teacher 1:</b> Revision of Region and Sociolects with a focus on making connections across units and exploring how a variety of factors create a person's idiolect.</p> <p><b>Teacher 2:</b> Revision of Gender and Occupation with a focus on how the different areas work together under the heading of Social Groups, Individuals and Identity.</p>	Revision of both Paper One (unseen) and Paper Two for examinations in early May.	<p><b>Teacher 1:</b> NEA- Language investigation.</p> <p><b>Teacher 2:</b> NEA - Original writing and commentary.</p>
	<b>AUT 1</b>	<b>AUT 2</b>	<b>SPR 1</b>	<b>SPR 2</b>	<b>SUM 1</b>	<b>SUM 2</b>
Year 12 English Literature	<p><b>Teacher 1:</b> Othello Introduction to tragedy, texts, context and exam structure.</p> <p><b>Teacher 2:</b> Death of a Salesman Introduction to tragedy, texts, context and exam structure.</p>	<p><b>Teacher 1:</b> Othello Introduction to tragedy, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p> <p><b>Teacher 2:</b> Death of a Salesman Introduction to tragedy, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p>	<p><b>Teacher 1:</b> The Great Gatsby Introduction to tragedy, texts, context and exam structure.</p> <p><b>Teacher 2:</b> John Keats poetry Introduction to tragedy, texts, context and exam structure.</p>	<p><b>Teacher 1:</b> The Great Gatsby Introduction to tragedy, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p> <p><b>Teacher 2:</b> John Keats poetry Introduction to tragedy, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p>	Revision of both Paper One and Paper Two for examinations in early May.	<p><b>Teacher 1:</b> NEA – Marxist theory and criticism</p> <p><b>Teacher 2:</b> NEA – Feminist theory and criticism</p>
	<b>AUT 1</b>	<b>AUT 2</b>	<b>SPR 1</b>	<b>SPR 2</b>	<b>SUM 1</b>	<b>SUM 2</b>

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 13 English Language	<p><b>Teacher 1:</b> Language change: Exploring how the English language has evolved over time, specifically looking at: the hybrid nature of the English language, due to the tumultuous history of Britain, and changes in lexis, semantics, grammar and orthography. The focus here is on writing evaluative essays and responding to Paper 2. Q3 (comparing viewpoints)</p> <p><b>Teacher 2:</b> Child Language Acquisition The different models and approaches: nativist, behaviourist, social interactionist, cognitive. The terminology needed to apply to transcripts.</p>	<p><b>Teacher 1:</b> Language change: Exploring how the English language has been standardised and how English has spread and evolved to become a global language. The focus here is on writing discursive essays and responding to Paper 2. Q3.</p> <p><b>Teacher 2:</b> Development of Child Language Acquisition knowledge and how to apply it to transcripts effectively. Development of how to construct evaluative essays.</p>	<p><b>Teacher 1:</b> Revision of AS content, making connections with new content relating to language change and world 'Englishes' with a focus on tailoring responses for different styles of questions: Q1/2- the evaluative essay, Q3- Comparing attitudes to language and Q4- writing a feature article.</p> <p><b>Teacher 2:</b> Revision of AS content on Gender and Occupation. Development of skills of comparison needed for Q3 on Paper 2.</p>	Bespoke revision based on mock examination outcomes.	Bespoke revision based on mock examination outcomes.	Course will be completed.
Year 13 English Literature	<p><b>Teacher 1:</b> 2 weeks Section A – unseen crime extracts 5 weeks Brighton Rock Introduction to crime, texts, context and exam structure.</p> <p><b>Teacher 2:</b> 2 weeks Section A – unseen crime extracts 5 weeks Atonement Introduction to crime, texts, context and exam structure.</p>	<p><b>Teacher 1:</b> Brighton Rock Introduction to crime, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p> <p><b>Teacher 2:</b> Atonement Introduction to crime, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p>	<p><b>Teacher 1:</b> Poetry <i>The Ballad of Reading Gaol</i> <i>The Laboratory</i> <i>Porphyria's Lover</i> Introduction to crime, texts, context and exam structure.</p> <p><b>Teacher 2:</b> Poetry <i>Peter Grimes</i> <i>My Last Duchess</i> Introduction to crime, texts, context and exam structure.</p>	Bespoke revision based on mock examination outcomes.	Bespoke revision based on mock examination outcomes.	Course will be completed.