

The Nottingham Emmanuel School – English Curriculum Map (2021-2022)



	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<p>Myths and Legends Students will be introduced to the reading skills they need to develop during their first year at NES. They will look at how heroes and villains are created and how to use inference and evidence to respond to a text.</p> <p><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to the SATs preparation students would have covered.</p>	<p>Macbeth 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.</p> <p><u>Covid Recovery:</u> Opportunities for group drama tasks to encourage oracy.</p>	<p>Poetry Confinement and Freedom 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><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to the SATs preparation students would have covered.</p>	<p>Transactional Writing Charities 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>Reading Boy in the Striped Pyjamas 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><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to the SATs preparation students would have covered.</p>	<p>Writing Boy in the Striped Pyjamas 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 8

<p>Transactional Writing Societal Issues</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><u>Covid Recovery:</u> Opportunities for group discussion covering an array of topics that impact society.</p>	<p>Poetry Rebellion</p> <p>Students will study a range of contemporary poems linked by the theme of rebellion. 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><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to the SATs preparation students would have covered.</p>	<p>Play Frankenstein</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><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to the SATs preparation students would have covered.</p>	<p>Descriptive Writing Gothic Writing</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>Reading Pet</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 considering the deeper themes and issues it explores. 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>Writing Pet</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> <p><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to the SATs preparation students would have covered.</p>
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Year 9	<p style="text-align: center;">English Literature Of Mice and Men</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><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to earlier KS3 modules students would have covered.</p>	<p style="text-align: center;">English Literature Much Ado About Nothing</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><u>Covid Recovery:</u> Embedding principles of analysis that would have been built in to earlier KS3 modules students would have covered.</p>	<p style="text-align: center;">English Language Paper 1 Q5 Descriptive Writing</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 style="text-align: center;">English Language Paper 2 Q5 Viewpoint Writing</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 style="text-align: center;">English Literature Anthology</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><u>Covid Recovery:</u> Opportunities for group drama tasks to encourage oracy.</p>	<p style="text-align: center;">English Literature An Inspector Calls</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>

	<p>English Language Paper 1</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><u>Covid Recovery:</u> Focus on writing skills which was covered more online in the previous academic year, therefore we have increased opportunities for marking for technical accuracy.</p>	<p>English Literature Paper 2 An Inspector Calls</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><u>Covid Recovery:</u> Returns to Year 9 knowledge and understanding to ensure it has been mastered. This will now be a longer period of time to account for this recovery.</p> <p>Anthology Poetry English Literature Paper 2</p> <p>Study of the 15 poems in the AQA Power and Conflict cluster.</p>	<p>English Literature A Christmas Carol</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><u>Covid Recovery:</u> We have built in to the unit of work a revisit to some of the basic contextual knowledge that is covered in KS3 to account for the lost learning time over the last two years.</p>	<p>English Literature Shakespeare (Romeo and Juliet or Macbeth)</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><u>Covid Recovery:</u> We have built in to the unit of work a revisit to some of the basic contextual knowledge that is covered in KS3 to account for the lost learning time over the last two years.</p>	<p>English Language Paper 2</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>	<p><u>End of Year Exams</u> Language Paper 2 And Literature Paper 1</p> <p>Spoken Language Assessment All students receive a Pass, Merit or Distinction award for their ability to structure a talk and communicate verbally. This is in the form of a speech with an opportunity for questions. This will be on an important current affairs topic at the time.</p> <p><u>Covid Recovery:</u> Opportunities for group discussion work.</p>
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Year 12 English Language	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	<p>Teacher 1: Unseen analysis of texts for their meanings and representations.</p> <p>Teacher 2: Child Language Acquisition The different models and approaches: nativist, behaviourist, social interactionist, cognitive. The terminology needed to apply to transcripts.</p>	<p>Teacher 1: Language and Region: How accent and dialect are different around the country and attitudes towards these ways of speaking</p> <p>Teacher 2: Child Language Acquisition The different models and approaches: nativist, behaviourist, social interactionist, cognitive. The terminology needed to apply to transcripts.</p>	<p>Teacher 1: Language and Social groups (including teenspeak): How social groups use language to create a group identity and as an exclusionary strategy.</p> <p>Teacher 2: Language and Gender and Occupation: How gender, occupation and power can influence language use and the wider social implications of this</p>	<p>Teacher 1: 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>Teacher 2: 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>Teacher 1: NEA- Language investigation.</p> <p>Teacher 2: NEA - Original writing and commentary.</p>
Year 12 English Literature	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	<p>Teacher 1: Othello Introduction to tragedy, texts, context and exam structure.</p> <p>Teacher 2: 2 weeks Section A – unseen crime extracts 5 weeks Brighton Rock Introduction to crime, texts, context and exam structure.</p>	<p>Teacher 1: Othello Introduction to tragedy, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p> <p>Teacher 2: Brighton Rock Introduction to crime, texts, context and exam structure.</p>	<p>Teacher 1: Othello Introduction to tragedy, texts, context and exam structure. Students will be focusing more on essay writing at this stage – specifically Section B.</p> <p>Teacher 2: Brighton Rock Introduction to crime, texts, context and exam structure.</p>	<p>Teacher 1: Death of a Salesman Introduction to tragedy, texts, context and exam structure.</p> <p>Teacher 2: When Will There Be Good News? Introduction to crime, texts, context and exam structure.</p>	<p>Teacher 1: 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>Teacher 2: When Will There Be Good News? Introduction to crime, texts, context and exam structure. Students will be focusing more on essay writing at this stage.</p>	<p>Teacher 1: NEA – Marxist theory and criticism</p> <p>Teacher 2: NEA – Feminist theory and criticism</p>
Year 13 English	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	<p>Teacher 1: 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</p>	<p>Teacher 1: 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>Teacher 1: 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>Teacher 1: 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>	Bespoke revision based on mock examination outcomes.	Course will be completed.

	<p>evaluative essays and responding to Paper 2. Q3 (comparing viewpoints)</p> <p>Teacher 2: Child Language Acquisition The different models and approaches: nativist, behaviourist, social interactionist, cognitive. The terminology needed to apply to transcripts. <u>Covid Recovery:</u> We have started the year by focussing on the NEAs due to time lost in Year 12 as a result of Covid. This has allowed students the additional teacher support they should have had last year.</p>	<p>Teacher 2: Development of Child Language Acquisition knowledge and how to apply it to transcripts effectively. Development of how to construct evaluative essays.</p> <p><u>Covid Recovery:</u> Lesson sequences are now revisiting Year 12 content in a more explicit way to account for the period of remote learning where Diversity was originally covered.</p>	<p>Teacher 2: Revision of AS content on Gender and Occupation. Development of skills of comparison needed for Q3 on Paper 2.</p> <p><u>Covid Recovery:</u> Due to lost learning time in Year 12 Q3 on Paper 2 was not covered- this is now being introduced with clear transferable links to Q3 Paper 1 to allow students to master the exam process of comparison.</p>	<p>Teacher 2: Revision of AS content on Gender and Occupation. Development of skills of comparison needed for Q3 on Paper 2.</p>		
Year 13 English Literature	<p>Teacher 1: Death of a Salesman Introduction to tragedy, texts, context and exam structure.</p> <p><u>Covid Recovery:</u> This text would usually have been covered in Y12 but it has now been built into the Y13 curriculum.</p> <p>Teacher 2: When Will There Be Good News? Introduction to crime, texts, context and exam structure.</p> <p><u>Covid Recovery:</u> This text would usually have been covered in Y12 but it has now been built into the Y13 curriculum.</p>	<p>Teacher 1: Death of a Salesman Introduction to tragedy, text, context and exam structure.</p> <p><u>Covid Recovery:</u> This text would usually have been covered in Y12 but it has now been built into the Y13 curriculum.</p> <p>Teacher 2: When Will There Be Good News? Introduction to crime, texts, context and exam structure.</p> <p><u>Covid Recovery:</u> This text would usually have been covered in Y12 but it has now been built into the Y13 curriculum.</p>	<p>Teacher 1: Poetry - Keats Introduction to tragedy, poetry, context and exam structure.</p> <p>Teacher 2: Poetry - Crime <i>Peter Grimes</i> <i>The Ballad of Reading Gaol</i> <i>The Laboratory</i> <i>Porphyria's Lover</i> <i>My Last Duchess</i> Introduction to crime, texts, context and exam structure.</p>	<p>Teacher 1: Revision of Y12 content</p> <p>Teacher 2: Revision of Y12 content</p>	Bespoke revision based on mock examination outcomes.	Course will be completed.