**The Nottingham Emmanuel School – English Curriculum Map (2022-2023)**

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| Intent statement | | | Through studying English at NES, our pledge is to engage, inspire and enrich our students on their journey to becoming well-rounded and confident advocates in society. Our curriculum breaks barriers, develops tolerance and removes ignorance, without representations being tokenistic. It is an academically challenging and culturally rich experience which empowers students to showcase their voices, developing their emotional intelligence in the process. Knowledge is the heart of the golden thread that runs through our curriculum building firm foundations. | | | | | | | | | | | | |
| Diversity across the curriculum | | | Our curriculum represents the diversity of our students by exploring texts written by varied voices of writers from different backgrounds and cultural experiences. We will also ensure that our students are able to see themselves in the texts that they study by choosing literature that has characters that embody the varied experiences that our students have and will encourage our students to celebrate the multi-faceted community and world they live in. | | | | | | | | | | | | |
|  |  | AUT 1 | AUT 2 | | SPR 1 | | SPR 2 | | SUM 1 | | SUM 2 | |
| Year 7 | Title and objectives | **Myths, Legends and Ancient Tales**  **Mastery Writing 2** | **Oliver Twist**  **Mastery Writing 2** | | **Oliver Twist**  **Mastery Writing 2** | | **A Midsummer Night’s Dream**  **Mastery Writing 2** | | **A Midsummer Night’s Dream**  **Mastery Writing 2** | | **Poetry**  **Mastery Writing 2** | |
| Core knowledge | * Introduction to the Oral tradition of storytelling * Knowledge of character types * Understanding the structure of ancient tales * Summarising ideas in the text and constructing accurate topic sentences.   MW 2:  How to write accurately using:  Capital letters, pronouns, subject verb agreement, full stops , identifying temporal clauses | * Understanding how a writer’s message is linked to the context of **when** it is written * Understanding how a character is created by a writer and how to write about this * Using quotations to support our understanding * Knowing the structure of a novel   MW2:  Accuracy of writing:  Past simple text; pronouns; capital letters and full stops; indenting paragraphs; punctuating speech | | -Exploring how Dickens creates a villainous character in Bill Sikes  - Annotating extracts of texts  - writing about the way Dickens chooses words for effect  - understanding the themes within the novel  MW2:  Accuracy of writing:  Past simple text; subject verb agreement; pronouns; capital letters for proper nouns; commas; punctuating speech | | -Knowledge of the historical context – Elizabethan society and history  - Understanding the conventions of comedy  -knowledge of the play form and structure and aspects of dramatic performance  MW2:  Accuracy of writing:  Pronouns, capital letters; punctuating speech; commas | | * Knowledge of how writers create characters – understanding dynamic and static characters * Exploring the theme of power in the play * Exploring the structure of a play * Understanding the use of Soliloquy * Writing a well-structured analytic paragraph (topic sentence, quotation, comment and response) in response to themes in the play   MW2:  Accuracy of writing:  Pronouns, fragments; complex sentences; commas; paragraphs for speaker shift | | * Knowledge and understanding of different poetic forms * Exploring poetic devices in poems – knowledge of metaphor * Exploring the social context and the wider messages of poetry   MW2:  Accuracy of writing: punctuating speech; commas; fragments; paragraphs for time shift/ place shift | |
| Skills | Reading and understanding texts; supporting our knowledge with reference to the text; writing accurately about the text  Applying grammar knowledge accurately in our own writing | Selecting evidence to support understanding, using quotations when writing about texts  Applying grammar knowledge accurately in our own writing | | Analysing word choices; selecting relevant quotations  Applying grammar knowledge accurately in our own writing | | Linking interpretations of texts to their historical and social contexts  Applying grammar knowledge accurately in our own writing | | Writing analytical responses to texts. Using quotations to support topic sentences.  Applying grammar knowledge accurately in our own writing | | Reading and understanding a poem; analysis of the use of poetic devices/ structures  Applying grammar knowledge accurately in our own writing | |
| Covid recovery | Reading for meaning; scaffolded reading activities; talk for learning and writing; retrieval quizzing; explicit grammar teaching. | Reading for meaning; scaffolded reading activities; talk for learning and writing; retrieval quizzing; explicit grammar teaching. | | Reading for meaning; scaffolded reading activities; talk for learning and writing; retrieval quizzing; explicit grammar teaching. | | Reading for meaning; scaffolded reading activities; talk for learning and writing; retrieval quizzing; explicit grammar teaching. | | Reading for meaning; scaffolded reading activities; talk for learning and writing; retrieval quizzing; explicit grammar teaching. | | Reading for meaning; scaffolded reading activities; talk for learning and writing; retrieval quizzing; explicit grammar teaching. | |
| Careers |  |  | |  | |  | | During the Literary Festival in Summer we will have visiting authors- we will ask all writers to begin their presentation with a discussion about their journey to becoming a writer. | | | |
| Year 8 | Title and objectives | **Transactional Writing**  **Mastery Writing 3** | **Poetry**  **Mastery Writing 3** | | **Frankenstein**  **Mastery Writing 3** | | **Gothic**  **Mastery Writing 3** | | **PET (Reading)**  **Mastery Writing 3** | | **PET (Writing)**  **Mastery Writing 3** | |
| Core knowledge | Building an argument  Language: Point of View   * Using structural techniques in our own writing * Planning and editing writing * Pillars of rhetoric – logos, pathos, ethos * Introduction to how to use rhetorical questions for purpose * Use of anecdote * Emotive language use to engage and persuade a reader * Exploring using rhetoric in our own writing * Creating credible voices in our writing   MW3: Understanding fragments and complex sentences; structuring problem solved stories effectively | Synthesis  Effect on reader/audience  Theme: exploitation, vulnerability, violence  Language: metaphor, symbolism   * Knowledge of key themes in the poems * Knowledge of poetic terms and structures * Analysis of language * Introduction on how to make thematic links across poems studied * Introduction to poetic devices and how writers use these to convey their message   MW3: Understanding how to use temporal and prepositional phrases; structuring problem solved stories effectively | | Effect on reader/audience  Genre conventions  Theme: corruption, violence  Language: metaphor, symbolism, allegory   * Characterisation and how characters are presented * Presentation of key themes * Introduction to the play devices * Knowledge of galvanism * Using quotations to support knowledge * Writing an analytical response   MW3: Understanding how to punctuate temporal and prepositional phrases; accurate speech punctuation; structuring problem solved stories effectively | | Genre conventions  Language: metaphor, setting   * Using structural techniques in our own writing * Planning and editing writing * Narrative structure * Development of ideas and creation of tension * Knowledge of the gothic genre and how to   MW3: Understanding of how to avoid and correct comma splices; accurate speech punctuation; structuring problem solved stories effectively | | Character development  Effect on reader/audience  Theme: vulnerability   * Using structural techniques in our own writing * Planning and editing writing * Narrative structure * Development of ideas and creation of tension * Using writer’s as inspiration to create their own fantasy world   MW3: Understanding of how to avoid and correct comma splices; use of pronouns; accurate speech punctuation; structuring comeuppance stories effectively | | Language: metaphor, symbolism, setting   * Knowledge of whole novel structure and novella form * Analysis of the characterisation * Use of context to support and develop interpretations * Analysis of language and structure in extracts * Exploring key themes and ideas   MW3: Accurate use of varied sentence types; understanding of how to avoid and correct comma splices; use of pronouns; accurate speech punctuation; structuring comeuppance stories effectively | |
| Skills | -Structuring fiction and non-fiction texts accurately to encourage reader comprehension and enjoyment  - Use of accurate grammar and sentence variety | -Using quotations to support interpretations  -identify and analyse poetic devices and their effects  Use of accurate grammar and sentence variety | | -Reading and understanding texts  - Analysing a writer’s use of language  -Explaining a writer’s intentions  - Evaluating how a writer presents a particular idea | | -Structuring a gothic style text to engage a reader  -crafting and adapting vocabulary and figurative devices in our own writing in a style appropriate to a gothic text  - Use of accurate grammar and sentence variety | | -Reading and understanding texts  - Analysing a writer’s use of language  -Explaining a writer’s intentions  - Evaluating how a writer presents a particular idea  Use of accurate grammar and sentence variety | | -Reading and understanding texts  - Analysing a writer’s use of language  -Explaining a writer’s intentions  - Evaluating how a writer presents a particular idea  Use of accurate grammar and sentence variety  -Developing vocabulary and figurative language choices in our own writing to engage, interest and affect a reader’s perceptions. | |
| Covid recovery | Opportunities for group discussion covering an array of topics that impact society. | Embedding principles of analysis that would have been built in to the SATs preparation students would have covered. | | Embedding principles of analysis that would have been built in to the SATs preparation students would have covered. | |  | |  | | Embedding principles of analysis that would have been built in to the SATs preparation students would have covered. | |
| Careers |  |  | |  | |  | | During the Literary Festival in Summer we will have visiting authors- we will ask all writers to begin their presentation with a discussion about their journey to becoming a writer. | | | |
| Year 9 | Title and objectives | **Of Mice and Men** | **Much Ado about Nothing** | | **Dystopian Writing** | | **Viewpoint Writing** | | **Anthology** | | **An Inspector Calls** | |
| Core knowledge | Completing reading and exploring how language and structure have been used to develop ideas   * Knowledge of whole novel structure and novella form * Analysis of the characterisation * Use of context to support and develop interpretations * Analysis of language and structure in extracts   Exploring key themes and ideas | Knowledge of the play form and structure   * Characterisation and how characters are presented * Presentation of key themes * Using quotations to support knowledge * Knowledge of how Comedy Shakespearean genre   Writing an analytical response | | Writing satisfying narratives that help the reader anticipate events  Developing language choices to create atmosphere and mood through the use of figurative language and pathetic fallacy.  Understanding and replicating genre conventions | | Understanding how writers present and structure arguments across a range of non-fiction texts   * Rhetorical devices used for purpose * Use of anecdote * Emotive language used to engage and persuade a reader * Exploring using rhetoric in our own writing * Creating credible voices in our writing   Structuring clear arguments in our own writing | | Coverage of a number of poems throughout the anthology   * Knowledge of key themes in the poems * Knowledge of poetic terms and structures * Making thematic links across poems studied * Comparing how poets use language and structure to convey meaning | | Completing reading and developing knowledge of the play form and structure.   * Context and Priestley’s didactic message * Using key quotations to support interpretations and characterisation * Understanding the structure and play form – how the ‘well-made play’ form links to the main message * Analysis of language and structure | |
| Skills | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message  AO3, Linking our understanding of texts to their cultural, social and historical context | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO3, Linking our understanding of texts to their cultural, social and historical context | | AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message  AO3, Linking our understanding of texts to their cultural, social and historical context | | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message  AO3, Linking our understanding of texts to their cultural, social and historical context | |
| Covid recovery | Literacy strategies  Bedrock vocabulary embedded in the lessons/spaced retrievals  Embedding principles of analysis and content alongside GCSE paper exposure. | Literacy strategies  Bedrock vocabulary embedded in the lessons/spaced retrievals  Embedding principles of analysis and content alongside GCSE paper exposure. | | Literacy strategies  Bedrock vocabulary embedded in the lessons/spaced retrievals  Embedding principles of analysis and content alongside GCSE paper exposure. | | Literacy strategies  Bedrock vocabulary embedded in the lessons/spaced retrievals  Embedding principles of analysis and content alongside GCSE paper exposure. | | Literacy strategies  Bedrock vocabulary embedded in the lessons/spaced retrievals  Embedding principles of analysis and content alongside GCSE paper exposure. | | Literacy strategies  Bedrock vocabulary embedded in the lessons/spaced retrievals  Embedding principles of analysis and content alongside GCSE paper exposure. | |
| Careers |  |  | |  | |  | | During the Literary Festival in Summer we will have visiting authors- we will ask all writers to begin their presentation with a discussion about their journey to becoming a writer. | | | |
| Year 10 Language | Title and objectives | **Structure and Development of meaning**  **(Paper 1 Fiction)** | | **Language for effect and create meaning**  **(Paper 1 Fiction)** | | **Rhetoric and the Logical Structure of an argument**  **(Paper 2 non-fiction)** | | **Identification and presentation of viewpoint**  **(Paper 2 non-fiction)** | | **Interactivity – Meaning and Effects**  **(Paper 1 Fiction)** | | **Interactivity - Interrelationship between text and reader.**  **(paper 2 – non-fiction)** | |
| Core knowledge | Understanding how writers ‘build’ texts across a variety of fiction extracts   * Narrative structure * Perspective shifts * Chronology * Development of ideas and creation of tension * Varied genres and context of when texts were written * Using structural techniques in our own writing * Planning and editing writing | | Understanding of how writers use language for effects across a variety of fiction texts   * Imagery and figurative devices for effect * Semantic fields * Juxtaposing language * Sensory description * Explaining how writers choose language to affect the reader’s response * Building interpretive sentences | | Understanding how writers present and structure arguments across a range of non-fiction texts   * Pillars of rhetoric – logos, pathos, ethos * Rhetorical devices used for purpose * Use of anecdote * Emotive language use to engage and persuade a reader * Exploring using rhetoric in our own writing * Creating credible voices in our writing * Structuring clear arguments in our own writing | | Understanding how writers use language and structure to develop and present their opinions   * Language choices for purpose and audience * Identifying and justifying the viewpoint through selecting judicious quotation * Analysis of the writer’s methods and linking this back to viewpoint * Exploring the context of texts and authorial intent * Being able to make links and comparisons between writers’ viewpoints and supporting with evidence * Using sophisticated vocabulary in our own writing to present viewpoint * Extending and adding detail to our argument writing through an awareness of who and why we are writing | | Evaluating a writer’s use of language and structure through studying a wide range of fiction texts from varied genres.   * Responding to an evaluative statement * Selecting judicious evidence to support interpretative responses * Detailed analysis of methods to explore a writer’s message   Evaluation of how a writer presents and develops   * Character * Setting * Events   Writing satisfying narratives that help the reader anticipate events  Developing language choices to create atmosphere and mood | | Exploration of writers’ viewpoints and comparing how these are presented   * Analysing writer’s methods and how these link to the purpose, form and audience * Understanding how the contexts in which texts were written affect the meaning * Comparison of the ways in which writers use methods to achieve their purpose and affect the reader * Developing the content and context of our own writing, considering the effect on the reader * Writing appropriately for the purpose, audience and form, selecting effective vocabulary * Using sentence forms accurately to add to meaning | |
| Skills | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO5&6, writing interesting and well organised texts with high levels of accuracy  (AO4, Evaluating a writer’s choices and building a personal response) | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO3 comparing viewpoints and perspectives of two writers and exploring how their different methods convey their ideas  AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO4, Evaluating a writer’s choices and building a personal response  AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO3 comparing viewpoints and perspectives of two writers and exploring how their different methods convey their ideas  AO5&6, writing interesting and well organised texts with high levels of accuracy | |
| Covid recovery | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | |
| Careers |  | |  | |  | | Media careers/ newspaper and print journalism  Journalism and news writing workshop | |  | | Talk the Talk – presentation and public speaking skills and workshop | |
| Year 10 Literature | Title and objectives | **A Christmas Carol** | | **A Christmas Carol (x4 weeks)**  **Macbeth (x4 weeks)** | | **Macbeth** | | **An Inspector Calls (x2 hours per week)**  **Anthology Poetry Power and Conflict (x1 hour per week)** | | **An Inspector Calls (x3 weeks)**  **Anthology Poetry (x3 weeks)** | | **Anthology Poetry and Unseen Poetry** | |
| Core knowledge | Reading, understanding and knowledge of the novella form and Dickens’ authorial intention for writing the text   * Reading and understanding of the plot * Knowledge of Dickens’ ideas and the social context * Understanding of Victorian Society, the poor law and social attitudes to povery * Characterisation of Scrooge * Supporting understanding with key quotations * Creating interpretative responses | | Developing knowledge of the texts. Reading for understanding  **A Christmas Carol**  Completing reading and exploring how language and structure have been used to develop ideas   * Knowledge of whole novel structure and novella form * Analysis of the characterisation * Use of context to support and develop interpretations * Analysis of language and structure in extracts   Exploring key themes and ideas  **Macbeth:**  Knowledge of the play form and structure   * Characterisation and how characters are presented * Presentation of key themes * Using quotations to support knowledge * Knowledge of how Macbeth could be defined as a tragic hero, regicide and the divine right of kings * Writing an analytical response * Knowledge of Jacobean society and belief systems with regard to gender roles, the supernatural, tyranny and power | | * Context and presentation of gender roles and the power dynamic between Macbeth and Lady Macbeth * Detailed analysis of language and structure * Exploration of key themes and how this relates to the historical and social context * Shakespeare’s ideas and message * Understanding of the narrative structure and Shakespeare’s use of juxtaposing characters * Macbeth’s hubristic journey and Lady Macbeth’s descent in to madness, linking this to Shakespeare’s intentions. | | An Inspector Calls  Revisiting the plot of the play and the characters   * Context and Priestley’s didactic message * Using key quotations to support interpretations and characterisation * Understanding the structure and play form – how the ‘well-made play’ form links to the main message * Analysis of language and structure   Anthology Poetry  Coverage of a number of poems throughout the anthology   * Knowledge of key themes in the poems * Knowledge of poetic terms and structures * Analysis of language * Making thematic links across poems studied | | An Inspector Calls  Preparing exam responses   * Developing essay responses with knowledge of context * Analytical responses * Developing essay responses with knowledge of Priestley’s message and judicious quotations   Anthology Poetry  Coverage of a number of poems throughout the anthology   * Knowledge of key themes in the poems * Knowledge of poetic terms and structures * Analysis of language * Making thematic links across poems studied * Comparing how poets use language and structure to convey meaning | | Anthology Poetry  Coverage of a number of poems throughout the anthology   * Knowledge of key themes in the poems * Knowledge of poetic terms and structures * Analysis of language * Making thematic links across poems studied   Comparing how poets use language and structure to convey meaning  Unseen Poetry   * Knowledge of how to approach and annotate an unseen poem * Analysis of language and structure * Application of poetic terms and analysis skills | |
| Skills | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO3, Linking our understanding of texts to their cultural, social and historical context | | **ACC:** AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO3, Linking our understanding of texts to their cultural, social and historical context  **Macbeth**: AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message | | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message  AO3, Linking our understanding of texts to their cultural, social and historical context | | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message  AO3, Linking our understanding of texts to their cultural, social and historical context | | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message  AO3, Linking our understanding of texts to their cultural, social and historical context | | AO1, Identifying and interpreting meaning from texts, using quotation to support knowledge. Understanding a writer’s intention or message  AO2, Close analysis of a writer’s use of language and structure linking this to the form of text and the writer’s message  AO3, Linking our understanding of texts to their cultural, social and historical context | |
| Covid recovery | Reading for meaning strategies, literacy strategies, academic writing skills, key vocabulary teaching, Tier 3 vocabulary and terminology, context teaching to support awareness of social issues | | Reading for meaning strategies, literacy strategies, academic writing skills, key vocabulary teaching, Tier 3 vocabulary and terminology, context teaching to support awareness of social issues | | Reading for meaning strategies, literacy strategies, academic writing skills, key vocabulary teaching, Tier 3 vocabulary and terminology, context teaching to support awareness of social issues | | Reading for meaning strategies, literacy strategies, academic writing skills, key vocabulary teaching, Tier 3 vocabulary and terminology, context teaching to support awareness of social issues | | Reading for meaning strategies, literacy strategies, academic writing skills, key vocabulary teaching, Tier 3 vocabulary and terminology, context teaching to support awareness of social issues | | Reading for meaning strategies, literacy strategies, academic writing skills, key vocabulary teaching, Tier 3 vocabulary and terminology, context teaching to support awareness of social issues | |
| Careers |  | | Theatre visit | |  | | Visit by Theatre professional – rehearsal workshop | |  | |  | |
| Year 11 Language | Title and objectives | AQA Language Paper 1  Question by Question | | AQA Language Paper 1  Question by Question | | AQA Language Paper 2  Question by Question | | AQA Language Paper 2  Question by Question | | Paper 1 and 2 Revision | | Paper 1 and 2 Revision | |
| Core knowledge | Question by Question learning and practice for Paper 1.   * Active reading and annotating the source text * Selecting the correct information * Analysing the language and structure used by the reader and how that creates meaning * How to interpret meaning and ideas from a text * Build an interpretative and evaluative response to a statement * Using various structures to plan a satisfying an effective narrative or descriptive piece of writing * Knowledge of how to craft figurative language for effect and create meaning in our own writing * Applying the mark scheme to model answers and own work, identifying areas for improvement | | Question by Question learning and practice for Paper 1.   * Active reading and annotating the source text * Selecting the correct information * Analysing the language and structure used by the reader and how that creates meaning * How to interpret meaning and ideas from a text * Build an interpretative and evaluative response to a statement * Using various structures to plan a satisfying an effective narrative or descriptive piece of writing * Knowledge of how to craft figurative language for effect and create meaning in our own writing * Applying the mark scheme to model answers and own work, identifying areas for improvement | | Question by Question learning and practice for Paper 2.   * Active reading and annotating the source text * Knowing how to identify and summarise viewpoint in a non-fiction text * Selecting relevant quotations to support ideas * Comparison of how different writers use varying methods to present ideas and viewpoints and achieve their effects * Developing and writing comparative responses to texts * Analyse a writer’s use of language and structure to convey their perspective * Linking texts to the context in which they were written * Crafting rhetorical devices in writing to present clear and interesting opinion pieces which clearly convey meaning and viewpoint * Structuring effective arguments designed to impact and interest a reader * Applying the mark scheme to model answers and own work, identifying areas for improvement | | Question by Question learning and practice for Paper 2.   * Active reading and annotating the source text * Knowing how to identify and summarise viewpoint in a non-fiction text * Selecting relevant quotations to support ideas * Comparison of how different writers use varying methods to present ideas and viewpoints and achieve their effects * Developing and writing comparative responses to texts * Analyse a writer’s use of language and structure to convey their perspective * Linking texts to the context in which they were written * Crafting rhetorical devices in writing to present clear and interesting opinion pieces which clearly convey meaning and viewpoint * Structuring effective arguments designed to impact and interest a reader   Applying the mark scheme to model answers and own work, identifying areas for improvement | | Diagnostic teaching of key questions according to prior attainment and results   * Developing exam technique * How to respond to each question in detail * Structure and write answers correctly * Apply the mark scheme to own and model answers | | Diagnostic teaching of key questions according to prior attainment and results   * Developing exam technique * How to respond to each question in detail * Structure and write answers correctly   Apply the mark scheme to own and model answers | |
| Skills | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO4, Evaluating a writer’s choices and building a personal response  AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO4, Evaluating a writer’s choices and building a personal response  AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO3 comparing viewpoints and perspectives of two writers and exploring how their different methods convey their ideas  AO5&6, writing interesting and well organised texts with high levels of accuracy | | AO1, identifying and inferring ideas from texts  AO2, Analysing the language and structural choices a writer makes  AO3 comparing viewpoints and perspectives of two writers and exploring how their different methods convey their ideas  AO5&6, writing interesting and well organised texts with high levels of accuracy | |  | |  | |
| Covid recovery | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | | Key vocabulary teaching, reading for meaning strategies, explicit grammar teaching, academic writing skills | |
| Careers |  | |  | | Media careers/ newspaper and print journalism  Journalism and news writing workshop | |  | |  | |  | |
| Year 11 Literature | Title and objectives | Paper 1  **Macbeth** | | Paper 1  **A Christmas Carol** | | Paper 2  **An Inspector Calls** | | Paper 2  **Anthology Poetry**  Section C  **Unseen Poetry**  ***AO1, AO2*** | | Paper 1  **Revision** | | Paper 2  **Revision** | |
| Core knowledge | -Revision and review of Plot ordering  - Close analysis of language, structure and form  - Detailed character analysis – understanding Shakespeare’s characters as constructs to reflect his message and ideas  - Developing interpretations of themes and ideas through explicit use of textual reference  - Applying our knowledge of Jacobean society and belief systems to the play and linking to Shakespeare’s presentation of characters and events  - Knowing how to write academically, developing our critical arguments with well-chosen textual references  Knowledge of the exam criteria and application of the mark scheme to reflect upon and develop our essay responses. | | * Revision and review of Plot ordering * Close analysis of language & structure, Narrative, Symbolism * Character Analysis/ Development, exploring how Dickens creates constructs to convey his message * Understanding and applying our knowledge of authorial intent * Linking our understanding of historical, social and cultural context to our interpretations of the text * Writing academically, producing thesis and sustaining detailed critical responses throughout essay responses * Applying the mark scheme to model and own responses in order to develop and improve | | -Revision and review of plot ordering  - Close analysis of language, structure and form  - Detailed character analysis – knowledge of the characters as constructs to convey Priestley’s didactic message  - Developing interpretations of themes and ideas through explicit use of textual reference  - Applying knowledge of Edwardian society, British class system and political and historical climate to the play and linking to Priestley’s presentation of characters and events  - Knowing how to write academically, developing our critical arguments with well-chosen textual references  Knowledge of the exam criteria and application of the mark scheme to reflect upon and develop our essay responses. | | * Knowledge and understanding of the poetry collection * Linking poems thematically within the poetry cluster in terms of ideas and messages * Ability to analyse both known and unseen poems * Apply knowledge of poetic devices, poetic forms and structure to develop interpretations of poems * Knowledge of how to write comparative responses, making detailed and developed links between poems and analyse the methods writers use to convey meaning and achieve effects. | | * Revising key events * Selecting quotations and linking to themes and key events * Exam technique and preparations * Applying the mark scheme to model answers * Building academic writing skills | | * Revising key events * Selecting quotations and linking to themes and key events * Exam technique and preparations * Applying the mark scheme to model answers * Building academic writing skills | |
| Skills | AO1 Review of Text , Selecting the best Evidence  AO2 Close analysis Language & structure, Symbolism  Character Development  AO3 Themes, Contextualised to knowledge of history, society and culture at the time the text was written | | AO1 Review of Text , Selecting the best Evidence  AO2 Close analysis Language & structure, Symbolism  Character Development  AO3 Themes, Contextualised to knowledge of history, society and culture at the time the text was written | | AO1 Review of Text , Selecting the best Evidence  AO2 Close analysis Language & structure, Symbolism  Character Development  AO3 Themes, Contextualised to knowledge of history, society and culture at the time the text was written | | AO1 Knowledge and comprehension of ideas and messages , Selecting the best Evidence  AO2 Close analysis Language & structure, Symbolism  Character Development  AO3 Themes, Contextualised to knowledge of history, society and culture at the time the text was written | | AO1 Review of Text , Selecting the best Evidence  AO2 Close analysis Language & structure, Symbolism  Character Development  AO3 Themes, Contextualised to knowledge of history, society and culture at the time the text was written | | AO1 Knowledge and comprehension of ideas and messages , Selecting the best Evidence  AO2 Close analysis Language & structure, Symbolism  Character Development  AO3 Themes, Contextualised to knowledge of history, society and culture at the time the text was written | |
| Covid recovery | On-going- development of literacy, Tier 2 + 3 vocabulary acquisition, skills and exam structured writing practice | | On-going- development of literacy, Tier 2 + 3 vocabulary acquisition, skills and exam structured writing practice | | On-going- development of literacy, Tier 2 + 3 vocabulary acquisition, skills and exam structured writing practice | | On-going- development of literacy, Tier 2 + 3 vocabulary acquisition, skills and exam structured writing practice | | On-going- development of literacy, Tier 2 + 3 vocabulary acquisition, skills and exam structured writing practice | |  | |
| Careers | Visit by Theatre professional – rehearsal workshop | | Theatre visit for core group of GCSE students of Literature | |  | |  | |  | |  | |
| Year 12 Language | Title and objectives | Paper 1 – Unseen Q1 and Q2 and Child Language Acquisition Q4 | | Paper 1 – Unseen Q1-Q3 and Child Language Acquisition Q4 | | Paper 2 – Diversity: Gender and Occupation | | Paper 2 – Diversity: Gender and Accents. NEA Language Investigation | | Paper 2 – Accents and dialects and overall revision for mocks. | | Targeted revision based on identified student needs. Both NEA Language Investigation and Original Writing. | |
| Core knowledge | Introduction to the debate of child language acquisition with a thorough overview of all contributing theories not limited to: nativism, cognitive theory, socio-constructivism and the role of More Knowledgeable Others.  Introduction to key linguistic terminology: lexis, grammar, semantics, morphology and phonology  Exploring the context of production and how this impact language | | Continuing to revisit various language acquisition theories and exploring a range of relevant linguistic research and studies. Developing skills of linking theory to analytical essay writing skills.  Comparing texts and continuing to develop language analysis and exploring how context impacts upon language analysis. | | Introduction to language variation with regards to the linguistic study of various language levels including phonology, semantics and lexis. Exploring and identifying patterns in language with regards to the characteristics of occupation and gender with a particular focus on power hierarchies, features of stereotypically feminine language and the dominance/difference models of language. | | Linking the studies and theories explored in previous study of gender and developing evaluative essay skills to support success in Paper 2 Question 1.  Introduction to variation within accents based on variety of an individual’s characteristics such as geographical location, association with social groups, class or age.  Beginning the NEA Language Investigation coursework which involves identifying own investigation focus, collecting data ethically and analysing data in relation to their initial hypotheses. | | Continue to explore the internal and external characteristics which influence an individual’s use of language with regards to their accent and dialect.  Diagnostic revision of all topics studied so far targeted to the student’s needs and developing the analytical and evaluative essay writing skills required for the end of year mock exams. | | Diagnostic revision of all topics studied so far targeted to the student’s needs and developing the analytical and evaluative essay writing skills required for the end of year mock exams.  Exploring features of different genres and looking at how we can replicate the style of texts, writing in the style of the style model and preparing a commentary on the linguistic choices that they make based on their context of production.  Completing the NEA Language Investigation to the point where it is ready for submission – ensuring investigation is structured appropriately with accurate bibliography. | |
| Skills | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods | |
| Covid recovery | Supporting with literacy strategies when encountering Tier 3 vocabulary and academic texts. Developing resilience and evaluative skills when attempting extended essay writing tasks. Developing resilience, academic curiosity and ability to self-manage workload. | | Supporting with literacy strategies when encountering Tier 3 vocabulary and academic texts. Developing resilience and evaluative skills when attempting extended essay writing tasks. Developing resilience, academic curiosity and ability to self-manage workload. | | Supporting with literacy strategies when encountering Tier 3 vocabulary and academic texts. Developing resilience and evaluative skills when attempting extended essay writing tasks. Developing resilience, academic curiosity and ability to self-manage workload. | | Supporting with literacy strategies when encountering Tier 3 vocabulary and academic texts. Developing resilience and evaluative skills when attempting extended essay writing tasks. Developing resilience, academic curiosity and ability to self-manage workload. | | Supporting with literacy strategies when encountering Tier 3 vocabulary and academic texts. Developing resilience and evaluative skills when attempting extended essay writing tasks. Developing resilience, academic curiosity and ability to self-manage workload. | | Supporting with literacy strategies when encountering Tier 3 vocabulary and academic texts. Developing resilience and evaluative skills when attempting extended essay writing tasks. Developing resilience, academic curiosity and ability to self-manage workload. | |
| Careers |  | | A Level language conference – online/in person | |  | |  | | University taster days in related careers/subject | | University taster days in related careers/subject | |
| Year 12 Literature | Title and objectives | Tragedy (T1) – Othello  Crime (T2) – Unseen Extract/Brighton Rock | | Tragedy (T1) – Othello  Crime (T2) - Brighton Rock | | Tragedy (T1) – Othello  Crime (T2) - Brighton Rock | | Tragedy (T1) Death of a Salesman.  Crime (T2) Browning Poetry | | Tragedy (T1) Death of a Salesman.  Crime (T2) Browning Poetry | | Tragedy (T1) Revision for mock and start NEA (Marxism)  Crime (T2) Revision for mock and start NEA (Feminism) | |
| Core knowledge | Introduction to genre texts (Crime and Tragedy)  -Knowledge and understanding of the context of when both texts are written and exploring their place in history and society  -Knowledge of the writer’s intentions and using this to build interpretations  -Supporting interpretations with judiciously selected quotations  -Analysis of an extract –identifying and exploring language/structure/trope analysis. | | Introduction to genre texts (Crime and Tragedy)  -Explanation of texts in historical, social and cultural context to develop explorations of writers’ ideas  -Analysis of an extract –identifying and exploring language/structure/ trope analysis.  Knowledge of section A exam structure – knowing how to unpick questions to develop a critical thesis and response to an exam style question | | Introduction to genre texts (Crime and Tragedy)  -Explanation of texts in historical, social and cultural context to develop explorations of writers’ ideas  -Analysis of an extract –identifying and exploring language/structure/ trope analysis.  Knowledge of section A exam structure – knowing how to unpick questions to develop a critical thesis and response to an exam style question | | Introduction to texts, contexts and exam structure- Section C focus  Exploring Genre – play text and dramatic monologue   * Exploring the forma to develop interpretations * Exploration and analysis of writers’ methods. * Analysis of language and structure for meaning | | Introduction to texts, contexts and exam structure- Section C focus  Exploring Genre – play text and dramatic monologue   * Exploring the forma to develop interpretations * Exploration and analysis of writers’ methods.   Analysis of language and structure for meaning | | Introduction to critical thinking anthology –   * Knowledge of the terms Marxism/Feminism. * Apply knowledge of critical thinking to exploration of texts * Reading a selection of texts and exploring and articulating how writers present their own views in order to decide on own NEA | |
| Skills | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | |
| Covid recovery | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | |
| Careers | Eng Lit Webinars/  Conferences | | Eng Lit Webinars /  Conferences | | Outside Speakers – Publishing/Marketing | | Outside Speakers – Publishing/Marketing | | University Days | | University Days | |
| Year 13 Language | Title and objectives | Paper 2: Questions 1 – 4 including viewpoint writing and language change | | Paper 1 - Unseen and Child Language Acquisition, Paper 2 – Language Change | | Paper 2: Questions 1-4 revision | | Revision of all papers- diagnostically planned based on mocks | | Revision of all papers- diagnostically planned based on mocks | |  | |
| Core knowledge | Introduction to language change knowledge and theory: looking at how technology has impacted upon language and how language is used and moving to explore how the English language has evolved. Developing their knowledge of how to write evaluative essays. Developing viewpoint writing skills from GCSE and how to write theory for a novice audience. | | Revision of all child language acquisition theories and developing the understanding of how to plan an effective essay which explores the CLA debate thoroughly.  Revision of Paper 1 unseen which involves the precise application of terminology and focusing on links to wider social context.  Linking theories and studies encountered during introduction to language change to the evaluative essay style required for Paper 2 Question 1. | | Overview of all key knowledge required for Paper 2 with a focus on developing exam essay writing skills.  Continuing to develop viewpoint writing skills from GCSE and how to write theory for a novice audience. | | Revision of exam strategy, writing skills and knowledge for both exam papers diagnostically planned based on student need and areas of improvement. | | Revision of exam strategy, writing skills and knowledge for both exam papers diagnostically planned based on student need and areas of improvement. | |  | |
| Skills | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods  AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways. | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods  AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways. | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods  AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways. | | AO1: Apply appropriate methods of language analysis  AO2: Demonstrate critical understanding of concepts and issues relevant to language use  AO3: Analyse and evaluate how contextual factors and language features are associated with the  construction of meaning  AO4: Explore connections across texts, informed by linguistic concepts and methods  AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways. | |  | |
| Covid recovery | Supporting with literacy strategies when encountering Tier 3 vocabulary and academic texts. | | Developing resilience and evaluative skills when attempting extended essay writing tasks. | | Employing literacy strategies to aide exam technique. | | Employing literacy and metacognitive strategies to aide exam technique. | | Employing literacy and metacognitive strategies to aide exam technique. | |  | |
| Careers | Subject specific webinars | | A Level language conference – online/in person | |  | |  | |  | |  | |

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| Year 13 Literature | Title and objectives | Tragedy (T1) Keats  Crime (T2) When Will There be Good News | Tragedy (T1) Keats  Crime (T2) When Will There be Good News | Tragedy (T1) Othello  Crime (T2) When Will There be Good News | Tragedy (T1) Death of A Salesman/Keats Section C  Crime (T2) When Will There be Good News/Browning Poetry Section C |  |  |
| Core knowledge | Development of Exam skills.  Unpicking the AOs Developing analytic skills  Developing understanding of context.  Analysing Poetic Techniques  Subversion of crime trope  Tragic elements  Understanding of how modern contexts can cause subversions in crime writing.  Analysing the impact of structure. | Development of Exam skills.  Unpicking the AOs Developing analytic skills.  Developing the understanding of context.  Analysing Poetic Techniques  Subversion of crime trope  Tragic elements  Understanding of how modern contexts can cause subversions in crime writing.  Analysing the impact of structure. | Development of Revision skills.  Interleaving of content of Section A  Development of unpicking an Extract.  Subversion of crime trope  Understanding complexity and duality with characters  Understanding of how modern contexts can cause subversions in crime writing.  Understanding elements of tragedy. | Development of Revision skills  Interleaving content of Section B.  Unpicking Exam questions – Focussing on AOs  Section C - exploring genre and writer’s methods.  Narrative perspective.  Justice and Injustice  What makes a just society?  Subversion of a tragic hero and the tragic downfall. |  |  |
| Skills | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  AO2: Analyse ways in which meanings are shaped in literary texts.  AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  AO4: Explore connections across literary texts.  AO5: Explore literary texts informed by different interpretations. |  |  |
| Covid recovery | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. | Employing Literacy Strategies Focussing improving Tier 3/2 Vocab  Developing resilience and analysis when attempting written response. |  |  |
| Careers | Eng Lit Webinars/  Conferences | Outside Speakers – Publishing/Marketing | Outside Speakers – Publishing/Marketing | University Days |  |  |