

## Summary Curriculum Map and Expectations

Subject: English

Subject leader / Head of Faculty: E. Scriven, S. Docherty

Year 7	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	HT1. Theme parks HT2. Novel study  Focus on AFOREST Persuasive language Descriptive language Research skills Creativity ideas Formal letter writing Writing a review	HT3. Pre 1914 poetry HT4. Introduction to Shakespeare  FOCUS Poetry devices: metaphor, simile, imagery, rhythm, rhyme, personification, onomatopoeia Descriptive writing Viewpoint Presentational devices Radio script Presentation of dialogue Dramatic devices Analysis of language Social context	HT5. Advertising HT6. Gothic horror  Presentational devices Genre, Audience, Purpose AFOREST Imperative verbs Language features Genre Tension building Analysis of structure
Formal Assessments	HT1. Formal speech opposing the theme park.  HT2. Reading analysis on a key extract looking at how a character is presented to the reader.	HT3. Comparison of techniques in two pre 1914 poems.  HT4. Language analysis to show a character's feelings in a key scene.	HT5. Detailed review of a print advert.  HT6. Reading response to a selected extract analysing structure and tension.
Homework expectations (frequency, time commitment)	Spellings: fortnightly. Research on rollercoaster rides, webpages and media.	Spellings: fortnightly. Research: Shakespeare/famous poet factsheet. Create your own scene from Shakespeare.	Spellings: fortnightly. Create own product. Create a setting and characters for own gothic story. Create own front cover and blurb.

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Year 8	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	Themes: HT1. Manchester HT2. War  Creative writing Comparison of texts: fiction, non-fiction Poetry devices Modelled poetry responses Speech writing Persuasive writing Ambitious vocabulary Sentence types Use of language	Themes: HT3. Shakespeare: <i>A Midsummer Night's Dream</i> or <i>The Merchant of Venice</i> HT4. Modern play: <i>Noughts and Crosses</i> , <i>Face</i> , <i>Our Day out</i> .  Dramatic devices Presentation of character Analysis of character and action Social context Reading and comprehension Following an argument	Themes: HT5. Newspaper HT6. Crime  Types of printed media: tabloid and broadsheet Bias and emotive Language Considering both sides of a story Research skills Presentational skills Genre Story tropes Passive and active voice
Formal Assessments	HT1. Creative writing based on the life of the Scuttlers.  HT2. Comparison of two World War II poems and detailed analysis.	HT1. Reading response to presentation of character and themes in a key scene.  HT2. Response to the playwright's intentions to the audience through dramatic devices.	HT1. Four assessed written pieces: Researched front page story Review Editorial Sports story  HT2. Comparison of two studied crime texts: prose or poem.
Homework expectations (frequency, time commitment)	Spellings: fortnightly. Research and Speech writing (Manchester) (War)	Moral Dilemma - Speech writing linked to an issue in the play. Spellings: Booklet 2 Fact sheet on setting e.g. London for <i>Face</i> .	Research for main story. Sports story. Background of a key figure in crime.

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Year 9	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<p>HT1. English language: 20<sup>th</sup> Century novel study 9EG1/9EG2: <i>To Kill a Mockingbird</i> 9EG3/9EG4: <i>Of Mice and Men</i> Historical context Language analysis Word connotations Subject terminology Structural features Devices</p> <p>HT2. English literature: 19<sup>th</sup> Century novel. <i>A Christmas Carol</i> Dickens and the English Literary Heritage Historical context Characters/Plot/Themes Victorian attitudes Political purpose Analysis of language, form and structure Use of quotations Use of subject terminology Personal response – ability to develop a point of view. Ability to make evaluations</p>	<p>HT3. English language: 20<sup>th</sup> Century novel Paper 1, Sections A and B. Novel to be used to develop reading skills: <i>A Woman in Black</i>. Range of extracts from the text to be used to develop comprehension skills. Practise and develop the skills required to tackle the questions, including how to formulate an overarching premise when analysing. Ability to summarise and synthesise ideas. Make evaluative comments. Creative writing piece to be based on the Gothic genre. Learn how to write fluently, accurately and with expression. Technical skills. Learn how to redraft and improve.</p> <p>HT4. Literature: Post 1914 drama. 9EG1/9EG2: <i>An Inspector Calls</i> 9EG3/9EG4: <i>Blood Brothers</i> Historical context Plot Characters Themes Political influences</p>	<p>HT5. Media: Television adverts Create a product and promote it through advertising. Analysis of advertisements in a range of formats Creative/original thinking Persuasive writing Script writing Speaking and listening – clear communication Ability to work in a team</p> <p>HT6. Shakespeare: Romeo and Juliet. Introduction to historical context of the play Overview of plot/key themes/characters. Ability to summarise and synthesise information. Make evaluative comments. Formal letter writing Diary extract writing Ability to develop a point of view. Develop the skills to write fluently, accurately and with expression. Learn how to redraft and improve.</p>

	<p>Link in poetry: e.g. Romantic poet William Blake: London, The Chimney Sweeper for context</p>	<p>Analysis of language, devices and stage directions Use of subject terminology Ability to summarise and synthesis information. Make evaluative comments. Personal response – ability to develop a point of view. Effect on audience</p>	
Formal Assessments	<p>HT1. Extract: How does the writer use language to build tension?</p> <p>HT2. Extract: Character analysis. Link in relevant context.</p>	<p>HT3. Comprehension questions. Creative writing piece.</p> <p>HT4. Extract: Character/scene analysis. Link in relevant context.</p>	<p>HT5. To create, and perform, a television advertisement promoting your product. To include appropriate visuals/sound effects and a script.</p> <p>HT6. Formal writing piece: Write the letter from Romeo to his father (Act 5, Scene 3) in which he reveals and explain the events which have led up to his death.</p>
Homework expectations (frequency, time commitment)	<p>Context research Spellings of key terms Revision of key characters and themes SMHW quizzes</p>	<p>Context research Spellings of key terms Revision of key characters and themes SMHW quizzes</p>	<p>Analysis of media adverts (to include televisual) Shakespearean context Quizzes on scenes Key words – spellings Diary extract (Romeo or Juliet)</p>

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Year 10	Autumn term	Spring term	Summer term
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<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<p>HT1. English language. Baseline comprehension test. Creative writing. Planning/character development/ setting/fluency/expression/ paragraphing/sentence construction/ punctuation/ambitious vocabulary/grammar</p> <p>HT2. English literature: 19<sup>th</sup> Century novel. <i>A Christmas Carol</i> Recap of basics covered in Year 9. Historical context: Ruskin: 'Gentleman' essays Victorian attitudes towards the poor Victorian Christianity - beliefs Political purpose/social critique Effect on the reader Analysis of language, form and structure Symbolism e.g. the presentation of the ghosts, Ignorance and Want Key links in the text Learn key quotations Use of more advanced subject terminology e.g. polemic, misanthrope, mercenary, embodiment, redemption etc. Ability to theorise/speculate/develop an overarching premise when analysing Ability to summarise and synthesise information. To be able to evaluate and develop a personal opinion.</p>	<p>HT3. English language. Paper 2, Sections A and B. Range of extracts, articles and essays 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup> century. Reading for meaning. Vocabulary development. Language analysis skills. Ability to summarise and synthesise information. Ability to evaluate and offer an opinion. Ability to make links between the texts. Transactional writing. Format/genre, audience, purpose/planning/linking ideas/connectives/paragraphing/sentence construction/punctuation/ambitious vocabulary/grammar/writing to inform, persuade, entertain, review.</p> <p>HT4. English literature: Post 1914 drama. <i>An Inspector Calls/Blood Brothers</i> Historical context: AIC: socialism/capitalism. The Titanic. WWI. BB: Marilyn Monroe. Thatcher. History of Liverpool. Political purpose/social critique The English class system Effect on the audience Analysis of language, form, structure and stage directions Symbolism, e.g.:</p>	<p>HT5. Poetry anthology: <i>Love and Relationships</i> cluster.</p> <ul style="list-style-type: none"> <li>• When We Two Parted</li> <li>• Love's Philosophy</li> <li>• Porphyria's Lover</li> <li>• Sonnet 29</li> <li>• Neutral Tones</li> <li>• The Farmer's Bride</li> <li>• Mother, Any Distance</li> <li>• Before You Were Mine</li> </ul> <p>Form, structure, language Themes Feelings Poetry devices/terminology Make links between the poems Effect on the reader Ability to summarise and synthesise information Ability to evaluate and speculate Present a personal opinion Key quotations Link with unseen poems</p> <p>HT6. English language: Speaking and listening component. Presentation preparation and performance. Research and collate information from a range of sources Synthesise information Plan and logically order content Offer an opinion Use a range of techniques to engage and persuade your audience</p>
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		<p>AIC: The Inspector, link to the seven deadly sins.</p> <p>BB: The narrator. The relevance of the number seven. Marilyn Monroe.</p> <p>Key links in the text</p> <p>Learn key quotations</p> <p>Use of more advanced subject terminology</p> <p>Ability to theorise/speculate/develop an overarching premise when analysing</p> <p>To summarise and synthesise information.</p> <p>To evaluate – develop a point of view.</p>	<p>Listen and respond appropriately to questions and feedback</p>
Formal Assessments	<p>HT1. Creative writing piece: 450-600 words.</p> <p>HT2. Analysis of a scene: how does the writer use language to create mood and atmosphere?</p>	<p>HT3. Full English language Paper 2.</p> <p>HT4. Essay-style question.</p>	<p>HT5. Exam-style poetry question.</p> <p>HT6. Speaking and listening presentation: Pass, Merit, Distinction.</p>
Homework expectations (frequency, time commitment)	<p>Author/book review.</p> <p>Key word spellings.</p> <p>Research: historical context.</p> <p>Revision: knowledge organisers/websites/class notes.</p> <p>SMHW quizzes.</p>	<p>Spellings</p> <p>Extract analysis practice</p> <p>Punctuation/sentence type worksheets</p> <p>Research – context/themes</p> <p>Learning of quotations</p>	<p>Learning of key terminology</p> <p>Spelling tests</p> <p>Poetry analysis</p> <p>Research for speaking and listening presentation</p> <p>Preparation of presentation</p>

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Year 11	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<p>HT1. English language. Baseline comprehension test. Creative writing.     Story openings – engaging ‘hooks’.     How to plan and structure creative writing.     Higher-level punctuation.     Sentence types: simple, compound, complex, fronted adverbial, embedded clauses.     Paragraphing.     Ambitious vocabulary.     How to create mood and atmosphere.     How to create ‘rounded’ characters.     To write fluently, accurately and with expression.     To edit, redraft and improve.</p> <p>HT2 (8 weeks). Week 1: mock preparation (Lit and Lang) Weeks 2-3: mock examinations Weeks 4-8: Literature: Poetry anthology: <i>Love and Relationships</i> cluster.</p> <ul style="list-style-type: none"> <li>• Walking Away</li> <li>• Letters from Yorkshire</li> <li>• Eden Rock</li> <li>• Follower</li> <li>• Winter Swans</li> <li>• Singh Song!</li> <li>• Climbing my Grandfather</li> </ul> <p>Then revisit all other poems: overview of form, structure, language, themes, feelings, how the poems link, devices</p>	<p>HT3 (6 weeks). English literature: Post 1914 drama. Weeks 1-3: <i>An Inspector Calls/Blood Brothers</i> recap.     Historical context:     AIC: socialism/capitalism. The Titanic. WWI.     BB: Marilyn Monroe. Thatcher. History of Liverpool.     Political purpose/social critique     The English class system     Effect on the audience     Analysis of language, form, structure and stage directions     Symbolism, e.g.:     AIC: The Inspector, the link to the seven deadly sins.     BB: The narrator. The relevance of the number seven. Marilyn Monroe.     Key links in the text     Learn key quotations     Use of more advanced subject terminology     Ability to theorise/speculate/develop an overarching premise when analysing information.     To summarise and synthesise     To evaluate – develop a point of view.</p> <p>Weeks 4-5: Shakespeare: <i>Romeo and Juliet</i> recap     Historical context     Patriarchal society</p>	<p>HT5/6: Revision for English literature and English language examinations. HT5 broken up as follows: Monday 15<sup>th</sup> April – Thursday 18<sup>th</sup> April (4 days) Language Paper 2, Sections A and B – recap of skills following the break</p> <p>Thursday 23<sup>rd</sup> April – Friday 3<sup>rd</sup> May (9 days): Language Paper 1, Sections A and B – recap of skills.</p> <p>Tuesday 7<sup>th</sup> May – Wednesday 15<sup>th</sup> May (first Literature exam): Revision of Literature texts.</p>

	<p>used for effect, key quotations. Unseen poetry practice.</p>	<p>Key themes/characters Symbolism/devices used for effect Language structure and form Word-level analysis – links to wider text Key quotations Stage directions Key subject terminology Ability to theorise/speculate/develop an overarching premise when analysing</p> <p>Week 6: <i>A Christmas Carol</i> (19<sup>th</sup> Century novel) recap Historical context Purpose: political novel/social critique Key themes/characters Symbolism/imagery/devices used for effect Word-level analysis – links to wider text Key quotations Key subject terminology Ability to theorise/speculate/develop an overarching premise when analysing</p> <p>HT4 (5 weeks): English language. Paper 2, Sections A and B Then: Recap on Paper 1, Sections A and B</p> <p>Ensure pupils are clear about the skills required to answer all Section A questions. Revisit writing formats and skills for Section B. Ensure pupils are clear about timings.</p>	
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<p>Formal Assessments</p>	<p>HT1. Piece of descriptive or narrative writing: 450-600 words.</p> <p>HT2. November mock examinations: English language Paper 1, English literature Paper 1.</p>	<p>HT3: Extract/wider text questions.</p> <p>HT4: February mock examinations: English language Paper 2, English literature Paper 2.</p>	<p>HT5.</p> <p><b>Wednesday 15<sup>th</sup> May 2019:</b> English literature Paper 1: Shakespeare and the 19<sup>th</sup> century novel. 1h 45m.</p> <p><b>Thursday 23<sup>rd</sup> May 2019:</b> English literature Paper 2: Modern texts and poetry. 2h 15m.</p> <p>HT6.</p> <p><b>Tuesday 4<sup>th</sup> June 2019:</b> English language Paper 1: Explorations in creative reading and writing. 1h 45m.</p> <p><b>Friday 7<sup>th</sup> June 2019:</b> English language Paper 2: Writers' viewpoints and perspectives. 1h 45m.</p>
<p>Homework expectations (frequency, time commitment)</p>	<p>Creative writing piece. Revision of literature texts. Key word spellings. Language extract analysis. Attendance at 'Grade Up' sessions.</p>	<p>Use of knowledge organisers/revision guides/notes/websites to aid revision. Extract/wider text questions to be set regularly to check comprehension, skills and time management. Testing of key vocabulary (spellings and implementation). Revision of Language skills (KOs, extracts). Attendance at 'Grade Up' sessions.</p>	<p>Use of knowledge organisers/revision guides/notes/websites to aid revision. Extract/wider text questions to be set regularly to check comprehension, skills and time management. Testing of key vocabulary (spellings and implementation). Revision of Language skills (KOs, extracts). Attendance at 'Grade Up' sessions.</p>