

Year 7 big concept  
How can I identify voice?



Year  
7

Can I create a magical character?

Intro' to English

How does Morpurgo create the horror of the gas attack?

Modern text: response of a reader

How are issues represented in the media?

Identifying writers' craft

Shakespeare: Who is the real monster in The Tempest?

History and context

Can I write the opening of a gothic story?

Applying writers' craft

How does the poet use imagery to show feelings?

Identify and explore the writers' craft

Year  
8

Bildungsroman and sense of belonging

Can I write an additional chapter?

How does Dickens use literature to comment on society?

19<sup>th</sup> Century: History and context

Can I write an opinion piece on a matter important to me?

Applying writers' craft

How does the poet explore the different relationships in two poems?

Comparison and evaluation of writers craft

Can I write a narrative story applying dystopian tropes?

Genre study: Dystopian fiction

Year  
9

How does Hill create tension in Woman in Black?

Response of a reader

Can I write a travel article to show a perspective on place?

Applying writers' craft

Compare how both poets explore the idea of human fragility in Case History and I've Made out a Will.

Comparison and evaluation of writers' craft

Shakespeare: How is the theme of conflict shown in Romeo and Juliet?

History and context

Can I write and deliver a speech to a live audience?

Applying writers' craft

GCSE

Why did Priestley write 'An Inspector Calls'?

Modern text: Authorial intent

Can I explore creative reading and writing?

Analysis and evaluation of writers' craft

Shakespeare: How was ambition Macbeth's downfall?

History and context

How are similar themes presented in different poems?

Comparison and evaluation of writers' craft

Can I explore different viewpoints and perspectives?

Analysis and evaluation of writers' craft

How is context shown through the 19<sup>th</sup> century novel?

19<sup>th</sup> Century: Authorial intent

Year 8 big concept  
How can I explore a sense of self?



Year 9 big concept

How do evaluate and compare the effects of place and time?



Year 10 and 11 big concepts

How can I critique authorial intent and analyse writers' craft?



## Year 7 curriculum map

	Term one: Autumn		Term two: Spring		Term three: Summer	
	Baseline assessments in reading and writing	Novel Study: Private Peaceful	Non-Fiction writing: Representation in the media	Shakespeare: The Tempest	Poetry: Poetry from other voices and traditions	Gothic genre study
<b>Assessment objectives</b>	<p><b>AO1</b> inference and interpretation</p> <p><b>AO2.1:</b> the construction of meaning and effects through language</p> <p><b>AO2.2:</b> the construction of meaning and effects through structure</p> <p><b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience.</p> <p><b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience</p> <p><b>AO6.2:</b> Technical accuracy – punctuation</p> <p><b>AO6.3:</b> Technical accuracy – vocabulary and spelling</p>	<p><b>AO1</b> inference and interpretation</p> <p><b>AO2.1:</b> the construction of meaning and effects through language</p> <p><b>AO2.2:</b> the construction of meaning and effects through structure</p>	<p><b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience.</p> <p><b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience</p> <p><b>AO6.2:</b> Technical accuracy – punctuation</p> <p><b>AO6.3:</b> Technical accuracy – vocabulary and spelling</p>	<p><b>AO2.1:</b> the construction of meaning and effects through language</p> <p><b>AO2.2:</b> the construction of meaning and effects through structure</p> <p><b>AO3.1:</b> The significance of context</p>	<p><b>AO2.1:</b> the construction of meaning and effects through language</p> <p><b>AO2.2:</b> the construction of meaning and effects through structure</p> <p><b>AO3.1:</b> The significance of context</p>	<p><b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience.</p> <p><b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience</p> <p><b>AO6.1:</b> Technical accuracy – sentence structures</p>
<b>Summative assessment</b>	<p><b>Reading:</b> Alice in wonderland extract and questions. Timed conditions. 45 minutes</p> <p><b>Writing:</b> Create a magical character: a first-person account describing a magical character you have just encountered. Writing to describe. Timed conditions. 45 minutes.</p>	<p><b>Reading:</b> Explain how Morpurgo creates the horror of the gas attack in the novel 'Private Peaceful'.</p>	<p><b>Writing:</b> Writing a short newspaper article on how a minority group is bring represented in the media.</p>	<p><b>Speaking and listening:</b> Explain how the character of Caliban is presented in the Shakespearean play 'The Tempest'.</p>	<p><b>Reading:</b> Explain how the poet uses imagery to show her feelings about how much her mother meant to her in the poem 'Praise song for my mother'</p>	<p><b>Writing:</b> The opening two paragraphs of a gothic story establishing the setting.</p>




Year 8 curriculum map						
	Term one: Autumn		Term two: Spring		Term three: Summer	
	Baseline assessment writing	Novel Study: Clap when you land	Context in action: What the Dickens?	The power of rhetoric	Poetry:	Genre study: Dystopian fiction
<b>Assessment objectives</b>	<p><b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience.</p> <p><b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience</p> <p><b>AO6.2:</b> Technical accuracy – punctuation</p> <p><b>AO6.3:</b> Technical accuracy – vocabulary and spelling</p>	<p><b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience.</p> <p><b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience</p> <p><b>AO6.1:</b> Technical accuracy – sentence structures</p> <p><b>AO6.3:</b> Technical accuracy – vocabulary and spelling</p>	<p><b>AO1</b> inference and interpretation</p> <p><b>AO2.1:</b> the construction of meaning and effects through language</p> <p><b>AO3.2:</b> comparison Can I make comparisons across texts?</p>	<p><b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience.</p> <p><b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience</p> <p><b>AO6.1:</b> Technical accuracy – sentence structures</p>	<p><b>AO2.1:</b> the construction of meaning and effects through language</p> <p><b>AO2.2:</b> the construction of meaning and effects through structure</p> <p><b>AO3.2:</b> comparison Can I make comparisons across texts?</p>	<p><b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience.</p> <p><b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience</p> <p><b>AO6.1:</b> Technical accuracy – sentence structures</p> <p><b>AO6.3:</b> Technical accuracy – vocabulary and spelling</p>
<b>Summative assessment</b>	<b>Writing:</b>	<b>Writing:</b> Can I write an additional chapter	<b>Reading:</b> Explore how Dickens presents the conditions for pupils at Lowood School and <u>Dotheboys Hall</u> and the effect it has on the children there.	<b>Writing:</b> A persuasive speech arguing for or against the notion that more could be done to tackle climate change.	<b>Reading:</b> How do the poets present the women (and relationships) in both poems?	<b>Writing:</b> Can I write a narrative story following dystopian fiction genre

## Year 9 curriculum map

Year 9 curriculum map						
	Term one: Autumn		Term two: Spring		Term three: Summer	
	Baseline assessments in reading	Novel Study: Woman in Black	Non-fiction writing: Travel writing	Poetry:	Shakespeare: Romeo and Juliet	Spoken Language study GCSE NEA
<b>Assessment objectives</b>	<b>AO1</b> inference and interpretation <b>AO2.1:</b> the construction of meaning and effects through language <b>AO2.2:</b> the construction of meaning and effects through structure	<b>AO1</b> inference and interpretation <b>AO2.1:</b> the construction of meaning and effects through language <b>AO2.2:</b> the construction of meaning and effects through structure	<b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience. <b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience <b>AO6.2:</b> Technical accuracy – punctuation	<b>AO2.1:</b> the construction of meaning and effects through language <b>AO2.2:</b> the construction of meaning and effects through structure <b>AO3.2:</b> comparison Can I make comparisons across texts?	<b>AO2.1:</b> the construction of meaning and effects through language <b>AO2.2:</b> the construction of meaning and effects through structure <b>AO3.1:</b> The significance of context	<b>AO5.1:</b> Crafting of language devices to suit form, purpose and audience. <b>AO5.2:</b> Crafting of structural devices to suit form, purpose and audience <b>AO6.1:</b> Technical accuracy – sentence structures
<b>Summative assessment</b>	<b>Reading:</b> On-line google form with a focus on tension in literature texts.	<b>Reading:</b> How does Hill create Tension in this extract?	<b>Writing:</b> Write a short article for the online magazine 'Wanderlust' on the benefit of travel for teens.	<b>Reading:</b> Compare how both poets explore the idea of human fragility in Case History and I've Made out a Will.	<b>Reading:</b> How is the theme of male violence explored throughout the novel?	<b>Writing:</b> Write the speech transcript for the spoken presentation you will be delivering for the <u>NEA aspect</u> of your GCSE English Language qualification.

Year 10 curriculum map

	Term one: Autumn		Term two: Spring		Term three: Summer	
	Lit 2 Post 1914 drama: An Inspector Calls	Language Paper 1 Reading	Language Paper 1 Writing	Lit 1: Shakespeare Macbeth	Lit 2: Anthology Poetry Being taught by HM	Language 2 writing Non-fiction writing
Assessment objectives	AO1 AO2 AO3 AO4:	AO1 AO2: AO4:	AO5: AO6:	AO1 AO2 AO3 AO4:	AO1 AO2 AO3 AO4:	A05 A06
Assessments	<p><b>AQA June 2020 past paper.</b>  <b>End of 4<sup>th</sup> week:</b>                      Mr Birling says, '...a man has to mind his own business and look after himself and his own'. How far does Priestley present Mr Birling as a man who cares only for himself and his family <b>in Act one?</b></p> <p><b>Summative:</b> How far does Priestley present male characters as irresponsible in the play?</p>	<p><b>AQA November 2017 past paper</b>                      Based on Kate Mosse's 'The Labyrinth'</p>	<p><b>AQA November 2017 Past paper:</b></p> <p>The Discovery</p> <p>The Picture Below</p> 	<p><b>AQA May 2020 Past paper:</b>  <b>End of 4<sup>th</sup> week</b>                      Formative on Macbeth by end of act one.</p> <p>Summative '<b>Lady Macbeth is a female character who changes during the play.</b>'  <b>Starting with this moment in the play, explore how far you agree with this view</b></p>	<p>Compare how poets present ideas about power in 'London' and in one other poem from 'Power and conflict'.</p>	<p><b>AQA Nov 2022</b></p> <p>Scientists say that teenagers are not like adults; they learn and socialise differently and need sleep at different times. Education needs a radical re-think to meet the needs of students.' <b>Write a letter</b> to the Minister for Education explaining your point of view on this statement.</p>
Mocks to be T-Rex November 2018 AQA Past paper						

Year 11 curriculum map 2022-2023

	Term one: Autumn		Term two: Spring	Term three: Summer	
	Literature Pre 19 <sup>th</sup> Century Novel	Language Paper 2 Reading	Language Paper 2 Writing	Poetry and Unseen poetry	Revision
<b>Assessment objectives</b>	<p><b>AO1:</b> Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p>	<p><b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>AO1:</b> Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	
<b>Assessments</b>	Summative: 2019 past paper Starting with this extract, explore how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour.				

Terr	Date	Wee	Year 7	Year 8	Year 9	Year 10	Year 11	
Autumn A	05-Sep	1	Transition unit	Clap when you land				
	12-Sep	2	<b>1. Baseline assessments</b>	<b>1. Baseline assessment: writing setting</b>			Lang paper 2 reading section	
	19-Sep	1	Novel study Private Peaceful	Clap when you land	Woman in Black	An Inspector Calls		
	26-Sep	2						
	03-Oct	1					Pre 19th Century text	
	10-Oct	2		<b>2. Unit assessment CWYL</b>				
	17-Oct	1		Clap when you land				
24-Oct		October Half-Term	October Half-Term	October Half-Term	October Half-Term	October Half-Term		
Autumn B	31-Oct	2	Novel study Private Peaceful	<b>3. Diagnostic assessment 19th C text</b>	Woman in Black		Mock revision	
	07-Nov	1						
	14-Nov	2					1. Mock Exams	
	21-Nov	1	<b>2. Unit assessment Private Peaceful</b>	What the Dickens?	<b>1. Unit assessment WIB</b>	Language Paper 1 Section A	Language Paper 2	
	28-Nov	2			Travel Writing			
	05-Dec	1	Representatation in the Media	<b>4. Unit assessment Dickensian London</b>		<b>3. Unit assessment section A</b>		
	12-Dec	2		Christmas Break	Christmas Break	Christmas Break	<b>2. Language Paper 2 past paper</b>	
19-Dec	1				Language Paper 1 Section B	Christmas Break		
26-Dec		Christmas Break	Christmas Break	Christmas Break	Christmas Break	Christmas Break		
Spring A	02-Jan	1	Representatation in the Media	Rhetoric	Travel Writing	Language Paper 1 Section B	Language Paper 2 gap closing. Language paper 1 revision. Anthology poetry	
	09-Jan	2						
	16-Jan	1						
	23-Jan	2	<b>3. Unit assessment Media</b>		<b>2. Unit assessment Travel writing</b>	<b>4. Unit assessment Section B</b>		
	30-Jan	1			Worlds and lives poetry cluster	Macbeth	<b>3. Language Paper 1 're-do'</b>	
06-Feb	2		<b>5. Unit assessment Rhetoric</b>					
13-Feb		February Half-term	February Half-term	February Half-term	February Half-term	February Half-term	February Half-term	

Assessment map

Term	Date	Week	Year 7	Year 8	Year 9	Year 10	Year 11	
Spring B	20-Feb	1	Shakespeare: Tempest	Poetry	Worlds and lives poetry cluster	Macbeth	Revision for mocks	
	27-Feb	2					<b>4. Mock exams Language Paper 1</b>	
	06-Mar	1					<b>4. Mock exams An Inspector Calls</b>	
	13-Mar	2					<b>4. Mock exams Poetry Anthology</b>	
	20-Mar	1					Finish anthology and unseen poetry	
27-Mar	2	<b>6. Unit assessment 'poetry'</b>	<b>3. Unit assessment poetry</b>					
	03-Apr		Easter Break	Easter Break	Easter Break	Easter Break	Easter Break	
	10-Apr		<b>4. Unit assessment The Tempest</b>					
Summer A	17-Apr	1	Poetry different cultures	Dystopian fiction	Romeo and Juliet	Macbeth	5. Year 10 Exams	
	24-Apr	2					revision	
	01-May	1					External Exams	
	08-May	2					May Half-term	
15-May	1	<b>5. Unit assessment Poetry</b>	May Half-term	May Half-term	May Half-term	May Half-term		
22-May	2	May Half-term	May Half-term	May Half-term	May Half-term	May Half-term		
Summer B	29-May		Enrichment week	Enrichment week	Enrichment week	Enrichment week	External Exams	
	05-Jun	0	Gothic genre study	Dystopian fiction	Spoken language study	Language paper 2 Section B	External Exams	
	12-Jun	1						<b>7. Unit assessment Dystopian</b>
	19-Jun	2						
	26-Jun	1	<b>6. Unit assessment Gothic</b>	Writing comedy	Spoken language study	19th Century text intro to context		
	03-Jul	2						
10-Jul	1							
17-Jul	2	Gothic genre study		<b>5. Unit assessment Spoken lang'</b>				