

Subject: English Language and Literature Curriculum Map 2024 -25			
Year 7	Content	Skills and knowledge	Assessments/Checkpoints
Autumn 1	The Village Project Library lesson: 1 per fortnight	Improved vocabulary. Grid on drive Understanding different writing styles and appropriate register. Linking paragraphs. Writing skills Persuasive techniques. Understanding characterisation & writing using an analytical paragraph – introduce What? How? Why? Introduction to the Romantic. Understanding of Victorian inequality <u>Spoken Language</u> – how to create understanding through delivery of a poem. GCSE Link to the power of nature and common themes in Wordsworth’s poetry.	<u>Assessment:</u> <u>Vocabulary / Writing.</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Write a persuasive speech applying for the job of mayor. <u>Spoken Language:</u> <ul style="list-style-type: none"> Poetry Recital: <i>Daffodils</i> by W. Wordsworth OR deliver persuasive speech.
Autumn 2	Myths and legends Library lesson: 1 per fortnight	Improved vocabulary. Grid on drive Interpret texts, using understanding of myths Structure mythic stories and create characters worthy of mythical status Use a range of language techniques to make own myths exciting <u>Spoken Language: <i>The Kraken</i></u> has imagery/context (hellmouth etc.) that links to COTLB by Tennyson. Link to GCSE poem and common themes/ideas/context There is a PPT (monster drawing etc.) on the shared drive and more detail about the poem.	<u>Assessment:</u> <u>Vocabulary/Writing</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Write the opening of a hero’s quest <u>Spoken Language:</u> <ul style="list-style-type: none"> Poetry recital: <i>The Kraken</i> By Tennyson
Spring 1	Development of the English Language/Chaucer	Improved vocabulary. Understand the development of the English Language. Introduction To Chaucer. Understanding characterisation & writing using an analytical paragraph – What? How? Why? <u>Spoken Language:</u>	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Analyse an extract: ‘Compare how Chaucer presents the character of the Miller and the Knight in these extracts from the <i>Canterbury Tales</i>?’ <u>Spoken Language</u>

	Library lesson: 1 per fortnight	Creating mood and atmosphere through description of setting in a poem.	<ul style="list-style-type: none"> Poetry recital: First 18 lines of <i>The General Prologue of the Canterbury Tales</i> by Chaucer.??
Spring 2	Introduction to Shakespeare Library lesson: 1 per fortnight	Improved vocabulary.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary <u>Reading:</u>
Summer 1	The Breadwinner Library lesson: 1 per fortnight	Improved vocabulary. Understand the contextual factors connected to this text – e.g. the war in Afghanistan Whole text structure The features of a story: characterisation, setting, plot, mood and atmosphere. How to analyse Ellis’ use of language and write in an academic style. Oracy.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> Match 15 definitions of Tier 2/3 vocabulary Analyse a short section of text for mood and atmosphere. <u>Spoken Language:</u> <ul style="list-style-type: none"> Poetry Recital: <i>Refugee</i> by Brian Bilston
Summer 2	Poetry Create a poetry Anthology or The Lady of Shalott? Library lesson: 1 per fortnight	Improved vocabulary. Understand the different forms and use of 1 st /3 rd person: Ballad – Frankie and Jonny/Ode to Hillsborough Haiku - Sonnet – link to Ozymandias Dramatic monologue – link to London/MLD Limerick - Blank verse – Link to Shakespeare Kennings - link to Beowulf	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> Match 15 definitions of Tier 2/3 vocabulary <u>Spoken Language:</u> <ul style="list-style-type: none">

Year view Subject: English Language and Literature Curriculum Map 2023 onwards			
Year 8	Content	Skills and knowledge	Assessments/Checkpoints
Autumn 1	<p>Noughts and Crosses:</p> <p>Library lesson: 1 per fortnight.</p>	<p>Improved vocabulary. Grid on drive</p> <p>Building on skills learned in year 7 <i>The Breadwinner</i>: character, setting, plot</p> <p>Building on skills learned about how to write about a character from Year 7 Chaucer</p> <p>Identify the features of a dystopian novel</p> <p>Develop an understanding of ideas about race in society</p> <p>Develop an understanding of the Dystopian genre</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading:</u></p> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Extract: How Does the writer present the characters of Sephy and Callum? <p><u>Spoken Language:</u></p> <p>Poetry recital: <i>'The Horses'</i> by Edwin Muir. There is a PPT on the drive if you want to look at this poem in more detail. This poem could be learnt over the whole term or learnt up to a suitable halfway point and then do <i>Hawk Roosting</i> in the 2nd half term</p>
Autumn 2	<p>Finish reading Noughts and Crosses And Dystopian Fiction</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Look at extracts from dystopian literature and analyse for conventions, techniques, structure</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Creative Writing - Create the opening to a dystopian story. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Poetry recital: <i>'The Horses'</i> by Edwin Muir. <p>There is a PPT on the drive if you want to look at this poem in more detail. This poem could be learnt over the whole term or learnt up to a suitable halfway point and then do <i>Hawk Roosting</i> in the 2nd half term</p>

Spring 1	<p>The Art of Rhetoric</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary. Understanding of pathos, logos, ethos and persuasive techniques and how to use them effectively in a piece of writing</p>	<p><u>Assessment:</u> <u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Speech persuading people to support a charity of students' choice <p><u>Spoken Language:</u> <i>If</i> by Rudyard Kipling</p>
Spring 2	<p>Shakespeare: Merchant of Venice</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p>	<p><u>Assessment/Reading:</u></p> <ul style="list-style-type: none"> • <i>How far is Shylock presented as a sympathetic character in two scenes?</i> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary <p>Spoken Language: Perform a scene from the play and write up an analysis of the stagecraft choices which you made.</p>
Summer 1	<p>Victorian childhood Non-fiction reading and writing Persuasive speech</p>	<p>Improved vocabulary. Build on skills learned in year 7 Julius Caesar Study Shakespeare's dramatic methods Analyse stagecraft and apply it to a production Consider how the play fits the tragic genre Practise how to perform a scene</p>	<p><u>Assessment:</u> <u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • How are the children presented in the workhouse in Oliver Twist. <p><u>Spoken Language</u> <i>The Chimney Sweep</i> By William Blake</p>

	Library lesson: 1 per fortnight		
Summer 2	<p>The Speckled Band</p> <p>Library lesson: 1 per fortnight</p>	Improved vocabulary.	<p><u>Assessment: TBC</u></p> <p><u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Starting with this extract, explore how Conan Doyle presents Dr. Roylott as a typical villain in <i>The Speckled Band</i>. <p><u>Spoken Language: TBC</u></p>

Year 9	Content	Skills and knowledge	Assessments/Checkpoints
Autumn 1	<p>Introduction to the Gothic</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary. Grid on drive</p> <ul style="list-style-type: none"> ○ Read a wide range of texts and discuss how writers use and adapt gothic conventions. ○ Learn that the gothic genre reflects fears common to society at the time. <p>Develop their understanding of the concept of ‘otherness’ in relation to contemporary views.</p> <ul style="list-style-type: none"> ○ Creating fear and suspense in written texts through the use of structural techniques. <p>Dance of Death- there is a link to a gothic LEGO animation of the reading of the poem on the drive. LEGO-Animation: Goethe: "Dance of Death" (english version) (youtube.com)</p> <p>Create a factsheet outlining gothic conventions (block book computer room for one library lesson)</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Writing:</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Creating a beginning to a gothic story (mood and atmosphere, characterisation, gothic conventions) <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Poetry Recital: <i>The Dance of Death</i> Goethe
Autumn 2	<p>Frankenstein The Play</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>An understanding of the marginalisation of those considered ‘other’.</p> <p>Using an anonymous assessment from Autumn 1, pupils annotate it using their factsheet from Autumn 1 and write a paragraph analysing it for gothic conventions - link to GCSE</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Analysing the birth scene – chp 5 of the novel. <p><u>Spoken Language:</u></p> <p>Poetry Recital: <i>The Raven</i></p>
Spring 1	<p>Animal Farm.</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Improve analysis of language skills linking to GCSE.</p> <p>Improve understanding of context and how to incorporate it into an essay.</p> <p>Improve academic writing style</p> <p>Understand the idea of concepts in more detail</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading</u></p> <p><i>How are the Different Animals Presented in Animal Farm?</i></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary <p><u>Spoken Language:</u></p> <p><i>The Tyger</i> by William Blake</p>

Spring 2	Animal Farm Library lesson: 1 per fortnight	Improved vocabulary. Improve analysis of language skills linking to GCSE. Improve understanding of context and how to incorporate it into an essay. Improve academic writing style Understand the idea of concepts in more detail	<u>Assessment:</u> <u>Vocabulary/Writing</u> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • <u>Spoken Language:</u> <i>View of a Pig</i> by Ted Hughes
Summer 1	Shakespeare.: <i>Romeo and Juliet</i> Library lesson: 1 per fortnight	Improved vocabulary. Build on skills learned in <i>Introduction to Shakespeare</i> (y7) and <i>Merchant of Venice</i> (y8) Apply knowledge of the tragic genre and key tragedy vocabulary to the play Watch a full play version – analyse stagecraft and apply it to a production Analyse key scenes, learning how to make links to the text as a whole	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • <u>Reading:</u> <u>Spoken Language:</u> Pilgrim sonnet.
Summer 2	GCSE Poetry – Cluster 1 War or transition unit on AIC. Library lesson: 1 per fortnight	Improved vocabulary. Build on knowledge of poetry learned in years 7 + 8 Study each of the 4 poems in detail, understanding the poet’s choices and their intentions Make connections between the poems Learn how to write a comparative essay	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> • 15 definitions of tier 2/3 vocabulary • Poetry to Prose: Pick a poem from the cluster and rewrite as a piece of prose/diary entry etc. <u>Spoken Language:</u> Any poem from the cluster.

Year 10	Content	Skills and knowledge	Assessments/Checkpoints
	GCSE Language: AQA GCSE Literature: AQA		
Autumn 1	<p><u>Literature:</u> 19th Century Novel: <i>A Christmas Carol</i></p> <p><u>Language:</u> Paper 1. Q5</p>	<p>Build on knowledge of 19th Century Literature and extract/ whole text analysis Read the text and study each chapter in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Understand and build on knowledge of descriptive and narrative writing. Broaden vocabulary. File of vocabulary will be on the Drive.</p>	<p><u>Literature</u> Summative <i>How does Dickens present the character of Scrooge at the beginning of the novella?</i></p> <p><u>Language:</u> Completed Q5 task.</p>
Autumn 2	<p><u>Literature:</u> 19th Century Novel: <i>A Christmas Carol.</i> Unseen poetry</p> <p><u>Language:</u> Paper 1 Q1-4</p>	<p>Build on knowledge of 19th Century Literature and extract/ whole text analysis Read the text and study each chapter in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Understand and build on knowledge of descriptive and narrative writing. Broaden vocabulary. File of vocabulary will be on the Drive.</p>	<p><u>Literature</u> Summative <i>A Christmas Carol</i> – past paper question</p> <p><u>Language:</u> Paper 1 Q1-4</p>
Spring 1	<p><u>Literature:</u> Poetry Anthology: Cluster 2</p> <p>Unseen poetry</p> <p><u>Language:</u> Paper 2 Reading</p>	<p>Improved vocabulary. Knowledge of poetic techniques. Study each of the 5 poems in detail, understanding the poet’s choices and their intentions. Make connections between the poems and the 5 poems taught in Summer 2 (Year 9). Study the contexts of the poems including when they were written and any events in the poet’s life which influenced their writing Interleaved revision: quotations analysis from <i>A Christmas Carol</i></p> <p>Apply knowledge of how to analyse poetry to unseen texts How to analyse writers’ methods Learn how to craft a response</p> <p>Teach inference skills (Q2) and synthesis, how to analyse language (Q3) and how to compare writers’ perspectives (Q4)</p>	<p><u>Literature:</u> Summative: <i>How Does ? present power/conflict? in this poem and one other from poems you have studied?</i></p> <p><u>Language</u> Paper 2 reading Q1-4</p>

<p>Spring 2</p>	<p><u>Literature:</u> <i>An Inspector Calls</i></p> <p><u>Language:</u> Paper 2 Writing Prep for Spoken Language NEA</p>	<p>Improved vocabulary. Read the text and study play in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Interleaved revision: quotations analysis from <i>A Christmas Carol</i></p> <p>Build on knowledge of non-fiction texts - discuss the articles which have been sent home every week – have they been reading them and what have they learned about non-fiction writing? Build on knowledge from year 9 of the art of rhetoric Build up a bank of forceful and positive vocabulary Practise how to write forcefully in order to convey a viewpoint</p>	<p><u>Literature:</u> Formative:</p> <p><u>Language:</u> Formative Q5 (Summative will be mocks)</p>
<p>Summer 1</p> <p>Mocks</p>	<p><i>An Inspector Calls</i></p> <p><u>Language:</u> Mock Revision Paper 2</p> <p>Spoken Language NEA after mocks</p>	<p>Improved vocabulary. Read the text and study play in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Interleaved revision: quotations analysis from <i>A Christmas Carol</i>. Preparation for the mock exams - Teach how to revise for English Interleaved revision: quotations analysis from <i>A Christmas Carol</i></p>	<p><u>Literature:</u> Summative: Past question paper</p> <p><u>Language:</u> Mock Revision</p> <p><u>Mock Exams:</u> Summative Language-Paper 2: Reading Q1-4 Literature- <i>A Christmas Carol</i></p>
<p>Summer 2</p>	<p><u>Literature:</u> Unseen Poetry</p>	<p>Improved vocabulary. Apply knowledge of how to analyse poetry to unseen texts How to analyse writers' methods</p>	<p><u>Literature</u> <u>Language:</u> Formative</p>

	<p><u>Language:</u> Spoken Language NEA</p>	<p>Learn how to craft a response</p>	<p>Unseen poetry analysis (Summative will be mocks)</p> <p><u>Spoken Language</u> videos to be put on Drive: KS4: Spoken Language videos. Put into a folder with your name on & pupil's videos to be correctly labelled with: Name, Grade. Choose your selection of 10 to be put directly into the Submission 2026 folder in a folder with your initials on.</p>

Year view Subject: English Literature		Curriculum Map 2023 onwards	
Year 11	Content	Skills and knowledge	Assessments/Checkpoints
GCSE Language and Literature: AQA			
Autumn 1	<u>Literature</u> <i>Macbeth</i>	Apply knowledge of the tragic genre and key tragedy vocabulary to the play. Vocab grid on drive. Watch a full play version – analyse stagecraft and apply it to a production Analyse each key, learning how to make links to the text as a whole Consider contextual factors including kingship, the supernatural, the gunpowder plot, dual context Understand Shakespeare’s intentions in writing the play	<u>Literature</u> Formative (summative will be mocks) <i>Macbeth</i>
	Poetry-interleaved revision of cluster 1 as poetry comparative essay is on the mocks. <u>Language (AQA)</u> Paper 1 Reading Q1-4	Build on skills of retrieving information from a text How to analyse language (Q2), whole text structure (Q3) and evaluation of a statement (Q4)	Formative (summative will be mocks). <u>Language</u> Formative (Summative will be mocks) Paper 1 Reading Q1-4
Autumn 2	Macbeth Poetry Anthology Language Paper 1 Revision	Revision of poetry from year 10 and Macbeth ready for the mocks Improved vocabulary. Knowledge of poetic techniques. revise each of the 5 poems in detail, understanding the poet’s choices and their intentions. Make connections between the poems and the other 10 poems from the anthology Study the contexts of the poems including when they were written and any events in the poet’s life which influenced their writing Explicitly teach how to write a comparative poetry essay.	<u>Mock Exams:</u> <u>Literature</u> Summative: <i>Macbeth</i> – Act 5 scene 3 Poetry comparative essay - MLD <u>Language:</u> Summative: Language Paper 1 Reading <u>Literature</u> Formative: 24 mark Question

	<u>After mocks – Literature</u> Unseen poetry		
Spring 1	<u>Language</u> Paper 2 <u>Literature</u> Poetry Anthology Unseen poetry	Build on knowledge of Paper 2 and writing skills needed for section B, broaden vocabulary Anthology poems completed and connections made between poems. Teach 8 mark question.	<u>Language:</u> <u>Paper 2</u> Formative + summative –past paper <u>Literature</u> Formative + summative – nature question comparing 2 poems 8 mark question unseen
Spring 2	Revision of Language Paper 2 Revision of all Literature texts (An Inspector Calls, Poetry, A Christmas Carol, Macbeth)	Completing past papers to perfect exam technique Learning quotations Completing past papers to perfect exam technique	Practice papers
Summer 1	Revision	Revision	Practice papers
	Study Leave	Study Leave	Study Leave

Year view Subject: English Literature Curriculum Map 2023 onwards				
NB Students have 5 lessons per week in year 13				
Year 12/13	Content	Skills and knowledge	Assessments/Checkpoints	Comments *
Autumn Term 1	Introduction to Political and Social Protest Literature Teacher 1: <i>The Handmaid's Tale</i>	Understand the genre and its origins Learn key terminology and how to apply it to the genre Detailed study texts Connection to contextual factors and how this impacts the writing of these texts.	Year 13 NEA essays to be marked and redrafted for final deadline (December) Paper 2 Section A extract question	
Autumn Term 2	Teacher 2: William Blake's <i>Songs of Innocence and Experience</i> Year 13 Interleave revision of Tragedy unit	Connect to elements of PSPL Detailed study of the poems Connection to contextual factors and how this impacts Blake's writing	Paper 2 Section B debate response for <i>HMT</i> and Blake <i>SOIAE</i> . Mock Examination	
Spring Term 1	<i>The Kite Runner</i>	Detailed study of the text Connection to contextual factors and how this impacts the writing of these texts Connect to elements of PSPL	Paper 2 Section C debate response essay (on two texts)	
Spring Term 2	Year 13 Revision of all texts Year 12 – Teaching of Critical Theory ??		Practice papers – Year 13	
Summer Term 1	Year 13 Revision of all texts Year 12 Critical theory and NEA??	Exam technique Year 13 Taught element – using critical anthology teach the 6 theories Marxism / Feminism / Post-Colonial / Narrative / Eco-critical / The Literary Canon	Practice papers – Year 13 Submission of detailed essay plan And first draft	

		Application of these elements to their own texts.		
Summer Term 2	Study Leave Year 13 Year 12 – NEA	Study Leave Year 13	Study Leave Year 13 Draft NEA Copy	Study Leave Year 13

Year view Subject: English Language Curriculum Map 2024 onwards Students have 5 lessons per week in year 12				
Year 12/13	Content	Skills and knowledge	Assessments/Checkpoints	Comments *
Autumn Term 1	Introduction to tragedy Teacher 1: Othello Teacher 2: Death of a Salesman	Understand the history of the Tragic genre Understand the history of the Tragic genre Begin to apply the genre to a range of texts Learn key terminology and how to apply it Detailed study of Othello Acts 1 and 2 Detailed study of Death of a Salesman	Paper 1 Section A Othello extract essay Paper 1 section C <i>DOAS</i> and Aspects of Tragedy essay. Focus on writing an introduction.	If they have studied at EGS in y7-11 they will have good knowledge of the Tragedy Genre
Autumn Term 2	Teacher 1: Othello Teacher 2: Death of a Salesman	Begin to apply the genre to a range of texts Learn key terminology and how to apply it	Paper 1 section B <i>Othello</i> essay Paper 1 Section C <i>Death of a Salesman</i> debate essay	

		Detailed study of Othello Acts 1 and 2 Detailed study of Death of a Salesman		
Spring Term 1	Teacher 1: Othello	Detailed study of Othello Acts 3-5 with application of tragedy	Paper 1 Section B <i>Othello</i> debate question	
Spring Term 2	Teacher 2: Keats – Lamia, The Eve of St. Agnes, La Belle Dame sans Mercy, Isabella	Detailed study of Keats Poetry with application of tragedy	Paper 1 Section C <i>Death of a Salesman</i> and <i>Keats</i> debate question	
Summer Term 1	Non-Examined Assessment	Taught element – using critical anthology teach the 6 theories Marxism / Feminism / Post-Colonial / Narrative / Eco-critical / The Literary Canon Application of these elements to their own texts	Mock examination Paper 1 Section A and C	
Summer Term 2	NEA	Application of above elements to their own texts	Submission of detailed essay plan And first draft	