Key Stage Three Curriculum Map

Year 7	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Overview	Unit: Medieval English and Beowulf **Core Text:** Beowulf **Focus:** Depiction of character	Unit: Pre 1914 Prose **Core Text:** Oliver Twist **Focus:** Narrative writing	Unit: Shakespeare Study **Core Text:** A Midsummer Night's Dream **Focus: Depiction of character and**	Unit: Creative writing: The foundation of short stories **Core Text:** Short story anthology **Focus:** The Craft of writing short stories	Unit: Personal voices in poetry **Core Text:** The Girl who became a tree **Focus:** Narrative poetic form	Unit: Non-fiction writing **Core text:** Anthology of speeches/articles/letters **Focus:** sentence structure and introduction to rhetoric
End point	To understand why Beowulf is an important part of the history of the English language. To discuss the change of language over the time To describe characters and settings using similes, metaphors and thoughtful vocabulary choices.	To understand Dickens' work in context. To understand what life was like in Victorian England. Go understand how Dickens chose and used language to create a character	To understand Shakespeare comedy in context. To appreciate, through reading, analysis and performance, Shakespeare's dramatic devices.	To understand the elements of a successful short story To be able apply that knowledge to their own writing.	To be able to use the STILTS structure to understand a poem To be able to identify how a character is presented within a poetic form.	To understand how sentence structure and language can be used to create a compelling argument.
Learning about:(Substantive knowledge)	Medieval Historical context The history of Beowulf The Heroic code Language has changed and developed over time. What we mean by Oral tradition and the role it has played in the literary tradition The nature of heroes and villains	• Charles Dickens was a famous Victorian novelist. • Charles Dickens wanted to show support for vulnerable members of society. • The Victorian era was a time of great social change. • Conditions in Victorian London • Poverty • A novel is an extended work of fiction, telling a story • Character's experience different endings according to whether they considered "good" or bad"	• Contextual background to Shakespeare's life and career. • The Elizabethan Era • The conventions of Elizabethan stagecraft • The conventions an expectations for Athenian life and the implications for characters • Authority • Relationships – paternal, controlling	Stories are well-designed structures with a beginning, middle and end; Stories have Four main ingredients – place, time, character, and action. A short story should have one main character; the action should happen in one place and over a short time.	Greek mythology – the story of Daphne and Apollo Use of symbol s in poetry The importance of Structure in poetry The Parallels between a contemporary story and Greek myth	Identifying rhetorical devices sing : P E A R F O R E S T Identifying Sentence structures Three Appeals: ethos, logos, pathos
Learning how to: (Procedural knowledge)	Understand increasingly challenging tex through learning new vocabulary, relatir explicitly to known vocabulary and understanding it with the help of contex dictionaries To develop skills in textual analysis and deepen inference skills Annotate an extract for key elements ar meaning To use Standard English confidently in th own writing and speech To develop personal opinions To apply their growing knowledge of vocabulary, grammar and text structure their writing and selecting the appropri form	How to compose a correct topic sentence that says something relevant, accurate, and contain a single point. How to select relevant quotations from the text to support topic sentences. How to write an essays that is composed of a series of analytical paragraphs.	Analyse and comment on character at different points in the text Analyse and comment on language Analyse and comment on the use of metaphor Select relevant and concise quotations from a text to support points Annotate key quotations Write increasingly sophisticated, Mutiple topic sentences which analyse the writer's presentation of a character at different point in the text	Able to plan a compelling short story with a beginning, middle, end, action, main character, set-up, pay-off. Evaluate/assess the success of a short story based on the above criteria	Use STILTS as a routine for respo to a poem Analyse and comment on the use of Metaphor Analyse and comment on the use of semantic fields Write multiple topic sentences which explain and analyse how meaning is conveyed within a poem	Using rhetorical devices for effect Using sentence structure for effect Analyse and comment on the use of language and structure in transactional writing
Learning that: (Disciplinary knowledge)	• Character is created through description, action and inference • Writers infer meaning through choice and use of language • Old English language has evolved over time • The characteristics of a literary hero, using Beowulf as an example • Language has evolved over time	Characters are not real people. They are constructed by the writer. Writers make deliberate choices about the language that they use Connotations are the associations readers have with words We use active analytical verbs when we analyse why a writer has used this language Writers create stories that are influenced by their context	A convention is the way things are usually done certain types of texts contact certain convention to their plot and characters Writes make deliberate choices about the language they use Writers sometimes use techniques in their choice of language- metaphor Metaphors are when you compare something to literal to something imaginative because they have common ground this then emphasise the ideas messages Characters can be complex and presented/ interpreted in different ways in different sections of the text Soliloquies and asides are when characters talk aloud and only the audience can hear. • Plays are divided into acts and scenes. • Essays can explore items, themes or ideas as well as characters. • A correct topic sentence should say something relevant,	A short story needs to include: beginning, middle, end, action, main character, set-up, pay-off. A setup can be a character trait or an object	The nature of Archetypal stories: • Overcoming the Monster • Rags to Riches • The Quest • Voyage and Return • Comedy • Tragedy • Rebirth. Awareness of, and the impact of different poetic forms	A persuasive argument is constructed and crafted using deliberate techniques/devices for a range of effects.

			accurate, and contain a single point. • A good quotation shows that the topic sentence is accurate, avoids repeating the point and lasts no more than two lines of your writing.			
Knowledge Organiser	KO Y7 Heroes and Villains (?)	KO Y7 Oliver Twist	KO Y7 a Midsummer Night's Dream	KO	KO	KO
Assessment	Reading and writing baseline assessments Reading: What do you learn about Beowulf?	Weekly knowledge tests Reading: Write an essay on an unseen extract, about the character of Bill Sykes.	Weekly Knowledge tests Reading: Is the love potion good or bad?	Writing: Plan and write your own short story	Reading : Q1: How is mythological Daphne presented in 'Daphne'? Q2: How is Daphne presented in 'The Way Back'?	Speaking and Listening Assessment: Plan and deliver a speech on a topic you feel passionately about.
Reading opportunities	Reading of extracts	Reading of abridged text, reading of original extracts, reading of non-fiction articles	Plot synopsis, key scenes in the play, non-fiction texts relating to the key context of the play	A selection of short stories	Reading of full text, biographical information, newspaper articles, information sheets - mythology	Reading a range of non-fiction texts: speeches, letters, newspaper articles (broadsheet and tabloid), blog posts
Writing Opportunities	Empathetic Diary entries Analytical paragraphs	Summarising non- fiction content, Diary entry, analytical paragraphs, creative account	Commentaries and summaries on key events and characters, analytical paragraphs	Planning and writing sections of short stories inspired by model texts	Analytical paragraphs	Analytical paragraphs Transactional writing
Vocabulary focus	Moral (n.) Vulnerable Brutal Corrupt Villain Malicious Victim Naïve Medieval Alliteration Epic Anglo Saxon Atrocious Marauding Desolate Banished Inflict Stereotypical Valiant Malevolent Emotive	Orphan Moral (n.) Vulnerable Brutal Corrupt Villain Malicious Victim Naïve Protagonist Antagonist	soliloquy severe conflict unrequited love to mock chaos to resolve	Freytag's pyramid Exposition Inciting Incident Rising action Climax Falling action Denouement/resolution Set-up Pay-off Protagonist / Antagonist	Meter Literal Vehicle Tenor Ground Symbol Structure Prophecy Mythology Connotations Retaliation Sacred Personification Simile	Personification Exaggeration/hyperbole Alliteration Repetition Facts Opinion Rhetorical Question Emotive language Statistics Tricolon Anecdote Pathos Ethos Logos Aristotelian
NC benchmark	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (fiction novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For description)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (pre-1914 prose) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For narratives)	• Shakespeare requirement • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (play) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For scripts and presentations) • Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas • Competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate.	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (non-fiction) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (fictional play and extracts from the 19th century novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (pre-1914 prose) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For narratives)

Year 8	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Overview	**Unit: 20th Century Prose** **Core Text:** Animal Farm **Focus:**	**Unit: 20th Century Prose** **Core Text:** Animal Farm **Focus:**	**Unit: Shakespeare Unit** **Core Text:** The Tempest **Focus:**	**Unit: Shakespeare Unit** **Core Text:** The Tempest **Focus:** Exploring how a character depicts a theme or idea	**Unit: Global Voices in Poetry** **Core Text:** Global Voices Anthology **Focus:**	**Unit: Creative Writing** **Core Text:** Anthology of extracts **Focus:** Creating of sense of pace through mood and description
End point	To appreciate the significance of Orwell's novel in context. Define and identify allegory and irony To apply this knowledge to speech writing.	To appreciate the significance of Orwell's novel in context. Define and identify allegory and irony To apply this knowledge to speech writing.	To understand how Shakespeare uses Multiple plot lines To identify and understand how theme is presented in a text To understand how character, us conveyed in depth		To understand how poets communicate themes and ideas through linguistic and structural devices To understand poems as literacy constructs To be able to communicate this understanding in formal written responses	To write a piece of emotive descriptive writing in response to a stimuli To understand elements that are within a piece of successful descriptive writing – emotive language, metaphor, sequence
Learning about:(Substantive knowledge)	George Orwell was a modern British writer He wrote "Animal Farm," "Nineteen Eighty-Four" and other influential works He was influenced and inspired by contemporary events His writing often challenges authority Animal Farm is an allegory Political ideologies: communisms Propaganda Hypocrisy		Contextual information about Shakespeare's life and times of writing Travel, exploration and colonialisation in the Elizabethan era Nature vs. Nurture Monarchy and treason Colonialism Love		Post-colonial writing Apartheid Racism Immigrant experiences Poets reflect their experience Culture and identify Poets can convey their sense of identify through their writing Components of Metaphor/ extended metaphor	How to create authentic writing that is emotive, descriptive How to devis and use imagery in witing Sequencing a piece of descriptive writing proofreading Assessment
Learning how to: (Procedural knowledge)	• How to analyse the structure of a novel. • Understanding extended metaphor. • Select highly relevant quotations of textual references from a text to support points	• Write increasingly sophisticated analyses of writer's choices by using active analytical verbs • How to analyse the structure of a novel. • Analyse and comment on the use of figurative language • Comment on a writer's intentions to challenge/ inspire/ expose etc	Attempt a Closed book assessment. Compose a balanced argument.		Deconstruct a poem using STILTS Understanding extended metaphor and how Complete Close analysis of quotations independently	Plan, devise and write emotive description Proofreading and edit skills Devise metaphor and extended metaphors in response to a stimuli Crete metaphors that describe character using tenor, vehicle, and ground Students rewrite descriptions so that they use appropriate emotion, imagery, and sequencing. Self and peer assess – crafting
Learning that: (Disciplinary knowledge)	• The events of a story can represent historical events. • Characters can represent particular people or sections of society. • Understanding extended metaphor.	Writers create stories which are influenced by their context and in turn influence their aur4idnce Imagery is the figurative language that is used in a text to evoke ideas and feelings for the reader Allegory is a type of text what has hidden deeper message. Meaning behind the literal events Pivotal moments in a text are moment that change the rest of the text.	Texts can have multiple plots. Shakespeare uses some the conventions of comedies, tragedies and tragicomedies. Characters can have a dual nature and not simply just "good" or "Bad"		How Extended metaphors are created and how they communicate layers of meaning Poems convey mood through a range of techniques Choice of technique and language directly links to the meaning and mood the poet intend to convey Poets can reflect the events around them and comment on what they see and believe	Metaphors can Writers use precise language to convey mood, feeling and description Sequencing of narrative must be logical
Knowledge Organiser	KO Y8 Animal Farm	KO Y8 Animal Farm	KO Y8 The Tempest			
Assessment	Weekly knowledge tests.	Weekly knowledge tests **Writing:** **Write an essay on an unseen extract.** How and why does the farm fail in 'Animal Farm'?	**Weekly Knowledge tests** **Reading** Write an essay on an unseen extract answering the question: How is Caliban presented in this extract and I in the rest of the play?		**Reading:** Noy my business by Niyi Osundare How does the poet use language to convey his moral message?	**Writing:** Describe a mountainous area as suggested by this picture
Reading opportunities	Full reading of the novel, biographical information	Full read of the novel, biographical information	Full read of play Full read of play		Reading of poems, historical and contextual information	Reading of extracts as models, Homework reading of a novel
Writing Opportunities	Notetaking, Analytical paragraphs	Notetaking, Analytical paragraphs	Analytical paragraphs and mini essays Analytical paragraphs and mini essays		Character profiles, plot summary, commentaries on key events and characters, using quotations to support ideas, explaining the meaning of quotations and significance of events	Descriptive passages, sequencing events logically Book review
Vocabulary focus	1. Allegory 2. Tyrant 3. Rebellion 4. Harvest 5. Corrupt 6. Propaganda 7. Cult of personality 8. Treacherous 9. Communism 10. Hypocrisy		• Colonialism • Usurp • Tempest • Treason • Callous • Pathos • Nurture • Tragicomedy		Culture Identity Oppression Tenor Vehicle Ground Extended metaphor Personification Simile Traditions	1. Destiny 2. Fate 3. Prophecy 4. Flattery 5. Insult 6. Pity 7. Compassion 8. Control 9. Stichomythia 10. Imagery
NC benchmark	• Seminal world literature • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Contemporary faction novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage	• Seminal world literature • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Contemporary fiction novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage	• Shakespeare • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (play) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately, and coherently adapting their language and style in and for a range of contexts, purposes, and audiences • Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas • Shakespeare • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Play)		• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts,

	• Write clearly, accurately, and coherently adapting their language and style in and for a range of contexts, purposes, and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Write clearly, accurately, and coherently adapting their language and style in and for a range of contexts, purposes, and audiences (For essay based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately, and coherently adapting their language and style in and for a range of contexts, purposes, and audiences • Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas	language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

	• Write clearly, accurately, and coherently adapting their language and style in and for a range of contexts, purposes, and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Write clearly, accurately, and coherently adapting their language and style in and for a range of contexts, purposes, and audiences (For essay based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately, and coherently adapting their language and style in and for a range of contexts, purposes, and audiences • Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas	language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Year 9	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Overview	**Unit:** Jane Eyre **Focus:** Essay writing	**Unit:** The Gothic **Focus:** Descriptive and Narrative Writing	**Unit:** Romeo and Juliet and Poetry **Focus:** Comparing texts, essay writing		**Unit:** Rhetoric **Focus:** Planning, writing and delivering a speech to an audience	**Unit:** Disturbing Voices in Poetry **Focus:** Comparing poetry, essay writing
End point	To write an essay on an unseen extract about the way Bronte presents Jane's childhood experiences	To understand and comment on the conventions of Gothic literature. To write a description of a setting in the style of a Gothic author.	To understand the theme of love in a range of contexts. To make comparisons between poetry and the play.		To analyse the effect of persuasive techniques used in non-fiction texts. To apply this knowledge to speech writing.	To independently analyse and evaluate MITSL in an unseen poem.
Learning about: (Substantive knowledge)	• Back ground to Charlotte Bronte and the context she was writing in • Victorian attitudes and beliefs relating to childhood • The position of most vulnerable members of Victorian society – in particular orphans	• The views and attitudes that influenced authors of Gothic literature • The effect of Gothic conventions • Themes of Gothic literature • How a writer creates character through language and structural choices • The intended purpose of the writer's language	• The theme of love and relationships • Historical context influences poetic style and content • The story Romeo and Juliet • Feminist attitudes in literature; • How contextual factors influence an audience's reaction to events and characters • What makes Romeo and Juliet a tragedy		• Linguistic register • Connotations • Motifs • Semantic fields • Narrative styes	Censorship How context provides further insights into the intent and message of a text Feminist theory and the "male gaze" How and why authors use mythological and literary characters in their work
Learning how: (Procedural knowledge)	• To sustain a thesis across a whole essay. • To evaluate characters.	• To apply literary techniques to create a setting • To apply literary techniques to create a character • To thoroughly plan a piece of descriptive writing • To identify and accurately use complex punctuation • To comment on structural features in a novel	• To identify common themes within a text • To study characterisation and character development • To develop personal opinions, supported with evidence • To study characterisation techniques; • To develop analysis of extract, character and theme; • To blend quotations effectively. • To compare poetry		• To analyse the effect of techniques used in non-fiction texts. • To debate current affairs using evidence to support arguments • To shape a viewpoint through language and structure • To use PEARFOREST and more complex persuasive techniques to argue and persuade • To independently plan and write a speech • To perform a speech in class clearly and confidently	• To independently read and comment on a range of poetry • To independently analyse and evaluate language and structural choices in poetry • To compare themes and key ideas across poems • To compare how poets use language and structure to convey their ideas • To construct an answer using the what, how, why model
Learning that: (Disciplinary knowledge)	• Juxtaposition is a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different. • A thesis is the main idea that you want to discuss throughout an essay. • Jane Eyre demonstrates the "Comeuppance" narrative model - is when a villain receives some form of punishment for what they did. • Characters can represent specific ways of looking at the same thing.	• The Gothic genre and spans through art, literature, film and architecture. • The genre became popular in 1700s but it is still very prominent in our culture today. • Gothic texts have an atmosphere of fear and suspense. • Common subject matter includes: the supernatural, family curses, mystery, madness and death. • Famous Gothic writers include: Edgar Allen Poe, Mary Shelley, Bram Stoker, Ann Radcliffe and Horace Walpole.	• Texts use multiple poetic techniques to create meaning ie Symbolism, motif, oxymoron, religious imagery • Feminism is the theory of the political, economic, and social equality of the sexes. • Patriarchy is any culture that privileges men by promoting traditional gender roles. • In Shakespearean England, the male head of the household held all the wealth and power and girls were expected to grow up to become wives and mothers. • Romeo personifies the Petrarchan or courtly love tradition, as he worships his love, Rosaline, from afar. • Apart from the setting there is no attempt to make the story seem Italian. The manners and attitudes shown are those that would have been commonly found in Elizabethan England. • Dramatic irony is when the audience knows something that a character in the play does not.		• a writer use language to achieve a shift in tone • writers build semantic fields to layer meaning and inference within a text • writers employ of range of linguistic and structural techniques to convey meaning	• Narrative voice can be created through choice of language and structure • A reader's understanding of context can affect their interpretations of a text • Writer use of Extended metaphor creates a sense of character and voice
Knowledge Organiser	KO Y9 Jane Eyre	KO Y9 The Gothic	KO Y9 Love Poetry KO Y9 Romeo and Juliet		KO Y9 Non-Fiction Language	KO Disturbing Voices Poetry
Assessment	**Reading:** Write an essay on an unseen extract about the way Bronte presents Jane's childhood experiences.	**Writing:** Describe the servants journey from their room to the door where they heard a scream coming from in the middle of the night.	**Reading:** Comparative essay between the poetry and the play.		**Writing and speaking and listening:** Write and perform a speech	**Reading:** Compare how Browning presents the speakers as being 'disturbed' in 'Porphyria's Lover' and 'My Last Duchess'.
Reading opportunities	Full read of the novel. Information sheets, Bible extracts, Nineteenth century short stories, Nineteenth century pamphlet and non-fiction texts	A selection of Gothic fiction extracts	A selection of love poetry. Full read of the play.		A selection of non-fiction letters, articles and speeches	A selection of poetry ; variety of non fiction texts including newspaper articles
Writing Opportunities	Plot summary, analysis of key events and characters, descriptions of Gothic settings and characters	Analysis of key events and characters, writing narratives using Gothic techniques, writing to build tension	Summaries of the poems, using concise quotations to support ideas, analysing how poets use language and structure and evaluating the effectiveness of their choices Plot summary, analysis of key events and characters, using concise quotations to support ideas, analysing the language and structure used in quotations and evaluating the effectiveness of these choices		Evaluating non-fiction texts, writing letters, articles and speeches	Summaries of the poems, using concise quotations to support ideas, analysing how poets use language and structure and evaluating the effectiveness of their choices
Vocabulary focus	1. Orphan 2. Dependent 3. Oppress (vb.) 4. Juxtaposition 5. Thesis 6. Humiliate (vb.) 7. Hypocrite 8. Comeuppance 9. Hypocrisy 10. Morality	1. Pathetic fallacy 2. Foreshadowing 3. Foreboding 4. Isolation 5. Suspense 6. Malevolence 7. Inhuman 8. Unreliable narrator 9. Semantic field 10. Ambiguity	1. Feminism 2. Patriarchy 3. Elizabethan 4. Oppression 5. Naivety 6. Mature 7. Sonnet 8. Conventional 9. Agitated 10. Anguish	1. Fate 2. Free will 3. Motif 4. Anagnorisis 5. Hubris 6. Hamartia 7. Oxymoron 8. Tragedy 9. Duty 10. Virtue	1. Genre 2. Audience 3. Subject 4. Purpose 5. Article 6. Letter 7. Speech 8. Persuasion 9. Formality 10. Bias	1. Enjambment 2. Juxtaposition 3. Anaphora 4. Epistrophe 5. Volta 6. Assonance 7. Consonance 8. Caesura 9. Monologue 10. Meter
NC benchmark	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For description)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Contemporary fiction novel and pre-1914 extracts) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (for narratives)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Shakespeare play, pre-1914 and contemporary poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Shakespeare requirement		• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (non-fiction) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Pre-1914 and contemporary poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Key Stage Four Curriculum Map

Year 10	HT 1	HT 2	HT 3	HT 4	HT5	HT6	
Overview	**Unit:** Literature Paper Two: Modern Drama **Core Text:** An Inspector Calls **Focus:** Responding to an essay question about a modern drama	**Unit:** Literature Paper One: 19th Century Novel **Core Text:** A Christmas Carol **Focus:** Writing in detail about extracts from the text and about the novel as a whole	**Unit:** Language Paper One: Creative reading and writing **Core Text:** A selection of fiction extracts **Focus:** Responding to unseen extracts in an analytical and evaluative way; descriptive and narrative writing	**Unit:** Literature Paper Two: Power and Conflict Poetry **Core Text:** An anthology of poetry, provided by AQA **Focus:** Analysing and comparing poetry	**Unit:** Literature Paper Two: Power and Conflict Poetry Unseen poetry **Core Text:** An anthology of poetry, provided by AQA **Focus:** Analysing and comparing poetry	**Unit:** Language Paper Two: Writers' viewpoints and perspectives **Core Text:** A selection of non-fiction extracts **Focus:** Responding to and comparing unseen non-fiction extracts; writing to argue, persuade, inform and advise	**Unit:** Revision of Language/Literature papers 1 & 2
End point	To understand and comment on how contextual factors influenced Priestley's writing. To understand and comment on the characters, events and themes in the play. To identify and evaluate the significance of dramatic devices.	To understand and comment on how contextual factors influenced Dickens' writing. To understand and comment on the characters, events and themes in the novel. To identify and analyse the significance of language and structure choices.	To be able to apply the following skills to unseen texts: - To identify key points - To identify and analyse language and structure choices - To evaluate the effectiveness of authorial methods To apply descriptive and narrative writing skills to a range of different titles.	To understand and comment on how contextual factors influenced each poet. To identify and analyse the significance of MITSL. To understand and appreciate key themes and ideas surrounding power and conflict.	To be able to apply the following skills to unseen non-fiction texts: - To identify key points - To identify and analyse language choices - To summarise information from two texts - To compare information and how it is presented in two texts To apply creative writing skills to a range of different text types, audiences and purposes.	To be able to apply the following skills to unseen non-fiction texts: - To identify key points - To identify and analyse language choices - To summarise information from two texts - To compare information and how it is presented in two texts To apply creative writing skills to a range of different text types, audiences and purposes.	To write and perform a speech relating to current affairs which uses persuasive devices to convince the audience to appreciate the speaker's perspective.
Knowledge and Skills	• Can explain how war influenced Priestley • Can explain how capitalism and socialism influenced Priestley • Can summarise the plot of An Inspector Calls • Can identify and analyse the characters of: Mr B, Mrs B, Shelia, Eric, Gerald, Eva and Inspector Goole • Can identify and analyse the themes of: Responsibility, social class, gender, generations, morality and injustice • Can identify and analyse structural methods used by Priestley • Can identify and analyse language techniques used by Priestley • Can identify and analyse stage directions, including exits and entrances • Can deconstruct an essay question • Can plan an analytical essay for the GCSE An Inspector Calls question	• Can explain how social class in Victorian England influenced Dickens • Can summarise the plot of A Christmas Carol • Can identify and analyse the key characters of: Scrooge, Bob Cratchit, Tiny Tim, Jacob Marley the Ghosts of Christmas Past, Present and Yet to Come • Can identify and analyse the minor characters of: Fezziwig, Belle, the wider Cratchit family, Fred, Little Fan, the charity workers, Mrs Dilber • Can identify and analyse the themes of: Responsibility, social class, time, family, morality, guilt, forgiveness, redemption • Can identify and analyse structural methods used by Dickens • Can identify and analyse language techniques used by Dickens • Can deconstruct an essay question • Can plan an analytical essay for the GCSE A Christmas Carol question	• Can quickly identify key points in an unseen fiction text • Can analyse language and structure choices in an unseen fiction text • Can evaluate the effectiveness of authorial methods in an unseen fiction text • Can use concise, relevant and judicious quotations to support ideas • Can use subject terminology accurately when discussing language and structural devices • Can adapt descriptive and narrative writing skills to suit a range of different titles.	• Can read and comment on a range of poetry exploring the themes of power and conflict • Can analyse and evaluate language choices in poetry • Can analyse and evaluate the use of structural devices in poetry • Can compare themes and key ideas about power and conflict across poems • Can compare how poets use language and structure to convey their ideas about power and conflict • Can comment on how contextual factors influenced each poet • Can deconstruct an essay question • Can plan an analytical essay for the GCSE Power and Conflict poetry question • Can plan an analytical essay for the GCSE Unseen poetry question	• Can quickly identify key points in an unseen non-fiction text • Can analyse language choices in an unseen non-fiction text • Can summarise information from two non-fiction texts • Can compare information and how it is presented in two non-fiction texts • Can use concise, relevant and judicious quotations to support ideas • Can use subject terminology accurately when discussing language devices • Can adapt creative writing skills to a range of different text types, audiences and purposes.	• Can quickly identify key points in an unseen non-fiction text • Can analyse language choices in an unseen non-fiction text • Can summarise information from two non-fiction texts • Can compare information and how it is presented in two non-fiction texts • Can use concise, relevant and judicious quotations to support ideas • Can use subject terminology accurately when discussing language devices Can adapt creative writing skills to a range of different text types, audiences and purposes.	• Can explain a point of view on current affairs eloquently • Can use evidence to support arguments • Can shape a viewpoint through language and structure • Can use research methods to construct an argument • Can use PEARFOREST, the Aristotelian Triad and other persuasive techniques to argue and persuade • Can independently plan and write a speech • Can perform a speech in class clearly and confidently
Knowledge Organiser	KO GCSE LIT An Inspector Calls	KO GCSE LIT A Christmas Carol	KO GCSE LANG Paper One	KO GCSE LIT Power and Conflict Poetry	KO GCSE LANG Paper Two	KO GCSE LANG Paper Two	KO GCSE LANG Paper Two
Assessment	**Literature:** GCSE Exam Question on An Inspector Calls	**Literature:** GCSE Exam Question on A Christmas Carol	**Language:** GCSE English Language Paper One practice exam	**Literature:** GCSE Exam Question on Power and Conflict Poetry	**Language:** GCSE English Language Paper Two practice exam	**Language:** GCSE English Language Paper Two practice exam	**Language:** Spoken Language NEA
Reading opportunities	Full read of the play	Full read of the novel	A selection of fiction extracts	An anthology of Power and Conflict Poetry, a selection of non-fiction texts relating to the key context of the poems	A selection of non-fiction extracts	A selection of non-fiction extracts	A selection of speeches
Writing Opportunities	Summary of the play, character profiles, using concise quotations to support ideas, analysing and evaluating how Priestley uses dramatic devices to convey his ideas	Summary of the novel, character profiles, using concise quotations to support ideas, analysing and evaluating how Dickens uses language and structure to develop characters and themes	Writing to identify; analyse language and structure; evaluate	Summaries of the poems, using concise quotations to support ideas, analysing how poets use language and structure and evaluating the effectiveness of their choices	Writing to summarise; analyse language; compare texts	Writing to summarise; analyse language; compare texts	Writing speeches to argue and persuade
Vocabulary focus	1. Capitalism 2. Socialism 3. Ignorance 4. Morality 5. Sycophant 6. Transformative 7. Responsibility 8. Hypocrisy 9. Symbolism 10. Social class	1. Malthusian principle 2. Inequality 3. Parable 4. Social commentary 5. Virtue 6. Poverty 7. Redemption 8. Guilt 9. Greed 10. Generosity	1. Identify 2. Analyse 3. Language 4. Structure 5. Evaluate 6. Describe 7. Narrate 8. Concise 9. Coherent 10. Judicious	11. Suffering 12. Patriotism 13. Anecdotal 14. Reality 15. Protest 16. Identity 17. Pride 18. Control 19. Inequality 20. Bravery	1. Summarise 2. Analyse 3. Compare 4. Register 5. Tone 6. Inform 7. Persuade 8. Argue 9. Inform 10. Advise	11. Summarise 12. Analyse 13. Compare 14. Register 15. Tone 16. Inform 17. Persuade 18. Argue 19. Inform Advise	1. Ethos 2. Logos 3. Pathos 4. Thesis 5. Counterargument 6. Debate 7. Relatability 8. Evidence 9. Bias 10. Compassion

Year 11	HT 1	HT 2		HT 3	HT 4	HT5	HT6
Overview	**Unit:** Literature Paper One: Shakespeare **Core Text:** Macbeth **Focus:** Writing in detail about extracts from the text and about the play as a whole	**Unit:** Literature Paper One: Shakespeare **Core Text:** Macbeth **Focus:** Writing in detail about extracts from the text and about the play as a whole	**Unit:** Language and Literature revision **Core Text:** A Christmas Carol, Macbeth and a selection of fiction texts **Focus:** Language and Literature (Both paper one) revision for mock exam (November)	**Unit:** Language Paper Two revision **Core Text:** A selection of non-fiction extracts **Focus:** Responding to and comparing unseen non-fiction extracts; writing to argue, persuade, inform and advise. Revision for mock exam (Feb/Mar)	**Unit:** Bespoke revision plan **Core Text:** All literature texts and a selection of fiction and non-fiction extracts **Focus:** Upcoming GCSE exams: English Literature (May) and English Language (June)	**Unit:** Bespoke revision plan **Core Text:** All literature texts and a selection of fiction and non-fiction extracts **Focus:** Upcoming GCSE exams: English Literature (May) and English Language (June)	
End point	To understand and comment on how contextual factors influenced Shakespeare's writing. To understand and comment on the characters, events and themes in the play. To identify and analyse how Shakespeare uses dramatic devices to develop characters and themes.	To understand and comment on the characters, events and themes in the play. To identify and analyse how Shakespeare uses dramatic devices to develop characters and themes.	To understand how to approach exam questions for Language and Literature Paper One. To reflect upon knowledge and gaps in it for this GCSE paper and plan targets for progression.	To recap and develop knowledge on how to approach the exam questions for Language Paper Two. To reflect upon knowledge and gaps in knowledge for this GCSE paper and plan targets for progression.	To recap and develop knowledge on how to approach the exam questions for all GCSE papers. Teachers will create a bespoke plan for this which meets the needs of their class. To reflect upon knowledge and gaps in knowledge for all GCSE papers and plan targets for progression.	To recap and develop knowledge on how to approach the exam questions for all GCSE papers. Teachers will create a bespoke plan for this which meets the needs of their class. To reflect upon knowledge and gaps in knowledge for all GCSE papers and plan targets for progression.	
Knowledge and Skills	- Can explain James I's attitude to the supernatural - Can explain a Jacobean audience's response to Macbeth - Can identify and analyse the main characters: Macbeth, Lady Macbeth, witches, King Duncan, Banquo, Macduff - Can identify and analyse the themes of: Gender, power, supernatural, kingship, ambition, guilt, appearance versus reality, fate versus free will, good versus evil, madness - Can comment on the relationships between characters - Can identify, define and analyse a tragic hero, hubris, anagnorisis, hamartia - Can identify, define and analyse a soliloquy, iambic pentameter and dramatic irony	- Can identify and analyse the minor characters: Fleance, the Macduff family, Malcolm, the Porter - Can discuss, in reference to Macbeth, the divine right of kings - Can identify, define and analyse a tragic hero, hubris, anagnorisis, hamartia	All knowledge and skills covered across year 10 and 11 so far for Language and Literature Paper One will be revised and strengthened in this unit. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need to focus more on developing.	All knowledge and skills covered across year 10 for Language Paper Two will be revised and strengthened in the bespoke lessons. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need to focus more on developing.	All knowledge and skills covered across year 10 and 11 will be revised and strengthened in the bespoke lessons. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need to focus more on developing.	All knowledge and skills covered across year 10 and 11 will be revised and strengthened in the bespoke lessons. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need to focus more on developing.	
Knowledge Organiser	KO GCSE LIT Macbeth	KO GCSE LIT Macbeth	KO GCSE LIT: A Christmas Carol; Macbeth KO GCSE LANG Paper One	KO GCSE LANG Paper Two	KO GCSE LANG: Paper One; Paper Two KO GCSE LIT: A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	KO GCSE LANG: Paper One; Paper Two KO GCSE LIT: A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	
Assessment	**Literature:** GCSE Exam Question on Macbeth	Weekly knowledge tests.	**Language and Literature:** GCSE English Language and Literature (Both paper one) mock exams	**Literature:** GCSE English Literature Paper Two mock exam	**Language and Literature:** A range of exam questions	**Language and Literature:** English Language and Literature GCSE exams	
Reading opportunities	Full read of the play	Full read of the play	A selection of fiction extracts and extracts from A Christmas Carol and Macbeth	A selection of non-fiction extracts	LANGUAGE: A selection of fiction and non-fiction extracts LITERATURE: Rereading extracts from A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	LANGUAGE: A selection of fiction and non-fiction extracts LITERATURE: Rereading extracts from A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	
Writing Opportunities	Summary of the play, character profiles, using concise quotations to support ideas, analysing and evaluating how Shakespeare uses dramatic devices, language and structure to develop themes and characters	Using concise quotations to support ideas, analysing and evaluating how Shakespeare uses dramatic devices, language and structure to develop themes and characters	GCSE Literature exam questions on A Christmas Carol and Macbeth GCSE Language exam questions from paper one	GCSE Language exam questions from paper two	GCSE Literature exam questions on A Christmas Carol, Macbeth, An Inspector Calls, unseen poetry and the power and conflict poetry GCSE Language exam questions from paper one and two	GCSE Literature exam questions on A Christmas Carol, Macbeth, An Inspector Calls, unseen poetry and the power and conflict poetry GCSE Language exam questions from paper one and two	
Vocabulary focus	1. Fate versus free will 2. Motif 3. Anagnorisis 4. Peripeteia 5. Hubris 6. Hamartia 7. Integrity 8. Ambition 9. Power 10. Tragic hero	1. Fate versus free will 2. Motif 3. Anagnorisis 4. Peripeteia 5. Hubris 6. Hamartia 7. Integrity 8. Ambition 9. Power 10. Tragic hero	All vocabulary covered across year 10 and 11 so far for Language and Literature Paper One will be revised and strengthened in this unit.	All vocabulary covered across year 10 for Language Paper Two will be revised and strengthened in this unit.	All vocabulary covered across year 10 and 11 will be revised and strengthened in this unit.	All vocabulary covered across year 10 and 11 will be revised and strengthened in this unit.	