

English Curriculum Map 2022

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7						
<p>Our curriculum is built on across the year. Students in all classes follow the same content, assessment and skills. Across the year we will cover the majority of writing forms to enable progression. We begin building on the skills from year 6 and engaging students with work that is familiar to them with descriptive writing of a teacher. Alongside this students will be introduced to the more challenging analytical skills with a class reader that will support their creative writing. Teachers can choose from a variety of available texts to support their students, the assessments will have the same focus regardless of the book studied. The challenge of assessments increases across the year as does the content we teach them. We build on students' foundation of knowledge by introducing a variety of literature texts including plays and poems. These allows students to take part in spoken language and to express themselves. Oral engagement is encourages in every lesson, through informal groups presentations to paired and individual speeches, students are always developing this skill. Having studied plays and literature, the natural evolution is to combine these skills in the study of Shakespeare. Students will explore a selection of texts and a variety of themes to encourage their enthusiasm and give them a good confidence for future study. In the final term the gothic genre is studied to develop their appreciation for 19th century literature. To support their language and analysis skills each term students have a booklet that explores the key skills for the term builds their reading and writing skills. Their end of year exam 5 mimics future expectation to prepare students and build confidence.</p>						
7	<p>Childhood- Novel Introduction to unit Poetry: Blake's poetry Non-fiction: Victorian society texts</p>	<p>Childhood- Novel Sawbones</p>	<p>Elizabethan England – King of the Shadows – Play Life and times of Shakespeare. Conventions of a play</p>	<p>Shakespeare – A Midsummer Night's Dream. Analysis of plot and characters. Comparison of sonnets and key speeches</p>	<p>Gothic – Woman in Black Extracts from other gothic novels, Short stories –The Hand, Tell-tale Heart and The Raven</p>	<p>Gothic – Woman in Black Extracts from other gothic novels, Short stories –The Hand, Tell-tale Heart and The Raven</p>
Assessment	Persuasive writing (A05 & 6 English Language)	SQI – Extract analysis (A02 English Literature)	Character diary (A05 & 6 English Language)	SQI – Extract analysis (A02 English Literature)	Gothic description (A05 & 6 Language)	Article - Do Ghosts exist? (A05 & 6 English Language) EOY Exam
Skills focus	<p>A05 • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>A01 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. A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>. A05 • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>A01 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. A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>A01 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. A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>A05 • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<p>In year 8, we continue to build on the writing skills introduced in year 7 and ensure the students are experts in the writing styles they will be assessed on in the language GCSE. Alongside this we will develop their analysis skills and start to introduce the become familiar with the expectations of the Literature exam, develop analytical skills and evaluating whole texts.</p>						

8	<u>Novella – Animal Farm</u>	<u>Novella – Animal Farm</u>	<u>Poems from Other Cultures</u> Anthology of selected poems	<u>Poverty</u> Anthology of texts based on the theme of poverty	<u>Shakespeare – Romeo and Juliet</u> Full play building on Y7 and preparing for Y9	<u>Shakespeare – Romeo and Juliet</u>
Assessment	Extract based analysis – developing PETAL (AO1,2,3 Literature)	Extract based analysis – Developing PETAL (AO1,2,3 Literature)	Comparison of two poems (AO2,3 Literature)	Persuasive speech (AO5 & 6 English Language)	Extract based analysis (AO1,2,3 Literature)	Descriptive writing based on the fight (AO5 & 6 English Language) <u>EOY Exam</u>
Skills	AO1 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. AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Show understanding of the relationships between texts and the contexts in which they were written. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO1 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. AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Show understanding of the relationships between texts and the contexts in which they were written. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Show understanding of the relationships between texts and the contexts in which they were written.	AO5 • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO1 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. AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Show understanding of the relationships between texts and the contexts in which they were written. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO5 • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
In year 9, we begin to prepare students for KS4, by completing a Mastery course of the two language exams. Students will be guide through the skills of each question and will then have opportunities across the year to practice these skills as an early introduction to the course, which is then reinforced and consolidated in Year 10 and 11. Students have three Language lessons every two weeks.						
9	<u>Crime – 19th Century novel</u> The Hound of the Baskervilles	<u>Crime – 19th Century novel</u> The Hound of the Baskervilles	<u>Shakespeare</u> History Play: Henry V or Richard III	<u>Shakespeare</u> History Play: Henry V or Richard III	<u>Modern play – Journey’s End</u>	<u>Modern play – Journey’s End</u>

Assessment:	Literature Paper 1 (extract based) (A01,2 & 3 English Literature)	Literature Paper 2 – essay whole text	Literature Paper 1 (extract based) (A01,2 & 3 English Literature)	Literature Paper 2 – essay whole text	Literature Paper 1 (extract based) (A01,2 & 3 English Literature)	Literature Paper 2 – comparison of two texts EOY exams
Language	Unit 1 (around 10 weeks): Language Paper 1 Key Questions: 1, 2, 3	Unit 2 (around 10 weeks) Language Paper 2 Key Questions: 1, 2, 3	Unit 3 (around 10 weeks): Language Paper 1 Key Questions: 4, 5	Unit 4 (around 10 weeks) Language Paper 2 Key Questions: 4, 5		
Language Assessment:	Paper 1 Questions 1, 2, 3	Paper 2 Question 1, 2, 3	Paper 1 Questions 4, 5	Paper 2 Questions 4, 5		

In Year 10 we begin the content of the GCSE English Literature specification, building on the skills established in KS3. So far, our students have covered Shakespeare, poetry, 19th century literature, a play, prose fiction as well as writing creatively, analytically and persuasively. We study the 19th century text leading into Christmas and then Shakespeare: as these two texts form paper 1, we can assess more accurately and provide a more realistic examination experience for our students. Students consolidate their understanding of the structure of Language papers, and how to approach them, with two Language lessons per two week block, and a focus on each paper in alternating units, enabling recall, retrieval and spaced practice.

10 Literature	Modern Text: Literature Paper 2 – <i>Either</i> Lord of the Flies or An Inspector Calls Assessment: Extract based question	Modern Text: Literature Paper 2 – <i>Either</i> Lord of the Flies or An Inspector Calls Assessment: Essay based on character or theme, whole text.	Poetry: Literature Paper 2 – Cluster 1 of Power and Conflict anthology Assessment: Analysis of a single poem.	Shakespeare: Literature Paper 1 - <i>Either</i> Macbeth, The Tempest or Much Ado about Nothing Assessment: Extract based question	Shakespeare: Literature Paper 1 - <i>Either</i> Macbeth, The Tempest or Much Ado about Nothing Assessment: Extract based question on whole play	Poetry: Literature Paper 2 – Cluster 2 of Power and Conflict anthology Assessment: Comparison of two poem.
Language	Unit 1 (around 10 weeks): Language Paper 1 Assessment: Questions 3 and 4	Unit 2 (around 10 weeks) Language Paper 2 Assessment: Questions 2 and 4	Unit 3 (around 10 weeks): Language Paper 1 Assessment: Questions 2 and 5	Unit 4 (around 10 weeks) Language Paper 2 Assessment: Questions 3 and 5	PPE: English Language Paper 1 Section A Paper 2 Section B	

To support our students, in year 11 we study towards and carry out a practice of each paper students will sit in the summer. All performance is monitored in detail and then weaknesses are addressed on a cohort and individual level through various means. Teachers interleave course content to aid revision within lessons. We help students to revise by facilitating the provision of study guides and extra-curricular sessions. Students continue to revisit and practise Language Papers 1 and 2, with Language lessons twice a week, leading into PPEs. After the Easter break, students will have targeted revision sessions based on gaps in attainment.

11 Literature	19th Century Text: Literature Paper 1 – <i>Either</i> A Christmas Carol or Jekyll and Hyde Assessment: Extract based question	19th Century Text: Literature Paper 1 – <i>Either</i> A Christmas Carol or Jekyll and Hyde <u>PPE EXAM Literature Paper 2</u>	Unseen Poetry: Practise skill using unseen poetry and focus on exam technique.	<u>PPE Exam Literature paper 1</u> Revise all Lit texts	Study leave	
	Language	Unit 1 (Beginning of Term 1 until PPE1): Language Paper 1 Assessment: PPE 1	PPE 1 Paper 1	Unit 2 (Until the winter break) Language Paper 1 “surgery”, focusing on problem questions Assessment: weaker questions, Paper 1	Unit 3 (Term 3) Language Paper 2 Assessment: PPE 2	PPE 2 Paper 2



NKS English Curriculum Map 2020

Year 12 and 13 – English Language and Literature

Prior to commencing A Level students will have studied English Language and Literature skills, including analysis, evaluation and use and application of subject terminology and concepts. They will also have developed their comparative writing skills, and ability to write fiction and non-fiction.

An understanding of students' starting points is achieved by undertaking low stakes testing, baseline assessments and through detailed questioning when working in class.

Our Y12 curriculum builds on and extends this by... e.g. Units are sequenced to encourage/allow...

Voices in Speech and Writing: Developing students' knowledge of genre conventions, authorial voice and how it is created through manipulation of spoken and written English, and awareness of the impact of contexts, purposes and intended receiver of spoken and written language. Students will be taught—and will apply—more sophisticated and advanced subject terminology and Language concepts and theories. How to annotate, write analytically and comparatively, and how to plan and structure essays will be modelled throughout.

	Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher 1	12	Introduction to approaching unseen texts Assessment: Analysis of anthology text (no comparison)	Voices in Speech and Language Anthology Assessment: Comparative analysis of two anthology texts	Voices in Speech and Language Anthology Assessment: Comparative analysis of one anthology and one unseen text	Voices in Speech and Language Anthology PPE: Comparative analysis of one anthology and one unseen text	Voices in Speech and Language Anthology Assessment: Comparative analysis of one anthology and one unseen text	Voices in Speech and Language Anthology Assessment: Comparative analysis of one anthology and one unseen text
	13	Crossing Boundaries: Working with unseen texts Articles Anthology revision Assessment: Paper 2 Unseen	Crossing Boundaries: Working with unseen texts Journals/Diaries, Letters and Reportage Anthology revision Assessment: Paper 2 Unseen (PPE) and Paper 1 Anthology (PPE)	Crossing Boundaries: Working with unseen texts Speeches and Obituaries Anthology revision Assessment: Paper 2 Unseen	Crossing Boundaries: Working with unseen texts Biographical and Travel Writing Assessment: Paper 2 Unseen (PPE) and Paper 1 Anthology (PPE)	Crossing Boundaries: Working with unseen texts Travel Writing and Multimodal texts Anthology Revision	
Teacher 2	12	Introduction to context of Equus and elements of the avant-garde theatre. Start to study play.	Equus and PPE	Equus and assessment on Act 2.	Finish Equus and PPE	Context and Background to Wide Sargasso Sea	Wide Sargasso Sea and assessment on single text.
	13	Finish Wide Sargasso Sea and assessment on single text	Introduction to Twelfth Night and reading comparatively. PPE	Comparative reading of Twelfth Night and comparative assessment	Finish Twelfth Night and PPE	Consolidation of all three texts.	

Teacher 3	12	NEA/Coursework: Investigating and Creating Texts Coursework focus: Non- Fiction Anchor Text: Dubliners and student choice of non- fiction text	NEA/Coursework: Investigating and Creating Texts Coursework focus: Non- Fiction Anchor Text: Dubliners and student choice of non- fiction text	NEA/Coursework: Investigating and Creating Texts Coursework focus: Fiction Anchor Text: Dubliners	NEA/Coursework: Investigating and Creating Texts Coursework focus: Fiction Anchor Text: Dubliners	NEA/Coursework: Investigating and Creating Texts Coursework focus: Fiction Anchor Text: Dubliners	NEA/Coursework: Investigating and Creating Texts Coursework focus: Fiction Anchor Text: Dubliners
	13	NEA/Coursework: Investigating and Creating Texts Coursework focus: Commentary Anchor Text: Dubliners and student choice of non- fiction text	NEA/Coursework: Investigating and Creating Texts Coursework Focus: Commentary Anchor Text: Dubliners and student choice of non- fiction	NEA/Coursework: Investigating and Creating Texts Coursework Focus: Commentary Anchor Text: Dubliners and student choice of non- fiction	NEA/Coursework: Investigating and Creating Texts Coursework Focus: Commentary Anchor Text: Dubliners and student choice of non- fiction		



Year 12 – Media Studies

Prior to commencing A Level students may not have any experience of Media Studies

An understanding of students' starting points is achieved by a baseline test to establish analytical skills

Our Y12 curriculum establishes the key theories and explores how to apply these to key exam texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Introduction to Media and key theory Media Language and Representation. Start with how to approach texts – unseen examples. Introduction to Media industries and audience theory. Start Component 1 – video games</p> <p>-----</p>	<p>Component 1 – Advertising and marketing (Audience theory) and Video Games / Radio</p> <p>Component 2 - Magazine</p> <p>-----</p>	<p>Component 1 – Advertising (Audience theory) / Music video and Radio</p> <p>Component 2 - Magazine</p> <p>-----</p>	<p>Component 1 – Music video</p> <p>Unseen texts – Component 1 – exam approach</p> <p>Introduction to NEA – Cross media production</p> <p>-----</p>	<p>Component 2 – TV and Media in Online Age</p> <p>Development of NEA and finalise statement of intent.</p> <p>-----</p>	<p>Component 2 – TV and Media in Online Age</p> <p>Development of NEA and production of magazine</p> <p>-----</p>
Assessment	<p><i>Comparison of Tide advert and modern text</i></p>	<p>Analysis of how audience and industry is addressed in video games</p>	<p>Exploring chosen magazines and how they are produced</p>	<p>PPE</p>	<p>Exploring chosen TV text and how they appeal to their target audience</p>	<p>. Analysis of the importance of online media in the modern world</p>

Enrichment and extension	<p><i>Leap into Media</i> articles from EMC to develop understanding</p> <p>YouTube lessons to develop media theory and revision</p> <p>Using current media texts and issues to support understanding.</p> <p>Essential Media</p> <p>EMedia Magazine</p>
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Year 13 – Media Studies

Prior to commencing A Level students may not have any experience of Media Studies

An understanding of students' starting points is achieved by a baseline test to establish analytical skills

Our Y13 curriculum revise the key theories and explores how to apply these to key exam texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Introduction to TV in the Global Age and Online Media</p> <p>Introduce set texts for each component</p> <p>- - - - -</p> <p>Exploring how audiences are positioned and how programmes (TV, magazine or Online) appeal to audiences.</p>	<p>Component 1 – Exploring Newspapers and how the reliable the news is.</p> <p>Component 2 – TV in Global Age and Online Media</p> <p>- - - - -</p> <p>Exploring the representation of groups and how programmes (TV, magazine or Online) shape audience's views and opinions.</p>	<p>Component 1 –Revise set texts from year 12</p> <p>Component 2 – Revisit Magazine and NEA</p> <p>- - - - -</p> <p>Analysis of NEA</p>	<p>Revise all components and develop exam techniques</p> <p>- - - - -</p> <p>Creating detailed revision notes and exam answers</p>		
Assessment	Exploring set texts in Component 2	Component 1 & 2 for PPE	Exploring chosen magazines and how they are produced	Past papers		
Enrichment and extension	<p><i>Leap into Media</i> articles from EMC to develop understanding</p> <p>YouTube lessons to develop media theory and revision</p> <p>Using current media texts and issues to support understanding.</p> <p>Essential Media</p> <p>EMedia Magazine</p>					

Year 12 – Literature

Prior to commencing A Level students will have studied English Literature developing skills, including analysis, evaluation and use and application of subject terminology and concepts.

An understanding of students' starting points is achieved by undertaking low stakes testing, baseline assessments and through detailed questioning when working in class.

Our Y12 curriculum builds on and extends this by starting to build on GCSE skills through short extracts and a transition unit before introducing exam texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Transition Unit : reading <i>Journey's End</i> and appropriate context. Baseline assessment-extract from play. - - - - -</p> <p>- - - - -</p> <p>Analysing texts and comparing how writings from different time periods address similar themes</p>	<p>Introducing set text <i>Othello</i> and <i>Poetry Anthology</i></p> <p>- - - - -</p> <p>Analysis of set texts and make links between texts focusing on the theme of Love</p>	<p>Developing analysis of <i>Othello</i> and <i>Poetry Anthology</i></p> <p>- - - - -</p> <p>Analysis of set texts and make links between texts focusing on the theme of Love</p>	<p>Introducing Prose text – “Tess of the D’Urbervilles”</p> <p>Complete analysis of <i>Othello</i></p> <p>- - - - -</p> <p>Analysis of set texts and make links between texts focusing on the theme of Love</p>	<p>Develop analysis of “Tess”</p> <p>Introduction of Paper 2 – theme of War. Explore context to <i>The Wipers Times</i> and start to study</p> <p>Coursework introduced</p> <p>- - - - -</p> <p>Linking poetry and prose and theme of love.</p>	<p>Develop links between “Tess” and <i>Poetry Anthology</i></p> <p>Complete analysis of <i>Wipers Times</i></p> <p>Coursework ongoing</p> <p>- - - - -</p> <p>Create detailed revision notes.</p>
Assessment	Baseline response and comparative response	Exam questions from paper 1	Exploring chosen magazines and how they are produced	Analysis questions on “Tess” Full Paper 1 question on <i>Othello</i>	Comparison question on “Tess” and <i>Poetry Anthology</i>	Full Paper 1 question Paper 2 question on play
Enrichment and extension	<p>AQA resources to develop unseen skills</p> <p>NT and RSC online productions of Shakespeare plays</p> <p>English and Media centre magazines for research</p> <p>Massolit</p>					

Year 13 – Literature

Prior to commencing A Level students will have studied English Literature developing skills, including analysis, evaluation and use and application of subject terminology and concepts.

An understanding of students' starting points is achieved by undertaking low stakes testing, baseline assessments and through detailed questioning when working in class.

Our Y13 curriculum builds on and extends this by starting to build on GCSE and year 12 skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding Skills and concepts	Unit focusing theme of War through Wiper's Times and Regeneration. Introduce <i>Regeneration</i> and its context. Coursework ongoing - - - - - Analysing texts and comparing how writings from different time periods address similar themes	Unit focusing theme of War through Wiper's Times and Regeneration. Detailed focus on the novel with links to <i>Wipers Times</i> . Coursework ongoing - - - - - Analysing texts and comparing how writings from different time periods address similar themes	Developing analysis of <i>War through Poetry Anthology</i> Coursework completed. - - - - - Analysis of set texts and make links between texts focusing on the theme of War	Developing analysis of <i>War through Poetry Anthology</i> Complete study of novel. Coursework moderation - - - - - Analysis of set texts and make links between texts focusing on the theme of War	Revision	Revision
Assessment	Exam response on Wiper's Times.	Comparative response on Wiper's Times and Regeneration	Exam response on poetry anthology	Exam response on unseen poetry and prose	Papers 1 and 2	Papers 1 and 2
Enrichment and extension	<i>AQA resources to develop unseen skills</i> <i>NT and RSC online productions of Shakespeare plays</i> English and Media centre magazines for research Massolit					