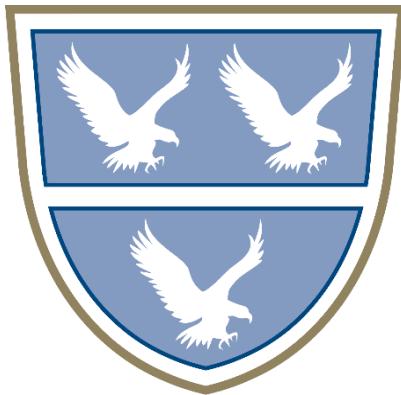


ENGLISH CURRICULUM MAP



Our subject vision:

- In English, we learn how and why writers and readers have created with, and responded to, the written and spoken word over time and across contexts.
- We study a variety of texts and types of texts, exploring reading, writing and oracy in all their forms: students will learn to write critically, analytically and with technical expertise, and to communicate creatively, persuasively and with sophistication.
- At the end of students' Key Stage 4 study of English they will be fully equipped to be effective and precise communicators and discerning readers, able to engage thoughtfully with the written and spoken word in the world around them. We believe in the intrinsic joy of English – of storytelling and the power of language – and we intend to equip all students with the confidence, knowledge and skills needed to access meaningful literature and language both within our lessons and beyond, in later life.
- Key assessment objectives:
 - In **reading tasks**, students are assessed on their ability to:
 - interpret and offer critical responses to texts, giving evidence to support their ideas;
 - analyse the effects of language, structure and form;
 - evaluate the impact of context on text;
 - compare attitudes and methods presented in texts.
 - In **writing tasks**, students are assessed on their ability to:
 - write for purpose, matching content, ideas and tone to the appropriate audience;
 - organise their writing appropriately and for effect, including paragraphing;
 - craft sentences for effect;
 - choose and deploy vocabulary for effect;
 - punctuate accurately and for effect;
 - spell accurately.

How this document works:

This Curriculum Map will show you everything we do in English. It shows the learning journey from year 7 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Miss C Hartley: chartley@fitzharrys.oxon.sch.uk



SUBJECT CURRICULUM MAP: KS3

KS4

Power and Conflict Poetry

Students study six poems from the GCSE collection, with attention to analysis of language, structure and form, and contextual factors. Students will learn to revise GCSE content ahead of a closed book comparative essay with an unknown question.

Creative Reading and Writing

Students will study a series of extracts from fiction texts from the 19th and 20th centuries, focusing on the writers' language and structure methods and their effects. They will learn key terminology to support sophisticated analysis. They will apply their knowledge of methods to their own creative writing for effect.

Shakespeare

Students will study the play *Macbeth*, being introduced to aspects of Tragedy. Students will produce an analytical essay exploring theme, character, language, structure, form and context in an extract from the play and the play as a whole.

Students will learn key revision skills here ahead of their end of year assessment, which will take the form of a GCSE-style Literature comparison answer.

End of year assessment

KS3 Class Readers

Throughout the key stage, students will have a fortnightly lesson reading a novel as a class. Here we will seek to:

- explore diverse voices in diverse stories
- engage with excellent literature for Young Adults
- practise the skill of reading aloud
- enjoy narrative and explore how writers engage us

Synoptic Unit: Speaking and Writing for Change

Students will read *An Inspector Calls*, as well as a range of non-fiction texts broadly focusing on gender and class from the 1800s to the present day. Students will explore oracy skills and will write and perform a speech on an issue that matter to them.

Novel

Students will study the novel *Of Mice and Men*, exploring themes, characters, context, language, structure and form. They will produce an essay about theme or character.

Year 9

Non-fiction Writing

Students will take an imaginary journey on a cruise ship and, in the process, produce a range of writing in different non-fiction modes.

Shakespeare

Students will study a Shakespeare play. They will engage with Shakespeare's language and themes, and will learn about dramatic form, ultimately writing an analytical essay about a key extract.

End of year assessment

KS3 trips and visits

- Theatre productions
- Author visits
- Trips associated with extra-curricular activities

Creative Writing

Students will study a genre and its conventions, and will plan, compose and edit a piece of descriptive writing that situates itself within that genre.

End of year assessment

Nineteenth Century Novel

Students will study a classic nineteenth century novel, using film to support their understanding. They will explore key extracts and will respond creatively with a piece of writing.

Year 8

Poetry

Students will study a range of poetry from throughout the ages inspired by, and dealing with, the idea of England. Students will learn to compare poetic method and will produce a comparison of two poems from the collection.

Non-fiction Reading

Students will study a range of non-fiction texts, including those from the nineteenth century, that deal with the same topic. Students will practise comparing both the attitudes presented, and the methods used and effects created by writers.

Novel

Students will study the novel *The Hunger Games* and, along the way, be introduced to the conventions of dystopian fiction. They will produce an analytical essay that connects the language, structure and form of an extract with that of the novel more widely.

Shakespeare

Students will study the play *A Midsummer Night's Dream*. They will practise dealing with Shakespeare's language and dramatic methods by zooming in on key extracts and will ultimately produce a supported commentary of a scene.

KS3 extra-curricular opportunities:

- Carnegie shadowing
- Creative writing
- Mock trial
- Debate club
- Mentoring from upper school students

Creative Writing

Students will study the conventions of detective fiction and will produce a piece of narrative writing in the genre of their own.

Novel

Students will study a modern young adult novel. They will explore its cultural and contextual links, as well as analysing its language, form and broader structure. They will produce an analysis of a key extract.

Non-fiction Reading and Writing

Students will study a range of non-fiction speeches from orators from a range of cultures and contexts. They will produce an analytical reading of a speech, and will write a speech themselves.

Poetry

Students will study a range of poetry based upon characters. They will explore poetic method through analysis and through their own poetry writing, ultimately producing an analysis of a single poem.

Year 7



SUBJECT CURRICULUM MAP: KS4

Further study

English Literature A Level
 English Language A Level
 Undergraduate study of: English; English Literature; Linguistics; Creative Writing; Comparative Literary Studies; "English with" allowing for English to be combined with a wide range of additional disciplines.

Career pathways

English is essential for your next steps! Specific careers that utilise skills from English Language and Literature might include:

- Advertising and Marketing
- Law
- Broadcast Media and Journalism
- Education
- Publishing
- Recruitment and HR
- Public Relations

Students will be given suggested further reading lists, giving opportunities to extend knowledge of theme and genre through diverse voices.

The Strange Case of Dr. Jekyll and Mr. Hyde

Students will learn to comment on theme, character, language, structure and form.
 Students will learn to respond to an extract in relation to the whole novel.
 Students will develop their knowledge of how to construct a full analytical essay about a single text, building from a thesis in response to a question.
 Students will learn to write and deliver a speech for purpose.

Creative Reading and Writing

Students will revise Language Paper 1, building on their experience with *Lord of the Flies* to now explore unseen extracts, ahead of their mock exams.

Non-fiction Reading and Writing

Students will learn to compare the content, and the attitudes, of two non-fiction texts.
 Students will learn strategies for approaching nineteenth century non-fiction.
 Students will learn the knowledge and skills required to answer the examination questions for Language Paper 2.
 Students will learn to write to express an opinion in response to a brief.

Year 11

Lord of the Flies for Literature

Students will learn to respond to questions about the novel without extract, learning to construct an argument, justify their argument with well-selected evidence and explore analytically the themes, character, structure, form and context.

Mock exams

During this term, students will practise revision skills and revisit knowledge from previous units for homework, ready for mock exams.

Romeo and Juliet

Students will learn to comment on theme, character, language, structure and dramatic form.
 Students will learn to respond to an extract in relation to the whole play.
 Students will learn to construct a full analytical essay about a single text, building from a thesis in response to a question.

Lord of the Flies with Language Paper 1

Students will learn to explore theme and character and to comment on their development throughout the novel.
 Students will learn to analyse the language and structure of an extract, and to evaluate a critical opinion based on an extract.
 Students will learn to write creatively to a brief.

Power and Conflict Poetry and Unseen Poetry

Students study the remainder of the poems in the GCSE collection, with attention to analysis of language, structure and form, and contextual factors.
 Students will learn to construct comparative analytical paragraphs to GCSE standard.
 Students will learn how to approach unseen poems.

Year 10

General Reactive Revision

Students will refine final examination technique, focusing on their key areas of need.

Revising Literature Paper 2

Students will learn to hone their knowledge of both texts, and the unseen poetry, and to refine their ideas, building on practices and feedback loops.

Summer exams

These units will take students' Year 11 mocks as diagnostics, building revision, therapy and re-testing from this starting point.

Revising Literature Paper 1

Students will learn to hone their knowledge of both texts and to refine their ideas, building on practices and feedback loops.

Revising Language Papers 1 and 2

Students will learn to hone their examination technique for both sections of both papers, building on practices and feedback loops.

Mock exams

Trips and visits might include:

- visiting theatre companies
- trips to performances of set texts
- Poetry Live
- broadcast media and journalism projects



Year 9

1 Novel: *Of Mice and Men*

Why this?	<ul style="list-style-type: none"> Analysis of novel with more challenging content focus on characterisation and theme.
Why now?	<ul style="list-style-type: none"> Introduces importance of context. Builds on novel study from Y7 and Y8. Introduces new type of response – whole-text rather than extract.

2 Synoptic Unit

Why this?	<ul style="list-style-type: none"> Introduces drama study that is not Shakespeare. Range of non-fiction texts and diverse voices, including from C19th. Students explore issues that interest them, writing and delivering a speech – preparation for KS4 oral. Synoptic unit draws together reading and writing.
Why now?	<ul style="list-style-type: none"> Builds on previous C19th texts studies in Y7 and Y8. Builds on Y8 non-fiction writing unit; more serious form. Previous GCSE text ensures challenge.

3 Shakespeare: *Macbeth*

Why this?	<ul style="list-style-type: none"> Introduces tragedy genre, preparing students for KS4 study.
Why now?	<ul style="list-style-type: none"> More challenging thematic content. Develops from Y8 unit by making connections between extract and whole text.

4 Power and Conflict Poetry

Why this?	<ul style="list-style-type: none"> Introduces GCSE content in an accessible, manageable way. Makes GCSE Poetry anthology interleaved rather than monolithic.
Why now?	<ul style="list-style-type: none"> Bridges gap between KS3 and KS4 – comparison skills introduced in Y8, here with GCSE texts. Introduces first go at revising GCSE content.

5 Creative Reading and Writing

Why this?	<ul style="list-style-type: none"> Refines established knowledge of technical analysis with focus on terminology. Draws on reading to develop knowledge of writing.
Why now?	<ul style="list-style-type: none"> Includes challenging C19th extracts, building on Y8. Introduces writing to a brief within a shorter timeframe – students learn to plan, compose and edit at pace.

Year 8

1 Poetry

Why this?	<ul style="list-style-type: none"> Introduces skill of comparison. Revisits and develops knowledge of poetry analysis.
Why now?	<ul style="list-style-type: none"> Builds on poetry in Y7 and introduces more challenging element of comparison, and more challenging poems.

2 Non-fiction Reading

Why this?	<ul style="list-style-type: none"> Students read a range of ideas and opinions based on a theme, developing their knowledge of method and effect.
Why now?	<ul style="list-style-type: none"> Builds on Y7 non-fiction and C19th novel, with inclusion of comparison and of C19th texts. Develops from poetry comparison skills.

3 Novel: *The Hunger Games*

Why this?	<ul style="list-style-type: none"> Analysis of prose text with focus on character and theme. Focus on dystopian genre – opportunities for extension reading.
Why now?	<ul style="list-style-type: none"> Connection between extract and novel as a whole builds on comparison work.

4 Creative Writing

Why this?	<ul style="list-style-type: none"> Focus on description, rather than narrative – key element of creative writing.
Why now?	<ul style="list-style-type: none"> Follows novel, to allow students to apply knowledge of methods to their own writing.. Genre focus builds from genre attention in novel.

5 Shakespeare

Why this?	<ul style="list-style-type: none"> Introduction to another form of Shakespeare's writing.
Why now?	<ul style="list-style-type: none"> Analysis of an extract with increasing independence building on Y7 study. Develops analytical work from units 1, 2 and 3.

6 Non-fiction Writing

Why this?	<ul style="list-style-type: none"> Exposes students to a range of non-fiction writing forms and their conventions. Synoptic unit draws together reading and writing.
Why now?	<ul style="list-style-type: none"> Draws on knowledge from units 2 and 4, applying methods in own writing.

Year 7

1 Poetry

Why this?	<ul style="list-style-type: none"> introduces skills of analysis and interpretation for secondary school English through accessibly short texts.
Why now?	<ul style="list-style-type: none"> Focus on character allows students to introduce themselves, too. Important to begin with analysis, which is most different from KS2 – lays foundations for KS3.

2 Non-fiction Reading and Writing

Why this?	<ul style="list-style-type: none"> Develops analytical skills from poetry, applying to a different form. Builds own writing from expert examples.
Why now?	<ul style="list-style-type: none"> Builds on skills introduced in poetry. Introduces importance of own writing.

3 Novel

Why this?	<ul style="list-style-type: none"> Encourages love of reading and enjoyment of narrative. First study of extended text.
Why now?	<ul style="list-style-type: none"> Builds on analysis from the previous two units on a more extended text. Accessible, YA text here, to establish skills ahead of units 5 and 6.

4 Creative Writing

Why this?	<ul style="list-style-type: none"> By now, students have accumulated knowledge about writers' methods and sought effects – here they can creatively attempt their own.
Why now?	<ul style="list-style-type: none"> Follows novel, to allow students to apply knowledge of methods to their own writing Builds on non-fiction writing technical skills.

5 Shakespeare

Why this?	<ul style="list-style-type: none"> Accessible introduction to Shakespeare through comedy.
Why now?	<ul style="list-style-type: none"> Skills and knowledge have been established throughout the year, building to this more challenging text.

6 Nineteenth Century Novel

Why this?	<ul style="list-style-type: none"> Early exposure to C19th Literature to prepare for more challenging units in Y8 and Y9. Synoptic unit draws together reading and writing.
Why now?	<ul style="list-style-type: none"> Exposes students to pre-C19th in accessible way – extracts, supported by performance and creativity.



Year 11

1 Lord of the Flies for Literature

Why this?	<ul style="list-style-type: none"> Reframing study of <i>Lord of the Flies</i> to focus especially on the text as literature
Why now?	<ul style="list-style-type: none"> Prepares students for mock exams Builds on unit from Year 10 with new slant focusing on theme, characterisation and context

2 Revising English Language

Why this?	<ul style="list-style-type: none"> Refocusing revision for Language 1 on extracts Coverage of both reading and writing sections for revision
Why now?	<ul style="list-style-type: none"> Preparation for full mock exams building on work in Year 10 Followed by therapy and testing using mocks as diagnostic

3 Revising Literature 1

Why this?	<ul style="list-style-type: none"> Revision of <i>Romeo and Juliet</i> and C19th novel with focus on knowledge and exam practice
Why now?	<ul style="list-style-type: none"> Building on work in Year 10 Using mocks as diagnostic – therapy and testing in preparation for full summer examinations

4 Revising Literature 2

Why this?	<ul style="list-style-type: none"> Revision of Poetry, Unseen Poetry and <i>Lord of the Flies</i> with focus on knowledge and exam practice
Why now?	<ul style="list-style-type: none"> Building on work in Year 10 and start of 11 Using mocks as diagnostic – therapy and testing in preparation for full summer examinations <i>Lord of the Flies</i> has been revised most recently and Poetry has been revisited most frequently throughout the course

5 General Reactive Revision

Why this?	<ul style="list-style-type: none"> Final preparation for summer examinations Responses to individual and class needs
Why now?	<ul style="list-style-type: none"> All units have been revised, covered in mocks and responsively retested This unit will interleave all Language and Literature tasks in preparation for summer assessments

Year 10

1 Power and Conflict and Unseen Poetry

Why this?	<ul style="list-style-type: none"> English Literature Paper 2, Sections B and C AO1, AO2 and AO3
Why now?	<ul style="list-style-type: none"> Bridges the gap from Year 9 to Year 10 Introduces GCSE analytical skills We begin with poetry, so that we can build to more challenging and lengthier prose and drama

2 Lord of the Flies for Language Paper 1

Why this?	<ul style="list-style-type: none"> English Literature Paper 2, Section A: AO1, AO2 and AO3 English Language Paper 1, Sections A and B: AO2, AO4, AO5 and AO6
Why now?	<ul style="list-style-type: none"> To allow time for the independent reading of the text. To apply the knowledge gained from poetry to an extended text, with sustained aspects of themes, characterisation, structure and contextual relevance. We establish the discrete close analysis skills required for Language 1; ready to synthesise in later units. We focus on writing here, a significant component of the Language qualification.

3 Romeo and Juliet

Why this?	<ul style="list-style-type: none"> English Literature Paper 1, Section A AO1, AO2 and AO3
Why now?	<ul style="list-style-type: none"> Knowledge and skills needed for analysis have been established by this point in the year on more accessible texts. This pre-C19th text is taught before the C19th novel because it has strong emphasis on performance and film, which increases the accessibility.

4 English Language Paper 2

Why this?	<ul style="list-style-type: none"> English Language Paper 2, Reading and Writing AO1, AO2 AO3, AO5 and AO6
Why now?	<ul style="list-style-type: none"> Earlier, Paper 1 developed knowledge of how to analyse aspects of a single text; this unit extends this to the comparison of two texts and the introduction of a more challenging C19th text. Comparative approaches have been taught in the poetry unit – these are now extended to unseen prose extract comparison.

5 English Language Paper 1

Why this?	<ul style="list-style-type: none"> English Language Paper 1, Reading and Writing AO1, AO2, AO4, AO5 and AO6
Why now?	<ul style="list-style-type: none"> Builds on work on <i>Lord of the Flies</i>, now reframing to look at unseen extracts. Prepares students for mock examinations.

6 Nineteenth Century Novel

Why this?	<ul style="list-style-type: none"> English Literature Paper 1, Section B AO1, AO2 and AO3 Spoken Language Endorsement
Why now?	<ul style="list-style-type: none"> Knowledge and skills have been established thoroughly; this challenging prose text is the culmination of study throughout the year. By the end of year 10, with the teaching of this unit, we will have introduced each section of each examination. This will allow us to return to all of the knowledge and skills in greater depth in Year 11, drawing upon linked approaches and AOs across both GCSEs. The oral concludes the course in Year 10 to focus all of Year 11 on the terminal examinations.