

Curriculum Map

Subject: English

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Content,	New Beginnings	New Beginnings –	<u>Shakespeare</u>	Shakespeare and	Powerful Voices –	Powerful Voices –
	Knowledge	Reading	Fiction Writing	Reading	Fantasy - Fiction	Reading	Non – Fiction
	& Skills	I am the Minotaur	Starting School	<u>A Midsummer</u>	Writing	<u>I am Malala</u>	Writing
Year 7	& SKIIIS	Overview Pupils will use the story of Matthew (Stinky Mog) to empathise with the thoughts and feelings of another pupil, mirroring similar or contrasting experiences of starting school. Pupils will be taught explicitly the skills of retrieval and analysis through this scheme of learning.	Overview Pupils will use the influence of Mog's experiences, and the influence of the writer's craft, to create their own narrative writing. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will set the standard for all fiction writing, throughout KS3 and KS4. At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of the text.	Overview Pupils will study the first of their three compulsory Shakespearean texts. Pupils will be introduced to the 'No Fear Shakespeare' model in which they are explicitly taught to access the Shakespearean language with confidence. Pupils will read the entire text and use key extracts to analyse in detail.	Overview Pupils will use the influence of Shakespeare's fantasy works and the influence of the writer's craft, to create their own narrative writing. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will continue set	Overview Pupils will study the autobiographical text 'I am Malala'. All pupils will have completed 'The Breadwinner' in their library lessons, so will have an informed understanding of the contextual influences surrounding Malala's writing. Pupils will be encouraged to develop a voice and form opinion when studying this text. Pupils will read the entire text	Overview Pupils will use the influence of Malala's impassioned writing, and the influence of the writer's craft, to create their own speech. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will set the



						~
				the standard for	and use key	standard for all
				all fiction writing,	extracts to	fiction writing,
				throughout KS3	analyse in detail.	throughout KS3
				and KS4.		and KS4.
				Pupils should be		At the end of this
				expected to		unit, all students
				sustain writing		will complete an
				over longer		oracy – style task
				periods with		in which they
				confidence.		present to the
				At the end of this		class a speech of
				unit, all students		their choice.
				will complete an		
				oracy – style task		
				in which they		
				present to the		
				class their review		
				of the text.		
Golden	A perspective is a	Protagonist is the	Dynamic characters	The writer's use of	Foreshadowing is a	Writers use a range of
Threads	point of view which is	main character	change and develop	setting can influence	device used by an	techniques to appeal
	formed by your	Personification is	for the better or	the atmosphere of	author to give hints to	to an audience.
	experiences Antagonist is a	giving human features to an object/animal	worse which may indicate personal	the text. Pathetic fallacy is the	the reader. Foreboding describes	Writing for a listening audience may use:
	character who	Characterisation is	growth.	use of weather and	a feeling that	Ethos
	opposes	the act of creating a	A villain is an evil	the environment to	something bad will	Logos
	something/someone	developed character	character	create a specific	happen.	Pathos
	Protagonist is the	Metaphors state that	Round character is a	mood	A perspective is a	Figure of speech
	main character	one thing is another	fully developed and	Round character is a	point of view which is	Gesture
	A foil is a character who is opposite to	for effect Simile states that one	complex character Flat character is an	fully developed and complex character	formed by your experiences	Formality
	another character,	thing is 'like' or 'as'	uncomplicated and	Flat character is an	A convention is an	
	which highlights their	another thing for	unchanging character	uncomplicated and	expected feature of a	
	differences	effect	who does not change	unchanging character	genre.	
		Narrative refers to a	the plot.	who does not change		
		story		the plot.		



	Assessment	Baseline	Ongoing Green	Red book task:	Ongoing Green	Red book task:	Ongoing Green
		assessment:	Pen Work:	Pupils will	Pen Work:	Pupils will	Pen Work:
		Pupils will	Twice a week,	complete a	Twice a week,	complete a	Twice a week,
		undertake a	students will	reading	students will	reading	students will
		baseline skills	improve their own	assessment using	improve their own	assessment using	improve their own
		assessment.	work using	an extract from	work using	an extract from	work using
		Grammar and	specific	the text. Marked	specific	the text. Marked	specific
		reading skills.	vocabulary lists.	with specific	vocabulary lists.	with specific	vocabulary lists.
				feedback that will		feedback that will	
		Red book task:	Red book task:	allow them to	Red book task:	allow them to	Red book task:
		Pupils will	Pupils will	respond and	Pupils will	respond and	Pupils will
		complete a	complete an	improve a specific	complete an	improve a specific	complete an
		reading	extended,	area.	extended,	area.	extended, non -
		assessment using	creating writing		creating writing		fiction writing
		an extract from	assessment about		assessment with		assessment to
		the text. Marked	one day in school		the theme of		produce a
		with specific	to display their		fantast to display		powerful speech.
		feedback that will	creative abilities.		their creative		Marked with
		allow them to	Marked with		abilities. Marked		specific feedback
		respond and	specific feedback		with specific		that will allow
		improve a specific	that will allow		feedback that will		them to respond
		area.	them to respond		allow them to		
			and improve a		respond		
			specific area.				
	Homework			Sparx	Reader		
	Enrichment/	Wider reading	Visiting Writer Visits	Recorded theatre	Witches walking	Write Club	English and Art Day
	Co-Curricular	challenge		experience	tour of Lancaster	Youth Speaks	,
	offer	Writing challenge					
	Content,	Exploration of the	Exploration of the	Crime and	Crime and	Adventures: 19 th	Adventures: 19 th
8	Knowledge	Gothic – Reading	Gothic – Fiction	Mystery –	Mystery – Fiction	Century Texts -	<u>Century Texts –</u>
Year	& Skills	Frankenstein Play	Writing	Reading	Writing	Reading	Non – Fiction
_						Around the World	Writing
		Overview				in 80 Days	



Pupils will study the Phillip Pullman's play adaptation of Frankenstein, All pupils will have the opportunity to learn the art of stagecraft. Pupils will explicitly focus on the form of the text. Pupils will have the opportunity to undertake drama activities in the absence of drama at KS3. Pupils will read the entire text and use key extracts to analyse in detail.

Overview Pupils will use the influence of Pullman's Gothic works and the influence of the writer's craft, to create their own narrative writing. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will continue set the standard for all fiction writing, throughout KS3 and KS4. Pupils should be expected to sustain writing over longer periods with

confidence.

Overview Pupils will study a collection of short extracts from crime and mystery stories. Pupils will use a range of extracts from the 19th and 21st

century writers.

conventions of

writing.

Pupils will be

short stories collection and the influence of the writer's craft, to create their own narrative writing. Pupils will focus on improving a introduced to the single language feature in every crime and mystery learning period. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will continue set

the standard for

all fiction writing,

throughout KS3

Pupils should be

sustain writing

and KS4.

expected to

over longer

periods with

confidence.

Overview

Pupils will use the

influence of the

Overview

Pupils will study the 19th Century text 'Around the world in 80 Days. Pupils will explicitly focus contextual influences, changing attitudes towards societal norms and challenge misconceptions of identity and culture. Pupils will read the entire text and use key extracts to analyse in detail.

Travel Writing (Speeches and Reviews)

Overview

Pupils will use the influence of the wide, exploratory experiences of Around the World in 80 Days and the influence of the writer's craft, to create their own travel writing and review pieces. Pupils will focus on improving a single language feature in every learning period. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will set the standard for all fiction writing, throughout KS3 and KS4.



		At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of the text.		At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of one of the short stories.		At the end of this unit, all students will complete an oracy – style task in which they present to the class their review of the text.
Golden Threads	Light imagery represents hope, peace, purity and innocence Violent imagery can create a dark and dangerous atmosphere Dark imagery represents evil, villainy and hopelessness Foreshadowing is a device used by an author to give hints to the reader.	Personification is giving human features to an object/animal Juxtaposition/antithesis Characterisation is the act of creating a developed character Connotation is the feeling or idea that an object/symbol evokes, in addition to its literal meaning	Adding precise detail can be a method to slow the pace of a plot Symbolism is using objects and images to represent big ideas Symbolism can be used to build detail about characters or settings Violence can be indicative of being a villain and lead to a character's downfall	Deus ex machina refers to an unexpected or intangible event in a plot. A villain is an evil character The Everyman is a character who reflects society's thoughts and beliefs. The Innocent Archetype is a pure character who is a victim of the villain (often women and children) Round character is a fully developed and complex character	Symbolism can be used to build detail about characters or settings A cliche is an overused phrase that shows a lack of originality A hierarchy can determine the power dynamics of characters Social norms refer to the expectations and rules of society Social norms are dependent on epoch and location.	References to nature often symbolise purit and beauty Social norms refer to the expectations and rules of society Social norms are dependent on epoch and location. Corruption is dishonest conduct from leaders, often involving bribery or fraud
Assessment	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific	Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists.	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific	Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists.	Red book task: Pupils will complete a reading assessment using an extract from the text. Marked with specific	Ongoing Green Pen Work: Twice a week, students will improve their own work using specific vocabulary lists.



		respond and	Pupils will	respond and	Pupils will	respond and	Pupils will
		improve a specific	complete an	improve a specific	complete an	improve a specific	complete an
		area.	extended,	area.	extended,	area.	extended, non-
			creating writing		creating writing		fiction writing
			assessment		assessment		assessment,
			creating a Gothic		building a mystery		demonstrating
			environment to		story to display		skills practised
			display their		their creative		over the unit.
			creative abilities.		abilities. Marked		Marked with
			Marked with		with specific		specific feedback
			specific feedback		feedback that will		that will allow
			that will allow		allow them to		them to respond
			them to respond		respond and		and improve a
			and improve a		improve a specific		specific area.
			specific area.		area.		
	Homework			Snary	l Reader		
	Enrichment/	Over the course of the year, students are given opportunities to be involved in a number of wider learning activities. These include:					
	Co-Curricular	a workshop with a visiting author/poet; fiction writing challenges; independent project where they will research an aspect of social					
	offer	-	ature; reading challenge			,	•
	Content,	Shakespeare and	Shakespeare and	The Power of	Dystopian Fiction	Shakespeare's	Speeches that
	Knowledge	<u>Unseen Poetry –</u>	Unseen Poetry –	Allegory –		Macbeth	changed the world.
	& Skills	Reading	Non – Fiction	Reading	Developing an		Exploring influential
		Romeo and Juliet	Writing (Articles	Animal Farm	understanding of genres, students	All students will further build on	speeches from the 20 th and 21 st
			and Letters)		will explore work by	prior knowledge of	Century, students
6		Overview		Overview	authors such as	Shakespeare, as	will deepen their
Year 9		Pupils will study	Overview	Pupils will study	Orwell, Collins and	explored in Year 7	understanding of
Υe		the second of	Pupils will use the	Animal Farm by	Bradbury, building	and develop an	how language, form
		their three	influence of the	George Orwell.	on knowledge of	understanding of	and structure shape
		compulsory	key, societal	The pupils will	conventions to	how Shakespeare's	an audience's
		Shakespearean	issues in the	study the	explore how	language works.	response. Reading
		texts. Pupils will	Shakespearean	conventions of an	characters, themes and ideas are	They will use their knowledge of	and listening to Churchill, Mandela,
		be reintroduced	text Romeo and	allegory and how	and ideas are	witches as	Thunberg and
						WILCITES as	Thurberg and



presented to an to the 'No Fear Juliet such as writers shape characters to Obama, amongst others, will allow audience. Shakespeare' 'marriage', consider the character and They will further themes within the students to further model in which 'violence' and structure to develop creative develop the use of play and how they 'Christianity' to they are explicitly create meaning ad ideas and use a may have reflected rhetoric to create a taught to access create subject message. range of skills to historical and persuasive content for Pupils will be the argument that write in a political alliances. In Shakespearean writing. Pupils will explicitly personalised style addition, they will creates an impact. language with introduced to the create their own and consider how further develop Ultimately, they will confidence. Pupils article and letter concepts of varied structures analysis of confidently present will read the writing. Both Socialism, a speech that uses a may help with characters and plot entire text and forms of Capitalism and the developing style. and confidently range of techniques key historical discuss the to inspire their use key extracts nonfiction will be language of audience. influences in the to analyse in formal tone only, Shakespeare. 20th Century. detail. to encourage precise, high level Pupils will start to vocabulary look at key, choices. Pupils will influential writer's figures and ideas focus on improving a single which gained language feature momentum in every learning throughout this period. epoque. Pupils will continually develop and improve their own writing to create a culture of 'writing is never finished'. This writing unit will set the standard for all fiction writing,



		throughout KS3 and KS4. At the end of this unit, all students will complete an oracy – style task in which they present to the class their views on one of the topics.				
Golden Threads	Symbolism is using objects and images to represent big ideas Symbolism can be used to build detail about characters or settings A cliche is an overused phrase that shows a lack of originality A hierarchy can determine the power dynamics of characters Violence can be indicative of being a villain and lead to a character's downfall	Plosive alliteration is the repetition of harsh, plosive sounds such as 'b' 't' 'k' 'd' and has a violent and aggressive tone Characterisation is the act of creating a developed character Meter - iambic pentameter, dactils etc Connotation is the feeling or idea that an object/symbol evokes, in addition to its literal meaning Hyperbole refers to exaggeration Line break is the technical term used for starting on a new line of a poem.	Extended metaphor is a metaphor that is repeatedly used throughout the poem. Hyperbole refers to exaggeration Metaphors state that one thing is another for effect Simile states that one thing is 'like' or 'as' another thing for effect Narrative refers to a story	Over the past three years, we will have developed a range of vocabulary to discuss fiction, characters and themes as well as how to analyse the techniques used by an author.	Students will have a working knowledge of Shakespeare's writing and how language was used within his writing. We will have explored the play style and structured and analysed how characters are created through dialogue.	A range of fiction and non-fiction language analysis will allow students to access the techniques used in speeches and to discuss the impact on audiences. Combined with an understanding of contextual factors, they will understand how to select the most appropriate vocabulary and techniques.



	Assessment	Red book task:	Ongoing Green	Red book task:	Assessed Key Pieces	Assessed Key Pieces	Assessed Key Pieces
		Pupils will	Pen Work:	Pupils will	across reading and	across reading and	across reading and
		complete a	Twice a week,	complete a	writing skills.	writing skills.	writing skills.
		reading	students will	reading	Seneca Homework	Seneca Homework	Seneca Homework
		assessment using	improve their own	assessment using			End of Year Exam
		an extract from	work using	an extract from			
		the text. Marked	specific	the text. Marked			
		with specific	vocabulary lists.	with specific			
		feedback that will	,	feedback that will			
		allow them to	Red book task:	allow them to			
		respond and	Pupils will	respond and			
		improve a specific	complete an	improve a specific			
		area.	extended,	area.			
		aica.	creating a range	aica.			
			of non-fiction				
			writing tasks.				
			Marked with				
			specific feedback				
			that will allow				
			them to respond				
			and improve a				
			specific area.				
	Homework			Snary	 Reader		
	Enrichment/	Youth speaks - nation	nal speaking competition	•	TICUACI		
	Co-Curricular	-			ry and the media to ma	ake a helievahle dyston	ia.
	offer			by the National Theatr	•	ine a believable aystop	
			s on a topic that might	•	- -		
		Visit from a local spee	,				
	Content,	19th and 21st	19 th and 21 st	20th Century	20 th Century	19 th and 21 st	20 th Century
0	Knowledge	Century Non-	Century Non-	Literature Reading	Literature Reading	Century Non-	Literature Reading
r 1	& Skills	Fiction Reading and	Fiction Reading and	and Creative Prose	and Creative Prose	Fiction Reading and	and Creative Prose
Year 10	C. C.K.III	Transactional/Pers	Transactional/Pers	Writing	Writing	Transactional/Pers	Writing
		uasive Writing	uasive Writing			uasive Writing	



With a focus on Component 2 of the English Language GCSE, students will study a range of non-fiction writing, becoming adept at:

AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2-Explain, comment on analyse how writers use language and structure to achieve effects AO3-Compare writers' ideas and perspectives, across two or more texts.

Still working on C2, we will be transferring knowledge of what was learnt in the previous unit to develop a range of rhetorical devices to express a viewpoint on a subject. We will also look ahead to exam skills with specific focus on planning and writing under timed conditions.

AO5-Communicate clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features. AO6-use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

With a focus on Component 1, we will work on the same skills but, this time within fiction writing.

AO5-Communicate

clearly, effectively,

and imaginatively.
Organise
information and
ideas, using
structural and
grammatical
features.
AO6-use a range of
vocabulary and
sentence structures
for clarity,
purpose and effect,
with accurate
spelling and
punctuation

With a focus on Component 1 of the English Language GCSE, students will study a range of fiction texts becoming adept at:

AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2-Explain, comment on analyse how writers use language and structure to achieve effects AO3-Compare writers' ideas and perspectives, across two or more texts

We will use a range of texts to revise the skills in C2 and develop different strategies to approach the exam confidently.

AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2-Explain, comment on analyse how writers use language and structure to achieve effects AO3-Compare writers' ideas and perspectives, across two or more texts. AO5-Communicate clearly, effectively, and imaginatively. Organise information and ideas, using structural and grammatical features. AO6-use a range of vocabulary and

We will use a range of texts and strategies to develop confidence in exam approaches with focus on C1 Language.

We will use a range of texts to revise the skills in C2 and develop different strategies to approach the exam confidently.

AO1-Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2-Explain, comment on analyse how writers use language and structure to achieve effects AO3-Compare writers' ideas and perspectives, across two or more texts. AO5-Communicate clearly, effectively, and imaginatively.



						sentence structures	Organise
						for clarity,	information and
						purpose and effect,	ideas, using
						with accurate	structural and
						spelling and	grammatical
						punctuation.	features.
							AO6-use a range of
							vocabulary and
							sentence structures
							for clarity,
							purpose and effect,
							with accurate
							spelling and
							punctuation.
	Prior	Non-fiction text	Writing structures	Analytical	Varied vocabulary	Comparative	Impact on audience.
	Knowledge	types	Building ideas	terminology	Advanced	Language	Persuasive writing
		Language of	Using non-fiction	Inference skills	punctuation	Alternative	Using different
		analysis	writing techniques.			viewpoints	formats and
		Language					structures.
		terminology					
	Assessment	Component 2	Component 2	Lang Comp 1	Lang Comp 1	Component 2	Component 1
		Section A (Reading)	Section B (Writing)	Section B (Writing)	Section A (Reading)	Section A (Reading)	section B (Writing)
	Key	Interpret	Structure	Position	Opening	Synthesis	Alternative
	Vocabulary	Analyse	Flashback	Relevance	Narrative Viewpoint		Viewpoint
		Compare	Shift				
	Enrichment/			_		ge with their studies ou	
	Co-Curricular	including; taking part in workshops by visiting writers; getting involved in writing competitions; using non-fiction texts in the real					texts in the real
	offer		in writing masterclasse				
ىي	Content,	Poetry	Poetry	Shakespeare	Shakespeare	Post 1914	Post 1914
Ϊ́	Knowledge	Anthology	Anthology	Macbeth	Macbeth	Prose/Drama text	Prose/Drama text
rat	& Skills	(Component 1	(Component 1	(Component 1	(Component 1	An Inspector Calls	An Inspector Calls
ite.		Section B) and	Section B)and	Section A)	Section A)	(Component 2	(Component 2
0.		Unseen Poetry	Unseen Poetry			Section A)	Section A:)
ır 1		(Component 2	(Component 2				
Year 10 Literature		Section C)	Section C)	AO1, Read,	AO1, Read,	AO1 Read,	AO1 Read,
				understand and	understand and	understand and	understand and



			respond to texts	respond to texts	respond to texts	respond to texts
	AO1: Read,	AO1: Read,	using textual	using textual	using textual	using textual
	understand and	understand and	references.	references.	references.,	references.,
	respond to texts	respond to texts	AO2 Analyse the	AO2 Analyse the	AO2, Analyse the	AO2, Analyse the
	using textual	using textual	language, form and	language, form and	language, form and	language, form an
	references.	references.	structure used by a	structure used by a	structure used by a	structure used by
	AO2: Analyse the	AO2: Analyse the	writer to create	writer to create	writer to create	writer to create
	language, form and	language, form and	meanings and	meanings and	meanings and	meanings and
	structure used by a	structure used by a	effects, using	effects, using	effects, using	effects, using
	writer to create	writer to create	relevant subject	relevant subject	relevant subject	relevant subject
	meanings and	meanings and	terminology where	terminology where	terminology where	terminology wher
	effects, using	effects, using	appropriate.	appropriate.	appropriate.	appropriate.
	relevant subject	relevant subject	AO4. Use a range of	AO4. Use a range of	AO4 Use a range of	AO4 Use a range of
	terminology where	terminology where	vocabulary and	vocabulary and	vocabulary and	vocabulary and
	appropriate.	appropriate.	sentence structures	sentence structures	sentence structures	sentence structure
	AO3. Show	AO3. Show	for clarity, purpose	for clarity, purpose	for clarity, purpose	for clarity, purpos
	understanding of	understanding of	and effect,	and effect,	and effect,	and effect,
	the relationships	the relationships	with accurate	with accurate	with accurate	with accurate
	between texts and	between texts and	spelling and	spelling and	spelling and	spelling and
	the contexts in	the contexts in	punctuation.	punctuation.	punctuation	punctuation
	which they were	which they were				
	written.	written.				
Prior	Poetic techniques	Poetic techniques	Shakespearean	Shakespearean	Play structures and	Play structures an
Knowledge	and terminology.	and terminology.	language, contexts	language, contexts	the way characters,	the way character
J	Comparative	Comparative	and characters and	and characters and	themes and plots	themes and plots
	Language	Language	how to analyse	how to analyse	are developed by a	are developed by
	Analytical Language	Analytical Language	them confidently.	them confidently.	writer. Analytical	writer. Analytical
					Language.	Language.
Assessment	Two questions, one	Component 2	Macbeth, Two	Macbeth, Two	An Inspector Calls:	An Inspector Calls
	named poem, one	section C. 2	questions: One	questions: One	One source-based	One source-based
	comparison.	questions on	extract based, one	extract based, one	question on the	question on the
	Anthology Comp 1.	20th/21st century	whole text based	whole text based	post 1914 drama	post 1914 drama
	Section B	unseen poems, one			text.	text.
		will require				
		comparison.				
Key	Comparison	Alternative	Inference	Protagonist	Symbolism	Cyclical Structure



		Inference		Foil			
	Enrichment/	Over the course of GO	SF Literature students	will be given the onno	ertunity to engage with	their studies outside the	e classroom
	Co-Curricular	Over the course of GCSE Literature, students will be given the opportunity to engage with their studies outside the classroom including: visiting the theatre; taking part in workshops by visiting theatre groups; visiting "Poetry Live"; university style lectures on					
	offer				illeatife groups, visiting	roetry live , university	style lectures off
		19th and 21st	contexts through a var		20th Control	Duanaustian for	GCSE Exams
	Content,			20th Century	20 th Century	Preparation for	GCSE Exams
	Knowledge	Century Non-	Century Non-	Literature Reading	Literature Reading	GCSE exams,	
	& Skills	Fiction Reading and	Fiction Reading and	and Creative Prose	and Creative Prose	building revision	
		Transactional/Pers	Transactional/Pers	Writing	Writing	techniques across	
		uasive Writing	uasive Writing			all papers and	
				Preparing for the	Preparing for the	Assessment	
				GCSE exams,	GCSE exams,	objectives.	
		Using a range of	Using a range of	students will secure	students will secure		
		texts to prepare for	texts and	and improve fiction	and improve fiction		
		GCSE exam,	techniques to	reading and writing	reading and writing		
		students will	prepare for GCSE	skills.	skills.		
		deepen	exam, students will				
ь		understanding and	deepen	AO5-Communicate	AO1-Identify and		
Year 11 Language		analysis as well as	understanding and	clearly, effectively,	interpret explicit		
ıgn		securing skills	analysis as well as	and imaginatively.	and implicit		
an-		practise in Year 10.	securing skills	Organise	information and		
.1			practise in Year 10.	information and	ideas. Select and		
ır 1		AO1-Identify and		ideas, using	synthesise evidence		
/es		interpret explicit		structural and	from different texts		
		and implicit	AO5-Communicate	grammatical	AO2-Explain,		
		information and	clearly, effectively,	features.	comment on		
		ideas. Select and	and imaginatively.	AO6-use a range of	analyse how writers		
		synthesise evidence	Organise	vocabulary and	use language and		
		from different texts	information and	sentence structures	structure to achieve		
		AO2-Explain,	ideas, using	for clarity,	effects		
		comment on	structural and	purpose and effect,	AO3-Compare		
		analyse how writers	grammatical	with accurate	writers' ideas and		
		use language and	features.	spelling and	perspectives, across		
		structure to achieve	AO6-use a range of	punctuation	two or more texts		
		effects	vocabulary and				
		AO3-Compare	sentence structures				
		writers' ideas and	for clarity,				



	perspectives, across two or more texts.	purpose and effect, with accurate spelling and punctuation.				
Prior Knowledge	Non-fiction text types Language of analysis Language terminology	Writing structures Building ideas Using non-fiction writing techniques.	Analytical terminology Inference skills	Varied vocabulary Advanced punctuation	Comparative Language Alternative viewpoints	Impact on audience.
Assessment	Component 2 Section A (Reading)	Component 2 Section B (Writing)	Lang Comp 1 Section B (Writing)	Lang Comp 1 Section A (Reading)	Component 2 Section A (Reading)	Component 1 section B (Writing)
Key Vocabulary	Interpret Analyse Compare	Structure Flashback Shift	Position Relevance	Opening Narrative Viewpoint	Synthesis	Alternative Viewpoint
Enrichment/ Co-Curricular offer		art in workshops by vis	iting writers; getting in	volved in writing comp	etitions; using non-ficti	
Content, Knowledge & Skills	19th Century Text A Christmas Carol AO1-Read, understand and respond to texts use textual references. AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using	AO1-Read, understand and respond to texts use textual references. AO2- Analyse the language, form and structure used by a writer to create meanings and	Shakespeare revision Macbeth AO1, Read, understand and respond to texts using textual references. AO2 Analyse the language, form and structure used by a writer to create meanings and	Unseen Poetry revision AO1: Read, understand and respond to texts using textual references. AO2: Analyse the language, form and structure used by a writer to create meanings and	Revision of Literature Texts AO1: Read, understand and respond to texts using textual references. AO2: Analyse the language, form and structure used by a writer to create meanings and	Revision and GCSE Exams
	Assessment Key Vocabulary Enrichment/ Co-Curricular offer Content, Knowledge	Prior Knowledge Non-fiction text types Language of analysis Language terminology Assessment Component 2 Section A (Reading) Interpret Analyse Compare Enrichment/ Co-Curricular offer Content, Knowledge & Skills 19th Century Text A Christmas Carol AO1-Read, understand and respond to texts use textual references. AO2- Analyse the language, form and structure used by a writer to create meanings and	Prior Knowledge Non-fiction text types Language of analysis Language terminology Assessment Key Vocabulary Co-Curricular offer Content, Knowledge & Skills Content, Knowledge A Christmas Carol AO1-Read, understand and respond to texts use textual references. AO2-Analyse the language, form and structure used by a writer to create meanings and Types Language of analysing particular offer Component 2 Section A (Reading) Structure Flashback Shift Component 2 Section B (Writing) Structure Flashback Shift 19th Century Text A Christmas Carol AO1-Read, understand and respond to texts use textual references. AO2-Analyse the language, form and structure used by a writer to create meanings and Non-fiction text Writing structures Building ideas Using non-fiction writing techniques. Structure Flashback Shift 19th Century Text A Christmas Carol AO1-Read, understand and respond to texts use textual references. AO2-Analyse the language, form and structure used by a writer to create	Prior Knowledge Non-fiction text types Language of analysis Language terminology Assessment Key Vocabulary Co-Curricular offer Content, Knowledge & Skills Content, Knowledge Assessment Content, Knowledge Analytical terminology Language terminology Component 2 Section B (Writing) Section B (Writing) Section B (Writing) Flashback Shift Coteuricular offer Content, Knowledge Analyse Analyse the language, form and structure used by a writer to create meanings and Witer to create meanings and Writing structures Building ideas Using non-fiction writing techniques. Lang Comp 1 Section B (Writing) Analyse in workshops by visiting writers; getting in world and taking part in world and taking pa	Prior Knowledge Language of analysis Language terminology Assessment Component 2 Section A (Reading) Vocabulary Vocabulary Enrichment/ Co-Curricular offer Content, Knowledge & Skills Assessment Cover the course of GCSE English Language, students will be given the opportunity to engating the following part in workshops by visiting writers; getting involved in writing compound to texts use textual references. AO2-Analyse the language, form and structure used by a writer to create meanings and Two or more texts. With accurate spelling and punctuation. Writing structures Building ideas Using non-fiction writing terminology Inference skills Lang Comp 1 Section B (Writing) Section B (Writing) Section B (Writing) Section A (Reading) Opening Narrative Viewpoint Shakespeare revision Macbeth AO1-Read, understand and respond to texts using textual references. AO2-Analyse the language, form and structure used by a writer to create meanings and AO2-Analyse the language, form and structure used by a writer to create writer to create Writing structures Language terminology Inference skills Lang Comp 1 Section B (Writing) Section A (Reading) Opening Narrative Viewpoint Shakespeare revision Macbeth AO1-Read, understand and respond to texts using textual references. AO2 Analyse the language, form and structure used by a writer to create With action and punctuation Varied vocabulary Advanced punctuation Section B (Writing) Section A (Reading) Opening Narrative Viewpoint Section A (Reading) Opening Narrative Viewpoint Section B (Writing) Opening Narrative Viewpoint Section B	Prior Knowledge Language of Language of Language terminology Language terminology Assessment Key Vocabulary Co-Curricular offer Content, Knowledge 8. Skills Enrichment/ Co-Curricular offer Content, Knowledge Analyse compare Enrichment/ Co-Curricular offer Content, Knowledge Analyse compare Enrichment/ Co-Curricular offer Analyse compare Dover the course of GCSE English Language, students will be given the opportunity to engage with their studies of including; taking part in workshops by visiting writers; getting involved in writing competitions; using non-fiction world and taking part in writing masterclasses. AO1-Read, understand and respond to texts use textual references. AO2-Analyse the language, form and structure used by a writer to create worlden and structure used by a writer to create worl

	Carnforth High School
--	--------------------------

	terminology where	effects, using	effects, using	effects, using	effects, using		
	appropriate. AO3-	relevant subject	relevant subject	relevant subject	relevant subject		
	Show	terminology where	terminology where	terminology where	terminology where		
	understanding of	appropriate. AO3-	appropriate.	appropriate.	appropriate.		
	the relationships	Show	AO4. Use a range of		AO3. Show		
	between texts and	understanding of	vocabulary and		understanding of		
	the contexts in	the relationships	sentence structures		the relationships		
	which they	between texts and	for clarity, purpose		between texts and		
	were written.	the contexts in	and effect,		the contexts in		
	AO4-Use a range of	which they	with accurate		which		
	vocabulary and	were written.	spelling and		they were written.		
	sentence structures	AO4-Use a range of	punctuation.		AO4. Use a range of		
	for clarity, purpose	vocabulary and			vocabulary and		
	and effect, with	sentence structures			sentence structures		
	accurate spelling	for clarity, purpose			for clarity, purpose		
	and punctuation	and effect, with			and effect,		
		accurate spelling			with accurate		
		and punctuation			spelling and		
					punctuation.		
	F: .:		C	6. 1	A.II		
Prior	Fiction Text Analysis	Language of	Students will have	Students will have	All texts will be		
Knowledge	Contexts of 19 th	Analysis	studied the play and	studied a range of	studied and		
	Century UK		will now be honing	poetry and will be	students will		
			exam responses	honing exam	practise and refine		
				techniques.	exam techniques.		
Assessment	GCSE Exam style questions will be used throughout the year.						
Key	Analyse	Pathetic Fallacy	Dramatic Irony	Comparison	Discourse Markers		
Vocabulary	Interpret	Allegory	Hubris	Interpretation	Analytical Verbs		
, coasaiai ,	Contexts		Anagnorisis				
	Symbolism						
Enrichment/	Over the course of GCSE Literature, students will be given the opportunity to engage with their studies outside the classroom						
Co-Curricular		including: visiting the theatre; taking part in workshops by visiting theatre groups; university style lectures on texts and delivering					
offer	information to young	· • • • • • • • • • • • • • • • • • • •					

