

English Curriculum Map Overview

Please note further information can be found in the English curriculum sequencing document



Key Stage 3

| KS3 Year 7 | Half term 1 Autumn 1 | Half term 2 Autumn 2 | Half term 3 Spring 1 | Half term 4 Spring 2 | Half term 5 Summer 1 | Half term 6 Summer 2 |
|---------------|--|-------------------------|--|-------------------------|--|---|
| English | <p>Students study a unit of work focusing on:</p> <p><u>Oliver Twist</u> by Charles Dickens</p> <p>Students will explore the theme of adventure and exploration through the reading of our 19th century novel 'Treasure Island.' Students will focus on characters, themes and ideas and will analyse how language is used for effect. Students will also use the study of this text to write creatively.</p> | | <p>Students study a unit of work focusing on:</p> <p><u>A Midsummer Night's Dream</u> by William Shakespeare</p> <p>In this unit students are introduced to the key context from the Elizabethan period and encouraged to compare and contrast this with the Victorian period they studied in unit one. Students also will build on their KS2 study of Shakespeare stories and will be encouraged to develop their analysis of Shakespearean language and be expected to work together to discover meaning. This will prepare students for their later study of The Tempest in Year 8 and for their study of Shakespearian texts at KS4.</p> | | <p>Students study a unit of work focusing on:</p> <p><u>Poetry and Metaphor</u></p> <p>Poets studied include Blake and Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg. Students build on the study of metaphor and poetry that they will have started at KS2. They will move on from a simple definition of the term to now applying it to an understanding of poetic language and contexts.</p> | <p>Students study a unit of work focusing on:</p> <p><u>Ancient Tales</u></p> <p>Tales include 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'; '1001 Nights'</p> <p>This unit builds on the writing skills that students have developed throughout their units of study in Year 7, such as developing topic sentences and building analytical paragraphs.</p> |

| KS3 Year 8 | Half term 1 Autumn 1 | Half term 2 Autumn 2 | Half term 3 Spring 1 | Half term 4 Spring 2 | Half term 5 Summer 1 | Half term 6 Summer 2 |
|-----------------------------|--|-------------------------------|---|-------------------------|---|---|
| <i>English</i> | <p>Students study a unit of work focusing on:</p> <p><u><i>The Adventures of Sherlock Holmes</i></u> by Arthur Conan Doyle This unit of work and text builds on the prior learning and skills developed in the Oliver Twist scheme in Year 7. Both texts are challenging 19th century texts and prepare our students for any further study of 19th century non-fiction in KS4/5. Students will study themes such as scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals to enlighten, deduction, detective scandal, periodical, introspective, dual nature, duality, observation, colonial, post-colonialism.</p> | | <p>Students study a unit of work focusing on:</p> <p><u><i>The Tempest</i></u> by William Shakespeare This unit builds upon the prior knowledge students gain in their Year 7 study of A Midsummer Night's Dream. Both texts are Shakespearian and therefore encourage students to read and analyse challenging language to further their understanding of a text. Themes studied include the Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy, subplot, patriarchy, consent, colonial, post-colonialism.</p> | | <p>Students study a unit of work focusing on:</p> <p><u><i>Animal Farm</i></u> by George Orwell The novel discusses challenging themes and encourages students to analyse their own ideas around oppression and freedom. This unit also builds upon the analytical writing skills students have studied earlier in the year but asks them now to discuss writer's choices and how these create meaning. Themes studied include allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption allegory, tyranny, tyrant, rebellion, hypocrisy, corruption, harvest, propaganda, cult of personality, treacherous; authorial intent.</p> | <p>Students study a unit of work focusing on:</p> <p><u>Rhetoric</u> Students will use the writing skills they have developed from a study of Greek and Roman discourse /Shakespearian texts to build passionate speeches about their chosen topic. Themes studied include: Aristotle; ethos, logos, pathos; links between Greek & Roman discourse of rhetoric and Renaissance/Shakespearian texts; how to write for performance and impact.</p> |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| KS3 Year 9 | Half term 1 Autumn 1 | Half term 2 Autumn 2 | Half term 3 Spring 1 | Half term 4 Spring 2 | Half term 5 Summer 1 | Half term 6 Summer 2 |
|----------------|---|-------------------------|---|-------------------------|---|--|
| <i>English</i> | <p>Students study a unit of work focusing on:</p> <p><u><i>Jane Eyre</i> by Charlotte Bronte</u></p> <p>This unit develops the key knowledge that students develop in year 7 and year 8 in reference to the context of the Victorian period but now asks them to apply that contextual knowledge to a rural setting in contrast to the urban London setting. Themes studied include:</p> <p>Victorian attitudes to children and childhood; rural isolation; Christianity;</p> | | <p>Students study a unit of work focusing on:</p> <p><u><i>Small Island</i> by Andrea Levy</u></p> <p>The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue; foreshadowing; the form of a tragedy; AC Bradley's lectures on tragic character</p> <p>Adversity; ambition; empire; colony; colonialism. The text also revisits the play form that students have studied in Year 7 and Year 8 but this time from a modern perspective which</p> | | <p>Students study a unit of work focusing on:</p> <p><u>Poetry</u></p> <p>Students will study an anthology of poems based on Journeys: Extended metaphors & comparison;</p> | <p>Students study a unit of work focusing on:</p> <p><u>Reading for Study</u></p> <p>Reading nineteenth, twentieth and twenty-first century non-fiction; using models to plan, structure and write letters, articles, speeches, and essays. Transitional</p> |

| | | | | |
|--|---|---|--|--------------------------------|
| | <p>Victorian sickness; juxtaposition in Jane Eyre</p> <p>Dependence / independence; oppression; juxtaposition; humiliation; hypocrisy; comeuppance; childhood; patriarchy; consent.</p> <p>Students study a unit of work focusing on:</p> | <p>allows students to analyse the differences between this and the Shakespearean.</p> | <p>'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales': Poets include John Milton, Geoffrey Chaucer, Patience Agbabi, W.H. Auden, Grace Nichols, Jackie Kay</p> <p>extended metaphor, epic poetry, procrastination; journey; identity; comparison; inter-textuality; partner text.</p> | <p>language unit into KS4.</p> |
|--|---|---|--|--------------------------------|

English Curriculum Map Overview

Please note further information can be found in the English curriculum sequencing document



Key Stage 4

| KS4 Year 10 | Half term 1 Autumn 1 | Half term 2 Autumn 2 | Half term 3 Spring 1 | Half term 4 Spring 2 | Half term 5 Summer 1 | Half term 6 Summer 2 |
|----------------|--|--|---|--|--|-------------------------|
| English | <p>Students study a unit of work focusing on:</p> <p><u>19th Century Novel- A Christmas Carol by Charles Dickens</u></p> <p>Students will read 'A Christmas Carol' by Charles Dickens and they will explore characters, themes and ideas within the novel. They will link characters, themes and ideas to the context of the novel and they will analyse how language, structure and form is used for effect.</p> | <p>Students study a unit of work focusing on:</p> <p><u>English Language Reading and Writing Fiction</u></p> <p>In this unit, students will read a range of fiction texts and they will identify explicit and implicit information and analyse how language and structure are used for effect. Students will also critically evaluate texts.</p> | <p>Students study a unit of work focusing on:</p> <p><u>Macbeth by William Shakespeare</u></p> <p>Students will read 'Macbeth' by William Shakespeare and they will explore characters, themes and ideas within the play. They will link characters, themes and ideas to the context of the play and they will analyse how language, structure and form is used for effect.</p> | <p>Students study a unit of work focusing on:</p> <p><u>English Language Reading and Writing Non-Fiction</u></p> <p>In this unit, students will read a range of non-fiction texts and they will identify and interpret explicit and implicit information and ideas, select and synthesise evidence from texts, analyse how language is used for effect and compare writers' ideas and perspectives in texts.</p> | <p>Students study a unit of work focusing on:</p> <p><u>Poetry (Power and Conflict and Unseen)</u></p> <p>Students will study an anthology of poems which are thematically linked to power and conflict.</p> <p><u>Introductory Lessons followed by Independent Study Spoken Language</u></p> <p>Spoken Language: The aim of this unit is to allow students to demonstrate their speaking and listening skills. They will use spoken standard English to</p> | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | express sophisticated ideas/ using a sophisticated repertoire of vocabulary. |
|--|--|--|--|--|--|--|

| | | | | | | |
|------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| KS4 Year 11 | Half term 1 Autumn 1 | Half term 2 Autumn 2 | Half term 3 Spring 1 | Half term 4 Spring 2 | Half term 5 Summer 1 | Half term 6 Summer 2 |
|------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|

| | | | | | | |
|----------------|--|---|--|--|--|--|
| <i>English</i> | <p>Students study a unit of work focusing on:</p> <p><u><i>An Inspector Calls</i> by JB Priestley</u></p> <p>In this unit students will explore the modern text <i>An Inspector Calls</i>. They will study character, themes, ideas, and context. Students will learn how to track</p> | <p>Students study a unit of work focusing on:</p> <p><u>English Language Reading and Writing Fiction</u></p> <p>In this unit, students will read a range of fiction texts and they will identify explicit and implicit information and analyse how language and</p> | <p>Students study a unit of work focusing on:</p> <p><u>English Language Reading and Writing Non-Fiction</u></p> <p>In this unit, students will read a range of non-fiction texts and they will identify and interpret explicit and implicit information and</p> | <p>Students study a unit of work focusing on:</p> <p><u>Macbeth, Poetry and A Christmas Carol Revision.</u></p> <p>Students will revise the essential knowledge and skills for <i>Macbeth</i>, <i>A Christmas Carol</i> and study <i>Power and Conflict Poetry</i>. Students will respond critically to each of these.</p> | <p>Students study a unit of work focusing on:</p> <p><u>English Language Reading Fiction and Non-Fiction.</u></p> <p>In this unit, students will read a range of fiction texts and they will identify explicit and implicit information and analyse how language and</p> | |
|----------------|--|---|--|--|--|--|

characters and write critically about them.

structure are used for effect. Students will also critically evaluate texts.

ideas, select and synthesise evidence from texts, analyse how language is used for effect and compare writers' ideas and perspectives in texts.

structure are used for effect. Students will also critically evaluate texts. Students will read a range of non-fiction texts and they will identify and interpret explicit and implicit information and ideas, select and synthesise evidence from texts, analyse how language is used for effect and compare writers' ideas and perspectives in texts.

