**Curriculum Mapping 2022-23 Subject: English Curriculum Leader (s) HoF - ARo (DNu Lang KS4; LDA KS3)**

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|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** | **Reading:**  Analysis of Language and Structure.  Planning to write about reading.  ETA to PETAL paragraphs  Comparison  Discursive responses  **Writing:**  Sentence Punctuation; paragraphs  Planning  Transactional Writing in the first person – Diaries, letters, Creative Writing  Writing Script | **Reading:**  Analysis of Language and Structure.  Essay Planning skills.  ETA to PETAL paragraphs  Comparison and Evaluation  Discursive responses  Rhetorical Skills  **Writing:**  Punctuation; paragraphs  Planning  Formal Transactional Writing – report or article  Creative Writing  Writing Speeches | **Reading:**  Analysis of Language and Structure.  Essay Planning skills.  PETAL paragraphs and Conclusions  Comparison and Evaluation  Critical Style  Learning Quotations  **Writing:**  Punctuation; paragraphs  Planning  Formal Transactional Writing – Letter and Speech  Creative Writing – Descriptive and from alternative perspectives. | **Literature:**  Analysis of Language and Structure.  Discursive Essay planning PETAL paragraphs. Developing an argument - Critical Style, Evaluation and Conclusion.  Learning Quotations  **Language:**  Analysis of Language and Structure.  Evaluative Writing.  Creative Writing planning and drafting.  Transactional Writing planning and drafting. | **Literature:**  Analysis of Language and Structure.  Discursive Essay planning PETAL paragraphs.  Developing an argument - Critical Style + Conclusion.  Comparative Essay Planning and sophisticated conclusions  Learning Quotations  **Language:**  Analysis of Language and Structure.  Evaluative and Comparative Writing.  Creative writing and planning and drafting  Transactional Writing planning and drafting. | Analysis of Language and Structure.  Contextual Study  Learning Quotations  Essay planning  Using Critical opinions  Developing an argument - Critical Style + Conclusion.  Comparative Essay Planning and sophisticated conclusions  Re-creative Writing. | Analysis of Language and Structure.  Contextual Study  Learning Quotations  Essay planning  Using Critical opinions  Developing an argument - Critical Style + Conclusion.  Comparative Essay Planning and sophisticated conclusions |
| **Knowledge & Understanding**  **Key Topics per half Term** | **T1 +2** Novel and reading Non-Fiction  **T3 +4** Poetry Through Time and Reading a novel  **T5** Exam Skills and Midsummer Night’s Dream  **T6** A Whole lot of Grief (play) and Midsummer Night’s Dream | **T1+2** Pre-C20th Lit and Reading Gothic Stories  **T3+4** Macbeth and Reading  **T5** Exam Skills and Reading Novel  **T6** Poetry of Protest and Survival and Reading Novel | **T1+2** Diverse Short Stories and Writing Letters, Speeches  **T3+4** AIC and Spring Poetry and Descriptive Writing  **T5+6** AIC Comparison and Lang Exam Skills | **LIT T1+2** Pre-C20th Novel WotW and Reading Skills P1  **T3+4** Romeo and Juliet and Creative Writing  T5+6 Romeo and Juliet and  **LANG**  **T1+2** Paper 1 – Exam Skills – Looking at Q1-4 reading section and using JAMAICA INN as in-class mock Looking at Q5 creative writing and using JAMAICA INN as in-class mock.  **T3+4** Paper 2 – Looking at Q1-4 reading section and SURFING PAPER as in-class mock Looking at  **T5+6** Q5 transactional writing and SURFING PAPER as in-class mock.  Using transactional writing to prep for S+L exam | **LIT T1+2** AIC Comparative, WotW Revision, Lang P2  **T3+4** Poetry, RnJ Revision, P1 Revision  **T5** Revision and Exam Skills  **LANG T1+2** Paper 2 revision and key skills. Use Ben FOGLE PAPER for in – class mock. PixL WAVE exam paper by Oct half term. Paper 1 refresher and revision for Paper 1 – Mr FISHER Paper for in-class mock. Completed by end of Nov. Use Pixl WAVE exam paper.  **T3+4** – Key skills revision – class specific covering P1 and P2 – using Published AQA exam papers as materials and resources.  **T5** – final revision and exam skills | **T1+2** The Great Gatsby and Measure for Measure  **T3+4** The Merchant’s Tale and The History Boys  **T5** Exam Skills and The Penelopiad  **T6** Comparative Skills and The World’s Wife | **T1+2** The Duchess of Malfi and Age of Innocence  **T3+4** Unseen American Lit, Critics and Exam Skills  **T5** Exam Skills |
| **Common Assessment of Progress and Performance**  **(CAPP)** | T1+2  DL1 – Extract analysis - lang  DL2 – Diary/Letter/Article  DL3 – Analysis of structure  DL4 – Comp News Articles  T3+4  DL1 – Analysis of poem – Lang and Structure  DL2 – Creative writing (from Tyger)  DL3 – Analysis of unseen poem  T5+6  DL1 In-class exam skills.  DL2 ‘Lang’ style Exam  DL3 – Writing a Scene  DL4 – Comparative Discursive | T1+2  DL1 – Comparison of two texts  DL2 – Non-fiction writing – report or article  DL3 – Comparison and Evaluation  DL4 – Create Writing – Gothic  **T3+4**  DL1 – Extract Question  DL2 – Discursive Question  DL3 – Discursive Question  DL4 – Non-Fiction Writing  **T5+6**  DL1 – practice exams  DL2 - exam  DL3 – Poetry Analysis - Language  DL4 – Speech | T1+2  DL1 – Comparison1  DL2 – Comparison 2  DL3 – Speech  DL4 – Creative Writing Opening  **T3+4**  DL1 – AIC Part B  DL2 – AIC Part B  DL3 – AIC Part B  DL4 – Descriptive Writing  **T5+6**  DL1 – AIC Exam  DL2 – Reading exam  DL3 – Writing Exam  DL4 – AIC part A | T1+2  DL1 – Lit Martians Essay  DL2 – Lang Jamaica Inn Q1-4  DL3 – Lit Men and Women Essay  DL4 – Lang Jamaica Inn Q5 – descriptive or narrative question (student choice)  **T3+4**  DL1 – Lit WotW Exam  DL2 – Lang Surfing Paper Q1-3  DL3 – Lit RnJ Love  DL4 – Lang Surfing Paper Q4  **T5+6**  DL1 – RnJ Tybalt and Mercutio  DL2+3 – Lang Exam Paper Transactional writing (speech) R+W  DL4 – Lit RnJ Exam | T1+2  DL1 – Lit AIC Part A+B  DL2 – Lang P2 – PixL Wave paper  DL3 – Lit WotW  DL4 – PPEs – Pixl Wave Paper 1  **T3+4**  DL1 – Poetry Part A+B  DL2 – Lang P1 -  DL3 – Lit RnJ PPE  DL4 – Lang Paper 2 | T1+2  DL1 – M4M Wk 6 Exam  DL2 – Gatsby Wk 6 Exam  DL3 – M4M Part A  DL4 – Gatsby Essay  **T3+4**  DL1 – M4M Part A Exam  DL2 – Chaucer Exam  DL3 – M4M Part B  DL4 – Chaucer Essay  **T5+6**  DL1 – Re-creative CW Draft  DL2+3 – Gatsby and Chaucer PPE  DL4 – M4M PPE | T1+2  DL1 – M4M Wk 6 Exam  DL2 –Merch and Malfi Wk 6 Exam  DL3 – M4M Part B  DL4 – Merch and Malfi Essay  **T3+4**  DL1 – M4M PPE Exam  DL2 – Merch and Malfi PPE  DL3 – Age and Gatsby PPE  DL4 – Unseen PPE |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** | Throughout – Critical Vocabulary and Terminology  T1+2  Literacy  Writing Letters  Reading Articles  Empathy Skills  T2+3  Literacy  Cultural Capital – poetry from the cannon and from other cultures and traditions.  Empathy Skills  T5+6  Literacy  Cultural Capital – Shakespeare play  Group Work  Empathy Skills | Throughout – Critical Vocabulary and Terminology  T1+2  Literacy  Writing Reports/Articles  Cultural Capital Pre-C20th Texts  Empathy Skills  T2+3  Literacy  Cultural Capital – Shakespeare Play  Empathy Skills  T5+6  Literacy  Cultural Capital – Speeches and Poetry of Protest and Survival  Group Work  Empathy Skills | Throughout – Critical Vocabulary and Terminology  T1+2  Literacy  Writing Letters and Speeches  Cultural Capital – Texts from other cultures  Empathy Skills  T2+3  Literacy  Cultural Capital –Modern Play; the natural world  Empathy Skills  Learning Quotations – Memory Skills  T5+6  Literacy  Group Work  Empathy Skills  Exam Skills | Throughout – Critical Vocabulary and Terminology  T1+2  Literacy  Cultural Capital – Pre-C20th Text  Developing an argument in writing  Empathy Skills  Creative Skills  Learning Quotations – Memory Skills  T2+3  Literacy  Cultural Capital – Shakespeare Play  Empathy Skills  Learning Quotations – Memory Skills  T5+6  Literacy  Group Work  Empathy Skills  Exam Skills  Writing Speeches + Rhetorical Skills. | Throughout – Critical Vocabulary and Terminology  T1+2  Literacy  Cultural Capital – Pre-C20th Text and Modern Play  Developing an argument in writing  Empathy Skills  Transactional Writing Skills  Learning Quotations – Memory Skills  T2+3  Literacy  Cultural Capital – Literary Cannon and Other Cultures Poetry  Empathy Skills  Learning Quotations – Memory Skills  T5+6  Revision Skills  Learning Quotations – Memory Skills | Throughout – Critical Vocabulary and Terminology  T1+2  Literacy  Cultural Capital – Shakespeare Play and Classic C20th Novel  Developing an argument in writing  Empathy Skills  Learning Quotations – Memory Skills  T2+3  Literacy  Cultural Capital – Shakespeare Play and Chaucer  Empathy Skills  Learning Quotations – Memory Skills  T5+6  Literacy  Empathy Skills  Exam Skills  Creative Writing  Comparative Writing to develop and argument | Throughout – Critical Vocabulary and Terminology  T1+2  Literacy  Cultural Capital – Shakespeare Play, Renaissance Play and Classic C20th Novel  Comparative Writing to develop and argument  Empathy Skills  Learning Quotations – Memory Skills  T2+3  Literacy  Cultural Capital – American Literature  Empathy Skills  Employing Critics to create a sophisticated argument  Learning Quotations – Memory Skills  T5+6  Literacy  Exam Skills |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** | Reading – Resilience  Empathy  Growth in Independent Thinking  Respect  Creativity  Organisation  Learning to Learn – declarative knowledge and analysis | Reading – Resilience  Empathy  Growth in Independent Thinking  Respect  Creativity  Paired work; Group Work –being open minded and respectful  Questioning Skills  Judgement -Developing an individual Argument  Learning to Learn – analysis and comparison | Reading – Resilience and widening perspectives  Empathy  Growth in Independent Thinking – Moral Values  Organisation  Respect  Creativity  Paired work; Group Work –being open minded and respectful  Questioning Skills  Judgement -Developing an individual Argument  Learning to Learn – declarative knowledge analysis and comparison | Reading – Resilience and widening perspectives  Empathy  Growth in Independent Thinking – Moral Values  Organisation  Respect  Creativity  Paired work; Group Work –being open minded and respectful  Questioning Skills  Judgement -Developing an individual Argument  Learning to Learn – declarative knowledge and planning to develop an argument | Reading – Resilience and widening perspectives  Empathy  Growth in Independent Thinking – Moral Values  Organisation  Respect  Creativity  Paired work; Group Work –being open minded and respectful  Questioning Skills  Judgement -Developing an individual Argument  Learning to Learn – declarative knowledge, analysis and comparison | Reading – Resilience and widening perspectives  Empathy  Growth in Independent Thinking – Moral Values  Organisation  Respect  Creativity  Paired work; Group Work –being open minded and respectful  Questioning Skills  Judgement -Developing an individual Argument  Learning to Learn – declarative knowledge and analysis | Reading – Resilience and widening perspectives  Empathy  Growth in Independent Thinking – Moral Values  Organisation  Respect  Creativity  Paired work; Group Work –being open minded and respectful  Questioning Skills  Judgement -Developing an individual Argument  Learning to Learn – declarative knowledge, analysis and comparison |