**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.
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|  | **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 paragraphsComparisonDiscursive responses**Writing:**Sentence Punctuation; paragraphsPlanningTransactional Writing in the first person – Diaries, letters, Creative WritingWriting Script | **Reading:**Analysis of Language and Structure.Essay Planning skills.ETA to PETAL paragraphsComparison and EvaluationDiscursive responsesRhetorical Skills**Writing:**Punctuation; paragraphsPlanningFormal Transactional Writing – report or articleCreative WritingWriting Speeches | **Reading:**Analysis of Language and Structure.Essay Planning skills.PETAL paragraphs and ConclusionsComparison and EvaluationCritical StyleLearning Quotations**Writing:**Punctuation; paragraphsPlanningFormal Transactional Writing – Letter and SpeechCreative 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 conclusionsLearning Quotations**Language:**Analysis of Language and Structure.Evaluative and Comparative Writing.Creative writing and planning and draftingTransactional Writing planning and drafting. | Analysis of Language and Structure.Contextual StudyLearning QuotationsEssay planning Using Critical opinionsDeveloping an argument - Critical Style + Conclusion.Comparative Essay Planning and sophisticated conclusionsRe-creative Writing. | Analysis of Language and Structure.Contextual StudyLearning QuotationsEssay planning Using Critical opinionsDeveloping 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 | **LITT1+2** Pre-C20th Novel WotW and Reading Skills P1**T3+4** Romeo and Juliet and Creative WritingT5+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 | **LITT1+2** AIC Comparative, WotW Revision, Lang P2**T3+4** Poetry, RnJ Revision, P1 Revision**T5** Revision and Exam Skills**LANGT1+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+2DL1 – Extract analysis - langDL2 – Diary/Letter/ArticleDL3 – Analysis of structureDL4 – Comp News ArticlesT3+4DL1 – Analysis of poem – Lang and StructureDL2 – Creative writing (from Tyger)DL3 – Analysis of unseen poemT5+6DL1 In-class exam skills.DL2 ‘Lang’ style ExamDL3 – Writing a SceneDL4 – Comparative Discursive | T1+2DL1 – Comparison of two textsDL2 – Non-fiction writing – report or articleDL3 – Comparison and EvaluationDL4 – Create Writing – Gothic **T3+4**DL1 – Extract QuestionDL2 – Discursive QuestionDL3 – Discursive QuestionDL4 – Non-Fiction Writing**T5+6** DL1 – practice examsDL2 - examDL3 – Poetry Analysis - LanguageDL4 – Speech | T1+2DL1 – Comparison1DL2 – Comparison 2DL3 – SpeechDL4 – Creative Writing Opening**T3+4**DL1 – AIC Part BDL2 – AIC Part BDL3 – AIC Part BDL4 – Descriptive Writing**T5+6** DL1 – AIC ExamDL2 – Reading examDL3 – Writing ExamDL4 – AIC part A | T1+2DL1 – Lit Martians EssayDL2 – Lang Jamaica Inn Q1-4DL3 – Lit Men and Women EssayDL4 – Lang Jamaica Inn Q5 – descriptive or narrative question (student choice)**T3+4**DL1 – Lit WotW ExamDL2 – Lang Surfing Paper Q1-3DL3 – Lit RnJ LoveDL4 – Lang Surfing Paper Q4**T5+6** DL1 – RnJ Tybalt and MercutioDL2+3 – Lang Exam Paper Transactional writing (speech) R+WDL4 – Lit RnJ Exam | T1+2DL1 – Lit AIC Part A+BDL2 – Lang P2 – PixL Wave paper DL3 – Lit WotWDL4 – PPEs – Pixl Wave Paper 1**T3+4**DL1 – Poetry Part A+BDL2 – Lang P1 - DL3 – Lit RnJ PPEDL4 – Lang Paper 2 | T1+2DL1 – M4M Wk 6 ExamDL2 – Gatsby Wk 6 ExamDL3 – M4M Part ADL4 – Gatsby Essay**T3+4**DL1 – M4M Part A ExamDL2 – Chaucer ExamDL3 – M4M Part BDL4 – Chaucer Essay**T5+6** DL1 – Re-creative CW DraftDL2+3 – Gatsby and Chaucer PPEDL4 – M4M PPE | T1+2DL1 – M4M Wk 6 ExamDL2 –Merch and Malfi Wk 6 ExamDL3 – M4M Part BDL4 – Merch and Malfi Essay**T3+4**DL1 – M4M PPE ExamDL2 – Merch and Malfi PPEDL3 – 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 TerminologyT1+2LiteracyWriting LettersReading ArticlesEmpathy SkillsT2+3LiteracyCultural Capital – poetry from the cannon and from other cultures and traditions.Empathy SkillsT5+6LiteracyCultural Capital – Shakespeare playGroup WorkEmpathy Skills | Throughout – Critical Vocabulary and TerminologyT1+2LiteracyWriting Reports/ArticlesCultural Capital Pre-C20th TextsEmpathy SkillsT2+3LiteracyCultural Capital – Shakespeare PlayEmpathy SkillsT5+6LiteracyCultural Capital – Speeches and Poetry of Protest and SurvivalGroup WorkEmpathy Skills | Throughout – Critical Vocabulary and TerminologyT1+2LiteracyWriting Letters and SpeechesCultural Capital – Texts from other culturesEmpathy SkillsT2+3LiteracyCultural Capital –Modern Play; the natural worldEmpathy SkillsLearning Quotations – Memory SkillsT5+6LiteracyGroup WorkEmpathy SkillsExam Skills | Throughout – Critical Vocabulary and TerminologyT1+2LiteracyCultural Capital – Pre-C20th TextDeveloping an argument in writingEmpathy SkillsCreative SkillsLearning Quotations – Memory SkillsT2+3LiteracyCultural Capital – Shakespeare PlayEmpathy SkillsLearning Quotations – Memory SkillsT5+6LiteracyGroup WorkEmpathy SkillsExam SkillsWriting Speeches + Rhetorical Skills. | Throughout – Critical Vocabulary and TerminologyT1+2LiteracyCultural Capital – Pre-C20th Text and Modern PlayDeveloping an argument in writingEmpathy SkillsTransactional Writing SkillsLearning Quotations – Memory SkillsT2+3LiteracyCultural Capital – Literary Cannon and Other Cultures PoetryEmpathy SkillsLearning Quotations – Memory SkillsT5+6Revision SkillsLearning Quotations – Memory Skills | Throughout – Critical Vocabulary and TerminologyT1+2LiteracyCultural Capital – Shakespeare Play and Classic C20th NovelDeveloping an argument in writingEmpathy SkillsLearning Quotations – Memory SkillsT2+3LiteracyCultural Capital – Shakespeare Play and ChaucerEmpathy SkillsLearning Quotations – Memory SkillsT5+6LiteracyEmpathy SkillsExam SkillsCreative Writing Comparative Writing to develop and argument | Throughout – Critical Vocabulary and TerminologyT1+2LiteracyCultural Capital – Shakespeare Play, Renaissance Play and Classic C20th NovelComparative Writing to develop and argumentEmpathy SkillsLearning Quotations – Memory SkillsT2+3LiteracyCultural Capital – American LiteratureEmpathy SkillsEmploying Critics to create a sophisticated argumentLearning Quotations – Memory SkillsT5+6LiteracyExam Skills |
| **Attitudes & Attributes****Growth Mindset,****Independent Learning**  | Reading – ResilienceEmpathyGrowth in Independent ThinkingRespectCreativityOrganisationLearning to Learn – declarative knowledge and analysis | Reading – ResilienceEmpathyGrowth in Independent ThinkingRespectCreativity Paired work; Group Work –being open minded and respectfulQuestioning SkillsJudgement -Developing an individual ArgumentLearning to Learn – analysis and comparison | Reading – Resilience and widening perspectivesEmpathyGrowth in Independent Thinking – Moral ValuesOrganisationRespectCreativity Paired work; Group Work –being open minded and respectfulQuestioning SkillsJudgement -Developing an individual ArgumentLearning to Learn – declarative knowledge analysis and comparison | Reading – Resilience and widening perspectivesEmpathyGrowth in Independent Thinking – Moral ValuesOrganisationRespectCreativity Paired work; Group Work –being open minded and respectfulQuestioning SkillsJudgement -Developing an individual ArgumentLearning to Learn – declarative knowledge and planning to develop an argument | Reading – Resilience and widening perspectivesEmpathyGrowth in Independent Thinking – Moral ValuesOrganisationRespectCreativity Paired work; Group Work –being open minded and respectfulQuestioning SkillsJudgement -Developing an individual ArgumentLearning to Learn – declarative knowledge, analysis and comparison | Reading – Resilience and widening perspectivesEmpathyGrowth in Independent Thinking – Moral ValuesOrganisationRespectCreativity Paired work; Group Work –being open minded and respectfulQuestioning SkillsJudgement -Developing an individual ArgumentLearning to Learn – declarative knowledge and analysis  | Reading – Resilience and widening perspectivesEmpathyGrowth in Independent Thinking – Moral ValuesOrganisationRespectCreativity Paired work; Group Work –being open minded and respectfulQuestioning SkillsJudgement -Developing an individual ArgumentLearning to Learn – declarative knowledge, analysis and comparison |