

ENGLISH LITERATURE AND LANGUAGE CURRICULUM MAP

Intent: The English curriculum aims to immerse students in the fictional, non-fictional and literary dimensions of the English language world. This programme seeks to further enthuse and enrich our students with opportunities to explore cultural, historical, social and political contexts of the past and how many of these issues are relevant to a contemporary reader. We are constantly developing our curriculum and are working towards widening the diversity of our texts to include more contemporary writing and works by those who are currently underrepresented including women, writers of colour and those who are differently abled. We aim to develop and improve their reading and writing skills through access to a variety of engaging texts and through integrated literacy strategies. To this end, students will be encouraged to independently read a wide variety of literature to broaden their vocabulary, develop an appreciation of different writing styles and extend their own reservoir of cultural capital. The interleaving the delivery of both Language and Literature across Years 10 and 11 ensures students of all abilities are constantly engaged and cognitively stimulated as they gradually mature in critical analysis. This also affords regular monitoring and assessment of progress across both subjects whilst identifying and addressing gaps in knowledge. The structure of the course is also designed to work to the growing skill set of the student, so that texts studied in Year 10 are accessible to the students, whilst also developing their reading, writing and comprehension. Consolidation of learning continues outside of the classroom by promoting the use of learning platforms and virtual lessons, as well as revision content through the strategic use of ICT.

Year/Term	Half Term 1		Half Term 2	Half Term 3	Half Term 4	Half Term 6
Year 10	<p>English Language: AQA Paper 1 : Explorations in Creative Reading and Writing – 7 weeks</p> <p>Students will be exposed to a range of 20th and 21st century fiction texts* from a range of different contexts. Pupils will be fully immersed into a literary world in which they can explore and engage with a range of fiction.</p> <p>Students will: *Engage with the reading of fiction.</p> <ul style="list-style-type: none"> Analyse writer’s choice of vocabulary, form and structure. Plan, draft, edit and proof-read their own writing. Select and organise key ideas, facts and points. Craft a piece of writing using a range of devices. Restructure their writing to improve consistency and clarity. Work effectively in groups. Use standard English confidently. Plan for different purposes and audiences. Work effectively in groups. <p>*Students will also engage with various extracts which reflect the diverse social and cultural backgrounds of their peers and teaching staff.</p>	<p>English Literature: A Christmas Carol by Charles Dickens – 7 weeks</p> <p>Students will explore the challenging Victorian novella, <i>A Christmas Carol</i> by Charles Dickens.</p> <p>Students will: *Engage with the reading of fiction.</p> <ul style="list-style-type: none"> Analyse writer’s choice of vocabulary, form and structure. Plan, draft, edit and proof-read their own writing. Select and organise key ideas, facts and points. Craft a piece of writing using a range of devices. Restructure their writing to improve consistency and clarity. Work effectively in groups. Use standard English confidently. Plan for different purposes and audiences. Work effectively in groups. <p>*Students will engage with a variety of 19th century non-fiction texts will allow students to become familiar with Victorian historical, social and political contexts. This will to feature in their Language Paper 2 exams.</p> <p>Curricular link: English Language Paper 2 – 19th Century Non-fiction.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range AfL methods. Pupils are regularly encouraged to assess their own and each other’s</p>	<p>English Language: Paper 1: Creative Writing – 6 weeks</p> <p>Students will focus on developing their skills in creative writing. Pupils will be given opportunities to explore how writers establish setting, develop character and construct an engaging plot with an effective resolution.</p> <p>Paper 2: Transactional Writing</p> <p>Students will focus on developing their skills in writing their own non-fiction texts. These will include: letters, speeches, reports, articles, blogs, etc. Pupils will explore the key characteristics of each genre and be taught how to adapt their writing for different audiences and purposes.</p> <p>Students will: Analyse writer’s choice of vocabulary, form and structure.</p> <ul style="list-style-type: none"> Plan, draft, edit and proof-read their own writing. Select and organise key ideas, facts and points. Use vocabulary and grammar judiciously. Craft a piece of writing using a range of devices. Restructure their writing to improve consistency and clarity. Work effectively in groups. Plan their writing for different purposes and audiences. <p>*Students will be able to make links to a number of industries and employment sectors which are require vital writing skills.</p>	<p>English Literature: DNA by Dennis Kelly – 6 weeks</p> <p>Students will apply their knowledge and understanding of the varied and wide-ranging methods that writers use to create drama and tension in their study of <i>DNA</i></p> <p>Students will: *Engage with the reading of fiction.</p> <ul style="list-style-type: none"> Analyse writer’s choice of vocabulary, form and structure. Plan, draft, edit and proof-read their own writing. Select and organise key ideas, facts and points. Craft a piece of writing using a range of devices. Restructure their writing to improve consistency and clarity. Work effectively in groups. Use standard English confidently. Plan for different purposes and audiences. Work effectively in groups. <p>Curricular link: At every opportunity* reinforce the fact that the AO2s both in English Literature and Language papers focus on analysing language and structure. Links to sociology will be explored: peer pressure, gang violence, questions of nature vs nurture, socio-economic groups, etc.</p> <p>*Students will also practise and develop their reading and inference skills as often as possible within the context of these lessons.</p>	<p>English Language: AQA Paper 2: Writers’ Viewpoints and Perspectives – 6 weeks</p> <p>Students will explore a range of non-fiction texts written in the 19th, 20th and 21st century and will focus on comparing and making links between them. Pupils will focus on how the writers uses language and structure to communicate their ideas and evaluate the impact and effect of it.</p> <p>Students will: *Engage with the reading of fiction and non-fiction.</p> <ul style="list-style-type: none"> *Analyse writer’s choice of vocabulary, form and structure. Plan, draft, edit and proof-read their own writing. Select and organise key ideas, facts and points. Craft a piece of writing using a range of devices. Restructure their writing to improve consistency and clarity. Work effectively in groups. Use standard English confidently. Plan for different purposes and audiences. Work effectively in groups. <p>*Students will have opportunities to make explicit links between the ideas, perspectives, language and structure used by the writers of 19th century fiction and non-fiction texts they have already explored.</p> <p>Curricular link: A Christmas Carol.</p>	<p>English Literature and Language Revision + assessment and AFL of mock – 6 weeks</p> <p>Following intensive intervention all students should be in a position to further access and confidently progress through to their end of year mock exams.</p> <p>Students will complete both Literature (<i>An Inspector Calls</i> and <i>A Christmas Carol</i>) and Language (Paper 1 and 2) walkthrough exams.</p> <p>This unit will hone and further refine the students’ responses to their English exams giving students further opportunity to revise and consolidate understanding of key concepts, methods and vocabulary and frequent practise allowing them to improve their developed and precise independent responses in timed conditions.</p> <p>Half-term Assessment 6*: AQA 8702 – Paper 1: Q8 AQA 8702 – Paper 2: Q7-8 AQA 8700 – Paper 1 AQA 8700 – Paper 2</p> <p>*The most accurate working at grades against the predictions for GCSE exams (next year) will be drawn from these assessments. Any gaps in learning will be revisited and supported with an independent revision pack for the summer holidays.</p> <p>Spoken language endorsement:</p>

	<p>Curricular link: The stimulating discussions of PHSE, RSE, political, British Values and international themes within texts will allow students to consider a wide range of views (including their peers) and compare them with their own.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range of AfL methods. Pupils are regularly encouraged to assess their own and each other's progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Learning Attributes/ALET Values: The formative assessment process (and the policy in department of green-pen responding to summative assessment in folders) is designed to develop the students' capacity for reflection on learning aims, being aware of areas for improvement and seeing 'failure' as an opportunity to develop resilience.</p> <p>Half-term Assessment 2: AQA 8700 – Paper 1: Section A In addition to formative assessments, summative half-termly assessments provide progress checkpoints throughout the academic year and through the curriculum. It also ensures that collection of data is timely, measurable and module-specific.</p>	<p>progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Learning Attributes/ALET Values: The formative assessment process (and the policy in department of green-pen responding to summative assessment in folders) is designed to develop the students' capacity for reflection on learning aims, being aware of areas for improvement and seeing 'failure' as an opportunity to develop resilience</p> <p>Half-term Assessment 3: AQA 8702 – Paper 1: Q8 In addition to formative assessments, summative half-termly assessments provide progress checkpoints throughout the academic year and through the curriculum. It also ensures that collection of data is timely, measurable and module-specific.</p>	<p>Curricular link: Media, Journalism (link to engineering/cyber-security-based articles), Spoken Language Endorsement (pitching/presenting your creative writing idea). An opportune time to link with industry partners and participate in projects which require these essential communication skills (PPD).</p> <p>Learning Attributes/ALET Values: This is an explicit opportunity for students to develop their professionalism by learning how to communicate in an effective, mature and practical manner. Professional.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range of AfL methods. Pupils are regularly encouraged to assess their own and each other's progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Half-term Assessment 5: AQA 8700 – Paper 1: Section B Paper 2: Section B In addition to formative assessments, summative half-termly assessments provide progress checkpoints throughout the academic year and through the curriculum. It also ensures that collection of data is timely, measurable and module-specific.</p> <p>Half-term Intervention: With Y11s on a revision timetable, this is an opportune period to address gaps in knowledge and improve assessment outcomes.</p>	<p>Learning Attributes/ALET Values: Ensuring that students are made aware of their own judgments and biases in relation to how they judge characters</p> <p>Baseline Assessment: AQA 8700 – Paper 1: Section A (2017) We receive students into Year 10 without the aggregated progress from teaching them in Year 7, hence we use this baseline assessment (akin to a national exam) to ascertain prior knowledge and gaps in learning (when combined with their CAT results). We are then in an informed position to target differentiation and intervention for pupils according to their specific needs.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range of AfL methods. Pupils are regularly encouraged to assess their own and each other's progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Half-term Assessment 1: AQA 8702 – Paper 2: Q7-8 In addition to formative assessments, summative half-termly assessments provide progress checkpoints throughout the academic year and through the curriculum. It also ensures that collection of data is timely, measurable and module-specific.</p>	<p>Formative Assessment: Students will be assessed throughout lessons using a range of AfL methods. Pupils are regularly encouraged to assess their own and each other's progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Learning Attributes/ALET Values: The formative assessment process (and the policy in department of green-pen responding to summative assessment in folders) is designed to develop the students' capacity for reflection on learning aims, being aware of areas for improvement and seeing 'failure' as an opportunity to develop resilience</p> <p>Half-term Assessment 4: AQA 8700 – Paper 2: Section A In addition to formative assessments, summative half-termly assessments provide progress checkpoints throughout the academic year and through the curriculum. It also ensures that collection of data is timely, measurable and module-specific.</p>	<p>Students will be prompted to mimic, borrow and experiment with methods employed by great writers and speakers in order to develop their own communication skills and prepare them for the world of work. Assessment will replicate interview-style presentations, where students apply for specific jobs linked to bespoke career pathways.</p> <p>Learning Attributes/ALET Values: This scheme of work and the assessment is utilised to develop the students' confidence in communicating to larger groups in a formal and professional manner. Not only this, it affords opportunities to be enterprising as it can be used to explicitly support students in their work experience and career aspirations.</p>
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<p>Year 11</p>	<p>English Literature: Shakespeare’s Macbeth – 7 weeks</p> <p>Students will actively utilise and revisit their knowledge of Shakespeare’s style and methods that has been built at KS3 and apply this to the chosen KS4 play, Macbeth.</p> <p>Students will: *Engage with the reading of fiction. • Analyse writer’s choice of vocabulary, form and structure. • Plan, draft, edit and proof-read their own writing. • Select and organise key ideas, facts and points. • Craft a piece of writing using a range of devices. • Restructure their writing to improve consistency and clarity. • Work effectively in groups. • Use standard English confidently. • Plan for different purposes and audiences. • Work effectively in groups.</p> <p>*Students, from their foundational studies in both Literature and Language in Year 10, will have developed the analytical skills and cognitive capacity to cope with the complexity of analysing archaic language and structural device used by playwrights.</p> <p>Curricular link: English Language Paper 1 & 2 – AO1 & AO2.</p> <p>Learning Attributes/ALET Values: Ensuring that students are made aware of their own judgments and biases in relation to how they judge characters, particularly Lady Macbeth/Gender Aware.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range AfL methods. Pupils are regularly</p>	<p>English Literature: AQA Poetry Anthology: Power and Conflict – 6 weeks</p> <p>Students will continue their study of the GCSE anthology (which should have begun in KS3) – specifically of the power and conflict cluster.</p> <p>Students will: *Identify and interpret themes, ideas and feelings. • *Analyse writer’s choice of vocabulary, form and structure. • Make critical comparisons. • Justify inferences with clear references to the texts. • Craft a piece of writing using a range of devices. • Adapt their writing for a range of purposes and audiences. • Revise, edit and proof-read their writing. • Restructure their writing to improve consistency and clarity. • Listen to and build on the contributions of others. • Rehearse and perform a role. • Develop a role using tone, intonation and action.</p> <p>*Students will now be in the best possible position to utilise the interleaving of all texts, skills and strategies to tackle arguably the most challenging of all the literary texts. Lessons will intensely focus on analysing one poem per lesson and comparing it with another from the cluster. Regular consolidating independent work and revision on VLEs will support student engagement and progress.</p> <p>Learning Attributes/ALET Values: Poetry affords a unique opportunity to develop students’ confidence. Individual perspectives are varied, unique and, importantly, valid; by providing explicit opportunities for students to develop their own perspectives, albeit supported by evidence, this process of critical thinking builds their confidence and develops self-awareness.</p>	<p>English Language: Revision of AQA Paper 1: Explorations in Creative Reading and Writing – 6 weeks</p> <p>Interleaving of all texts, skills and strategies.</p> <p>AQA English Language: Paper 1 Skills Students will revisit their literary analysis and writing skills that have been developed during Year 10. Students will explore a broad range of unseen fiction extracts, utilising and applying their mastered methods, concepts and devices with purpose. Students will refine their ability to respond purposefully to the five Language Paper 1 assessment objectives which will involve frequent independent practise of key skills and timed examples. Students will be encouraged to synoptically refer to the methods and styles utilised within the reading section of the paper and experiment employing these purposefully in the writing section of the paper.</p> <p>Having completed revision of both Paper 1 and 2, intervention strategies and virtual and after school workshops will now be implemented to address any concerns with progress or gaps in performance. Furthermore, March mocks exams will provide vital insights into what strategies or working and what needs to be improved.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range AfL methods. Pupils are regularly encouraged to assess their own and each other’s progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Half-term Assessment 3 (March Mocks):</p>	<p>English Language: Revision of AQA Paper 2: Writers’ Viewpoints and Perspectives – 6 weeks</p> <p>Interleaving of all texts, skills and strategies.</p> <p>AQA English Language: Paper 2 Skills Students will revisit their non-fiction analysis and writing skills that have been developed in their Year 10 study. Students will explore a broad range of unseen non-fiction extracts, utilising and applying their mastered methods, concepts and devices with purpose. Students will refine their ability to respond purposefully to the five Language Paper 2 assessment objectives which will involve frequent independent practise of key skills and timed examples. Students will be encouraged to synoptically refer to the methods and styles utilised within the reading section of the paper and experiment employing these purposefully in the writing section of the paper. Revision of GCSE Language and Literature.</p> <p>*Students will benefit from an extensive focus on honing the skill of synthesising non-fiction texts and comparing writers’ ideas and perspectives.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range AfL methods. Pupils are regularly encouraged to assess their own and each other’s progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Learning Attributes/ALET Values: The formative assessment process (and the policy in department of green-pen responding to summative assessment in folders) is designed to develop the students’ capacity for</p>	<p>English Language: Structured revision of GCSE Literature – 6 weeks</p> <p>Students have received a good quantity of language preparation. This final term is dedicated to Literature: ACC, AIC, Macbeth and Poetry.</p>	<p>AQA English Language exams: TBC 2021 – Paper 1 TBC 2021 – Paper 2</p>
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	<p>encouraged to assess their own and each other's progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Half-term Assessment 1: AQA 8702 – Paper 1: Q2</p>	<p>Curricular link: Links to history and sociology will be explored: WW1 & WW2, Romantic period; Victorian society, international cultures, etc.</p> <p>Formative Assessment: Students will be assessed throughout lessons using a range of AfL methods. Pupils are regularly encouraged to assess their own and each other's progress through new topics and revision of previously taught modules. Feedback is given on three levels: class, peer and individual and used to inform lesson planning, curricular adjustments and any further intervention required.</p> <p>Half-term Assessment 2: AQA 8700 – Paper 2</p>	<p>AQA 8700 – Paper 1 AQA 8700 – Paper 2</p> <p>Learning Attributes/ALET Values: The formative assessment process (and the policy in department of green-pen responding to summative assessment in folders) is designed to develop the students' capacity for reflection on learning aims, being aware of areas for improvement and seeing 'failure' as an opportunity to develop resilience.</p>	<p>reflection on learning aims, being aware of areas for improvement and seeing 'failure' as an opportunity to develop resilience.</p> <p>Half-term Assessment 4: AQA 8702 – Paper 2: Q26-27C</p> <p>Easter Intensive Revision (in school & online): GCSE Literature & Language</p>		
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Impact:
We are confident of our curriculum's impact on the progression and outcomes for our students due to a number of factors:

- We have received highly-rated reviews from student representatives (particularly in Year 10) made during termly EA meetings. English students are complementary about immersive lessons and the amount of reading opportunities in lessons. They enjoy their work being celebrated on the "English in English" display board.
- Good quality of teaching being approved during internal and external lesson observations: "The teacher has good subject knowledge and has a good overview of the class as a whole."
- Exam results are good and have consistently increased over the last 2 years. The 2020 exam results in particular – although they are not being published in a league table this year – have contributed to a record-breaking year for the school with 86.4% students receiving a Grade 4 or higher in GCSE English.