



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| Year 7 | Term 1 | Term 2 | Term 3 |
|---|--|--|---|
| Unit(s) – As outlined in 39 week plans | The History of Storytelling: Literature from the beginning. | Magic, Power and Exploration: Shakespeare's <i>The Tempest</i> | Dystopian Fiction: <i>The Giver</i> |
| Key Retainable Knowledge & Skills | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read, interpret and respond to a range of narrative texts Comment on characterisation and explain how it is linked to the stereotypes of heroes and villains. Comment on how writers use and manipulate structure in shorter, more concise texts. Identify and comment on the use of figurative language. Identify ambiguity within a fictional text. <p>Writing:</p> <ul style="list-style-type: none"> Plan, draft and re-draft pieces of creative and transactional writing. Write with a specific purpose and audience in mind. Write accurately using paragraphs and punctuation to aid meaning. <p>Expected Standard: Students can articulate opinions about a text both verbally and in writing. Students write whole texts with a clear focus on PAF.</p> | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a whole Shakespeare play. Articulate relevant comments about why characters behave the way they do. Explain the key themes of magic, mystery and love and relationships. Write relevant comments when exploring quotations, beginning to consider effects of writers' choices. Explain the significance of context to a text. <p>Writing:</p> <ul style="list-style-type: none"> Plan, draft and re-draft coherent whole texts. Structure texts using logical paragraphing and ordering of ideas. Write using punctuation to create meaning. Select vocabulary and methods for meaning. <p>Expected Standard: Students can make relevant, valid comments about characters and themes. Students can plan and structure pieces of writing logically and coherently.</p> | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a whole novel. Articulate comments and opinions about characters and their development. Identify and comment on the key themes of social class, inequality and family dynamics. Select relevant quotations to support ideas. Infer meaning from a sentence/paragraph. Comment on the significance of context to a text. <p>Writing:</p> <ul style="list-style-type: none"> Plan and structure coherent whole texts. Use figurative language in writing. Write using accurate punctuation for meaning. Identify and replace tier 1 vocabulary with appropriate tier 2 alternatives. <p>Expected Standard: Students can comment on writers choices – both linguistically and structurally. Students write using accurate punctuation and some figurative language for effect.</p> |
| Key Technical Vocabulary | Sequence, characterisation, atmosphere, mood, oral tradition, historical context, prologue, antagonist, protagonist, narrator progression, literary tradition, ambiguity, coherency, unreliable. | tempest, supernatural, outsider, deception, betrayal, impulse, patriarchy vengeance, grudge, vendetta, solitude, abandonment, colonialization, power. | dystopia, utopia, inequality, democracy, totalitarianism, individualism. |
| Opportunities for Reading | Exploration and study of a range of stories and poems from throughout history alongside related non-fiction. | Exploration and study of a Shakespearean text alongside related fiction and non-fiction. | Exploration and study of a whole novel alongside related fiction and non-fiction texts. |
| Developing Cultural Capital | Offers students a rich experience of story-telling and language, as well as the role of story-telling throughout history. Establishes an essential foundation that is necessary for accessing challenging works of literature, introducing them to times, places and people different from their own experiences. | Exposes students to the Elizabethan context, including opportunities to explore issues around relationships, betrayal and revenge across time and cultures. Students to study and explore the conventions of an Elizabethan tragedy and explore ideas around magic and the supernatural. Prepares students for the study of Shakespeare through KS3, KS4 and KS5. | Provides students with an experience of a literary text beyond their personal contexts. Exploration of inequality is a theme that runs throughout the curriculum (<i>Blood Brothers</i> , <i>An Inspector Calls</i> , <i>The Great Gatsby</i>). |
| Cross Curricular Links (Authentic Connections) | RE and Life Skills. History. Geography. | Drama. History. RE and Life Skills | RE and Life Skills. History. Geography. |
| Key Assessment | Week 5: Reading Assessment- What makes Perseus a hero? Week 9: Narrative Writing | Week 17: Reading Assessment- Bear Grylls text Week 23: Literature Assessment- Maya Angelou Poetry Response | Week 29: Narrative Writing- Opening of a story Week 35: Transactional Writing |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| Year 8 | Term 1 | Term 2 | Term 3 |
|---|--|--|--|
| Unit(s) – As outlined in 39 week plans | Gothic and Supernatural: <i>Dracula</i> the play | Power and Ambition: Shakespeare's <i>Macbeth</i> | World Voices |
| Key Retainable Knowledge & Skills | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a play based on a classic literary novel. Identify the conventions of gothic literature. Explain the structure and conventions of a play. Explain how characters are created and developed. Analyse the key themes of good and evil. Explain the 19th Century context and its impact. Select and analyse relevant quotations, making more than on comment. <p>Writing:</p> <ul style="list-style-type: none"> Write using an increasing range of punctuation and structural devices. Write confidently in a range of genres. Use tier 2 vocabulary in a first draft. <p>Expected Standard:</p> <p>Students identify and comment on features of genre and can explain how characters and themes are created and developed.</p> <p>Students increasingly use tier 2 vocabulary confidently.</p> | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a whole Shakespeare play. Identify the conventions of a tragedy and comment on their effect. Analyse the development of character and plot. Analyse and evaluate the key themes of power and ambition. Understand, decode and comment on archaic language. Identify and comment on the effects of writer's methods and choices. <p>Writing:</p> <ul style="list-style-type: none"> Use a range of punctuation to create meaning accurately. Start to establish a voice/perspective within a piece of writing. Draft well-planned and coherent whole texts using relevant discourse markers. Use tier 2 vocabulary with accuracy. <p>Expected Standard:</p> <p>Students begin to analyse texts, characters and themes using evidence to support ideas.</p> <p>Students write accurately and begin to establish their writing voice.</p> | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a range of high quality short stories and extracts. Analyse how writers use and manipulate structure in shorter, more concise texts. Analyse the key themes of identity and diversity. Explain how writers create and sustain a voice. Identify and comment on important structural features. Respond to texts as a whole and make links between texts. <p>Writing:</p> <ul style="list-style-type: none"> Consciously use punctuation to deliberately create effects. Write using show not tell, inviting readers to infer. Selective use of relevant methods for effect. Effective self-checking and proofreading. Use of tier 2 vocabulary showing confidence. <p>Expected Standard:</p> <p>Students analyse both language and structure and can make thoughtful links between texts studied.</p> <p>Students develop effective proof-reading skills and use these to amend and improve their own writing.</p> |
| Key Technical Vocabulary | Gothic, malignant, soliloquy, breaking the fourth wall, figurative language, allusion, literary heritage, dramatic monologue | Aside, conflict, betrayal, corruption, dramatic irony, fate, foil, hierarchy, patriarchy, protagonist, regicide, supernatural, absolute power | Identity, diversity, feminism, civil rights, self-esteem, narrative structure, melancholy, empathetic, unreliable narrator, authorial intent, subversion. |
| Opportunities for Reading | Exploration and study of a whole play alongside related fiction and non-fiction. | Exploration and study of a whole Shakespearean text and war poetry alongside related non-fiction. | Exploration and study of a range of short stories alongside related poetry and non-fiction. |
| Developing Cultural Capital | Provides students with an experience of a canonical, rich literary text in a different, interesting form (a play). Develops knowledge and understanding of the gothic genre and introduces the complexities of 19 th century language through drama and characterisation. | Develops students understanding of the Elizabethan context, including attitudes towards power and ambition. Introduces the conventions of tragedy in preparation for the study of later texts. Builds on knowledge from the study of an earlier Shakespeare play. | Offers students the opportunity to study a range of significant and influential texts, while covering the genre conventions of a short story. Establishes vital contextual knowledge relating to the 19 th and 20 th centuries that will act as a framework for the study of further texts. |
| Cross Curricular Links (Authentic Connections) | History. Life Skills. Science | Drama. History. RE and Life Skills | RE and Life Sills. Geography History |
| Key Assessment | Week 3: Narrative Writing Week 10: Literature Assessment | Week 18: Narrative Writing Week 25: Literature Assessment | Week 30: Transactional Writing (Room 101) Week 35: Reading Assessment (Terror Kid) |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| Year 9 | Term 1 | Term 2 | Term 3 |
|--|--|---|--|
| Unit(s) – As outlined in 39 week plans | American Literature: <i>Of Mice and Men</i> or <i>To Kill a Mockingbird</i> | Social and Political Inequality: <i>Blood Brothers</i> | Love and Honour |
| Key Retainable Knowledge & Skills | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read, interpret and analyse a whole 20th century novel. Analyse development of plot and character. Analyse the themes of inequality, poverty and gender roles. Analyse the whole text uncovering structural methods such as foreshadowing. Analyse and compare texts using quotations to support ideas. <p>Writing:</p> <ul style="list-style-type: none"> Manipulate a reader's response to writing through creation of a voice, method and language choices. Controlled use of methods for effect. Cohesive structuring. Control of sentence structures, tense and punctuation. <p>Expected Standard:</p> <p>Students can respond to whole texts critically and thoughtfully, analysing how writers manipulate readers.</p> <p>Students develop a clear voice and control over their linguistic choices when writing.</p> | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read, interpret and analyse a whole modern play. Analyse development of plot, character and structure. Explain the significance and impact of context. Analyse the key themes of conflict, inequality and tragedy. Analyse the effects of the use of non-standard English. Make links and connections between this text and those previously studied. <p>Writing:</p> <ul style="list-style-type: none"> Craft and control a clear voice/viewpoint when writing. Consciously craft writing through language, form and structural choices. Control of a wide range of tier 2 vocabulary choices. Full range of punctuation used for meaning with accuracy. <p>Expected Standard:</p> <p>Students can confidently analyse whole texts from various forms and genres forming and articulating considered viewpoints.</p> <p>Students consciously craft their writing to provoke responses from readers.</p> <p>Controlled technicality.</p> | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Read, interpret and analyse a range of extracts from young adult fiction Analyse development of plot, character and structure. Explain and begin to analyse the significance and impact of context. Identify, track and analyse key themes including those of love, conflict, fate and death. Close analysis of writers' language and methods. <p>Writing:</p> <ul style="list-style-type: none"> Write fluently and coherently creating a clear voice/viewpoint. Control of sentence structures and tense throughout. Full range of punctuation used for meaning with accuracy. Sophisticated vocabulary used to enhance the overall impact of writing. <p>Expected Standard:</p> <p>Students develop an understanding of the role and significance of context and how this shapes texts.</p> <p>Students write coherently for a range of purposes and audiences. Clear writer's voice developed.</p> |
| Key Technical Vocabulary | Adversity, privilege, society, segregation, racism, illiterate, discrimination, prejudice, inequality, justice, oppression, gender expectations, microcosm, discontent. | social class, inequality, prologue, discrimination, femininity, political allegiance, prejudice, didactic play, fate, free will, conflict, circumstances, environment, nature vs. nurture | Elizabethan era, Renaissance period, arranged marriage, civil war, celestial imagery, unrequited love, forbidden love, honour, patriarchy, tragedy relationships, stereotypes |
| Opportunities for Reading | Exploration and study of a complex whole novel alongside related fiction and non-fiction. | Exploration and study of a whole play alongside related fiction and non-fiction. | Exploration and study of young adult fiction to develop a love of reading. |
| Developing Cultural Capital | Provides students with an experience of a rich literary text, as well as building students' cultural capital and social awareness. Develops knowledge and understanding of critical modern issues such as race and wealth inequality, and their roots in earlier times. | Offers students the opportunity to study a modern drama text and the conventions of this genre. This is a 20 th century text developing the skills and knowledge required for the study of older, more complex texts at KS4, as well as enhancing and developing understanding of social issues building on work from earlier in KS3. | Builds on prior knowledge of key themes in the English curriculum such as: love, death, fate, rebellion. Develops a rich understanding of language, structure, themes and characterisation. |
| Cross Curricular Links (Authentic Connections) | History. RE and Life Skills. | History. Psychology. RE and Life Skills | RE and Life Skills Sociology. History. |
| Key Assessment | Week 3: Literature Assessment Week 8: Narrative Writing | Week 16: Transactional Writing (Article) Week 21: Literature Assessment (Mrs Johnstone) | Week 31: Reading Assessment (A Woman is No Man) Week 36: Reading Assessment (On the Come Up) |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| Year 10 | Term 1 | Term 2 | Term 3 |
|--|---|--|---|
| Unit(s) – As outlined in 39 week plans | A <i>Christmas Carol</i> & Language Component 1 Reading | An <i>Inspector Calls</i> & Language Component 2 Reading | Poetry: Anthology and Unseen & Language Writing |
| Key Retainable Knowledge & Skills | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Close study and analysis of a 19th century prose text. Detailed analysis of language, structure and form. Detailed analysis of plot, characterisation and themes. Analysis of the whole text with an understanding of the significance and impact of context. Analysis of writers' choices. Analysis of text structure. Evaluation of writers' choices. <p>Writing:</p> <ul style="list-style-type: none"> Write convincingly for a range of purposes and audiences. Control of punctuation, grammar and vocabulary choices. Creation of a convincing voice/viewpoint supported by effective use of well-controlled methods. Effective proof-reading and self-assessment. <p>Expected Standard: Students can successfully decode, understand and analyse a 19th century novel showing developed understanding of meaning and effects. Students write convincingly and accurately for a range of purposes and audiences with the creation of a successful voice within each piece.</p> | <p>Reading & Literature:</p> <ul style="list-style-type: none"> Close study and analysis of a modern drama text. Detailed analysis of language, structure and form. Detailed analysis of plot, characterisation and themes. Analysis of the whole text with an understanding of the significance and impact of context. Analysis of writers' choices. Evaluation and comparison of texts. <p>Writing:</p> <ul style="list-style-type: none"> Write convincingly for a range of purposes and audiences. Control of punctuation, grammar and vocabulary choices. Creation of a convincing voice/viewpoint supported by effective use of well-controlled methods. Writing for effect as well as meaning and clarity. <p>Expected Standard: Students can confidently read and interpret complex GCSE set texts and can analyse the writers' linguistic and structural decisions alongside consideration of context. Students write for effect and writing is clear and well-controlled.</p> | <p>Reading & Literature</p> <ul style="list-style-type: none"> Close study of a poetry anthology. Detailed analysis of language, structure and form. Detailed analysis of plot, characterisation and themes. Analysis of the whole text with an understanding of the significance and impact of context. Analysis of writers' choices. Evaluation and comparison of texts. <p>Writing:</p> <ul style="list-style-type: none"> Write convincingly for a range of purposes and audiences. Control of punctuation, grammar and vocabulary choices. Creation of a compelling voice/viewpoint supported by effective use of well-controlled methods. Success in meeting the purpose of the text (e.g., to persuade). <p>Expected Standard: Students can compare complex texts effectively and thoughtfully and evaluate the choices made by writers and the effects these have. Students write convincingly and accurately for a range of purposes and audiences with the creation of a successful voice within each piece, using structural devices effectively.</p> |
| Key Technical Vocabulary | benevolence, apparition, celestial, condescension, predicament, jovial, heresy, penitence, rebuke, illustrious, allegorical, moralistic, redemption, narrative voice, flashback, motif, flashforward, consequences. | hierarchy, socioeconomic status, capitalism, socialism, stereotypes, family dynamics, neglect, inequality, representations, mouthpiece, prejudice, dramatic irony, altruistic, conscience, impoverished. | connotations, enjambement, caesura, anastrophe, memorialise, admiration, unrequited, prevalent, reminisce, evoke, imagery, poignant, melancholy, volta, turbulent, pathos, epitomises, dysfunctional, colloquial. |
| Opportunities for Reading | Exploration and study of a set GCSE 19 th century text alongside related fiction in line with GCSE Language Component 1. | Exploration and study of a set GCSE modern drama text alongside related non-fiction in line with GCSE Language Component 2. | Exploration and study of a set GCSE Poetry Anthology text alongside related fiction and non-fiction. |
| Developing Cultural Capital | Exposes students to a complex and challenging 19 th century text exploring ideas around morality and human behaviour. Considers the potentially conflicting roles of the individual versus society and encourages the reader to analyse their own actions. | Provides students with an experience of a rich literary text, while offering students the opportunity to study a modern drama. Continues exploration of social class started in KS3 and opens the GCSE course with an engaging and accessible text touching on themes and ideas still very relevant today. | Exposes students to a range of poems spanning the 19 th -21 st centuries building on prior learning and introducing new and challenging concepts, including the analysis of iconic First World War poetry. |
| Cross Curricular Links (Authentic Connections) | History. RE and Life Skills. | Drama. Business Studies. | Psychology. History. |
| Key Assessment | Week 4: English Language Component 1: Reading. Week 9: A <i>Christmas Carol</i> exam question. | Week 16: English Language Component 1: Narrative Writing Week 26: An <i>Inspector Calls</i> exam question. | Week 28: Anthology Poetry exam question. Weeks 36-37: Trial Exams – English Language Component 2 and English Literature Component 2. |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| Year 11 | Term 1 | Term 2 | Term 3 |
|---|--|--|---|
| Unit(s) – As outlined in 39 week plans | <i>Romeo and Juliet</i> , Unseen Poetry & Language Component 2 Reading | Literature Paper 2 & Language Writing | Literature Paper 1 & Language Component 1 Reading |
| Key Retainable Knowledge & Skills | <p><u>Reading & Literature:</u></p> <ul style="list-style-type: none"> Close study and analysis of a poetry anthology and a Shakespeare play. Detailed analysis of language, structure and form. Detailed analysis of plot, characterisation and themes. Analysis of the whole text with an understanding of the significance and impact of context. Analysis of writers' choices. Evaluation and comparison of texts. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Write convincingly for a range of purposes and audiences. Control of punctuation, grammar and vocabulary choices. Creation of a compelling voice/viewpoint supported by effective use of well-controlled methods. <p><u>Expected Standard:</u> Students read and analyse the full range of GCSE set texts with confidence, making links between texts as appropriate. Students write fluently and with confidence creating meaning through linguistic choices and well-controlled technicality. Lessons supplemented by homework and the P5 offer.</p> | <p><u>Literature & Language:</u></p> <ul style="list-style-type: none"> Retrieval practice for consolidation of key textual knowledge. Revision of all prior content and skills. Preparation for final exams including question training, deliberate practice, feedback and improvements. Writing for a range of purposes and audiences. <p>Coverage of all required skills to the highest standard of:</p> <ul style="list-style-type: none"> Literature – convincing and critical analysis and exploration. Reading – perceptive and detailed analysis. Writing – compelling and convincing. <p><u>Expected Standard:</u> Students read and analyse the full range of GCSE set texts with confidence, making links between texts as appropriate. Students can evaluate texts with confidence. Students write fluently and with confidence creating meaning through linguistic choices and well-controlled technicality. Lessons supplemented by homework and the P5 offer.</p> | <p><u>Literature & Language:</u></p> <ul style="list-style-type: none"> Retrieval practice for consolidation of key textual knowledge. Revision of all prior content and skills. Preparation for final exams including question training, deliberate practice, feedback and improvements. Writing for a range of purposes and audiences <p>Coverage of all required skills to the highest standard of:</p> <ul style="list-style-type: none"> Literature – convincing and critical analysis and exploration. Reading – perceptive and detailed analysis. Writing – compelling and convincing. <p><u>Expected Standard:</u> Students read and analyse the full range of GCSE set texts with confidence, making links between texts as appropriate. Students can evaluate texts with confidence. Students write fluently and with confidence creating meaning through linguistic choices and well-controlled technicality. Students are fully prepared and ready for the GCSE summer exam series Lessons supplemented by homework and the P5 offer.</p> |
| Key Technical Vocabulary | vengeance, disobedience, naivety, impulsiveness, recklessness, foolhardy, infatuation, devotion, absolve, arbitrate, bawdy, effeminate, lament, masquerade, rebellious, aggrieved, appeaser, impetuous, disparage, portent, amorous, volatile, animosity, clandestine. | ambiguity, generational, penitent, scruple, wrath, domineer, gluttonous, obnoxious, smug, remorseless, misogynistic, belittled, repentant, intrigue, antipathy, anti-hero, protagonist, antagonist, authorial purpose, suppression, prominence, delusional, harrowing. | Bespoke: opportunity to develop and extend and re-teach vocabulary as required. |
| Opportunities for Reading | Exploration and study of poetry anthology. Revision of set Shakespeare text. Analysis and comparison of unseen poetry. Related non-fiction. | Revision and consolidation of GCSE set texts alongside related fiction and non-fiction. | Revision and consolidation of GCSE set texts alongside related fiction and non-fiction. |
| Developing Cultural Capital | Exposes students to a range of complex texts throughout recent history. Develops knowledge of the study of poetry and Shakespeare embedded throughout the first four years. Opens up new ideas, themes and possibilities to students. | Students explore a range of culturally rich texts, including plays, novels and poems. This is complemented by a range of non-fiction texts, as well as the opportunities to craft both creative and transactional writing, which is informed by students' reading and experience of high-quality texts. | Students explore a range of culturally rich texts, including plays, novels and poems. This is complemented by a range of non-fiction texts, as well as the opportunities to craft both creative and transactional writing, which is informed by students' reading and experience of high-quality texts. |
| Cross Curricular Links (Authentic Connections) | Psychology. Sociology. | RE and Life Skills. History. | Links as identified previously, dependent on areas focused on by class. |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| | | | |
|-----------------------|---|---|---|
| Key Assessment | Week 2: Narrative Writing. Weeks 10-11: Trial Exams – Language Component 1 and Literature Component 1. | Weeks 19-21: Trial Exams – Full Series. | Bespoke to needs of class as highlighted in trial exam rounds, assessments and in-class feedback. |
|-----------------------|---|---|---|

| Year 12 Lang | Term 1 | Term 2 | Term 3 |
|---|--|---|---|
| Unit(s) – As outlined in 39 week plans | Textual variations and representations. Language diversity: Language and Gender | Child language development (Spoken) and Language Change. | NEA Language Investigation and Accent and Dialect. |
| Key Retainable Knowledge & Skills | <ul style="list-style-type: none"> Language levels – terminology and contextual factors. How to analyse language in depth Gender theorists and concepts Swales Discourse Community Power and constraints <p>Paper 1 and 2 exam skills Waves of Feminism and approaches to Gendered Language: Deficit/ Difference/ Dominance.</p> <p>Expected Standard: Students can articulate and apply the language levels and discuss representations created within texts. Students can articulate and analyse the language of gender and occupation and respond to evaluate relevant data and theories.</p> | <ul style="list-style-type: none"> Stages of CLD development CLD approaches: Nativism/ Interactionist/ Behaviourist/ Usage Based. Child Directed Speech Language change theories and concepts Standardisation Semantic, Lexical and Grammatical Change Descriptivism and Prescriptivism. <p>Expected Standard: Students can identify and analyse stages of CLD and relevant theories: spoken. Students develop depth of understanding of the impact of time and key events on language development.</p> | <ul style="list-style-type: none"> Fluent academic writing with sophisticated references made to theories and concepts. Responding to feedback and re-drafting of NEA Original Writing. Requirements of NEA Investigation Social Groups theorists and concepts. Language Theory into accent and dialects Attitudes towards accent and dialect <p>Expected Standard: Students can identify and analyse the differences between regional accents, dialects and sociolects. Students can respond to language theory and attitudes towards accent and dialect. Completion of NEA to the highest possible standard – meet/exceed target grade. Conduct NEA language investigations. Confident application and manipulation of learning. Write in a clear, concise academic style.</p> |
| Key Technical Vocabulary | Text Receiver/ Text Producer/ Mode/ Register/ Primary and Secondary purposes/ Representation/ Language Levels- Lexis, Grammar, Discourse, Graphology, Pragmatics, Semantics. Restricted Lexis/ Mixed Register androcentric/ marked terms/ hedging/hypercorrection/ binary opposition/ dominance, deficit and difference models/terms of endearment | Child Directed Speech/ Nativism/ Innate/ Behaviourist/ Interactionist/ Zone of Proximal Development/ Scaffolding/ Overextension/ Under extension/ Novel Utterance/ Virtuous errors/ Usage Based/ Prescriptivism/ Descriptivism/ Archaic/ Political Correctness/ initialism/ language decay/determinism/reflectionism code switching/ ethnicity/ nationality/ creole/patois/ Multicultural Urban British English. | blend/neologism/compound/borrowing/clipping/acronym/initialism/ language decay/determinism/reflectionism/ L-Vocalisation/ Th-Fronting etc.. Dialect Levelling/ H and G dropping/ Glottal stops/ Prestige/ Harvard referencing/ transcribe/ qualitative/ quantitative/ cite/ demand characteristics/ participants/ ethical considerations/ anonymity/ consent/ copyright/ appendices/ coding system/ corpus |
| Opportunities for Reading | Exposure to a range of high quality non-fiction texts. | Exposure to a range of high quality non-fiction texts. | Exposure to a range of high quality non-fiction texts. Research for Language Investigation |
| Developing Cultural Capital | Students study a range of texts for language analysis from varied, cultural sources. Study of theoretical viewpoints – both modern and older – offer opportunities for exposure to experiences and opinions outside their own life experiences. Study of the use of language of occupations and within the workplace, broadening exposure to a range of situations. Study of the impact of gender on language use and lived experiences. | Exposure to a range of real examples of speech and development in babies and young children. Students will explore key historical events that have impacted upon the English language over time. This includes cultural and religious events. | Investigating bespoke theory for NEA. Study of theoretical viewpoints – both modern and older – offer opportunities for exposure to experiences and opinions outside their own life experiences. |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| | | | |
|---|--|--|---|
| Cross Curricular Links (Authentic Connections) | Sociology/ Psychology/ History/ Politics | Sociology/ Psychology/ History/ Languages/ Health and Social | Psychology/ History/ Sociology/ Geography |
| Key Assessment | Week 4/ Week 13 | Week 18/ Week 24 | Week 27/ Week 36 |

| Year 13 Lang | Term 1 | Term 2 | Term 3 |
|---|---|---|--|
| Unit(s) – As outlined in 39 week plans | HT1: Representation revision for Paper 1. Language and Technology and Language Change. HT2: NEA: Investigation/ NEA Original Writing Child Language Acquisition- How Children Learn to Write | Deepening Representations and Spoken Language Revision | Bespoke Revision Paper 1 and Paper 2 |
| Key Retainable Knowledge & Skills | <ul style="list-style-type: none"> Understand the impact of time and historical events on language use and development. Responding to feedback and re-drafting of NEA Original Writing. Requirements of NEA Investigation Stages of Writing Development Analysing creative v rule based approaches. Language change theories and concepts Standardisation Semantic, Lexical and Grammatical Change Descriptivism and Prescriptivism. <p>Expected Standard: Students develop depth of understanding of the impact of time and key events on language development. Students can produce an investigation into Language, complete with commentary and bibliographies. Students can articulate and apply the language levels and discuss representations created within texts. Students can articulate and analyse the language of ethnicity, technology and social groups and respond to evaluate relevant data and theories. Conduct NEA language investigations. Confident application and manipulation of learning. Write in a clear, concise academic style.</p> | <ul style="list-style-type: none"> Refine and practice responses to exam questions. Fluent academic writing with sophisticated references made to Language levels – terminology and contextual factors. How to analyse language in depth Retrieval of major and minor theory in spoken development Identification of AO1 in CLA transcripts and exploration of complexities <p>Expected Standard: Students can articulate and apply the language levels and discuss representations created within texts. Students consolidate all prior learning across all areas of the course, revising key facts and practising exam responses in readiness for the summer exam series. Students can swiftly apply theory to transcripts and form evaluative essays.</p> | <ul style="list-style-type: none"> Retrieval practice of all critical knowledge. Refine and practice responses to exam questions. Consolidate learning and carry out deliberate practice in readiness for final exams. <p>Expected Standard: Students consolidate all prior learning across all areas of the course, revising key facts and practising exam responses in readiness for the summer exam series. Confident application and manipulation of learning. Write in a clear, concise academic style.</p> |
| Key Technical Vocabulary | Prescriptivism/ Descriptivism/ Archaic/ Political Correctness/ initialism/ language decay/determinism/reflectionism/ code switching/ ethnicity/ nationality/creole/patois/ Multicultural Urban British English/ Harvard referencing/ transcribe/ qualitative/ quantitative/ cite/ demand characteristics/ participants/ ethical considerations/ anonymity/ consent/ copyright/ appendices/ coding system/ corpus | Text Receiver/ Text Producer/ Mode/ Register/ Primary and Secondary purposes/ Representation/ Language Levels- Lexis, Grammar, Discourse, Graphology, Pragmatics, Semantics. Child Directed Speech/ Nativism/ Innate/ Behaviourist/ Interactionist/ Zone of Proximal Development/ Scaffolding/ Overextension/ Under extension/ Novel Utterance/ Virtuous errors/ Usage Based/ | Language levels, phonology, phonetics, prosodics, lexis, semantics, grammar, pragmatics, discourse, graphology. |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| | | | |
|---|--|---|---|
| Opportunities for Reading | Exposure to a range of high quality non-fiction/ fiction texts as style models. Wider reading of theories. | Exposure to a range of high quality non-fiction/ fiction texts. | Exposure to a range of high quality non-fiction texts. |
| Developing Cultural Capital | Developing an understanding of how children learn literacy and develop. Exposure to a range of examples of language use from the past and learn how language changes, develops and is influenced. Exposure to a range of concepts, audiences, purposes, modes and genres. | Exposure to a range of concepts, audiences, purposes, modes and genres. | Exposure to a range of concepts, audiences, purposes, modes and genres. Continue developing knowledge and understanding of the development of language in young children. Exposure to a range of texts highlighting regional and geographical differences in language use, as well as differences influenced by factors such as occupation and/or gender. |
| Cross Curricular Links (Authentic Connections) | Psychology/ History/ Sociology/ Child Development | Psychology/ Sociology/ History | Psychology/ Sociology/ History |
| Key Assessment | Week 5/6 Trial Exams Week 14 | Week 18 Week 21/22 Trial Exams | Bespoke to needs of class as highlighted in trial exam rounds, assessments and in-class feedback. |

| Year 12 Lit | Term 1 | Term 2 | Term 3 |
|---|--|--|--|
| Unit(s) – As outlined in 39 week plans | Shared Contexts: <i>A Streetcar Named Desire</i> + Unseen Prose. Shared Contexts: <i>The Handmaid's Tale</i> + Unseen Poetry. | Love Through the Ages: <i>The Picture of Dorian Gray</i> + Unseen Poetry. Shared Contexts: <i>Feminine Gospels</i> + Unseen Prose. | Love Through the Ages: <i>The Taming of the Shrew</i> + Unseen Texts. Love Through the Ages: NEA + revision of taught texts. |
| Key Retainable Knowledge & Skills | <ul style="list-style-type: none"> Develop personal responses to texts. Relevant analysis of how meanings are shaped and created. Demonstrate straightforward understanding of the significance and influence of context. Explore and explain literary interpretations. <p>Expected Standard: Students can confidently discuss and analyse two key set texts, articulating thoughtful, personal responses. Detailed analysis of writers choices. Understand and respond to literary criticism and interpretation.</p> | <ul style="list-style-type: none"> Develop informed and personal responses to texts. Analyse how meanings are shaped and created. Demonstrate understanding of the significance and influence of context. Explore coherent connections across literary texts (NEA). Explore and respond to literary interpretations. <p>Expected Standard: Students understand and can articulate the importance of context and the development of literature over time. Prepare for the completion of NEA with wider reading and research into texts and critical theories. Explore connections across texts with fluency and confidence.</p> | <ul style="list-style-type: none"> Develop informed, critical and personal responses to texts. Analyse thoroughly how meanings are shaped and created. Demonstrate understanding of the significance and influence of context. Explore connections across literary texts. Explore and challenge literary interpretations. <p>Expected Standard: Students can respond to, apply and evaluate critical theory and interpretations. Make convincing and thoughtful connections between texts, considering context and the development of literary themes. Analyse a range of texts – set and for NEA – thoughtfully, perceptively and convincingly.</p> |
| Key Technical Vocabulary | See set text Knowledge Organisers. | See set text Knowledge Organisers. | See set text Knowledge Organisers. |
| Opportunities for Reading | Wider reading – writers and time periods around set texts - as well as explore texts – both pre and post 1900 – in readiness for their independent critical study (NEA). | Wider reading – writers and time periods around set texts - as well as explore texts – both pre and post 1900 – in readiness for their independent critical study (NEA). | Wider reading – writers and time periods around set texts - as well as explore texts – both pre and post 1900 – in readiness for their independent critical study (NEA). |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| | | | |
|---|--|--|--|
| Developing Cultural Capital | Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences. | Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences. | Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences. |
| Cross Curricular Links (Authentic Connections) | History. Psychology. Drama. | English Language. Sociology. RE. | RE. History. Psychology. |
| Key Assessment | Week 5: Unseen poetry exam question Week 13 : Unseen prose exam question | Week 17: Comparison of 'A Streetcar Named Desire' and 'The Handmaid's Tale' Week 21: Comparison of 'The Great Gatsby' and pre- 1900 poetry | Week 27: Trial Exam – Paper 2 (minus The Feminine Gospels) Weeks 37: Teacher choice- practice of weakest question on the trial |

| Year 13 Lit | Term 1 | Term 2 | Term 3 |
|---|--|--|--|
| Unit(s) – As outlined in 39 week plans | Love Through the Ages: <i>The Great Gatsby</i> . Love Through the Ages: Pre-1900 poetry anthology. | Revision of comparison texts. Revision of single texts. | Love Through the Ages: deliberate practice. Shared Contexts: deliberate practice. |
| Key Retainable Knowledge & Skills | <ul style="list-style-type: none"> Develop informed, critical and personal responses to texts. Analyse thoroughly how meanings are shaped and created. Demonstrate understanding of the significance and influence of context. Explore connections across literary texts. Explore and challenge literary interpretations. <p>Expected Standard: Students can respond to, apply and evaluate critical theory and interpretations. Make convincing and thoughtful connections between texts, considering context and the development of literary themes. Analyse a range of texts – set and for NEA – thoughtfully, perceptively and convincingly.</p> | <ul style="list-style-type: none"> Articulate informed, critical and personal responses to texts. Perceptive analysis of how meanings are shaped and created. Demonstrate assured understanding of the significance and influence of context. Explore perceptive connections across literary texts. Explore and evaluate literary interpretations. <p>Expected Standard: Students consolidate all prior learning across all areas of the course, revising set texts and practising exam responses in readiness for the summer exam series. Confident application and manipulation of learning. Write in a clear, concise academic style.</p> | <ul style="list-style-type: none"> Articulate informed, critical and personal responses to texts. Perceptive analysis of how meanings are shaped and created. Demonstrate assured understanding of the significance and influence of context. Explore connections perceptive across literary texts. Evaluate literary interpretations. <p>Expected Standard: Students consolidate all prior learning across all areas of the course, revising set texts and practising exam responses in readiness for the summer exam series. Confident application and manipulation of learning. Write in a clear, concise academic style.</p> |
| Key Technical Vocabulary | See set text Knowledge Organisers. | See set text Knowledge Organisers. | See set text Knowledge Organisers. |
| Opportunities for Reading | Wider reading – writers and time periods around set texts - as well as explore texts – both pre and post 1900 – in readiness for their independent critical study (NEA). | Wider reading – writers and time periods around set texts - as well as explore texts – both pre and post 1900. Widen contextual knowledge and understanding of literary traditions and movements. | Wider reading – writers and time periods around set texts - as well as explore texts – both pre and post 1900. Widen contextual knowledge and understanding of literary traditions and movements. |



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



| | | | |
|---|--|--|--|
| Developing Cultural Capital | Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences. | Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences. | Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences. |
| Cross Curricular Links (Authentic Connections) | RE. History | English Language. Psychology | History. Sociology |
| Key Assessment | Weeks 5: Trial exam- Paper 2 Week 6: Trial exam- Unseen Poetry | Week 10: Unseen prose Week 19: Comparison of pre- 1900 poetry and ' <i>The Great Gatsby</i> ' | Week 21: Trial exam- Paper 1 Week 22- Trial exam- Paper 2 |