



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



Year 7	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	The History of Storytelling: Literature from the beginning.	Power and Exploration: <i>The Tempest</i>	Dystopian Fiction: <i>The Giver</i>
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read, interpret and respond to a range of narrative texts</li> <li>Comment on characterisation and explain how it is linked to the stereotypes of heroes and villains.</li> <li>Comment on how writers use and manipulate structure in shorter, more concise texts.</li> <li>Identify and comment on the use of figurative language.</li> <li>Identify ambiguity within a fictional text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan, draft and re-draft pieces of creative and transactional writing.</li> <li>Write with a specific purpose and audience in mind.</li> <li>Write accurately using paragraphs and punctuation to aid meaning.</li> </ul> <p><b>Expected Standard:</b> Students can articulate opinions about a text both verbally and in writing. Students write whole texts with a clear focus on PAF.</p>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read and interpret a whole Shakespeare play.</li> <li>Articulate relevant comments about why characters behave the way they do.</li> <li>Explain the key themes of magic, mystery and love and relationships.</li> <li>Write relevant comments when exploring quotations, beginning to consider effects of writers’ choices.</li> <li>Explain the significance of context to a text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan, draft and re-draft coherent whole texts.</li> <li>Structure texts using logical paragraphing and ordering of ideas.</li> <li>Write using punctuation to create meaning.</li> <li>Select vocabulary and methods for meaning.</li> </ul> <p><b>Expected Standard:</b> Students can make relevant, valid comments about characters and themes. Students can plan and structure pieces of writing logically and coherently.</p>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read and interpret a whole novel.</li> <li>Articulate comments and opinions about characters and their development.</li> <li>Identify and comment on the key themes of social class, inequality and family dynamics.</li> <li>Select relevant quotations to support ideas.</li> <li>Infer meaning from a sentence/paragraph.</li> <li>Comment on the significance of context to a text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan and structure coherent whole texts.</li> <li>Use figurative language in writing.</li> <li>Write using accurate punctuation for meaning.</li> <li>Identify and replace tier 1 vocabulary with appropriate tier 2 alternatives.</li> </ul> <p><b>Expected Standard:</b> Students can comment on writers choices – both linguistically and structurally. Students write using accurate punctuation and some figurative language for effect.</p>
<b>Key Technical Vocabulary</b>	Sequence, characterisation, atmosphere, mood, oral tradition, historical context, prologue, epilogue, antagonist, protagonist, narrator progression, literary tradition, ambiguity, coherency, unreliable.	tempest, supernatural, outsider, deception, betrayal, impulse, vengeance, grudge, vendetta, solitude, abandonment, power.	dystopia, utopia, inequality, democracy, totalitarianism, individualism.
<b>Opportunities for Reading</b>	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.
<b>Developing Cultural Capital</b>	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, An Inspector Calls, The Great Gatsby</i> ).
<b>Cross Curricular Links (Authentic Connections)</b>	RE and Life Skills. History. Geography.	Drama. History. Science.	RE and Life Skills. History. Geography.
<b>Key Assessment</b>	Week 2: Creative Writing Week 9: Extract Response on Chaucer’s Knight	Week 19: Extract response on Prospero Week 24: Creative Writing	Week 30: Transactional Writing Week 37: End of Year Exam (unseen extract)



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Year 8	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Exploring the Supernatural: <i>Dracula</i> and the Gothic	Conflict and Tragedy: <i>Macbeth</i> and War Poetry	Exploring diversity and identity: Short Stories
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read and interpret a play based on a classic literary novel.</li> <li>Identify the conventions of gothic literature.</li> <li>Explain the structure and conventions of a play.</li> <li>Explain how characters are created and developed.</li> <li>Analyse the key themes of good and evil.</li> <li>Explain the 19<sup>th</sup> Century context and its impact.</li> <li>Select and analyse relevant quotations, making more than on comment.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write using an increasing range of punctuation and structural devices.</li> <li>Write confidently in a range of genres.</li> <li>Use tier 2 vocabulary in a first draft.</li> </ul> <p><b>Expected Standard:</b> Students identify and comment on features of genre and can explain how characters and themes are created and developed. Students increasingly use tier 2 vocabulary confidently.</p>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read and interpret a whole Shakespeare play.</li> <li>Identify the conventions of a tragedy and comment on their effect.</li> <li>Analyse the development of character and plot.</li> <li>Analyse and evaluate the key themes of power and ambition.</li> <li>Understand, decode and comment on archaic language.</li> <li>Identify and comment on the effects of writers methods and choices.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Use a range of punctuation to create meaning accurately.</li> <li>Start to establish a voice/perspective within a piece of writing.</li> <li>Draft well-planned and coherent whole texts using relevant discourse markers.</li> <li>Use tier 2 vocabulary with accuracy.</li> </ul> <p><b>Expected Standard:</b> Students begin to analyse texts, characters and themes using evidence to support ideas. Students write accurately and begin to establish their writing voice.</p>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read and interpret a range of high quality short stories.</li> <li>Analyse how writers use and manipulate structure in shorter, more concise texts.</li> <li>Analyse the key themes of identity and diversity.</li> <li>Explain how writers create and sustain a voice.</li> <li>Identify and comment on important structural features.</li> <li>Respond to texts as a whole and make links between texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Consciously use punctuation to deliberately create effects.</li> <li>Write using show not tell, inviting readers to infer.</li> <li>Selective use of relevant methods for effect.</li> <li>Effective self-checking and proofreading.</li> <li>Use of tier 2 vocabulary showing confidence.</li> </ul> <p><b>Expected Standard:</b> Students analyse both language and structure and can make thoughtful links between texts studied. Students develop effective proof-reading skills and use these to amend and improve their own writing.</p>
<b>Key Technical Vocabulary</b>	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, allusion, melancholy, empathetic, unreliable narrator, authorial intent, subversion.
<b>Opportunities for Reading</b>	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.
<b>Developing Cultural Capital</b>	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 <sup>th</sup> 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 <sup>th</sup> and 20 <sup>th</sup> centuries that will act as a framework for the study of further texts.
<b>Cross Curricular Links (Authentic Connections)</b>	History. Science. Life Skills.	Drama. History.	RE. Life Sills.
<b>Key Assessment</b>	Week 5: Creative Writing- Gothic atmosphere Week 12: Extract response on a gothic text (establish setting)	Week 21: Story about betrayal Week 24: Extract response on witches	Week 29: Transactional writing Week 34: End of Year Exam (unseen extract)



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Year 9	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Anatomising the American Dream: <i>Of Mice and Men</i> or <i>To Kill a Mockingbird</i>	Social and Political Inequality: <i>Blood Brothers</i>	Love and Honour: <i>Romeo &amp; Juliet</i>
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read, interpret and analyse a whole 20<sup>th</sup> century novel.</li> <li>Analyse development of plot and character.</li> <li>Analyse the themes of inequality, poverty and gender roles.</li> <li>Analyse the whole text uncovering structural methods such as foreshadowing.</li> <li>Analyse and compare texts using quotations to support ideas.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Manipulate a reader’s response to writing through creation of a voice, method and language choices.</li> <li>Controlled use of methods for effect.</li> <li>Cohesive structuring.</li> <li>Control of sentence structures, tense and punctuation.</li> </ul> <p><b>Expected Standard:</b> Students can respond to whole texts critically and thoughtfully, analysing how writers manipulate readers. Students develop a clear voice and control over their linguistic choices when writing.</p>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read, interpret and analyse a whole modern play.</li> <li>Analyse development of plot, character and structure.</li> <li>Explain the significance and impact of context.</li> <li>Analyse the key themes of conflict, inequality and tragedy.</li> <li>Analyse the effects of the use of non-standard English.</li> <li>Make links and connections between this text and those previously studied.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Craft and control a clear voice/viewpoint when writing.</li> <li>Consciously craft writing through language, form and structural choices.</li> <li>Control of a wide range of tier 2 vocabulary choices.</li> <li>Full range of punctuation used for meaning with accuracy.</li> </ul> <p><b>Expected Standard:</b> Students can confidently analyse whole texts from various forms and genres forming and articulating considered viewpoints. Students consciously craft their writing to provoke responses from readers. Controlled technicality.</p>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Read, interpret and analyse a whole Shakespeare play.</li> <li>Analyse of development of plot, character and structure.</li> <li>Explain and begin to analyse the significance and impact of context.</li> <li>Identify, track and analyse key themes including those of love, conflict, fate and death.</li> <li>Close analysis of writers’ language and methods.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write fluently and coherently creating a clear voice/viewpoint.</li> <li>Control of sentence structures and tense throughout.</li> <li>Full range of punctuation used for meaning with accuracy.</li> <li>Sophisticated vocabulary used to enhance the overall impact of writing.</li> </ul> <p><b>Expected Standard:</b> Students develop an understanding of the role and significance of context and how this shapes texts. Students write coherently for a range of purposes and audiences. Clear writer’s voice developed.</p>
<b>Key Technical Vocabulary</b>	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
<b>Opportunities for Reading</b>	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 a whole Shakespearean text alongside related fiction and non-fiction.
<b>Developing Cultural Capital</b>	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 <sup>th</sup> 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.	Exposes students to a GCSE set text as a bridge between KS3 and KS4. Builds on prior knowledge from earlier study of Shakespeare plays and develops a rich understanding of language, structure, themes and characterisation.
<b>Cross Curricular Links (Authentic Connections)</b>	History. RE and Life Skills.	History. Psychology.	Drama. Sociology. History.
<b>Key Assessment</b>	Week 4: TKAM/ OMAM Extract response on setting. Week 13: Transactional Writing- Letter	Week 21: Extract response on Mrs Lyons Week 23: Creative Writing	Week 32: Extract response on parent-child relationships Week 38: End of Year Exam



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Year 10	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	<i>A Christmas Carol</i> & Language Paper 1 Reading	<i>An Inspector Calls</i> & Language Paper 2 Reading	Poetry: Anthology and Unseen & Language Writing
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Close study and analysis of a 19<sup>th</sup> century prose text.</li> <li>Detailed analysis of language, structure and form.</li> <li>Detailed analysis of plot, characterisation and themes.</li> <li>Analysis of the whole text with an understanding of the significance and impact of context.</li> <li>Analysis of writers’ choices.</li> <li>Analysis of text structure.</li> <li>Evaluation of writers’ choices.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write convincingly for a range of purposes and audiences.</li> <li>Control of punctuation, grammar and vocabulary choices.</li> <li>Creation of a convincing voice/viewpoint supported by effective use of well-controlled methods.</li> <li>Effective proof-reading and self-assessment.</li> </ul> <p><b>Expected Standard:</b> Students can successfully decode, understand and analyse a 19<sup>th</sup> 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><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Close study and analysis of a modern drama text.</li> <li>Detailed analysis of language, structure and form.</li> <li>Detailed analysis of plot, characterisation and themes.</li> <li>Analysis of the whole text with an understanding of the significance and impact of context.</li> <li>Analysis of writers’ choices.</li> <li>Evaluation and comparison of texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write convincingly for a range of purposes and audiences.</li> <li>Control of punctuation, grammar and vocabulary choices.</li> <li>Creation of a convincing voice/viewpoint supported by effective use of well-controlled methods.</li> <li>Writing for effect as well as meaning and clarity.</li> </ul> <p><b>Expected Standard:</b> Students are able to deal confidently with complex GCSE set texts and can analyse the writer’s linguistic and structural decisions alongside consideration of context. Students write for effect and writing is clear and well-controlled.</p>	<p><b>Reading &amp; Literature</b></p> <ul style="list-style-type: none"> <li>Close study of a poetry anthology.</li> <li>Detailed analysis of language, structure and form.</li> <li>Detailed analysis of plot, characterisation and themes.</li> <li>Analysis of the whole text with an understanding of the significance and impact of context.</li> <li>Analysis of writers’ choices.</li> <li>Evaluation and comparison of texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write convincingly for a range of purposes and audiences.</li> <li>Control of punctuation, grammar and vocabulary choices.</li> <li>Creation of a compelling voice/viewpoint supported by effective use of well-controlled methods.</li> <li>Success in meeting the purpose of the text (e.g. to persuade).</li> </ul> <p><b>Expected Standard:</b> Students can compare and contrast 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>
<b>Key Technical Vocabulary</b>	benevolence, apparition, celestial, condescension, predicament, jovial, heresy, penitence, rebuke, illustrious. allegorical, moralistic, narrative voice, flashback, 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.
<b>Opportunities for Reading</b>	Exploration and study of a set GCSE 19 <sup>th</sup> Century text alongside related fiction in line with GCSE Language paper 1.	Exploration and study of a set GCSE Modern Drama text alongside related non-fiction in line with GCSE Language paper 2.	Exploration and study of a set GCSE Poetry Anthology text alongside related fiction and non-fiction
<b>Developing Cultural Capital</b>	Exposes students to a complex and challenging 19 <sup>th</sup> 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 <sup>th</sup> -21 <sup>st</sup> centuries building on prior learning and introducing new and challenging concepts, including the analysis of iconic First World War poetry.
<b>Cross Curricular Links (Authentic Connections)</b>	History. RE and Life Skills.	Drama. Business Studies.	Psychology. History.
<b>Key Assessment</b>	Week 3: baseline – writing piece linked to text. Week 10: <i>A Christmas Carol</i> exam question.	Weeks 17-18: Trial Exams – Lang P1/ Lit P2 (ACC and AIC only) Week 22: Language Paper 2 Reading	Week 22: <i>An Inspector Calls</i> exam question. Weeks 36-37: Trial Exams – Lang P2/ Lit P1/2 hybrid (Anth & Unseen Poetry)



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Year 11	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	<i>Romeo and Juliet</i> , Unseen Poetry & Language Paper 2 Reading	Literature Paper 2 & Language Writing	Literature Paper 1 & Language Paper 1 Reading
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Reading &amp; Literature:</b></p> <ul style="list-style-type: none"> <li>Close study and analysis of a poetry anthology and a Shakespeare play.</li> <li>Detailed analysis of language, structure and form.</li> <li>Detailed analysis of plot, characterisation and themes.</li> <li>Analysis of the whole text with an understanding of the significance and impact of context.</li> <li>Analysis of writers’ choices.</li> <li>Evaluation and comparison of texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write convincingly for a range of purposes and audiences.</li> <li>Control of punctuation, grammar and vocabulary choices.</li> <li>Creation of a compelling voice/viewpoint supported by effective use of well-controlled methods.</li> </ul> <p><b>Expected Standard:</b> 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.</p> <p>Lessons supplemented by homework and the P4 offer.</p>	<p><b>Literature &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Retrieval practice for consolidation of key textual knowledge.</li> <li>Revision of all prior content and skills.</li> <li>Preparation for final exams including question training, deliberate practice, feedback and improvements.</li> <li>Writing for a range of purposes and audiences.</li> </ul> <p>Coverage of all required skills to the highest standard of:</p> <ul style="list-style-type: none"> <li>Literature – convincing and critical analysis and exploration.</li> <li>Reading – perceptive and detailed analysis.</li> <li>Writing – compelling and convincing.</li> </ul> <p><b>Expected Standard:</b> 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.</p> <p>Lessons supplemented by homework and the P4 offer.</p>	<p><b>Literature &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Retrieval practice for consolidation of key textual knowledge.</li> <li>Revision of all prior content and skills.</li> <li>Preparation for final exams including question training, deliberate practice, feedback and improvements.</li> <li>Writing for a range of purposes and audiences</li> </ul> <p>Coverage of all required skills to the highest standard of:</p> <ul style="list-style-type: none"> <li>Literature – convincing and critical analysis and exploration.</li> <li>Reading – perceptive and detailed analysis.</li> <li>Writing – compelling and convincing.</li> </ul> <p><b>Expected Standard:</b> 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</p> <p>Lessons supplemented by homework and the P4 offer.</p>
<b>Key Technical Vocabulary</b>	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.
<b>Opportunities for Reading</b>	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.
<b>Developing Cultural Capital</b>	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.
<b>Cross Curricular Links (Authentic Connections)</b>	Psychology. Sociology.	RE and Life Skills. History.	Links as identified previously, dependent on areas focused on by class.
<b>Key Assessment</b>	Weeks 7-8: Trial Exams – Lang P2/Lit Paper 1	Weeks 19-20: Trial Exams Lang P1/Lit Paper 2 Weeks 26-27: Y11 Trial Exams – Full Series	Bespoke to needs of class as highlighted in trial exam rounds, assessments and in-class feedback.



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



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 Region and Sociolects	Child language development (Spoken) Language diversity: Language and Gender and Language and Occupation.	Child Language Development (Written) NEA – Original Writing Language change.
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> <li>Language levels – terminology and contextual factors.</li> <li>How to analyse language in depth</li> <li>Region/ Sociolects theorists and concepts</li> </ul> Paper 1 and 2 exam skills  <u>Expected Standard:</u> Students can articulate and apply the language levels and discuss representations created within texts. Students can identify and analyse the differences between regional accents, dialects and sociolects.	<ul style="list-style-type: none"> <li>Stages of CLD development</li> <li>CLD approaches: Nativism/ Interactionist/ Behaviourist/ Usage Based.</li> <li>Child Directed Speech</li> <li>Swales Discourse Community</li> <li>Power and constraints</li> </ul> Waves of Feminism and approaches to Gendered Language: Deficit/ Difference/ Dominance.  <u>Expected Standard:</u> Students can identify and analyse stages of CLD and relevant theories: spoken. Students can articulate and analyse the language of gender and occupation and respond to evaluate relevant data and theories.	<ul style="list-style-type: none"> <li>Understanding Bibliography/ Commentary skills.</li> <li>Stages of Writing Development</li> <li>Analysing creative v rule based approaches.</li> <li>Language change theories and concepts</li> <li>Standardisation</li> <li>Semantic, Lexical and Grammatical Change</li> </ul> Descriptivism and Prescriptivism.  <u>Expected Standard:</u> Students can produce academic writing complete with bibliographies. Students develop a knowledgeable understanding of how language changes, adapts and develops and the influences on this. Confident discussion and application of critical theory.
Key Technical Vocabulary	Text Receiver/ Text Producer/ Mode/ Register/ Primary and Secondary purposes/ Representation/ Language Levels- Lexis, Grammar, Discourse, Graphology, Pragmatics, Semantics. L-Vocalisation/ Th-Fronting etc.. Dialect Levelling/ H and G dropping/ Glottal stops/ Prestige	Child Directed Speech/ Nativism/ Innate/ Behaviourist/ Interactionist/ Zone of Proximal Development/ Scaffolding/ Overextension/ Under extension/ Novel Utterance/ Virtuous errors/ Usage Based/ Restricted Lexis/ Mixed Register androcentric/ marked terms/ hedging/hypercorrection/ binary opposition/ dominance, deficit and difference models/terms of endearment	Directionality/ Prescriptivism/ Descriptivism/ Archaic/ Political Correctness/ Functional theory/ blend/neologism/compound/borrowing/clipping/acronym/initialism/ language decay/determinism/reflectionism
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.
Developing Cultural Capital	Students study a range of texts for language analysis from varied, culturally sources. Study of theoretical viewpoints – both modern and older – offer opportunities for exposure to experiences and opinions outside their own life experiences.	Exposure to a range of real examples of speech and development in babies and young children. 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.	Research around language use writers’ craft. Exposure to a range of real examples of young children’s writing. Study of the significance and impact of language change.
Cross Curricular Links (Authentic Connections)	Sociology Psychology	Sociology Psychology	Psychology History
Key Assessment	Week 2: Text 1 Language in context mini analysis Week 2: Teacher 2 Grammar baseline Week 11: Teacher 1 text A Representations analysis Week 11: Teacher 2 Regional Language Question 1	Week 22+23: Trial Exams	Week 35+36: Trial Exams



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Year 13 Lang	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Child Language Development/ NEA – Original Writing Language Change/ Ethnicity and Technology	Deepening Representations/ Child language revision NEA: Language Investigation/Original Writing	Consolidation/ Bespoke Revision Paper 1 and Paper 2
<b>Key Retainable Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyse how and why children’s literacy develops in the ways it does.</li> <li>Understanding Bibliography/ Commentary skills.</li> <li>Understand the impact of time and historical events on language use and development.</li> <li>Ethnicity/ technology theorists and concepts</li> </ul> <p><b>Expected Standard:</b> Students can confidently and assuredly analyse CLD, responding to data and applying and evaluating critical theory. Students develop depth of understanding of the impact of time and key events on language development. Students can produce original writing complete with commentary and bibliographies. Students can articulate and analyse the language of ethnicity and technology and respond to evaluate relevant data and theories.</p>	<ul style="list-style-type: none"> <li>Refine and practice responses to exam questions.</li> <li>Fluent academic writing with sophisticated references made to theories and concepts.</li> <li>Responding to feedback and re-drafting of NEA Original Writing.</li> <li>Requirements of NEA Investigation</li> </ul> <p><b>Expected Standard:</b> 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. 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>	<ul style="list-style-type: none"> <li>Retrieval practice of all critical knowledge.</li> <li>Refine and practice responses to exam questions.</li> <li>Consolidate learning and carry out deliberate practice in readiness for final exams.</li> </ul> <p><b>Expected Standard:</b> 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>
<b>Key Technical Vocabulary</b>	Language levels/ Phonic/ Undergeneralisation/ Over Generalisation/ Insertion/ Substitution/ Phonetic spelling/ Prescriptivism/ Descriptivism/ Archaic/ Political Correctness initialism/ language decay/determinism/reflectionism code switching/ ethnicity/ nationality/creole/patois/ Multicultural Urban British English	Language levels/ audience positioning/ Harvard referencing/ transcribe/ qualitative/ quantitative/ cite/ demand characteristics/ participants/ ethical considerations/ anonymity/ consent/ copyright/ appendices/ coding system/ corpus	Language levels, phonology, phonetics, prosodics, lexis, semantics, grammar, pragmatics, discourse, graphology.
<b>Opportunities for Reading</b>	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 as style models. Investigating bespoke theory for NEA.	Exposure to a range of high quality non-fiction texts.
<b>Developing Cultural Capital</b>	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. Continue developing knowledge and understanding of the development of language in young children. Wider reading of theories for investigation.	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.
<b>Cross Curricular Links (Authentic Connections)</b>	Psychology. History. Biology.	Psychology. Sociology.	Psychology. Sociology.
<b>Key Assessment</b>	Weeks 6 & 7: Trial Exams NEA Marking & feedback	Week 16 & 17: Trial Exams Weeks 26 & 27 Trial Exams	Bespoke to needs of class as highlighted in trial exam rounds, assessments and in-class feedback.



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



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"> <li>Develop personal responses to texts.</li> <li>Relevant analysis of how meanings are shaped and created.</li> <li>Demonstrate straightforward understanding of the significance and influence of context.</li> <li>Explore and explain literary interpretations.</li> </ul> <p><b>Expected Standard:</b> 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"> <li>Develop informed and personal responses to texts.</li> <li>Analyse how meanings are shaped and created.</li> <li>Demonstrate understanding of the significance and influence of context.</li> <li>Explore coherent connections across literary texts (NEA).</li> <li>Explore and respond to literary interpretations.</li> </ul> <p><b>Expected Standard:</b> 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"> <li>Develop informed, critical and personal responses to texts.</li> <li>Analyse thoroughly how meanings are shaped and created.</li> <li>Demonstrate understanding of the significance and influence of context.</li> <li>Explore connections across literary texts.</li> <li>Explore and challenge literary interpretations.</li> </ul> <p><b>Expected Standard:</b> 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).
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 2: Baseline – unseen prose exam question. Week 11 – <i>Streetcar/Handmaid</i> exam question.	Week 20: <i>Feminine Gospels</i> exam question. Weeks 22-23: Trial Exam – Paper 2 Independent Critical Study: NEA preparation.	Week 31: <i>The Taming of the Shrew</i> extract + unseen poetry Weeks 35-36: Trial Exam – Hybrid Paper 1 – Shakespeare & Unseen poetry Independent Critical Study: NEA.



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



Year 13 Lit	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Shared Contexts: Feminine Gospels + Unseen Prose consolidation Love Through the Ages: <i>The Taming of the Shrew</i> + Unseen Poetry Independent Critical Study: NEA.	Love Through the Ages: <i>The Great Gatsby</i> + pre-1900 anthology consolidation Shared Contexts: <i>A Streetcar Named Desire</i> + <i>The Handmaid's Tale</i>	Love Through the Ages: deliberate practice Shared Contexts: deliberate practice
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> <li>Articulate informed, critical and personal responses to texts.</li> <li>Perceptive analysis of how meanings are shaped and created.</li> <li>Demonstrate assured understanding of the significance and influence of context.</li> <li>Explore connections across literary texts.</li> <li>Coherent response and challenge to literary interpretations.</li> </ul> <p><b>Expected Standard:</b> Students can articulate a literary timeline and place texts within the contexts they were created, analysing developments over time. Students confidently analyse apply and manipulate critical interpretations. Students can perceptively analyse texts exploring the creation of meaning and effects and the impact of context. Completion of NEA to the highest possible standard – meet/exceed target grade.</p>	<ul style="list-style-type: none"> <li>Articulate informed, critical and personal responses to texts.</li> <li>Perceptive analysis of how meanings are shaped and created.</li> <li>Demonstrate assured understanding of the significance and influence of context.</li> <li>Explore perceptive connections across literary texts.</li> <li>Explore and evaluate literary interpretations.</li> </ul> <p><b>Expected Standard:</b> 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"> <li>Articulate informed, critical and personal responses to texts.</li> <li>Perceptive analysis of how meanings are shaped and created.</li> <li>Demonstrate assured understanding of the significance and influence of context.</li> <li>Explore connections perceptive across literary texts.</li> <li>Evaluate literary interpretations.</li> </ul> <p><b>Expected Standard:</b> 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 – 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).
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 6 & 7: Trial Exams NEA marking and feedback	Weeks 16 & 17: Trial Exams Weeks 26 & 27: Trial Exams	Bespoke to needs of class as highlighted in trial exam rounds, assessments and in-class feedback.