

**St Bede's Catholic Voluntary Academy**  
**English Curriculum Map**

**KS3 English**

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Year 7</b>	<p><b>Transition Unit</b></p> <p>Looking at different forms of writing including narrative, description, different forms of transactional writing and poetry writing based upon short stories that have been read.</p> <p>Developing use of literary and persuasive techniques, sentence structure and vocabulary</p>	<p><b>Private Peaceful by Michael Morpurgo</b></p> <p><b>Poetry from WW1</b></p> <p>Study of whole text and developing response to reading.</p> <p>Developing skills in analysing poetry.</p> <p>Writing to argue – conventions of form and use of techniques.</p>	<p><b>Poetry from Other Cultures</b></p> <p>Introduction to poetry from other cultures.</p> <p>Approaches to analysing poetry.</p> <p>Creative writing</p> <p>Expressing ideas in their own poetry</p> <p>writing emulating the different forms looked at.</p>	<p><b>Non-fiction</b> Study of extracts from Anne Frank's diary.</p> <p>Producing persuasive speech linked to the context of Anne Frank's diary and World War 2.</p>	<p><b>Reading</b></p> <p>Extracts from Pre 1914 texts -Charles Dickens, Bram Stoker, Mary Shelley, Charlotte Bronte - Industrial revolution and social change; science and technology.</p> <p>Developing use of figurative language - writing effective narrative openings.</p>	<p><b>A Midsummer Night's Dream by Shakespeare.</b></p> <p>Introduction to Shakespearean comedy.</p> <p>Life in Elizabethan England.</p> <p>Shakespeare's life and times.</p> <p>The Globe Theatre.</p> <p>Letters and diaries on response to the text.</p> <p>Write an extra scene.</p> <p>Design a set.</p>
<b>Key Pieces (Assessments)</b>	Age Related Expectations are used to assess work in students' exercise books each half term using key pieces of work.					

<b>Year 8</b>	<b>Prose study – whole text: The Boy in the Striped Pyjamas OR Goodnight Mr Tom OR The Book Thief</b>	<b>Fiction and non-fiction texts linked to the theme of civil rights</b>	<b>Prose study – whole text – Of Mice and Men</b>	<b>Poetry Through Time</b>	<b>MACBETH by Shakespeare</b>	<b>Gothic Genre inc. extracts from ‘The Red Room’, ‘The Monkey’s Paw’, ‘Dracula’</b>
	<p>Developing understanding of context when studying novels.</p> <p>Focus on character analysis, effects of structure and making evaluations about texts. Use the novels to base creative writing on including descriptions &amp; narratives.</p>	<p>Consider how language is used to convey strong emotions and to influence and persuade.</p> <p>Analyse the structure of non-fiction texts and use this structure in transactional writing.</p>	<p>Shared reading to develop reading fluency. Understanding context, plot, characterisation and writers’ choice of language and structure for effect. Writing diaries, letters, speeches linked to text</p>	<p>Looking at how poetry is influenced by different contexts/historical periods.</p> <p>Analysing a range of different poetic forms focusing on the use of SMILE for analysis.</p>	<p>Shakespearean tragedy. Study of whole play. Study of historical context and how this links to the play.</p> <p>Imaginative writing based on characters and events in the play.</p>	<p>Identify features of the gothic genre. Read, analyse and interpret implicit and explicit information in texts.</p> <p>Creative writing – developing mood and atmosphere – writing story openings in the gothic style.</p>
<b>Key Pieces (Assessments)</b>	Age Related Expectations are used to assess work in students’ exercise books each half term using key pieces of work.					

## Year 9

	<b>Advent 1: Language and Literature Through Time.</b>	<b>Advent 2: Prose Study - Heroes</b>	<b>Lent 1 and 2: Modern Drama – The Crucible</b>	<b>Pentecost 1 and 2 Shakespeare – Romeo and Juliet</b>
<b>Year 9</b>	<p>Read and analyse a range of extracts from the last 2 millennia.</p> <p>Ancient Literature The Middle Ages / Renaissance The Victorians The Twentieth Century The Twenty First Century</p> <p>Developing an appreciation of how literature has developed and how language has changed.</p> <p>Further developing competence in analysing language and structure and comparing between texts.</p> <p>Introduction of PETER structure</p>	<p>Reading and responding to modern fiction.</p> <p>Developing an analytical style</p> <p>Focusing on character analysis, looking at how the writer uses language and devices for effect.</p> <p>Developing the PETER Structure when responding to texts.</p>	<p>Context / plot / characters / themes.</p> <p>Students continue to develop use textual support and use of subject terminology in analysing the text and responding to it.</p> <p>Analysis of extracts – developing use of embedded quotations, subject terminology and evaluation of the effects.</p> <p>Imaginative and creative written work in the context of the text such as– letters, diaries, news article, extra scene.</p>	<p>Appreciation of the literature heritage. Close reading and analysis of text. Introducing GCSE Reading assessment objectives.</p> <p>Focus on plot, characterisation, stagecraft. Close analysis of Shakespeare’s use of language and structure using appropriate subject terminology.</p> <p>Developing descriptive and imaginative writing skills. Extending use of structure and vocabulary for effect.</p>

<b>Key Pieces (Assessments)</b>	Age Related Expectations are used to assess work in students' exercise books each half term using key pieces of work.				

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Year 10 AQA GCSE English Language</b>  <b>Eduqas English Literature</b>	<b>Literature GCSE: Eduqas Anthology – Conflict, War, Death.</b>  Close study of a selection of poems from the Eduqas Anthology. Study of context and how this relates to the texts.  Development of subject terminology to analyse language and structure of poetry	<b>Literature GCSE: Paper 2 A Christmas Carol.</b>  Whole text study. Context and themes, characterisation – approaches to extract analysis and how to reference the further text.	<b>Literature GCSE: An Inspector Calls</b>  Whole text study – Themes, dramatic techniques, characterisation, analysis of extracts Development of subject terminology to analyse language and structure of modern drama.  <b>Literature GCSE: Eduqas Anthology – Memory, Time, The Past.</b>  Close study of another selection from the Eduqas anthology focusing on the themes of memory, time and the past. Study of context and how this influences/connects to the texts. Development of subject terminology, language and structure analysis. Developing responses to a single poem and making	<b>Literature GCSE: An Inspector Calls. Unseen poetry.</b> Whole text study – Context, themes, dramatic techniques, characterisation, analysis of extracts  <b>Literature GCSE: Unseen poetry.</b>  Development of subject terminology to analyse language and structure of poetry.	<b>Literature GCSE: Eduqas Anthology – Love, Relationships, Family and Childhood.</b>  <b>Close study of the final</b> poems from the Eduqas anthology, looking at context, subject terminology, structure and language. Developing responses to single poems and making comparisons between poems based on themes.  <b>Literature GCSE: Consolidation of subject content:</b>  <b>Revision of Romeo and Juliet.</b> Context, plot,	<b>Literature GCSE: Consolidation of subject content:</b>  <b>Revision of Romeo and Juliet.</b> Context, plot, characterisation, themes.

	<p><b>Language GCSE Skills for AQA Paper 1 Reading – extract analysis, use of subject terminology.</b></p> <p>Developing understanding of assessment objectives and how to approach questions focused on language, structure and evaluation.</p>	<p><b>Language GCSE: Skills for AQA Paper 1 Writing Section</b></p> <p>Developing approaches to narrative and descriptive writing. Looking at use of literary devices, sentence structures and vocabulary. Developing character and setting descriptions and plot structures in narrative writing.</p>	<p>comparisons between poems.</p> <p><b>Language GCSE: AQA Paper 2 - Reading 19<sup>th</sup> century text and modern text pairs – extract analysis.</b></p> <p>Developing summarising skills, comparison skills and language analysis.</p>	<p><b>Language GCSE: AQA Paper 2 – Writing</b></p> <p>Transactional writing. Formal and informal letters; speeches; reviews.</p>	<p>characterisation, themes.</p> <p><b>Revision of AQA Language GCSE:</b></p> <p>Further skills development in responding to AQA Reading for Paper 1 and Paper 2.</p>	<p><b>Revision of AQA Language GCSE:</b></p> <p>Further skills developing in responding to the writing sections of AQA Paper 1 and Paper 2.</p>
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<p><b>Year 11</b> AQA English Language</p> <p>EDUQAS English Literature</p>	<p><b>Literature GCSE:</b> <b>Paper2</b> - Revise An Inspector Calls/A Christmas Carol/Unseen poetry</p> <p><b>Language Paper 2 skills development.</b> Spoken Language Endorsement preparation, performance and assessment.</p> <p>Practise reading skills</p>	<p><b>Literature GCSE:</b> <b>Revise An Inspector Calls, A Christmas Carol and Anthology poetry</b> Revision tasks – extracts all texts – prep for mock exam Paper 1 and Paper 2 Lit</p> <p><b>Language:</b> Paper 1 and 2 mock exam preparation.</p>	<p><b>Literature GCSE:</b> Romeo and Juliet revision and exam practice – Anthology Love and Relationships poetry revision Anthology – Nature poetry</p> <p><b>Language:</b> Paper 1 Descriptive and Narrative Writing</p>	<p><b>Literature GCSE – Exam Practise – all texts</b></p> <p>Timed practice of extracts from all literature texts.</p> <p><b>Language Paper 1 &amp; Paper 2</b> Reading and Writing skills development.</p>	<p><b>Literature Paper 1 and Paper 2 Exam Practice for all texts.</b></p> <p><b>Language Paper 1 and paper 2 timed practice questions and skills development.</b></p>	
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