



Celebrating 45 Years

Curriculum Learning Map 2017-2018 English

	Term 1-1	Term 1-2	Term 2-1	Term 2-2	Term 3-1	Term 3-2
Year 7	<i>Survival</i> Reading for comprehension and writing to explain/ inform/ advise.	<i>Me, Myself and I</i> Analysing non-fiction and Media. Writing to inform and entertain.	<i>Introduction to Poetry</i> Learning, examining and using key poetic techniques.	<i>Coraline</i> (text and film) Analysing character and language features in literary texts.	<i>Myths and Legends</i> Reading within genre. Writing to describe.	<i>Introduction to Shakespeare</i> Reading for comprehension. Texts in context. Analysis of Shakespearean texts.
Year 8	<i>Horror Fiction</i> Writing to describe and entertain. Writing according to genre and form.	<i>Julius Caesar</i> Reading challenging texts and understanding key themes.	<i>Historical Non-Fiction</i> Historical non-fiction and biographies. Research skills.	<i>Burn My Heart</i> Analysing character through inference and close reading.	<i>Poetry - Animals</i> Close analysis of poetic techniques and structure. Multiple interpretations of poetry.	<i>Film analysis – Modern Classics</i> The conventions of the genre. Writing to inform, persuade and entertain.
Year 9	<i>Of Mice and Men</i> (text and film) Close analysis of language, character and theme in key scenes.	Poetry – Conflict The analysis of textual details in order to support personal interpretations.	Advertising Employing a range of appropriate linguistic and rhetorical techniques in order to effectively persuade.	<i>Macbeth</i> The understanding and analysis of a range dramatic, structural and linguistic techniques.	<i>Fahrenheit 451</i> The selection and analysis of quotations and techniques in order to support a cogent interpretation of the text.	Intro to IGCSE (1-9) Answering an exam style question under exam conditions – not redrafted – marked according to the official mark scheme



<p>Year 10 Language and Literature</p>	<p>Anthology texts I (Section A of the anthology) 4 weeks Analysis of 5 non-fiction texts from Section A of the Anthology.</p> <p>Anthology Poetry I 4 weeks</p> <p>Analysis of 6 poems selected from Section C of the Poetry Anthology</p>	<p>Anthology texts II (Section A of the anthology) 4 weeks Analysis of 5 non-fiction texts from Section A of the Anthology.</p> <p>Anthology Poetry II 4 weeks</p> <p>Analysis of 6 poems selected from Section C of the Poetry Anthology</p>	<p>Modern prose: To Kill A Mockingbird (closed book exam) 5 weeks</p> <p>Demonstrate knowledge and understanding of text and its context.</p> <p>Language exam preparation: Writing a variety of text types with a particular focus on audience and purpose.</p>	<p>Modern prose: To Kill A Mockingbird (closed book exam) 3 weeks</p> <p>Show critical style and informed personalized engagement.</p> <p>Writing for the exam (Section B of the exam) 3 weeks</p> <p>Looking at key features and conventions of a range of texts types.</p>	<p>Coursework 1 – Imaginative writing 3 weeks</p> <p>To describe, imagine and entertain.</p> <p>Understanding the conventions of imaginative writing – focusing on descriptive techniques and the structuring of an engrossing text.</p> <p>Anthology Poetry III 3 weeks</p> <p>Analysis of 4 poems selected from Section C of the Poetry Anthology</p>	<p>Preparation for the exam</p> <p>Revising 10 anthology texts and looking at unseen passages for Section A of the exam.</p>
<p>Year 10 Language Only</p>	<p>Anthology texts I (Section A of the anthology)</p> <p>Analysis of 5 non-fiction texts from Section A of the Anthology.</p>	<p>Writing for the exam (Section B of the exam)</p> <p>Looking at key features and conventions of a range of texts types.</p> <p>Planning and writing for purpose, audience and form.</p>	<p>Coursework 1 – Imaginative writing</p> <p>To describe, imagine and entertain.</p> <p>Analysing a range of fiction and non-fiction texts that describe, imagine and entertain effectively.</p>	<p><i>Lord of the Flies</i></p> <p>An additional non-specification unit designed to advance the literary analysis skills of students and increase their exposure to literature.</p>	<p>Coursework 2 – Comparative Analysis of Fiction</p> <p>Lightly comparative analysis of two previously agreed texts from Section B of the anthology.</p>	<p>Anthology texts II (Section A of the anthology)</p> <p>Analysis of 5 remaining anthology texts from Section A. Detailed non-fiction prose analysis, sample questions.</p>

<p>Year 11 Language and Literature</p>	<p>Paper 3 (Assignment B)</p> <p>Lit. heritage coursework: <i>Merchant of Venice</i></p> <p>Interpret and analyse range of themes and characters throughout play.</p>	<p>Paper 3 (Assignment A)</p> <p>Modern drama coursework: <i>An Inspector Calls</i></p> <p>Interpret and analyse range of themes and characters throughout play.</p>	<p>Paper 1 (Section C)</p> <p>Modern prose: <i>To Kill A Mockingbird</i> (closed book exam)</p> <p>Demonstrate knowledge and understanding of text and its context.</p>	<p>Paper 1 (Sections A&B)</p> <p>Unseen poetry and anthology poems (closed book)</p> <p>Analysis of language, structure and form and their effects/meanings.</p> <p>Exploration of connections between texts.</p>	<p>Revision of Language paper</p> <p>Start with non-fiction texts – particularly the comparative aspect of question 5.</p> <p>Transactional writing practice.</p>	<p>Study leave</p> <p>Open revision sessions for students to attend in normal class times.</p>
<p>Year 11 Language Only</p>	<p>Writing for the exam (Section B of the exam)</p> <p>Looking at key features and conventions of a range of texts types.</p> <p>Planning and writing for purpose, audience and form.</p>	<p>Coursework 1 – Imaginative writing</p> <p>To describe, imagine and entertain.</p> <p>Analysing a range of fiction and non-fiction texts that describe, imagine and entertain effectively.</p>	<p>Oral presentations</p> <p>Practise and undertake a series of oral presentations for the optional oral endorsement.</p> <p>Trialing different approaches, forms and registers for preparation for IB.</p>	<p>Paper 1 Exam Revision</p> <p>Start with any missing anthology non-fiction texts – before working on the comparative aspect of question 5.</p> <p>Transactional writing practice.</p>	<p>Paper 1 Exam Revision</p> <p>Start with any missing anthology non-fiction texts – before working on the comparative aspect of question 5.</p> <p>Transactional writing practice.</p>	<p>Study leave</p> <p>Open revision sessions for students to attend in normal class times.</p>
<p>Year 12</p>	<p>Language and Identity (Part 1)</p> <p>Looking specifically at nationalism, personal expression and freedom of speech.</p> <p>A Doll’s House by Henrik Ibsen (Part 3)</p> <p>Exploring the presentation of gender and the concept of the individual and society.</p>	<p>Language and Gender (Part 1)</p> <p>How gender is established and subverted through language.</p> <p>Death of A Salesman by Arthur Miller (Part 3)</p> <p>Exploring the presentation of the american dream and making links to the concept of the individual and society.</p>	<p>Language and Power (Part 1)</p> <p>How language can be used as a means of control and manipulation and the implicit assumptions that arise through language.</p> <p>Topdog/ Underdog by Susan Lori-Parks (Part 3)</p> <p>Exploring the presentation of power and the power roles that exist in relationships.</p>	<p>Stereotyping (Part 2)</p> <p>Looking at how language is used in mass media to establish and reinforce stereotypical views of gender, race and culture.</p> <p>Creative Writing</p> <p>Writing creatively in a variety of text types and using the part 3 texts as a stimulus.</p>	<p>Analysis of Non-Fiction (Paper 1)</p> <p>Looking at a variety of text types and forms; pupils should practise the approach to analysing ‘unseen’ texts.</p> <p>Poetry (Part 4)</p> <p>Developing skills of close analysis and working on oral delivery of ideas in preparation for the IOC.</p>	<p>Further Oral Activity</p> <p>Students are given the opportunity to select, or create, a text to analyse using the concepts studied as a basis for their ideas.</p> <p>Critical Essay</p> <p>Students prepare a critical essay in response to a list of prescribed questions.</p>