

## English Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Core thread	Year 7 Narrative: Focusing on the <b>individual</b> , Year 7 will trace ideas of characterisation, 'identity' and what it means to be human.					
	KS3 spiral thematic topic	Relationships		Human condition		Our World	
	Topic	<u><b>Who am I? Identity Novel</b></u>  <b>Extracts from Drawn Across Borders</b> <b>Spotlight text: Wonder</b>  Year 6 pupils often leave primary school as enthusiastic writers; this unit begins by developing their fiction and non-fiction writing in order to further cultivate their creativity in response to discussions about identity and personal journeys. Students will explore literary non-fiction 'Drawn across Borders' before focusing on characterisation within a novel chosen by the teacher personalised to their class's interests/ability. All novels allow students to reflect on what makes up their own personal identities, whilst developing their ability to make detailed inferences using evidence. Students will also produce creative responses developing their writing for different purposes		<u><b>Heroes &amp; Villains through time</b></u>  <b>Spotlight text: Theseus and the Minotaur</b> <b>Extract Booklet</b>  Building on the exploration of identity and characterisation, we explore the contrast between heroes and villains across time, enabling students to engage with a range of texts from different eras, accessing a variety of language they may not otherwise experience. Through doing so students will build their reading skills such as comprehension and inference. Students will develop their ability to extend their inferences and opinions on a text, moving from shorter answers to longer paragraphs to aid their transition into secondary school.		<u><b>Islands &amp; Adventurers</b></u>  <b>Spotlight texts: The Tempest &amp; Survivor</b>  This unit builds on the idea of identity and heroism, enabling students to explore how adventure and exploration are woven into the human condition. Students will develop their comprehension, inference and analysis skills. They will also develop their creativity and descriptive writing skills by producing set and costume designs for Shakespeare's The Tempest. Finally, following a final summative assessment, students will use Treasure Island to revise the knowledge and skills acquired throughout Year 7, whilst also using this text to make comparisons between Modern and Shakespearean literature.	
	Topic vocabulary	Identity, Empathy, Perseverance, Self-discovery		Archetype, Morality, Virtue, Conflict		Adventure, Exploration, Resilience, Perseverance	
	Disciplinary literacy link	<b>Reading:</b> Analysing characters' motivations and actions to understand identity formation. <b>Writing:</b> Creating narratives that explore personal journeys and self-discovery. <b>Spoken Language:</b> Discussing and debating themes of identity in group settings.		<b>Reading:</b> Comparing and contrasting heroes and villains from different eras. <b>Writing:</b> Persuasive writing arguing for the heroism or villainy of a character. <b>Spoken Language:</b> Debating characteristics of heroes and villains and their impact on society.		<b>Reading:</b> Analysing how setting and plot contribute to the themes of adventure and exploration. <b>Writing:</b> Descriptive writing depicting a fictional adventure setting. <b>Spoken Language:</b> Role-playing scenarios related to adventure and survival.	

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	SMSC/International dimension link to build cultural capital	<p><b>Social:</b> Fostering empathy and understanding of diverse experiences.</p> <p><b>Moral:</b> Exploring themes of self-worth and resilience.</p> <p><b>Spiritual:</b> Encouraging self-reflection and exploration of personal values.</p> <p><b>Cultural:</b> Appreciating the influence of culture and background on identity.</p>	<p><b>Social:</b> Understanding different moral codes and values across cultures.</p> <p><b>Moral:</b> Exploring themes of justice, good vs. evil, and ethical dilemmas.</p> <p><b>Spiritual:</b> Developing a sense of right and wrong.</p> <p><b>Cultural:</b> Appreciating the evolution of heroic and villainous archetypes throughout history.</p>	<p><b>Social:</b> Developing communication and teamwork skills within an adventurous context.</p> <p><b>Moral:</b> Exploring themes of courage, determination, and overcoming challenges.</p> <p><b>Spiritual:</b> Encouraging a sense of curiosity and the desire for exploration.</p> <p><b>Cultural:</b> Appreciating the diverse landscapes and cultures encountered in adventure narratives.</p>
	Horizon Skills (Link to careers)			
	Knowledge and skills	<ul style="list-style-type: none"> <li>● <b>Define:</b> Identity as a sense of self.</li> <li>● <b>Identify:</b> Key events and experiences that shape identity.</li> <li>● <b>Explain:</b> How characters in a text overcome challenges and develop their identity.</li> <li>● <b>Analyse:</b> The use of literary devices to represent identity.</li> <li>● <b>Evaluate:</b> The impact of different cultures and backgrounds on identity.</li> <li>● <b>Craft/Write/Create:</b> A personal narrative exploring a defining moment in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Define:</b> Archetypes of heroes and villains.</li> <li>● <b>Identify:</b> Common characteristics of heroes and villains in different texts.</li> <li>● <b>Explain:</b> The role of heroes and villains in shaping narratives.</li> <li>● <b>Analyse:</b> How language and literary devices are used to portray heroes and villains.</li> <li>● <b>Evaluate:</b> The impact of heroes and villains on the reader.</li> <li>● <b>Craft/Write/Create:</b> A persuasive article arguing for the heroism or villainy of a chosen character.</li> </ul>	<ul style="list-style-type: none"> <li>● Define: Adventure and exploration as literary themes.</li> <li>● Identify: Key events and challenges faced by characters on their adventures.</li> <li>● Explain: How setting and plot contribute to the sense of adventure.</li> <li>● Analyse: The use of descriptive language to create a vivid atmosphere.</li> <li>● Evaluate: The impact of adventure stories on the reader's imagination.</li> </ul> <p>Craft/Write/Create:</p> <ul style="list-style-type: none"> <li>● A set or costume design for a scene from Shakespeare's <i>The Tempest</i>.</li> <li>● A creative writing piece recounting a fictional adventure story.</li> </ul>
	Assessment	<p><b>Component Knowledge Exit Ticket:</b> "What are the three main things that contribute to a character's identity in <i>Drawn Across Borders?</i>" (Writing Burst)</p> <p><b>Cumulative Assessment:</b> A creative writing</p>	<p><b>Component Knowledge Exit Ticket:</b> "List three characteristics that differentiate heroes from villains in the <i>Minotaur</i> extract." (Writing Burst)</p> <p><b>Cumulative Assessment:</b> A written</p>	<p>Component Knowledge Exit Ticket: "Describe two ways the setting in <i>The Tempest</i> contributes to the feeling of adventure." (Writing Burst)</p> <p>Cumulative Assessment: A comparative</p>

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		piece exploring a chosen theme related to identity.	comparison between a hero and a villain from different eras, analysing their motivations and impact.	analysis between <i>The Tempest</i> and <i>Treasure Island</i> , exploring how both texts portray themes of adventure, exploration, and self-discovery.
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y8	Core thread	Year 8 Narrative: Developing the idea of the individual from Year 7, Year 8 focuses on how individuals form meaningful <b>relationships and create a sense of belonging</b> , exploring how their identities fit into larger contexts such as families, culture and society.					
	KS3 spiral thematic topic	Human condition		Our World		Relationships	
	Topic	<p style="text-align: center;"><b><u>Belonging: Gothic Novel</u></b></p> <p style="text-align: center;"><b>Spot light text: The Graveyard Book</b> <b>Extracts from Gothic Literature.</b></p> <p>Developing the idea of the individual from Year 7, Year 8 focuses on how individuals form meaningful relationships and how their identities belong to larger contexts such as families, society and society's expectations. Year 8 begins with a study of a novel which explores different types of family, whilst also linking back to last year's study of heroes and villains. Students will develop their descriptive and narrative writing, and their ability to analyse language. They will also be introduced to the analysis of structure.</p>		<p style="text-align: center;"><b><u>Global Cultures</u></b></p> <p style="text-align: center;"><b>Spotlight text: Undeclared</b> <b>Extract Booklet</b></p> <p>Year 8 will continue to look at the relationship between people, by looking at the relationships between different cultures. Students will study a range of diverse authors from all over the world, encouraging them to understand the value of tolerance and equality in British society. Students will explore the art of rhetoric through the creation and delivery of speeches. They will be introduced to juxtaposition, building on last term's structural analysis. They will also examine a range of poetic techniques.</p>		<p style="text-align: center;"><b><u>Relationships &amp; American Novel</u></b></p> <p style="text-align: center;"><b>Spotlight text Of Mice and Men</b> <b>Extracts from prejudice and discrimination</b></p> <p>Both novels engage with relationships and prejudice in 1930s America, building on their knowledge of race and family ascertained through Year 8 so far. Students will gain a detailed contextual understanding that will enable them to develop their analysis skills and understanding of a writer's purpose. They will also develop their narrative skills alongside these canonical writers.</p>	
	Topic vocabulary	Belonging, Family, Isolation, Mystery		Culture, Diversity, Tolerance, Empathy		Relationship, Prejudice, Discrimination, Empathy	

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	Disciplinary literacy link	<p><b>Reading:</b> Analysing the representation of family and the search for belonging in a Gothic setting.</p> <p><b>Writing:</b> Descriptive writing depicting a Gothic atmosphere.</p> <p><b>Spoken Language:</b> Discussing interpretations of characters' motivations and actions in a Gothic narrative.</p>	<p><b>Reading:</b> Analyzing texts from diverse authors to understand different cultures and perspectives.</p> <p><b>Writing:</b> Persuasive writing arguing for the importance of cultural understanding and tolerance.</p> <p><b>Spoken Language:</b> Delivering prepared speeches and participating in debates on cultural issues.</p>	<p><b>Reading:</b> Analysing how American novels portray themes of relationships, prejudice, and social issues.</p> <p><b>Writing:</b> Narrative writing exploring a complex relationship dynamic.</p> <p><b>Spoken Language:</b> Participating in group discussions and debates on social issues raised in the novel.</p>
	SMSC/International dimension link to build cultural capital	<p><b>Social:</b> Exploring the importance of family and community in fostering belonging.</p> <p><b>Moral:</b> Examining themes of good vs. evil and the struggle for acceptance.</p> <p><b>Spiritual:</b> Developing a sense of self-worth and the desire to belong.</p> <p><b>Cultural:</b> Appreciating the Gothic genre and its historical context.</p>	<p><b>Social:</b> Fostering respect and appreciation for cultural differences.</p> <p><b>Moral:</b> Exploring themes of social justice, equality, and breaking down prejudice.</p> <p><b>Spiritual:</b> Encouraging empathy and understanding of diverse experiences.</p> <p><b>Cultural:</b> Celebrating the richness and diversity of global cultures.</p>	<p><b>Social:</b> Developing communication and empathy skills within the context of relationships.</p> <p><b>Moral:</b> Exploring themes of justice, fairness, and overcoming prejudice.</p> <p><b>Spiritual:</b> Encouraging understanding of different perspectives and fostering compassion.</p> <p><b>Cultural:</b> Appreciating the historical and social context of American literature and its portrayal of relationships.</p>
	Horizon Skills (Link to careers)			
	Knowledge and skills	<ul style="list-style-type: none"> <li>● Define: Belonging and its connection to family dynamics.</li> <li>● Identify: Key features of the Gothic genre and their contribution to atmosphere.</li> <li>● Explain: How characters in the novel grapple with issues of belonging and isolation.</li> <li>● Analyse: The use of language and literary devices to create a sense of mystery and suspense.</li> <li>● Evaluate: The effectiveness of the Gothic genre in conveying themes of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>● Define: Culture and its diverse expressions.</li> <li>● Identify: Key themes and messages conveyed in texts from different cultures.</li> <li>● Explain: The importance of understanding and appreciating cultural differences.</li> <li>● Analyse: How authors use language and literary techniques to represent their cultures.</li> <li>● Evaluate: The impact of cultural exchange and understanding on global society.</li> </ul>	<ul style="list-style-type: none"> <li>● Define: Relationships and their complexities.</li> <li>● Identify: Key social issues and forms of prejudice portrayed in the chosen American novel.</li> <li>● Explain: How the characters' relationships are shaped by social context and prejudice.</li> <li>● Analyse: The author's use of language and literary devices to depict social issues and their impact on characters.</li> <li>● Evaluate: The effectiveness of the novel in raising awareness about social issues and promoting empathy.</li> </ul>

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		<p>Craft/Write/Create:</p> <ul style="list-style-type: none"> <li>• A descriptive piece depicting a scene from the Gothic novel with a focus on creating a chilling atmosphere.</li> <li>• Debate/discussion</li> </ul>	<p>Craft/Write/Create:</p> <ul style="list-style-type: none"> <li>• A persuasive speech advocating for tolerance and acceptance of a specific cultural practice.</li> <li>• A creative writing piece inspired by a chosen global text, reflecting a different cultural perspective.</li> </ul>	<p>Craft/Write/Create:</p> <ul style="list-style-type: none"> <li>• A narrative piece exploring a complex relationship dynamic between two characters, addressing a social issue.</li> <li>• A research project investigating the historical context of the chosen American novel and its connection to the social issues portrayed.</li> </ul>
	Assessment	<p>Component Knowledge Exit Ticket: "List two ways the setting in <i>The Graveyard Book</i> contributes to the character's sense of isolation." (Writing Burst)</p> <p>Cumulative Assessment: An analytical essay exploring how the chosen Gothic novel portrays the theme of belonging and its connection to family dynamics.</p>	<p>Component Knowledge Exit Ticket: "Identify two cultural themes explored in the <i>Undeclared</i> excerpt." (Writing Burst)</p> <p>Cumulative Assessment: A comparative analysis of two texts from different cultures, exploring how they represent cultural values and perspectives.</p>	<p>Component Knowledge Exit Ticket: "Explain how a specific social issue in <i>Of Mice and Men</i> affects the relationship between George and Lennie." (Writing Burst)</p> <p>Cumulative Assessment: A critical essay analysing how the chosen American novel portrays the complexities of relationships and the impact of social issues on these relationships.</p>

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y9	Core thread	Year 9 Narrative: Developing the idea of relationships within society, Year 9 focuses on the <b>conflict</b> that arises when these relationships and feelings of belonging fail or when society's expectations are challenged. Both the strands of conflict and gender will be brought together in the final unit of Year 9 where they begin their study of a GCSE text.					
	KS3 spiral thematic topic	Human condition		Our World		Relationships	
	Topic	<b><u>Conflict &amp; Class</u></b>  Extract booklet & Journey's End		<b><u>Global Cultures</u></b>  Spotlight text: <i>Undeclared</i> Extract Booklet		<b><u>Lord of the Flies</u></b>  Bringing together the strands of conflict, violence, leadership and gender from earlier	

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	<p>Developing the idea of relationships within society from Year 8, students will look at the conflicts that arise when these relationships break down. They will begin by studying a range of poetry and extracts linked to conflict and social class, before studying <i>Journey's End</i></p>	<p>Year 8 will continue to look at the relationship between people, by looking at the relationships between different cultures. Students will study a range of diverse authors from all over the world, encouraging them to understand the value of tolerance and equality in British society. Students will explore the art of rhetoric through the creation and delivery of speeches. They will be introduced to juxtaposition, building on last term's structural analysis. They will also examine a range of poetic techniques.</p>	<p>in Year 9, students will study <i>Lord of the Flies</i>, beginning their GCSE English Literature course. They will focus on developing a more holistic analysis that weaves together their analysis of language, structure, context, writer's purpose, and theme and characterisation in a sustained argument.</p>
Topic vocabulary	Conflict, Social Class, Power, Prejudgement	Gender, Identity, Stereotype, Equality	CMorality, Savagery, Civilization, Power
Disciplinary literacy link	<p><b>Reading:</b> Analyzing texts that explore the impact of social class on conflict.  <b>Writing:</b> Argumentative writing taking a stance on a social class-related issue.  <b>Spoken Language:</b> Participating in debates about the causes and consequences of conflict, considering social class perspectives.</p>	<p><b>Reading:</b> Analyzing texts that explore themes of gender roles, stereotypes, and challenges.  <b>Writing:</b> Persuasive writing arguing for greater gender equality.  <b>Spoken Language:</b> Participating in discussions and debates about gender representation and current social issues.</p>	<p><b>Reading:</b> Closely analyzing <i>Lord of the Flies</i> to understand themes of conflict, leadership, and the fragility of civilization.  <b>Writing:</b> Analytical essays exploring complex themes and character motivations.  <b>Spoken Language:</b> Leading class discussions and debates about the characters' actions and the novel's message.</p>
SMSC/International dimension link to build cultural capital	<p><b>Social:</b> Developing communication and critical thinking skills to understand social conflict.  <b>Moral:</b> Exploring themes of fairness, justice, and challenging social inequalities.  <b>Spiritual:</b> Encouraging empathy and understanding of different social positions.  <b>Cultural:</b> Appreciating the historical context of social class and its impact on conflict.</p>	<p><b>Social:</b> Developing communication and critical thinking skills to challenge gender stereotypes.  <b>Moral:</b> Exploring themes of fairness, equality, and breaking down gender-based discrimination.  <b>Spiritual:</b> Encouraging self-reflection and understanding of diverse gender identities.  <b>Cultural:</b> Appreciating the evolution of gender roles and representations across different cultures.</p>	<p><b>Social:</b> Developing critical thinking and discussion skills to explore the challenges of maintaining order and cooperation in a group.  <b>Moral:</b> Examining the conflict between good and evil, highlighting the importance of morality and ethical decision-making.  <b>Spiritual:</b> Encouraging self-reflection about the potential for both good and bad within human nature.  <b>Cultural:</b> Appreciating the timeless themes of <i>Lord of the Flies</i> and their relevance to contemporary society.</p>

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	Horizon Skills (Link to careers)			
	Knowledge and skills	<ul style="list-style-type: none"> <li>● <b>Define:</b> Conflict and its different forms.</li> <li>● <b>Identify:</b> The ways social class contributes to conflict in texts and real-world scenarios.</li> <li>● <b>Explain:</b> The causes and consequences of social class-related conflict.</li> <li>● <b>Analyze:</b> How authors use language and literary devices to depict social class and its impact on characters and conflict.</li> <li>● <b>Evaluate:</b> The effectiveness of different approaches to resolving social class-related conflict.</li> </ul> <p><b>Craft/Write/Create:</b></p> <ul style="list-style-type: none"> <li>● An argumentative essay arguing for or against a social class-related issue.</li> <li>● A dramatic monologue from the perspective of a character experiencing social class conflict.</li> </ul>	<p><b>Define:</b> Gender and its social constructs.  <b>Identify:</b> Stereotypes and challenges faced by different genders in texts and real-world scenarios.  <b>Explain:</b> The historical context and evolution of gender roles.  <b>Analyze:</b> How authors use language and literary devices to represent gender and its impact on characters.  <b>Evaluate:</b> The effectiveness of different movements and initiatives in promoting gender equality.</p> <p><b>Craft/Write/Create:</b></p> <ul style="list-style-type: none"> <li>● A persuasive speech advocating for greater gender equality in a specific area (e.g., education, workplace).</li> <li>● A creative piece (poem, short story) exploring a character's experience with gender identity or stereotypes.</li> </ul>	<p><b>Define:</b> Key concepts like morality, savagery, civilization, and power dynamics.  <b>Identify:</b> The turning points in the novel that lead to the breakdown of society.  <b>Explain:</b> The motivations of key characters like Ralph, Jack, and Simon.  <b>Analyze:</b> The use of symbolism, imagery, and language to convey the novel's themes.  <b>Evaluate:</b> The effectiveness of Golding's portrayal of human nature and the dangers of unchecked savagery.</p> <p><b>Craft/Write/Create:</b></p> <ul style="list-style-type: none"> <li>● An analytical essay exploring a specific theme in <i>Lord of the Flies</i> with textual evidence.</li> <li>● A creative writing piece reimagining a scene from the novel from a different character's perspective.</li> </ul>
	Assessment	<p><b>Component Knowledge Exit Ticket:</b> "Identify two ways social class fuels conflict in the chosen <i>Journey's End</i> excerpt." (Writing Burst)  <b>Cumulative Assessment:</b> A comparative analysis exploring how two different texts portray social class and its role in conflict.</p>	<p><b>Component Knowledge Exit Ticket:</b> "Explain how Shakespeare portrays gender roles in a specific scene from <i>Macbeth</i>." (Writing Burst)  <b>Cumulative Assessment:</b> A critical essay analyzing how two different texts (one modern and one historical) represent gender and its connection to social issues.</p>	<p><b>Component Knowledge Exit Ticket:</b> "Analyze how the use of fire in <i>Lord of the Flies</i> symbolizes the conflict between civilization and savagery." (Writing Burst)  <b>Cumulative Assessment:</b> A sustained analytical essay exploring a complex theme in <i>Lord of the Flies</i>, integrating literary devices, character analysis, and the novel's broader message.</p>

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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	Core thread						
	KS3 spiral thematic topic						
	Topic	<p>Main exam focus: AQA English Language Paper 1</p> <p>Themes: Gender &amp; The Natural World</p> <p>English Language AOs: AO1: Identify information in a text. AO2: Analyse language and structure AO4: Evaluate texts AO5: Communicate and organise info. Clearly AO6: Technical accuracy</p>	<p>Main exam focus: Shakespeare (Romeo and Juliet, Macbeth or The Merchant of Venice)</p> <p>Themes: Relationships.</p> <p>English Literature AOs: AO1a: Respond critically to a text AO1b: Use textual references AO2: Analysis of methods AO3: Evaluation of viewpoint and context</p>	<p>Main exam focus: Nineteenth-century novel (Jekyll and Hyde or Frankenstein)</p> <p>Themes: Human Nature &amp; Identity</p> <p>English Literature AOs: AO1a: Respond critically to a text AO1b: Use textual references AO2: Analysis of methods AO3: Evaluation of viewpoint and context</p>	<p>Main exam focus: Lord of the Flies (AQA Eng. Lit. Paper 2).</p> <p>Themes: Power, Leadership and Violence.</p> <p>English Literature AOs: AO1a: Respond critically to a text AO1b: Use textual references AO2: Analysis of methods AO3: Evaluation of viewpoint and context</p>		
	Topic vocabulary	Gender, Nature, Representation, Binary	<p><b>Relationships:</b> Exploring the different types of relationships portrayed in the play</p>	<p><b>Duality:</b> The concept of having two opposing sides within one person. <b>Identity:</b> Exploring the construction and complexities of human identity. <b>Victorian Context:</b> Understanding the social,</p>	<p><b>Power Dynamics:</b> Understanding the shifting power structures among the boys on the island. <b>Leadership Styles:</b> Analysing the contrasting leadership styles of Ralph and Jack.</p>		



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			<p>(romantic, familial, societal, political).  <b>Conflict:</b> Identifying how external and internal conflicts shape relationships in the play.  <b>Characterization:</b> Analyzing characters' motivations and development within their relationships.  <b>Dramatic Tension:</b> Exploring how Shakespeare uses language and dramatic techniques to build tension and explore the complexities of relationships.</p>	<p>moral, and scientific influences on the novel.  <b>Gothic Elements:</b> Recognizing the use of suspense, horror, and the supernatural in the narrative.</p>	<p><b>Civilization vs. Savagery:</b> Exploring the breakdown of order and the emergence of violence.  <b>Symbolism:</b> Identifying and interpreting symbols that represent power, leadership, and loss of innocence.</p>
Disciplinary literacy link	<p><b>Reading:</b> Analyzing fictional extracts to understand how gender is constructed and represented in relation to the natural world.  <b>Writing:</b> Creative writing exploring a character's connection to nature through a specific gender lens.  <b>Spoken Language:</b></p>	<p><b>Reading: Closely analysing Shakespearean text to understand the dynamics and complexities of various relationships.</b>  <b>Writing: Analytical essays exploring a specific relationship in the play, using textual evidence and critical thinking.</b>  <b>Spoken Language:</b></p>	<p><b>Reading:</b> Closely analyzing <i>Jekyll and Hyde</i> to understand the complexities of human nature and the struggle between good and evil.  <b>Writing:</b> Analytical essays exploring the concept of duality and its representation in the novel.  <b>Spoken Language:</b> Participating in class discussions and debates about the characters' motivations, the influence of Victorian society, and the novel's enduring relevance to human nature.</p>	<p><b>Reading:</b> Closely analyzing Lord of the Flies to understand the causes and consequences of power struggles, ineffective leadership, and the descent into violence.  <b>Writing:</b> Analytical essays exploring the themes of power, leadership, and violence, using textual evidence and critical thinking.  <b>Spoken Language:</b> Participating in class discussions and debates about the characters' choices, the symbolism in the novel, and the novel's relevance to contemporary issues.</p>	

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		<p>Participating in discussions about gender stereotypes and their connection to representations of nature.</p>	<p><b>Participating in class discussions and debates about character motivations, social commentary, and the play's enduring relevance to relationships.</b></p>		
	<p>SMSC/International dimension link to build cultural capital</p>	<p><b>Social:</b> Developing critical thinking and communication skills to challenge gender stereotypes associated with nature.  <b>Moral:</b> Exploring themes of environmentalism and the importance of respecting nature.  <b>Spiritual:</b> Encouraging self-reflection about personal connections to the natural world.  <b>Cultural:</b> Appreciating the diverse ways different cultures perceive the relationship between gender and nature.</p>	<p><b>Social: Developing critical thinking and communication skills to analyze and discuss complex relationships.</b>  <b>Moral: Exploring themes of loyalty, betrayal, and the consequences of choices within relationships.</b>  <b>Spiritual: Encouraging empathy and understanding of diverse characters and their motivations.</b>  <b>Cultural: Appreciating the historical context of Shakespearean relationships and their contemporary interpretations.</b></p>	<p><b>Social:</b> Developing critical thinking and communication skills to explore the concept of duality within ourselves and others.  <b>Moral:</b> Examining the ethical implications of choices and the potential for both good and evil within humanity.  <b>Spiritual:</b> Encouraging self-reflection about the complexities of identity and the potential for personal transformation.  <b>Cultural:</b> Appreciating the historical context of Victorian anxieties and their reflection in the Gothic genre.</p>	<p><b>Social:</b> Developing critical thinking and communication skills to analyze the dangers of unchecked power and mob mentality.  <b>Moral:</b> Examining the ethical implications of violence and the importance of responsible leadership.  <b>Spiritual:</b> Encouraging self-reflection about the potential for both good and bad within humanity, and the importance of maintaining civilization.  <b>Cultural:</b> Appreciating the timeless themes of Lord of the Flies and their connection to real-world conflicts.</p>

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	<p>Horizon Skills (Link to careers)</p>				
	<p>Knowledge and skills</p>	<p><b>Define:</b> Gender stereotypes and their connection to representations of nature.  <b>Identify:</b> How fictional texts portray characters' interactions with the natural world based on gender.  <b>Explain:</b> The social and cultural influences on the relationship between gender and nature.  <b>Analyse:</b> The use of language and literary devices to create specific representations of gender in relation to nature.  <b>Evaluate:</b> The impact of literature in challenging or reinforcing gender stereotypes about the natural world.</p> <p><b>Craft/Write/Create</b></p> <p>A creative writing piece exploring a character's connection to nature, considering how their gender identity shapes</p>	<ul style="list-style-type: none"> <li>● <b>Identify:</b> The conflicts that arise within and between characters due to their relationships.</li> <li>● <b>Explain:</b> How characters' motivations and development are shaped by their relationships.</li> <li>● <b>Analyse:</b> Shakespeare's use of language (dialogue, soliloquies, imagery) to reveal character dynamics and relationship complexities.</li> <li>● <b>Evaluate:</b> The effectiveness of Shakespeare's portrayal of</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Define:</b> Duality and its connection to human nature and identity.</li> <li>● <b>Identify:</b> The ways the novel portrays the struggle between Jekyll's and Hyde's desires.</li> <li>● <b>Explain:</b> The influence of Victorian social norms and scientific ideas on the characters' motivations.</li> <li>● <b>Analyse:</b> Stevenson's use of narrative techniques, symbolism, and characterization to explore the theme of duality.</li> <li>● <b>Evaluate:</b> The effectiveness of <i>Jekyll and Hyde</i> in raising questions about the nature of good and evil within humanity, and its continued relevance to contemporary society.</li> </ul> <p><b>Craft/Write/Create:</b></p> <ul style="list-style-type: none"> <li>● An analytical essay exploring how the concept of duality is developed through a specific character or symbol in the novel.</li> <li>● A creative writing piece from the perspective of either Jekyll or Hyde, revealing their inner thoughts and struggles.</li> <li>● A film treatment or storyboard outlining a modern adaptation of the <i>Jekyll and Hyde</i> story.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Define:</b> Key concepts like power dynamics, leadership styles, civilization vs. savagery.</li> <li>● <b>Identify:</b> The turning points in the novel that lead to the breakdown of order and the rise of violence.</li> <li>● <b>Explain:</b> The motivations and actions of characters like Ralph, Jack, and Piggy in relation to power and leadership.</li> <li>● <b>Analyse:</b> Golding's use of symbolism, characterization, and narrative techniques to explore the themes.</li> <li>● <b>Evaluate:</b> The effectiveness of <i>Lord of the Flies</i> in portraying the destructive potential of unchecked power and the importance of responsible leadership.</li> </ul> <p><b>Craft/Write/Create:</b></p> <ul style="list-style-type: none"> <li>● An analytical essay exploring a specific theme (power, leadership, or violence) in <i>Lord of the Flies</i>, with textual evidence and analysis.</li> <li>● A creative writing piece reimagining a scene from the novel from a different character's perspective, highlighting their understanding of power dynamics on the island.</li> <li>● A public service announcement raising awareness about the dangers of mob mentality and the importance of responsible leadership.</li> </ul>

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		<p>their experience.</p> <p>A short film script or storyboard depicting a story that challenges traditional gender roles in relation to the environment.</p>	<p>relationships in conveying timeless themes and sparking discussion about love, family, loyalty, and power.</p> <p><b>Craft/Write/Create:</b></p> <ul style="list-style-type: none"><li>• An analytical essay exploring a specific relationship in the play, considering its impact on the plot, character development, and the play's themes.</li><li>• A creative monologue from the perspective of a character, revealing their inner thoughts and feelings about a key relationship.</li><li>• A modern</li></ul>		
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## English Curriculum Map

			<p>reimagining of a scene or excerpt from the play, focusing on how the themes of relationships translate to a contemporary context.</p>		
Assessment	<p><b>Component Knowledge Exit Ticket:</b> "Identify two ways the setting in the extract from <i>Wild</i> reflects the character's connection to nature as a woman." (Writing Burst)</p> <p><b>Cumulative Assessment:</b> A comparative analysis of two fictional extracts, exploring how they portray the relationship between gender and the natural world. This analysis should consider the characters' experiences, the use of language, and the broader cultural context.</p>	<p><b>Component Knowledge Exit Ticket:</b> "Identify two ways Shakespeare uses soliloquy in <i>Romeo and Juliet</i> to reveal a character's inner conflict about a relationship." (Writing Burst)</p> <p><b>Cumulative Assessment:</b> An in-depth essay analyzing a specific relationship in the chosen Shakespearean play. This essay should demonstrate understanding of character motivations, dramatic techniques, Elizabethan context, and the enduring relevance of the</p>	<p><b>Component Knowledge Exit Ticket:</b> "Explain two ways the setting of London contributes to the atmosphere of duality in <i>Jekyll and Hyde</i>." (Writing Burst)</p> <p><b>Cumulative Assessment:</b> An in-depth essay analyzing the representation of duality in <i>Jekyll and Hyde</i>. This essay should consider character development, narrative techniques, Victorian context, and the novel's enduring message about human nature.</p>	<p><b>Component Knowledge Exit Ticket:</b> "Identify two ways the use of fire in <i>Lord of the Flies</i> symbolizes the conflict between civilization and savagery." (Writing Burst)</p> <p><b>Cumulative Assessment:</b> A sustained analytical essay exploring a complex theme in <i>Lord of the Flies</i>. This essay should integrate textual evidence, character analysis, symbolism, and the novel's broader message about human nature, power, and the fragility of civilization.</p>	

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			relationship theme.		
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	Core thread						
	KS3 spiral thematic topic						
	Topic	Main exam focus: AQA English Language Paper 2  Themes: Money & Class  English Language AOs: AO1: Identify information in a text. AO2: Analyse language and structure AO4: Evaluate texts AO5: Communicate and organise info. Clearly AO6: Technical accuracy	Main exam focus: AQA English Language Paper 1  Themes: Violence  English Language AOs: AO1: Identify information in a text. AO2: Analyse language and structure AO4: Evaluate texts AO5: Communicate and organise info. Clearly AO6: Technical accuracy	Main exam foci: Power & Conflict Poetry & Unseen Poetry; English Language Revision  Themes: Race & Prejudice  All English Language AOs  All English Literature AOs	Main exam focus: Power & Conflict Poetry; English Language Revision  Themes: Loss & Memory  All English Language AOs  All English Literature AOs	Revision  All English Language AOs  All English Literature AOs	
	Topic vocabulary	<b>Socioeconomic Status:</b> Understanding the	<b>Violence:</b> Understanding the different forms of	<b>Race &amp; Prejudice:</b> Understanding the different forms of	<b>Loss &amp; Memory:</b> Understanding the different types of loss		

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		<p>different levels of social class and their impact on individuals and society.  <b>Representation:</b> Identifying how social class is portrayed in different media texts.  <b>Bias:</b> Recognizing and analyzing the author's perspective and potential biases in texts.  <b>Persuasive Techniques:</b> Analyzing how language is used to influence the reader's opinion about social class.</p>	<p>violence (physical, verbal, emotional) and their impact.  <b>Representation:</b> Identifying how violence is portrayed in texts, considering different perspectives and effects.  <b>Language Techniques:</b> Analyzing how language choices create tension, evoke emotions, and shape the reader's understanding of violence.  <b>Narrative Techniques:</b> Recognizing how plot development, character development, and setting contribute to the portrayal of violence.</p>	<p>racism and their impact on individuals and society.  <b>Representation:</b> Identifying how race and prejudice are portrayed in texts, considering different perspectives and effects.  <b>Power Dynamics:</b> Analysing how power is used to perpetuate or challenge racial inequalities.  <b>Poetic Devices:</b> Recognizing how figurative language and form contribute to the meaning and impact of poems dealing with race.</p>	<p>(personal, cultural, historical) and the function of memory in shaping identity and meaning.  <b>Representation:</b> Identifying how loss and memory are portrayed in texts, considering different perspectives and effects of power.  <b>Power Dynamics:</b> Analyzing how power imbalances can influence experiences of loss and the ability to remember.  <b>Poetic Devices:</b> Recognizing how figurative language and form contribute to the emotional impact and thematic exploration of loss and memory in poems.</p>		
	Disciplinary literacy link	<p><b>Reading:</b> Analyzing non-fiction and media texts to understand how they represent social class and its impact on people's lives.  <b>Writing:</b> Argumentative essays exploring</p>	<p>Reading: Analyzing various texts (fiction, non-fiction, poetry) to understand how they represent violence and its consequences.  Writing: Critical essays exploring the portrayal of violence,</p>	<p><b>Close reading and analysis of poems</b> focusing on race and power conflicts, from the AQA Power &amp; Conflict anthology or other relevant sources.  <b>Practice unseen poetry analysis</b> focusing on</p>	<p>Reading: Analyzing texts (poetry, non-fiction, media) with a critical eye, identifying how race and prejudice are represented, and recognizing potential biases.  Writing: Crafting</p>		

## English Curriculum Map

		<p>the representation of social class and its effects on individuals and society.</p> <p><b>Spoken Language:</b> Participating in class discussions and debates about social inequalities and the impact of media representations.</p>	<p>its impact on characters and readers, and the author's potential purpose.</p> <p><b>Spoken Language:</b> Participating in class discussions and debates about the ethical considerations of portraying violence, the influence of media, and exploring solutions to real-world violence.</p>	<p>identifying themes of race, prejudice, and voice.</p> <p><b>Textual analysis of non-fiction and media texts</b> exploring the representation of race and prejudice in contemporary society.</p> <p><b>Critical essays:</b> Revisiting previously learned essay writing skills to explore the portrayal of race and prejudice in set texts or unseen materials. (Consider power dynamics, language choices, and the author's purpose).</p> <p><b>Debates and discussions:</b> Engaging in respectful discussions and debates about historical and contemporary issues of race and prejudice.</p> <p><b>Creative writing:</b> Composing poems, short stories, or monologues that explore themes of race and prejudice, giving voice to marginalized experiences.</p>	<p>analytical essays that explore the portrayal of race and prejudice in texts, using textual evidence to support arguments and considering the historical and social context (English Language AO3).</p> <p><b>Writing Creatively:</b> Developing poems, short stories, or monologues that explore themes of race and prejudice, giving voice to marginalized experiences and fostering empathy (English Literature AO5).</p> <p><b>Speaking:</b> Engaging in respectful discussions and debates about race and prejudice, learning to articulate their own perspectives while considering different viewpoints (SMSC Link: Social).</p>		
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## English Curriculum Map

	SMSC/International dimension link to build cultural capital	<p><b>Social:</b> Developing critical thinking and communication skills to challenge stereotypes and promote social mobility.</p> <p><b>Moral:</b> Examining issues of fairness, justice, and the impact of wealth disparity.</p> <p><b>Spiritual:</b> Encouraging empathy and understanding towards people from different social backgrounds.</p> <p><b>Cultural:</b> Appreciating the diverse ways social class is represented across different cultures and media forms.</p>	<p>Social: Developing critical thinking and communication skills to analyze the complex issue of violence and its impact on society.</p> <p>Moral: Examining the ethical implications of violence and exploring peaceful conflict resolution strategies.</p> <p>Spiritual: Encouraging empathy and understanding for victims of violence.</p> <p>Cultural: Appreciating the diverse ways violence is represented across different cultures and genres.</p>	<p><b>Social:</b> Developing critical thinking and communication skills to challenge racism and promote social justice.</p> <p><b>Moral:</b> Examining the ethical implications of prejudice and promoting empathy and understanding.</p> <p><b>Spiritual:</b> Encouraging self-reflection about personal biases and fostering a sense of global citizenship.</p> <p><b>Cultural:</b> Appreciating the diverse voices and experiences represented in literature and media regarding race.</p>	<p>Social: Developing critical thinking and communication skills to understand the complexities of loss and promote empathy.</p> <p>Moral: Examining the ethical implications of power structures and their impact on experiences of loss.</p> <p>Spiritual: Encouraging self-reflection and navigating personal loss through understanding the power of memory and identity.</p> <p>Cultural: Appreciating the diverse ways different cultures and historical periods approach loss and memory.</p>		
	Horizon Skills (Link to careers)						
	Knowledge and skills	<ul style="list-style-type: none"> <li><b>Define:</b> Socioeconomic status and its impact on various aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li><b>Define:</b> Different forms of violence and their effects on individuals</li> </ul>	<p>Vocabulary linked to race &amp; prejudice</p> <p>Analysis of voice and theme in poetry</p> <p>Analysis of poetic</p>	<p>Vocabulary linked to loss and memory</p> <p>Analysis of voice and theme in poetry</p> <p>Analysis of poetic techniques and</p>		

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		<ul style="list-style-type: none"> <li>● <b>Identify:</b> The ways different social classes are represented in non-fiction and media texts.</li> <li>● <b>Explain:</b> How language choices and persuasive techniques shape representation.</li> <li>● <b>Analyse:</b> The social and cultural context that influences representations of class.</li> <li>● <b>Evaluate:</b> The effectiveness of texts in portraying social class issues and their impact on readers' perspectives.</li> </ul> <p><b>Craft/Write/Create</b> :</p>	<p>and society.</p> <ul style="list-style-type: none"> <li>● <b>Identify:</b> The ways violence is presented in various texts and the emotions it evokes.</li> <li>● <b>Explain:</b> How language techniques and narrative choices contribute to the impact of violence.</li> <li>● <b>Analyse:</b> The purpose of portraying violence in a text, considering the author's message and potential context (optional for Paper 1).</li> <li>● <b>Evaluate:</b> The effectiveness of the portrayal of violence in achieving its purpose and its potential influence on</li> </ul>	<p>techniques and methods (seen and unseen)</p> <p>Revision of all English Language skills</p>	<p>methods (seen and unseen) Revision of all English Language skills</p>		
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		<ul style="list-style-type: none"> <li>• An argumentative essay exploring how a specific non-fiction or media text portrays social class and its consequences.</li> <li>• A creative writing piece (e.g., short story, poem) that challenges stereotypes about different social classes.</li> <li>• A public service announcement raising awareness about the challenges faced by people from lower socioeconomic backgrounds.</li> </ul>	<p style="text-align: center;">the reader.</p> <p><b>Craft/Write/Create:</b></p> <ul style="list-style-type: none"> <li>• A critical essay exploring the portrayal of violence in a chosen text, considering the impact on characters, the author's purpose, and the potential for social commentary.</li> <li>• A public service announcement raising awareness about a specific form of violence (e.g., bullying, cyberbullying, domestic violence) with a strong call to action.</li> <li>• A creative writing piece (e.g., poem, monologue) that explores the emotional and</li> </ul>				
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## English Curriculum Map

			psychological impact of violence from a character's perspective.				
Assessment	<p><b>Component Knowledge Exit Ticket:</b> "Identify two ways language is used to create a specific image of the working class in the article <i>"The High Cost of Low Wages"</i>." (Writing Burst)</p> <p><b>Cumulative Assessment:</b> A comparative analysis of two texts, exploring how they represent social class and their potential impact on the audience. This analysis should consider language choices, persuasive techniques, and the broader social context.</p>	<p><b>Component Knowledge Exit Ticket:</b> "Identify two language techniques used to create a sense of urgency and danger in the news report about the recent street violence." (Writing Burst)</p> <p><b>Cumulative Assessment:</b> An in-depth critical analysis of the portrayal of violence in a chosen text. This analysis should consider language choices, narrative techniques, the author's purpose (optional), and the effectiveness of the portrayal in engaging the reader and potentially raising awareness of societal issues.</p>	Walking and Talking PPEs	Walking and Talking PPEs			