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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – English Year 7 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2****(2022 - 5 weeks)** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | ***War Horse*** | **Myths and Legends** | **Crime & Punishment** | **Courage** | **I am Malala** | ***Childhood*** |
| **Key Knowledge & Concepts** | * Character development
* Using a persona
* Use of foreshadowing
* Tension building
* Context of WW1
* How to integrate quotations within sentences.
* Using PEE chains to develop analysis.
 | * Conventions and structure of myths and legends.
* Greek and Roman mythological figures.
* Modern re-imaginings inc. ‘Mrs Midas’
* Arthur & Guinevere
* Loch Ness Monster
* Giants Causeway
* Structuring a detailed myth including setting, dialogue and narrative arcs.
 | * Awareness of historical context e.g. prison hulks.
* Genre conventions of crime fiction.
* Literary figures.
* How to integrate quotations within sentences.
* Using PEE chains to develop analysis.
 | * Structure and language used in non-fiction texts
* Development of human themes.
* Features of writing an article
 | * Understanding of and empathy for Malala’s culture.
* Audience reception
* Features of autobiographical writing
* How to structure and control a discursive essay.
 | * Concept of childhood
* How childhood is presented across a range of texts
* Childhood in the Victorian era
* Revision of narrative writing knowledge
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| **Clarity around Sequencing** | **Main links across the curriculum** | Y7 – Au1, Au2, Sp1, Su1, Su2.Y8 – Au2, Sp1Y9 – Au1, Au2, Su2. GCSE – Poetry Anthology. | Y7 – Au1, Au2, Sp2, Su2Y8 –Au2, Sp1.Y9 – Au1, Sp1, Su1.GCSE – Narrative  | Y7 – Au1, Sp1, Sp2, Su1, Su2.Y8 – Au2, Sp1, Sp2, Su1.Y9 – Au1, Sp1, Sp2, Su1, Su2.GCSE – C19th texts. | Y7 – Sp1, Sp2, Su1.Y8 – Au1, Au2, Sp1, Sp2, Su1, Su2.Y9 – Au1, Au2, Sp1, Sp2, Su1, Su2.GCSE – non-fiction texts | Y7 –Sp1, Sp2, Su1, Su2.Y8 –Sp2.Y9 –Sp1, Sp2, Su2.GCSE - Transactional | Y7 – Au1, Sp1, Su1, Su2.Y8 – Au2, Sp1, Su2.Y9 – Au1, Sp1, Su1.GCSE – Narrative writing  |
| **Cross – curricular / Authentic Links** | Y7 Dance – term 1bWW2 dance choreography. Y9 RS -term 1Are humans equal?Y8 History – term 3b – how far is war a catalyst for change? | Y7 Drama – term 2bGreek Theatre | Y7 Drama – term 3bCluedo | Y8 drama – term 3b | Y7 RS -term1, 2 and 3bWhat unites and divides Christians?Is belonging about religion?Does religion help people belong?Y9 – RS term 1Are humans equal?Y10 - Geography – term 1aUrban issues and challenges | Y7 Drama – 2aPantomime  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Animals and war – British library textThe forgotten ArmyThe real war horses – faithful unto deathHorse heroesThe animal victims of the first world war were a stain on our conscience. | King Midas and the golden touch. Mrs MidasDaedalus and IcarusThe giant storyLoch Ness Monster hunter films.The myth of PrometheusThe death of GelertBeowulfThe CyclopsThe KrakenKing ArthurNear Avalon | Great ExpectationsThe Red RoomA study in ScarletLamb to the SlaughterFlannan IsleNo1 Ladies Detective agency.  | A sporting momentInvictus articleGoing soloI am Malala Greta Thunburg articleHunger gamesAnimals and courageWonder | I am Malala | BlessingRoll of ThunderDead man’s coveHarry PotterLondon EyeNarnia extract |
| **Ext. Writing** | How is the character of Albert presented in ‘war horse’?Book review of war horse.  | Writing a myth or legend. Re-writing a known tale with a different perspective.  | Creative writing creating their own master criminal.Reading responses to The Red Room and The Hound of the Baskervilles. | Article for school magazinePersonal response to Malala extract | Essay on the value of education. Question – how do you feel about your education? | Extract style questions using reading skills to respond to Roll of Thunder.Adventure narrative |
| **Key****Vocabulary** | ProtagonistAntagonistCircular plot | AnthropomorphismArchetypalHubrisLabyrinthMetamorphosisMythNemesisQuestSaga | Corporal punishmentCapital punishmentCriminalCourtJudge JuryHulksTransportation | ResilientActivistDeterminationCourageous | Qur’an Swat Taliban Islam Sharia Propaganda Prologue Foreshadowing Culture Terrorism*Exodus* Compulsory Education | Anthropomorphism Romanticism |
| **Memory & Cognition** | **Retrieval/ Formative Assessment** | **Start** | Quiz to check prior knowledge of Historical Context.  | Quiz to check prior knowledge of Literary Context.-Recall of why storytelling is important.  | Quiz to check prior knowledge of Historical and Literary Context.-revision of PEA chains to answer Magwitch question- recap of chapter and context – linking together.  | - vocabulary retrieval skills  | Quiz to check prior knowledge of Historical and Literary Context. | -recap of Victorian England.  |
| **On going** | -. Rhetorical devices in the recruitment poster lesson.- Captain Nicholls character retrieval - Summaries of chapters after they have been read. - Descriptive techniques in lesson 6. - character recalls as starters for several lessons.  | - summary of story the lesson after the story has been read.- recap of genre features after reading each story. - recap of how to write PEA chains. - recap fairy tale conventions.- revise of key and new vocabulary throughout the unit of work.  | - revision of key and new vocabulary throughout the unit of work. - summary of story the lesson after the story has been read.-recap of different genre features throughout their week of study. - Quiz on learning from the previous week as students move into the next weeks tasks.  | Vocabulary checks throughout the unit of work. Revising key features of the genre through the different stories that are looked at. Retrieval of basic grammar skills through starter tasks | -Chapter summaries- revision of key and new vocabulary throughout the unit of work.  | Vocabulary checks throughout the unit of work. Revising key features of the genre through the different stories that are looked at. Retrieval of basic grammar skills through starter tasks |
| **End** | -general quiz about the novel.  | - revise of newspaper writing and diary skills.  | -recap of emotive language in non-fiction text.  | Retrieval of prior knowledge to complete the QMA. | Retrieval of prior knowledge to complete the QMA. | Retrieval of prior knowledge to complete the QMA. |
| **Assessment** | **Summative****Assessment** | Character analysis of Albert. | Write a myth or legend using the conventions learnt during the unit. | Reading Assessment based on an extract from *The Hound of the Baskervilles* | Article for the school magazine about how young people can change the world. | Write a discursive essay (writing to argue) on the value of education. | Close analysis of the presentation of childhood in a literary text. |
| **Possible misconceptions** | The narration is from the voice of a horse. They need to understand why the writer chose to do this and the impact it has on the story. That it is set in WW1 not WW2.  | Mixing up the different features of myths and legends.  | Separating fiction and reality within this unit.  |  | Some children have difficult childhood. Can be unaware of the struggles elsewhere in the world. That not all people in Pakistan agreed with the Taliban. |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | Role of soldiers and horse in the war.Albert’s choice to look after his horse | Morality within stories.Characters who show the ability to be determined.Looking at modern re-imaginings to understand how the world has changed.  | Characters who show the ability to be determined. | Real life examples of how courage can be shown. Understanding of why figures have chosen causes to fight for. Stories of determination. Looking a figure that children should aspire to be like and who inspire them.  | Understanding of how to respect other cultures and traditions.Malala is a clear example of how you can demonstrate resilience. Understanding of the modern world and how different it can be outside of life in the UK. Malala is a person the students can aspire to. | Understand of childhood and the different experiences people can have.  |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – English Year 8 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | **Poetry Through Time** | ***A Christmas Carol*** | **Gothic** | **Speeches & Monologues** | ***Macbeth*** | **Travel** |
| **Key Knowledge & Concepts** | * Introduction to eras within the literary heritage: Old English, Middle English, Elizabethans, Renaissance, Romanticism, Modernism, Contemporary
* Introduction to how English Language changed over time.
* Sonnets – structure and rhyme.
* Literary terminology
* Using PETAL chains to analyse language
* How to write a poetry essay
 | * Characterisation
* Themes
* Literary terminology
* Audience reception – Victorian and modern
* Historical context
* Structure and style of Victorian writing.
* Using PETAL chains to analyse language
 | * Genre conventions.
* How the genre has developed over time.
* Descriptive vocabulary.
* Structuring a detailed narrative including, foreshadowing, tension building, effective settings to establish atmosphere and narrative arcs.
 | * Rhetorical devices
* Analysing how arguments are structured and developed.
* Speech openings and endings
 | * Characterisation
* Themes
* Genre conventions of tragedy
* Dramatic irony
* Literary terminology
* Audience reception
* Prose, Blank verse.
* Using PETAL chains to analyse language
 | * Style and structure of travel writing including travelogues.
 |
| **Clarity around Sequencing** | **Main links across the curriculum** | Y7 – Sp2, Su2.Y8 – Au1, Su1, Y9 – Au2, Su2.GCSE- Anthology and Unseen | Y7 – Au1, Sp1, Su1, Su2.Y8 – Au2, Sp1Y9 – Au1, Au2, Su2. GCSE – Victorian texts and contexts. | Y7 – Au1, Au2, Sp2, Su2Y8 –Au2, Sp1.Y9 – Au1, Sp1, Su1.GCSE – Narrative. | Y7 – Sp2, Su1.Y8 – Sp1, Sp2, Su1.Y9 – Au1, Sp1, Sp2, Su1, Su2.GCSE – Transactional. | Y7 – Au1, Au2, Sp1, Sp2, Su1, Su2.Y8 – Au1, Au2, Sp1, Sp2, Su1, Su2.Y9 – Au1, Au2, Su1, Su2.GCSE- Romeo and Juliet. | Y7 – Sp2, Su2.Y8 – Sp2, Su2.Y9 – Sp2, Su2.GCSE- Transactional. |
| **Cross – curricular / Authentic Links** | History Y7 – term 1a - British isles pre 1066 | Y8 History – spring term 2b | Y7 drama –term 1b Darkwood manor | History Y9 – term 2a – Martin Luther King | Y7 drama – term 2bPhysical theatreY7 History – term 2b – medieval monarchsHistory Y11 – term 2b The Elizabethan eraY11 drama – term 1a Shakespeare | Y7 geography – term 2aWeather And climate3aThe growth of warrington.Y8 Geography – British Isles knowledge |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | BeowulfCanterbury TalesSonnet 18Sonnet 116Solitude: an OdeExtract from the prelude (not GCSE extract)I wandered lonely as a cloudThe chimney SweeperFuneral BluesHalf caste | A Christmas Carol | The Woman in BlackDraculaFrankensteinThe Fall of the House of UsherHarry PotterThe Monkey’s Paw | Speeches by:Barack ObamaMartin Luther KingColonel Tim CollinsSt CrispinWe shall fight them on the beaches. The king’s speech | Macbeth | Mindless in GazaNotes from a small IslandLitter louts and bad drivers will ruin our British SummerThe Lost Continent |
| **Ext. Writing** | Writing poetryResponse to a poem. | Response discussing the characterisation of Scrooge.How is the season of Christmas presented in the novel? | Write a gothic narrative | Response to Sea WorldHow would you change the world? | How does Shakespeare present Macbeth?Extended response to two extracts from the play.  | Piece of travel writing on WarringtonExtended piece of travel writing on a place of their choice.  |
| **Key****Vocabulary** | AlliterationAssonance Colloquial languageCouplet Dialect Enjambment Iambic pentameter MetaphorOctave Onomatopoeia Oxymoron Pathos Personification Petrarchan SonnetQuatrainSestet Shakespearean SonnetSonnet.Simile Tone  | Victorian Literature WorkhouseForeshadowingStaveSymbolism OxymoronEmotive languagePersonificationRedemptionTraditionCapitalismSocial criticism Novella | RancidGhastlyEeriePutridMalevolentSpectralDilapidatedOminousMacabrePetrifyingDerelictSinisterBlood-curdlingDankIrksomeSecludedMelancholyDismalMorose  | Rhetorical questionEmotive languageRepetitionRule of ThreePatriotic languageDirect address | SoliloquyAsidePlay ScriptMetaphorDramatic IronyForeshadowingHamartia | Self-deprecating humour Stereotype Hyperbole SuperlativeDysphemism Euphemism Bathos  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Recall of understanding from middle English poetry.  | Recall of PETAL chains and how to approach them when completing a reading answer. Retrieval of context in lesson 3.  | Recall of genre.Vocabulary that is appropriate is revisited with new vocabulary added.  | Recap of persuasive techniques through identifying them in advertisements.  | Recap of Shakespearean tragedies.  | Quiz to recap key moments from across Year eight.  |
| **On going** | Vocabulary checks throughout.Quizzes to check understanding of poetic terminology using challenge grid. Link to what they have already understood about Shakespeare. Retrieval throughout of new poets and genres of poetry.  | Hot seating of characters to recap knowledge.Sympathy graph to retrieve information from stave 1. Plotting the change of Scrooge through each Stave. Vocabulary checks throughout.Stave recall before reading the next one.  | Recall of key characteristics of characters and setting through looking at extracts from different texts. Revision of key literary techniques in descriptive writing. Recall of narrative structure and hooks from Y7.  | Recall of persuasive techniques through multiple quizzes and retrieval activities throughout the scheme of work. Students are also required to spot them in a range of different texts.  | Scene by scene revision activities to check student understanding. Retrieval of contextual factors that influence the play such as the supernatural. Vocabulary checks throughout. | Recall of the different features of travel writing. Vocabulary checks throughout.Unit consists of travel writing in different forms including poetry, blogs and descriptive writing which allows students to recall what they have learnt across Year 8.  |
| **End** | Retrieval of prior knowledge use in preparation of the monitoring assessment and QMA. | The ghosts of Christmas – have we learnt out lesson activity.  | Students choose an author of gothic fiction from a list, read a short story by them and create a short PPT to consolidate the learning.  | Students to write their own speech and use the persuasive techniques they have learnt this half term.  | QMA assesses knowledge from the play and ability to use PETAL paragraphs.  | Watch Susan Calman’s day out and complete the quiz on travel writing.  |
| **Assessment** | **Summative****Assessment** | An analytical essay about ‘The British’ by Benjamin Zephaniah | How does Charles Dickens present Christmas? Focus on language analysis | Write a short story using gothic genre conventions. | Write and deliver a speech linked to the environment. | Character essay- How does Shakespeare present Macbeth? | Write a travelogue using genre conventions. (Inform and entertain) |
| **Possible misconceptions** | That poems don’t always have to rhyme. |  | That gothic isn’t the same as horror.  |  |  | Travel writing doesn’t have be about a foreign place.  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | A range of poems with different subject matters to encourage a sense of respect from students. Modern poetry has been used to develop their awareness of the modern world.  | Scrooge develops his sense of responsibility and respect over the course of the novel. Sense of resilience of created through the Tiny Tim and family.  | The writers chosen for this unit create a sense of aspiration within the children as they initially may feel they are too difficult because of the language choice in the text.  | Powerful topics with the speeches chosen for students to develop the ideas of responsibility and respect. A range of speeches chosen from the modern world discussing themes and ideas that a relevant to students now. Studying people like MLK give students a sense of aspiration.  | Character arcs can give a sense of resilience when students see what they achieve in adversity. | A range of modern travel writing is used.  |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – English Year 9 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | ***To Kill A Mockingbird*** | **War Poetry** | **Dystopia** | **Persuasive Writing** | **Noughts and crosses** | **Responsibility**  |
| **Key Knowledge & Concepts** | * Characterisation
* Themes
* How to analyse effects of language choice.
* Literary terminology
* Structuring a coherent argument
* 1930s USA contexts
* Contemporary relevance.
* Using PETAL chains to analyse language
 | * Poetic devices and their effects.
* Context of writing as a soldier or pacifist.
* Context of WW1 / WW2 / Vietnam / Iraq.
* Using comparative language in analysis.
* Poetic forms.
* Using PETAL chains to analyse language
* Develop a more independent and mature approach when writing about poetry
* Using PETAL chains to analyse language
 | * Genre awareness
* Audience reception
* 1945 – Hiroshima
* Structuring a detailed narrative including dystopian conventions, foreshadowing, tension building, effective settings to establish atmosphere and narrative arcs.
 | * Rhetorical devices
* Addressing audience and purpose.
* Structuring and developing a coherent argument.
* Format and conventions for transactional texts inc. formal letters.
 | * Script writing
* Study of a modern play (character, theme of responsibility)
* Conventions of a play (aside, monologues, stage directions, structure)
 | * Structuring and developing an argument in the form of an article.
* Media responsibility and fake news.
* What makes a news story credible?
* How to produce a media text.
 |
| **Clarity around Sequencing** | **Main links across the curriculum** | Y7 – Au1, Sp1, Su1, Su2.Y8 – Au2, Sp1Y9 – Au1, Au2, Su2. GCSE – Narrative and Fiction comprehension. | Y7 – Sp2, Su2.Y8 – Au1, Su1, Y9 – Au2, Su2.GCSE-Poetry anthology | Y7 – Au1, Au2, Sp2, Su2Y8 –Au2, Sp1.Y9 – Au1, Sp1, Su1.GCSE – Narrative | Y7 – Au1, Sp1, Sp2, Su1, Su2.Y8 – Au2, Sp1, Sp2, Su1.Y9 – Au1, Sp1, Sp2, Su1, Su2.GCSE – Transactional. | Y7 – Sp2, Su1, Su2Y8 – Sp2, Su1Y9 – Au1, Sp1, Su2GCSE – Romeo and Juliet. | Y7 – Sp2, Su1, Su2.Y8 –Sp2, Su1, Su2.Y9 – Sp2, Su2.GCSE – *An Inspector Calls*. Non-fiction texts. |
| **Cross – curricular / Authentic Links** | Y9 RS – term 1Are humans equal?Y9 History - term 1 – What is the impact of discrimination on people and society? | Y7 dance – term 1bWorld War 1 choreography. Y8 History – term 3b – how far is war a catalyst for changeY9 Y9 History – term 3a – why have individuals been significant in their age? | Biology – Y10 term 2aVaccinationsHistory - ?? | Y9 History – spring term  | Y9 History – spring term | Y9 RS – term 3 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | To Kill a Mockingbird | The HeroWar PhotographerIn Times of PeaceThe Falling LeavesBelfast ConfettiExposure | Hiroshima poemThe Handmaid’s Tale1984Brave New WorldThe Children of ManFreedom | Speeches by:Martin Luther KingBoris Johnson (may change to be update with current PM as scheme progresses)Armistice day letterDigital detox letterShould we colonise Mars letter?A selection of blogs.Do video games make people violent – article.Homeless article | Noughts and CrossesStill I rise for you. Stephen Lawrence newspaper article | Responsibility poemThe Road not takenArticle ‘taking the knee’The strictest school in BritainHard Times extract.  |
| **Ext. Writing** | How is the Character of Mayella Ewell presented?How is Boo Radley presented in the novel? | How does Carol Ann Duffy encourage us to think about war in War Photographer? | Writing their own Dystopian themed short story. | Writing a blog about a popular tourist destination.A letter to the PM about homelessness. | Extract questionHow are the Magregor’s presented?How is tension build in scene 21? | Write an article about a topic they feel a sense of responsibility for.  |
| **Key****Vocabulary** | PrejudiceBildungsromanCircular plotMotifProtagonistAntagonistSymbolism | Armchair war supporterPacifistTrenchPropagandaDulce et decorum est pro patria moriNationalistShell Shock | DystopiaLethalImposeBrutalPropulsiveMandateFerociousInevitablyTotalitarianDevourTributePeril | Rhetorical questionEmotive languageRepetitionRule of ThreePatriotic languageDirect address | SoliloquyAsidePlay ScriptMetaphorDramatic IronyForeshadowing | Responsibility. GenreMoralityLiteralMetaphoricalExtended metaphorEmotive languageRhetorical questionsDirect address Philosophy  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Checking understanding of historical context. Quiz on key terminology to be used when analysing a novel.  | Recall of AFOREST lesson 1.Recall of prior contextual understanding of WW1  | Revision of key techniques to use when writing narratives such as protagonist.  | Recap of persuasive techniques studied in Y8.  | Recap of key information learnt from To Kill a Mockingbird.Revise of playscripts.Revision of key terminology,  | Recap of morality linking back to the key characters from KS3 including Atticus Finch and Scrooge.  |
| **On going** | Vocabulary checks throughout the unit of work. Revising knowledge about previous chapters of characters through a range of retrieval activities. | Recapping poems as hey are being studying and then as they move on to other lessons. Revision of PETAL chains to complete poetry answers. Recall 5 activities and challenge grids to revision poetic devices.  | Dystopia is a difficult concept so the key features of the genre are review throughout the scheme. Descriptive techniques revision.Recall – settings and characterisation. Vocabulary checks throughout the unit of work.  | Recall of persuasive techniques through multiple quizzes and retrieval activities throughout the scheme of work. Students are also required to spot them in a range of different speeches.  | Revisit features of newspaper articles. Revision of PETAL chains. Revision of the features of poetry. | Challenge grids used throughout the unit to recap skills and key terminology. Recap of all 7 pieces of transactional writing the students cover at KS3.Recap of each writing type at the start of each lesson for the week they are being taught.  |
| **End** | Retrieval of prior knowledge use in preparation of the monitoring assessment and mini QMA. | Poetic techniques revision quiz.  | Retrieval of dystopian genre concepts and narrative writing skills – applied to their QMA.  | Students to write their own letter and use the persuasive techniques they have learnt this half term. | Recap of how tension is created.Recap of language analysis skills |  |
| **Assessment** | **Summative****Assessment** | How does Harper Lee present Boo Radley at key points in the novel? | Comparative essay. Compare ‘Falling Leaves’ to one other poem studied during the half term. | Plan and write a dystopian short story using genre conventions. | Write a persuasive formal letter to local MP linked to a real-life situation. E.g. Homelessness | How are the McGregor family presented on page 57, 58 and 59 of the play Noughts and Crosses? | Write an article for a teenage magazine linked to the theme of responsibility. |
| **Possible misconceptions** | Vocabulary misconceptions.Misconceptions of the treatment of black people in America after slavery ended.  | Contexts and events in the different wars. | Overall concept of a dystopian world can be difficult for lower ability students.  | Mixing up poetic and persuasive devices.  | Understanding of some of the key historical moments that lead to the play being written.  | Students to apply knowledge from across KS3 to write final article.  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | Themes in the novel invite discussion on responsibility and respect. Characters demonstrate resilience throughout the novel.  | Themes based around why soldiers choose to fight for their country and how we feel about them for doing this. Resilience of war throughout the unit. Unit includes modern war poetry which will give them a sense of what is happening in the world.  | Characters in dystopian fiction always demonstrate a lot of resilience in the setting they find themselves in. Dystopia is a take on the modern world and makes students reflect on some of the issues we have in the modern world.  | Speeches chosen by people who have a sense of responsibility to fight for a cause. Speeches included from the modern world to give students a range of perspectives. Resilience shown in all of the stories behind the speeches.  | Themes in the play invite discussion on responsibility and respect. Characters demonstrate resilience throughout the play. | The unit offers a range of different opportunities to discuss the theme of responsibility. Lots of context from the modern world – we change certain lessons every year to ensure we include the most recent and up to date events.  |



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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject **English** – Year 10 |

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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | ***Romeo and Juliet*** | **Transactional Writing** | ***An Inspector Calls*** | **Non-Fiction Comprehension** | **Non-Fiction Comprehension & Poetry** | **Exam Revision****Spoken English** |
| **Key Knowledge & Concepts** | * Characterisation
* Themes
* Play as a tragedy
* Dramatic irony
* Literary terminology
* Structuring a coherent argument
* Audience reception
* Prose, Blank verse, sonnet.
 | * Conventions of non-fiction texts.
* Format
* Writing to meet the needs of a specific audience.
* Sustaining an argument, developing a response.
* Discourse markers.
 | * Characterisation
* Themes
* Dramatic devices
* Literary terms
* Dramatic irony
* Structuring a coherent argument
* Audience reception
* Priestley’s intent
* 1912/1945 social & political context
 | * How to respond to specific questions:
* Language analysis
* Evaluation
* Synthesis
* Comparison
* Subject terms
* C19th contexts.
 | * Relevant contextual info per poem
* Themes
* Literary terminology
* Structuring a comparative essay
* Romanticism
 | * How to structure a presentation for a formal setting.
* Respond appropriately to questions
* Use spoken Standard English effectively.
 |
| Write in a critical styleDevelop informed personal responses.Analyse how language creates meanings and effects. | Communicate clearly adapting tone, style and register to suit purpose and audienceOrganise ideas, using grammatical features to support coherenceUse a range of vocabulary and sentence structures, with accurate spelling and punctuation. | Write in a critical styleDevelop informed personal responses.Analyse how language creates meanings and effects. | Identify and interpret explicit and implicit information and ideasSynthesise evidence Explain how writers use language and structure to achieve effects and influence readersCompare ideas and perspectivesEvaluate texts critically | Write in a critical styleDevelop informed personal responses.Analyse how language creates meanings and effects. Understand links to context. | Speak using standard English.Ensure the topic has a level of challenge.Think about the structure of your speech.Try to answer questions with detailed answers to demonstrate your knowledge.  |
| **Clarity around Sequencing** | **Main links across the curriculum** | Y7 – Su2?Y8 – Su1.GCSE – Inspector Calls, Unseen, Poetry, *War of the Worlds* | Y7 – Sp2.Y8 – Sp2, Su2.Y9 – Sp2, Su2.GCSE – Narrative (accuracy) Non-fiction | Y7 – Sp1.Y8 – Su1.Y9 – Su2.GCSE – *Romeo and Juliet,* Unseen, Poetry, *War of the Worlds.* | Y7 – Au2, Sp1, Sp2, Su1Y8 – Sp2, Su2.Y9 – Sp1, Sp2, Su2.GCSE – Transactional Writing, Fiction comp. | Y7 – Au2, Sp1, Sp2, Su1Y8 – Au1, Sp2, Su2.Y9 – Au2, Sp2, Su2.GCSE – Unseen, Non-fiction comp. | GCSE - Au1, Au2, Sp1, Sp2, Su1. |
| **Cross – curricular / Authentic Links** | History Y11 – term 2b The Elizabethan eraY11 drama – term 1a Shakespeare | RS Y9 – term 3 | History Y9 - term 1a | Y8 History – spring term 2b | Y11 History – term 2a | RS Y9 – term 3 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Romeo and Juliet.  | A range of transactional texts as examples. A range of exemplar responses.  | An Inspector Calls | A range of transactional texts from both the 19th century and modern day (most selected by exam board on previous exam papers. ) | Poetry from the EDUQAS poetry anthology.  | Revision pre-mock. |
| **Ext. Writing** | Essay question for monitoring assessment.Extract and essay question for the QMA.  | Formal letterInformal letterArticleReviewSpeechReport Guides | Exploding extract questions | Language analysis questionEvaluation questionComparison question | A section A response focus on one poem.A section B response focused on two comparison poems.  | Mocks |
| **Key****Vocabulary** | Prose, Blank Verse, sonnet. | Rhetorical questionEmotive languageRepetitionRule of ThreePatriotic languageDirect addressPurposeAudienceFormat | SocialismCapitalism MicrocosmFractious | AnalyseCompareSynthesiseEvaluateCriticalPerceptiveOverview | AnalyseCompareSynthesiseEvaluateCriticalPerceptiveOverviewAlliterationAssonance Colloquial languageCouplet Dialect Enjambment Iambic pentameter MetaphorOctave Onomatopoeia Oxymoron Pathos Personification Petrarchan SonnetQuatrainSestet Shakespearean SonnetSonnet.Simile  | Summary of all key vocabulary taught so far.  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Recap of the key features of script writing.  | Retrieval of persuasive features and basic writing skills.  | Recap of the key features of script writing. | Recap of PETAL chains from KS3 and explanation of how to adapt for the exam.  | Recap of the key terminology to use in poetry and non-fiction comprehension from last term.  | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  |
| **On going** | Learning of key quotations from the play to use in their writing responses.Recap of key events from each scene at the start of each scene.  | Romeo and Juliet starters throughout to recap last term. Recaps within each week of lessons on the writing style for that week.Recap before monitoring assessment and QMA of the writing styles done so far.  | Transactional and Romeo and Juliet retrieval throughout. Recap of each act before moving on the next. Learning of key quotations from the play to use in their writing responses. | Transactional, Romeo and Juliet and Inspector Calls starters throughout.Retrieval of the different question types throughout the scheme of work.Key vocabulary for question stems revisited.  | Transactional, Romeo and Juliet, Inspector Calls and non-fiction comprehension starters throughout. Poetry recaps when moving on to the next poem.Terminology quizzes.  | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  |
| **End** | Completion of full QMA to demonstrate understanding of characters and themes.  | Completion of QMA to show understanding of writing styles and basic skills.  | Completion of full QMA to demonstrate understanding of characters and themes. | Completion of all questions for QMA to test knowledge.  | Completion of poetry QMA.  | Completion of mocks.  |
| **Assessment** | **Summative****Assessment** | QMA – 1 hourExtract (Nurse) and essay (sympathy) | QMA – 1 hour2 Transactional Tasks (Letter and speech) | QMA – 45 minutesExploding extract (Gerald). | QMA – 1 hour Comprehension (Volcanoes) | QMA – 40 minutesPoetry comparison (Childhood) | End of Year exams:Full P2 Lang.Full P1 Lit. |
| **Possible misconceptions** | No contextual knowledge needed. | Questions that involve writing to the editor – he isn’t the audience. Use of ‘you’ (audience) | Time period it is set/written in – important to their understanding of events and voice. Socialism/communism – they aren’t the same.  | The different types of questions.  | Wars linking to war poetry. Persona Vs writer. |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | Who is responsible for the deaths of Romeo and Juliet discussion.  | Texts used are from the modern world. Target audiences have a real world setting which allows students to reflect on this.  | Character of Eva Smith has a sense of aspiration which is discussed. Who is the blame for the death of Eva Smith? | Use of modern and Victorian texts matched by theme.  | Modern poetry included. A range of different voices and life situations is used within this anthology.  | Giving a speech to peers. Completion of mocks.  |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – **ENGLISH** Year 11 |



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| --- | --- | --- | --- | --- | --- | --- |
| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** |
| **Clarity around knowledge** | **Theme/Topic** | **Fiction Comprehension & Narrative Writing** | ***The War of the Worlds*** | **Unseen Poetry** | **Revision** | **Revision** |
| **Key Knowledge & Concepts** | * How to respond to specific questions:
* Language analysis
* Evaluation
* Constructing a believable scenario.
* Writing a complete narrative in 45 mins.
* Effective narrative hooks
* Using ambitious vocabulary.
 | * Victorian context
* Colonialism
* Darwinism
* Characterisation
* Themes
* Genre – sci-fi and scientific romance.
* Literary terminology
* Structuring a coherent argument
 | * Literary terminology
* Analysing the meaning of language.
* Structuring a comparative essay.
 | Revision should be based on individual classes mocks results and decided by their teacher.  | Revision should be based on individual classes mocks results and decided by their teacher. |
| Interpret explicit and implicit information Analyse how writers use language and structure to achieve effectsEvaluate textsCommunicate clearly and imaginatively.Use a range of vocabulary and sentence structures. | Write in a critical styleDevelop informed personal responses.Analyse how language creates meanings and effects. Understand links to context. | Write in a critical styleDevelop informed personal responses.Analyse how language creates meanings and effects. | Revision should be based on individual classes mocks results and decided by their teacher. | Revision should be based on individual classes mocks results and decided by their teacher. |
| **Clarity around Sequencing** | **Main links across the curriculum** | Y7 – Au2, Sp1, Su2.Y8 – Sp1.Y9 – Au1, Sp1, Su1.GCSE – Y10 | Y7 – Sp1.Y8 – Au1, Au2.Y9 – Sp1.GCSE - Inspector Calls, Unseen, Poetry, *Romeo and Juliet* | Y7 – Au2, Su1, Su2.Y8 – Au1.Y9 – Au2, Sp1.GCSE - Poetry | GCSE – full course revision | GCSE – full course revision |
| **Cross – curricular / Authentic Links** |  | Y7 Science - 2aY8 Science – 2a |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | A range of extracts from shorts stories and exemplar stories from the exam boards.  | War of the Worlds | Range of different poetry (mostly modern) | Teacher choice of texts.  | Exams |
| **Ext. Writing** | Their own narratives.Completion of full C1.  | Exploding extract question. | A section A response focus on one poem.A section B response focused on two comparison poems. | Teacher choices of exam questions.  | Exams |
| **Key****Vocabulary** | AnalyseCompareSynthesiseEvaluateCriticalPerceptiveOverview | GenreSymbolismScience fiction | Couplet Dialect Enjambment Iambic pentameter MetaphorOctave Onomatopoeia Oxymoron Pathos Personification Petrarchan SonnetQuatrainSestet Shakespearean SonnetSonnet.Simile | Summary of all key vocabulary taught so far. | Summary of all key vocabulary taught so far. |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Recap of descriptive techniques and the question types from C2 studied in Y10.  | Victorian England contextual recap.  | Poetic devices recap.  | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  |
| **On going** | Transactional, Romeo and Juliet, Inspector Calls and non-fiction comprehension starters throughout. | Transactional, Romeo and Juliet, Inspector Calls, non-fiction/fiction comprehension and narrative starters throughout. | Transactional, Romeo and Juliet, Inspector Calls and non-fiction/fiction comprehension, narrative and WOTW starters throughout. | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  |
| **End** | C2 full exam paper | Mocks | Unseen poetry paper | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  | Quizzes, GCSE POD, practice papers, planning question answers, vocabulary retrieval, quotation retrieval.  |
| **Assessment** | **Summative****Assessment** | QMA – 1 hour Comprehension (Emma and Robbie) | Mock ExamsPaper 1 Language Paper 2 Literature | QMA – 1 hourUnseen (Bamps / Grandparents) | Students complete regular timed essays in lessons. | Final exams |
| **Possible misconceptions** | That they should ‘feature spot’  | Not set in modern day. Tom Cruise film version(not shown in school) but a lot have seen it.  | Mixing up writer and persona in a poem. |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | A range of difficult extracts chosen.  | Main character has to survive in a difficult situation and stay hopeful when all seems lost.  | A range of modern poetry with modern themes is used.  |  |  |