

Inspire, Challenge, Enrich

SUBJECT/YEAR - Curriculum maps

Department mission/curriculum statement: e.g. Science department aims to enable students to appreciate the awe and wonder of the world around them, by giving them the skills and knowledge to make informed decisions in a rapidly changing society.

Year 7	Autumn HT 1	Autumn HT 2		Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Reciprocal Reading Strategies Writing Skills	19 th Century Poetry – Gothic Writing Skills		21 st century novel – ‘A Monster Calls’ Writing Skills	21 st century novel – ‘A Monster Calls’ Writing Skills	Shakespeare – ‘Romeo and Juliet’ Writing Skills	Shakespeare – ‘Romeo and Juliet’ Writing Skills
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Skills: Introduce reciprocal reading strategies Decoding / comprehension Knowledge: Students will be introduced to the reciprocal reading strategies to help them develop and improve their reading skills. The strategies are designed to encourage students to become effective independent readers. The strategies taught will provide students with a method of approaching different texts.	Skills: - How to use reciprocal reading strategies - The conventions of Gothic Literature - The different types of poems - The historical context of Gothic Literature - How a poem is structured - Difference between the speaker and the poet - To know how to write using pathetic fallacy Knowledge: Students will read a range of poems from the gothic genre. Students will be able to decode and make inferences about a range of poems and explain how different writers present ideas using appropriate terminology. Students will be introduced to a range of poetic techniques considering why they may have been used.		Skills: - Decoding/comprehension - Developing use of reciprocal reading strategies - Analysis - What grief is and its impact - How the novel’s structure impacts a reader - How the writer uses symbols and motifs - The purpose of the stories told by the monster? How the writer uses the monster - How Conor develops through the novel Knowledge: Students will read a complete novel which deal with difficult themes including grief and loss. Students will develop an understanding of contextual links between texts and consider how and why writers have presented ideas in particular ways. The unit will develop their analytical skills. Through reading the novel, students will be challenged to develop their understanding of human relationships.		Skills: - Identify and explain the effect of symbolism and motifs in specific texts - Explain how key themes are presented in the texts in specific texts - Explain the difference between meaning and intentions of specific words - Construct personal viewpoints - Write about the protagonists and antagonists - Select and embed relevant textual detail - Analyse the writer’s use of language, structure and form - Make inferences - Consider alternative interpretations - Evaluate the writer’s intent Knowledge: Students will study 16th century literature through Shakespeare’s ‘Romeo and Juliet’. They will learn the conventions of a Shakespearean tragedy and the characteristics of a tragic hero. They will evaluate Shakespeare’s message and explore the viewpoint he expresses through his reflection of society and link to its relevance in the 21 st century. Students will focus on critical reading skills, taking the opportunity to navigate a whole Shakespeare text for the first time. Students will continue to develop their ability to analyse language, structure and form.	
Key Vocabulary (School Improvement Priority)	- Predictor - Summariser - Clarifier - Questioner	- Metaphor(ical) - Simile - Stanza - Rhythm - Rhyme - Repetition - Enjambment - Alliteration - Sibilance - Refrain - Gothic - Atmosphere - Tension - Conventions	- Suspense - Supernatural - Pathetic Fallacy - Allusion - Blank verse - Form - Structure - Sonnet - Literal - Personification - Foreshadowing	- Symbolism - Motif - Allegory - Foreshadowing - Narrative perspective - Representation - Figurative language - Inference - Dramatic vehicles - Grief - Morals	- Tragedy - Protagonist - Antagonist - Tragic hero - Fables - Conflict - Emotional awareness - Analysis - Internal monologue	- Tragedy - Protagonist - Antagonist - Tragic hero - Anti-hero - Hamartia - Conflict - Soliloquy	- Prologue - Symbolism - Motif - Patriarchy - Prejudice - Morality - Fate - Sonnet Form

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Extended Writing / Disciplinary Reading (School Improvement Priority)	Extended writing Writing challenge following a three week cycle: Conventions – Planning – Writing – Assessment. Disciplinary Reading: Students will read different short stories to apply the skills being taught.	Extended writing: Writing challenge following a three week cycle: Conventions – Planning – Writing – Assessment. Tasks will include: writing gothic opening/ non-fiction writing. Disciplinary Reading: Students will read a range of gothic poems and examples of gothic texts to improve their knowledge of the genre.	Extended writing: Weekly writing challenge following a two week cycle: Conventions – Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: In addition to reading a complete text, students will read a range of non-fiction texts linked to the text’s themes.	Extended writing: Weekly writing challenge following a two week cycle: Conventions – Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: In addition to reading a complete play, students will read a range of fiction and non fiction texts associated with the issues raised by the play.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative: Knowledge, context, content check. Summative: Application of RR strategies to a text.	Formative: Knowledge, context, content check. Summative: Unseen poetry analysis.	Formative: Knowledge, context, content check. Summative: Language analysis based on extract from the text.	Formative: Knowledge, context, content check. Summative: Language analysis based on extract from the text.

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Year 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	21 st Century Drama – ‘The Curious Incident of the dog in the Night-time’ Writing Skills	21 st Century Drama – ‘The Curious Incident of the dog in the Night-time’ Writing Skills	20 th Century Poetry – War Poetry Writing Skills	Short Stories – Diversity Writing Skills	Shakespeare – ‘Richard III’ Writing Skills	Shakespeare – ‘Richard III’ Writing Skills
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Skills: - Extending use of reciprocal reading strategies - Know the conventions of drama texts - Explore and explain how chronology is used to impart meaning - Analyse how characters are presented to create a specific reaction from an audience - Knowledge: Students will read a 21 st century drama text. They will study the ways in which the play constructs character to represent social relationships and society’s attitude towards difference. Students will further develop an understanding of text and context. They will be challenged to develop oracy skills by engaging with specific vocabulary.		Skills: - Securing use of reciprocal reading strategies - Explain how key themes are presented in the texts in specific texts - Construct personal viewpoints - Write about the speaker’s viewpoint - Select and embed relevant textual detail - Write about the literal and metaphorical meanings of poems - Explain the difference between meaning and intentions of specific words - Make links between context and poem Knowledge: This unit will build on students’ prior knowledge and study of poetry. They will read a range of poems based around the theme of war. Students will explore the structure and language of the poems and be able to analyse how these features affect a reader’s interpretation/ understanding of them. Students will revise poetic terms from prior learning and be introduced to new ones considering why they may have been used. Students will offer personal responses to the different poems analysing their effectiveness.	Skills: - Securing use of reciprocal reading strategies - Explain how key themes are presented in the texts in specific texts - Construct personal viewpoints - Select and embed relevant textual detail - Write about the ideas being presented by writers and how these link to the context of narratives read Knowledge: Students will develop their knowledge and understanding of how to analyse and respond to different texts. They will explore the structure and perspective presented to readers and be able to select appropriate references to support ideas and viewpoints.	Skills: - Read in role - Recall topic vocabulary - Explain the presentation and development of characters - Identify moments of tension in the play - Explain how key themes are presented in the text - Explain the difference between meaning and intentions of ideas - Select and embed relevant textual detail - Analyse the writer’s use of language, structure and form - Make inferences Knowledge: Students will study 16th century literature through Shakespeare’s ‘Richard III’. They will apply skills and knowledge obtained in Year 7 to further explore how context is fundamental in shaping texts and character. They will evaluate Shakespeare’s message and explore the viewpoint he expresses through his reflection of society. Students will focus on critical reading skills. Students will continue to develop their ability to analyse language. They will develop their ability to infer and deduce information while developing their abilities to construct a critical essay.	
Key Vocabulary (School Improvement Priority)	- Flashback - Deduction - Idiosyncrasy - Naïve - Intimacy - Prejudice - Structure - Autism		- Poetic techniques - Dramatic monologue - Turmoil - Structure - Perspective - Characterisation - Patriotism - Power - Context - Conflict	Diversity Identity Race Culture Narrative voice Perspective	Primogeniture Machiavellian Divine Right of Kings Villain Structure	Characterisation Duplicity Prophecy Treason Dramatic Irony Aside

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			- Propaganda - Voice		Soliloquy Ambition Treachery Fatalism Illegitimacy exeunt	Transitions Hamartia Great Chain of Being Sanctuary
Extended Writing / Disciplinary Reading (School Improvement Priority)	Extended writing: Weekly writing challenge following a two week cycle: Conventions – Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: In addition to reading a complete text, students will read a range of non-fiction texts linked to the text’s themes.	Extended writing: Weekly writing challenge following a two week cycle: Conventions – Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: In addition to reading a range of war poetry, students will read a range of fiction extracts and non-fiction texts linked to the poems’ context.	Extended writing: Weekly writing challenge following a two week cycle: Conventions – Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: Students will read a variety of short stories from different contexts.	Extended writing: Weekly writing challenge following a two week cycle: Conventions – Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types.	Extended writing: Weekly writing challenge following a two week cycle: Conventions – Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types.	Disciplinary Reading: In addition to reading a complete text, students will read a range of non-fiction texts linked to the text’s themes from different time periods.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative: Knowledge, context, content check. Summative: Language analysis based on extract from the text.	Formative: Knowledge, context, content check. Summative: Unseen poetry analysis.	Formative: Knowledge, context, content check. Summative: Analysis based on extract from the text.	Formative: Knowledge, context, content check. Summative: Language analysis based on extract from the text.	Formative: Knowledge, context, content check. Summative: Language analysis based on extract from the text.	

Year 9	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	19 th Century Fiction Writing Skills	19 th Century Fiction Writing Skills	21 st Century Drama - Dramatic Monologues Writing Skills	21 st Century Poetry Writing Skills	Shakespeare – Macbeth Writing Skill	Shakespeare – Macbeth Writing Skills
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	Skills: - Confident application of reciprocal reading strategies - Identify and explain the effect of symbolism and motifs in specific texts - Explain how key themes are presented in the texts in specific texts - Explain the difference between meaning and intentions of specific words - Construct personal viewpoints - Write about characters as constructs - Select and embed relevant textual detail - Analyse the writer’s use of language, structure and form - Make detailed inferences - Consider alternative interpretations - Make thoughtful and relevant links to contextual information Knowledge: This unit will build on students’ prior knowledge and study of the gothic genre. They will read a 19 th century novella and consider how the conventions of the genre and context impact a reader’s interpretation of it. Students will explore the structure and language of the text and be able to analyse how these features affect a reader’s interpretation/ understanding of them. Students will offer personal responses to the text analysing the writer’s intentions and language use. Students will work on developing the skills for writing a complete critical essay.		Skills: - Confident application of reciprocal reading strategies - Read in role - Recall topic vocabulary - Explain the presentation and development of characters - Identify moments of tension in the play Knowledge: This unit will build on students’ prior knowledge of previous drama texts studied. It will allow students to develop their knowledge and understanding of how dramatic texts differ to narratives. Students will explore and explain how characters are created, developed and sustained through the monologues given.	Skills: - Confident application of reciprocal reading strategies - Explain how key themes are presented in the texts in specific texts - Construct personal viewpoints - Write about the speaker’s viewpoint - Select and embed relevant textual detail - Write about the literal and metaphorical meanings of poems - Explain the difference between meaning and intentions of specific words - Make links between context and poem Knowledge: This unit will build on students’ prior knowledge and study of poetry. They will read a range of poems from the same author considering how this impacts on a reader’s interpretation. Students will develop their analytical skills – both language and structural - exploring how the poems studied convey ideas. Students will revise poetic terms from prior learning and be introduced to new ones considering why they may have been used. Students will offer personal responses to the different poems analysing their effectiveness.	Skills: • Confident application of reciprocal reading strategies • Make links between the context and portrayal of ideas within the play. • Be able to demonstrate understanding of the events of the play. • Explore and explain how the characters are presented, developed and sustained through the complete text. • Be able to analyse the language used Knowledge: Students will study the play building on their prior knowledge of the challenging nature of Shakespeare’s texts. They will consider how the context of the play affects its interpretation and explore Shakespeare’s place in literary heritage. The key aim of this ‘first reading’ is for students to become familiar with the plot and characters within the play. They will develop their understanding of how language conveys meaning, considering the role of different characters and considering the play in performance.	
Key Vocabulary (School Improvement Priority)	- Gothic - Ambiguity - Supernatural - Symbolism - Atmosphere - Gender - Morality - Corruption	- Motif - Victorian - Tension - Suspense - Patriarchy - Social class - Hysteria	Conventions Exposition Rising action Monologue Stage directions Conflict Suspense Theme Style Dialogue Staging	Anthology Conflict Trauma PTSD Viewpoint Dramatic techniques Provoking Combat Victim Survivor	Ambition Equivocate Duplicitous Regicide Heinous Soliloquy Paradox Tragedy Dramatic irony Stage directions	Insight Sacrilege Dismay Fate Intentions Symbolism Soliloquy Rhyming couplets Foreshadow Metaphor

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			Concept Episodic			
Extended Writing / Disciplinary Reading (School Improvement Priority)	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: In addition to reading a complete text, students will read a range of non-fiction texts linked to the text’s themes.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: Students will read a range of monologues from different contexts and perspectives.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: Students will read different poems from the same author recognising how anthologies of poems are created through links in writer’s intentions.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of fiction and non-fiction text types. Disciplinary Reading: In addition to reading the text, students will read other fiction and non-fiction texts linked to the themes and ideas presented.		
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative: Knowledge, context, content check. Summative: Constructing a critical essay based on a whole text.	Formative: Knowledge, context, content check. Summative: Language analysis based on an unseen text of the same text type.	Formative: Knowledge, context, content check. Summative: Language analysis based on an unseen text of the same text type.	Formative: Knowledge, context, content check. Summative: Critical essay based on a whole text.		