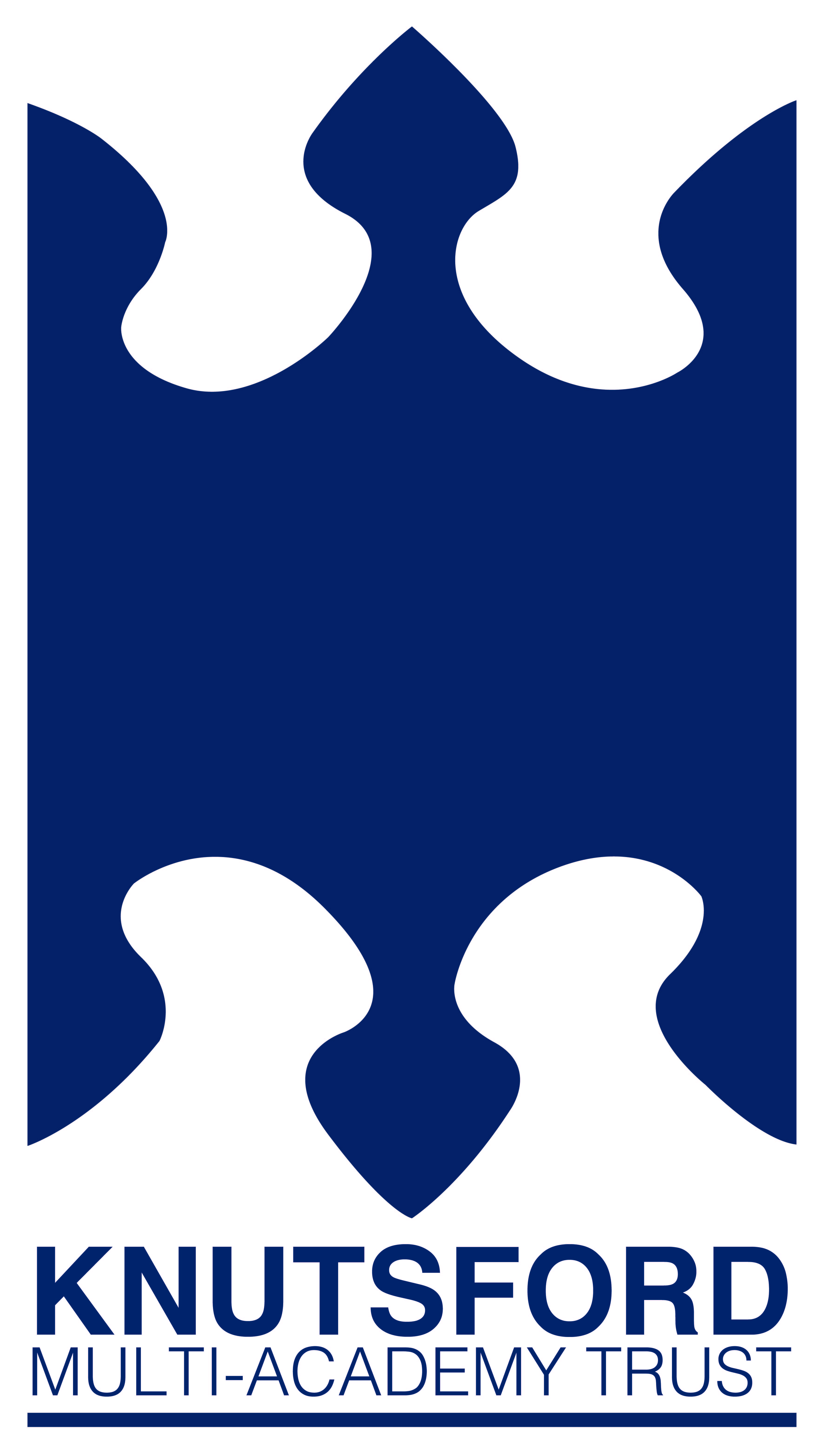
**Curriculum Area: English**

**Knutsford Academy**

**Curriculum Map**



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|  | | **Autumn1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Year 7** | **The Story of English** | **Narratives**  **PPT Guided** | **A Christmas Carol** | | **Heroes and Villains** | **Narrative Poetry** | **A Monster Calls** | | | **Introduction to Shakespeare** |
| Wk 1: Epic poetry and Beowulf  Wk 2: Exploring Beowulf’s characters and themes  Wk 3:Chaucer & The Canterbury Tales  Wk 4: Narrative genres  Wk 5: Narrative perspectives  Wk 6: Narrative styles and layers | Wk 1: Context of the novella  Wk 2: First impressions of Scrooge and Dickens’ langauge  Wk 3:Marley’s Ghost  Wk 4: Ghost of Christmas Past  Wk 5: Exploring the Cratchits  Wk 6: The ending of the novella | | Wk 1: Introduction to heroism and King Arthur  Wk 2: Myths and Legends  Wk 3: Heroic representations in fiction  Wk 4: Heroism in fiction and non-fiction  Wk 5: Unsung heroes and editorial writing | Wk 1: Limericks and ballads  Wk 2: Looking at the ballad form  Wk 3: Arthurian ballads and The Lady of Shallot  Wk 4: Looking at modern ballads | Wk 1: Intro to character and setting from opening of the novel  Wk 2: Ness’ use of language – character representation  Wk 3:Ness’ use of structure as the plot adapts and challenges expectations  Wk 4: Tension and tone  Wk 5: Assessment Point – sympathy for Connor  Wk 6: The ending of the novel – reader reaction/evaluation | | | Wk 1: Exploring Shakespeare and the Shakesperean context  Wk 2: A Midsummer’s Night’s Dream  Wk 3:The Tempest  Wk 4: The Tempest  Wk 5: Exploring Shakespearean Villains |
| ***Assessments*** | | *Y7 HTA1* | *Literature Essay: Explore how Dickens presents the character of Scrooge in Stave 5* | | *HTA3* | *HTA4* | *Year 7 Exam* | | | *Speaking and Listening HTA* |
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| **Year 8** | **The Power of English** | **Animal Farm** | | | **Powerful Voices**  Anthology | **Powerful Poetry** | | **Romeo and Juliet** | | **Up For Debate** |
| Wk 1: Context and genre of the novel  Wk 2: Old Major’s Speech and the Commandments  Wk 3: Chapter 2-3 – exploring characterisation  Wk 4: Propaganda and authorial intention in the novel  Wk 5: Orwell’s growing conflict – narrative structure  Wk 6: Language manipulation – with creative writing extension  Wk 7: Ch8 & Ch9  Wk 8: Ch10 – narrative structure | | | Wk 1: Exploring issue-based non-fiction  Wk 2: Rhetoric  Wk 3: Analogy and rhetoric in military speeches  Wk 4: Pathos in speeches  Wk 5 &6 : Structuring and building persuasive writing/speeches | Wk 1: Dramatic monologues  Wk 2: Poems with strong messages  Wk 3: Protest poetry  Wk 4: Race and Identity in Poetry  Wk 5: Exploring war poetry  Wk 6: Poetry comparison | | A week by week exploration of key scenes in Romeo and Juliet. Students will consider character, action and Shakespeare’s use of language. | | A richly-resourced scheme of work with two thought-provoking and challenging motions, to introduce debate. Features include:  videos of demonstration debates  special short films with our resident experts Professor Ivan O’Pinion and debate journalist Hugh de Syde |
| ***Assessments*** | | *Literature Essays: How does Old Major use persuasive language to convince the animals to revolt in chapter one of Animal Farm?*  *Extract Analysis – Control in Animal Farm* | | | *HTA 3* | *Assessment based on GCSE unseen – 2 poems* | | *Year 8 Exam* | | *Speaking and Listening HTA* |
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| **Year 9** | **The World of English** | **Of Mice and Men** | | **Poetry** | **The Unexplained**  Anthology | **People and Perspectives** | | **Poetry** | **Exam Prep** | **Shakespearean Speeches** |
| Wk 1: Intro to context and novella opening  Wk 2: Section 2 and the American Dream  Wk 3:Confrontational characters - Curley  Wk 4: Mid-Unit Test - Slim  Wk 5: Section 3 as it opens  Wk 6: The climax of Section 3 into Section 4  Wk 7: Who is Curley’s wife? Extended task on sympathy/reader reaction  Wk 8: Section 6 | | Identity poetry – thematic link with Of Mice and Men  *No Problem*  *Half-Caste*  *The Class Game* | Wk 1: The Gothic Genre and setting  Wk 2: Gothic characterisation  Wk 3:Explore Mary Shelley’s Frankestein  Wk 4: C19th Poetry - Browning  Wk 5: Considering narrative structure  Wk 6: Paper 1 walking/talking mock | Wk 1: Representation and Identity in the Media  Wk 2: Activism in non-fiction texts  Wk 3:Understanding perspectives through language and inference  Wk 4:Exploring inference through summarizing two texts  Wk 5:Attitudes and viewpoints  Wk 6: Tone and Paper 2 Paper | | Conflict Poetry – War  *The Charge of the Light Brigade*  *Exposure* | 3 Week SOW preparing students for a GCSE Paper 1 Style Reading Assessment | An exploration of Shakespeare’s tragedies through the key speeches in each play. The students spend time recreating the ideas and techniques in the speeches in their own creative writing. |
| ***Assessments*** | | *Literature responses at key points – building Lit. essay skills* | | *Knowledge Test* | *Y9 HTA3*  *Woman in Black Mock Paper 1* | *HTA 4 – Paper 2 GCSE Section A* | | *Knowledge Test* | *Y9 Exam* | *Speaking and Listening HTA* |

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|  | | | **Autumn1** | **Autumn 2** | | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 10 Literature** | **Introduction to GCSE Literature Texts** | | **Jekyll and Hyde** | | | | **Poetry:** | **Shakespeare: Macbeth** | **Shakespeare: Macbeth** | **Unseen Poetry/Literature Revision** |
| Chapter by chapter reading and analysis with activities around characters, language, Stevenson’s context and key themes.   * Exploring aspects of plot, characterisation, events and settings; * Explaining motivation, sequence of events, and the relationship between actions or events * Identifying the themes and distinguishing between themes * Using understanding of writers’ social, historical and cultural contexts * Analysing and evaluating the impact of language, structure, form | | | | Wk 1: Bringing theme of conflict together from Year 9 (5 poems covered revision)  Wk 2: Catrin &Cousin Kate  Wk 3: Prelude &Poison Tree  Wk 4: The Man He Killed & War Photographer  Wk 5: Belfast Confetti & Destruction  Wk 6: Poppies & Revision | Act by Act reading and analysis with activities around characters, language, Shakespeare’s context and key themes.   * Exploring aspects of plot, characterisation, events and settings; * Explaining motivation, sequence of events, and the relationship between actions or events * Identifying the themes and distinguishing between themes * Using understanding of writers’ social, historical and cultural contexts * Analysing and evaluating the impact of language, structure, form | | Scheme of work to suit Edexcel Unseen Poetry element of the Literature Paper.  Revision opportunities for all the other texts studied. |
| ***Assessments*** | | | *Text low stakes testing for knowledge* | *Lit Paper essay response* | | | *Lit Paper 2 essay response* | *Lit Paper 1 extract response* | *Lit Paper 1 whole text response* | *Year 10 Exam* |
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| **Year 10 Language** | | **Introduction to English Language** | **Different Voices: Paper 1 based** | | **Victorian Crime and Punishment** | | **Life on the Edge** | **Transactional Writing** | **Paper 2 - Exam Style** | **Trials and Spoken Language NEA** |
| Wk 1: Narrative voice and perspective / Strong Narrative voices  Wk 2: The reluctant fundamentalist / Implicit characterization  Wk 3: White Teeth / Narrative Structure  Wk 4: Invisible Man / Whole text structure  Wk 5 Lullaby / Creative writing  Wk:6 James Bond / Great Gatsby exam Prep  Wk:7: Assessment: The Blind Assassin | | Wk 1: Victorian times: Crime and punishment info leaflets  Wk 2: Executions: Dickens and Hardy  Wk 3: Wilde and prisons  Wk 4: Jack the Ripper  Wk 5: The suspicions of Mr Whitcher  Wk 6: The suspicions of Mr Whitcher  Wk 7: Assessment prep and completion | | Wk 1: Grammatical booster – non-fiction  Wk 2: What is inference?  Wk 3: Inference and Analysis  Wk 4: Language analysis – Enduring Love, Girl on the Train (Q2)  Wk 5: Structural work – Bugs, Jaws 1984, (Q3)  Wk 6: Evaluation - Atwood, I am Legend, The Book of Dust, How to stop time (Q4) | Wk 1: Big picture overview / Baseline Assessment  Wk 2: Argue vs Persuade / Inform and Advise  Wk 3: Persuasive techniques / Baseline review  Wk 4: Articles / Varying punctuation  Wk 5: Speeches / Planning  Wk 6: Structures / Letters | Wk 1: Introduction and Bank Robberies Q3  Wk 2: Understanding Q4 / Bank Robberies Q4  Wk 3: Bank Robberies Q1&2 / Baseline Assessment (Fires)  Wk 4: Mad Science: Q1, 3 and 4  Wk 5: Mad Science Q2 / Gangs Q2 review from HWK  Wk 6: Sexting or Prison texts -Q1-4 | Wk 1: TRIAL REVISION  Wk 2: TRIAL REVISION  Wk 3: TRIALS  Wk 4: Research for SL NEA  Wk 5: Prepare Speeches / Rehearse  Wk 6: Film Speeches |
| ***Assessments*** | | | *Paper 1 Assessment* | | *Paper 2 Assessment* | | *Paper 1 Assessment* | *Paper 2 Writing Exam* | *Paper 2 Assessment* | *Year 10 Exam* |
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| **Year 11** | **Focus on Revision** | | **Modern text:: Lord of the Flies / An Inspector Calls** | | | **Trials and Q5s** | **LIT: MACBETH AND JEKYLL REVISION** | **Lang Paper 2 and Paper 1 Revision** | **FINAL LANG AND LIT REVISION AS NEEDED** |  |
| Chapter by chapter reading and analysis with activities around characters, language, Golding’s context and key themes.  **or**  Act by Act reading and analysis with activities around characters, language, Priestley’s context and key themes.  Exploring aspects of plot, characterisation, events and settings;  Explaining motivation, sequence of events, and the relationship between actions or events  Identifying the themes and distinguishing between themes  Using understanding of writers’ social, historical and cultural contexts  Analysing and evaluating the impact of language, structure, form | | | Wk 1: REVISION AS NEEDED  Wk 2: TRIALS  Wk 3:TRIALS  Wk 4: Unseen Poetry  Wk 5: Unseen Poetry  Wk 6: Unseen Poetry | **Macbeth**: Extract based revision – exam technique  Characters / Plot / Themes  Key language and structure  **LOTF / AIC:**  Exam technique  Characters / Plot / Themes  Key language and structure | Exam technique around each question. | Exam prep for all papers / Questions / Fortnightly essays and exams to prepare. |  |
| ***Assessments*** | | |  | | |  |  |  |  |  |