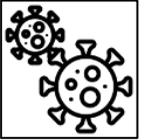




**English Curriculum Map**

<p><b>St. Cuthbert's Curriculum Vision</b></p> 	<p>The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens who fulfil the Catholic Mission to bring about the Common Good.</p>
<p><b>English Curriculum Vision</b></p> 	<p>Our mission in the English Department is to enable all our students to flourish as literate readers, critical thinkers and accurate writers. Our curriculum equips students with the skills that are necessary to become articulate communicators and global citizens who can confidently draw on their knowledge of Literature through time to contribute to the challenging world we live in.</p>

**Curriculum Icons Key**

Catholic Mission	Careers (CEIAG)	COVID Catch-up	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life
							



KS3 English 'at a glance'				
	AUTUMN	SPRING	SUMMER	
Y7	<p><b>Literary Heritage:</b> Oliver Twist by Charles Dickens</p> <p><b>Reading for Pleasure:</b> Stone Cold by Robert Swindells</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> A Midsummer Night's Dream by William Shakespeare</p> <p><b>Reading for Pleasure:</b> The Colour of The Sun by David Almond</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> Poetry Anthology</p> <p><b>Reading for Pleasure:</b> Private Peaceful by Michael Morpurgo</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> Ancient Tales</p> <p><b>Reading for Pleasure:</b> Private Peaceful by Michael Morpurgo</p> <p><b>Writing Mastery</b></p>
Y8	<p><b>Literary Heritage:</b> Sherlock Holmes by Arthur Conan Doyle</p> <p><b>Reading for Pleasure:</b> Refugee Boy by Benjamin Zephaniah Tamar by Mal Pee Kes by Barry Hines</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> The Tempest by William Shakespeare</p> <p><b>Reading for Pleasure:</b> Refugee Boy by Benjamin Zephaniah Tamar by Mal Pee Kes by Barry Hines</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> Animal Farm by George Orwell</p> <p><b>Reading for Pleasure:</b> Refugee Boy by Benjamin Zephaniah Tamar by Mal Pee Kes by Barry Hines</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> Descriptive writing and poetry</p> <p><b>Reading for Pleasure:</b> Refugee Boy by Benjamin Zephaniah Tamar by Mal Pee Kes by Barry Hines</p> <p><b>Writing Mastery</b></p>
Y9	<p><b>Literary Heritage:</b> Jane Eyre by Charlotte Brontë</p> <p><b>Reading for Pleasure:</b> Things Fall Apart by Chinua Achebe Life of Pi by Yann Martel The Hobbit by J. R. R. Tolkien Roll of Thunder- Mildred Taylor</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> Titus Andronicus by William Shakespeare</p> <p><b>Reading for Pleasure:</b> Things Fall Apart by Chinua Achebe Life of Pi by Yann Martel The Hobbit by J. R. R. Tolkien Roll of Thunder- Mildred Taylor</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> Poetry</p> <p><b>Reading for Pleasure:</b> Things Fall Apart by Chinua Achebe Life of Pi by Yann Martel The Hobbit by J. R. R. Tolkien Roll of Thunder- Mildred Taylor</p> <p><b>Writing Mastery</b></p>	<p><b>Literary Heritage:</b> Reading for study</p> <p><b>Reading for Pleasure:</b> Things Fall Apart by Chinua Achebe Life of Pi by Yann Martel The Hobbit by J. R. R. Tolkien Roll of Thunder- Mildred Taylor</p> <p><b>Writing Mastery</b></p>



KS4 English 'at a glance'				
AUTUMN		SPRING		SUMMER
Y10	<p>A Christmas Carol by Charles Dickens</p> <p>English Language Paper 1, Question 5</p>	<p>Macbeth by William Shakespeare</p> <p>English Language Paper 2, Question 5</p>	<p>Conflict Poetry</p>	<p>Language Paper 1 and Language Paper 2, Question 5</p>
Y11	<p>An Inspector Calls by J. B Priestly</p> <p>English Language Paper 1 and English Language Paper 2</p>	<p>Revision of all texts</p>	<p>Revision of all texts</p>	



Y7 English

YEAR 7	AUTUMN: Victorian Literature	SPRING: Shakespeare	SUMMER 1: Modern Literature	SUMMER 2: Voices and Choices
<b>Literary Heritage</b>	<b>Oliver Twist</b>	<b>A Midsummer Night's Dream</b>	<b>Poetry Anthology</b>	<b>Ancient Tales</b>
<b>Key knowledge</b>	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality.  <b>Key vocabulary:</b> villains and victims; vulnerable; corrupt; naïve; orphan; moral	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play.  <b>Key vocabulary:</b> soliloquy, severe, conflict, unrequited love, to mock, chaos	Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg.  <b>Key vocabulary:</b> metaphor, literal language, metaphorical language, tenor, vehicle, ground	What Ancient Tales are; the oral story tradition; what the morals of stories are; 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'; '1001 Nights'.  <b>Key vocabulary:</b> Quest, enunciation, ingenuity, out-wit, relatable, comeuppance, repentant
<b>Mastery Writing</b>	<b>Writing Mastery 1 and 2</b>			
	<p><b>There is a Placement unit available to be used for pupils without prior attainment data (Covid-19 response). This assesses pupils' current academic level and is a 10-lesson unit which diagnostically assesses pupils to decipher which is the appropriate starting point for pupils.</b></p> <p><u>Grammar content includes:</u> writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital sentences accurately; using pronouns; sentence structure; paragraphing; speech punctuation.</p> <p><u>Writing content includes:</u> telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story, sculpting and crafting narratives for effect.</p>			
<b>Why this?</b>	<p>Year 7 pupils will begin on Writing Mastery 1 or 2 depending on their SATS data: Writing Mastery 1 is best for pupils who achieved <i>Working Towards the expected standard</i> in their SATS data and Writing Mastery 2 is best suited for pupils who achieved <i>Working At the expected standard</i> in their SATs.</p>			

	<p>Writing Mastery 1 and 2 builds on key stage 2 skills with increasingly sophisticated vocabulary and a variety of increasingly sophisticated writing structures. Pupils will build upon their existing writing skills and knowledge and will begin to learn how to craft and structure their writing. Pupils are provided with black and white images to write their stories and craft their writing to allow pupils to focus entirely on the structure and flow of their writing, with the black and white images reducing the cognitive load for pupils as they build foundational knowledge of writing ambitiously structured stories and narratives.</p>
<p><b>Reading for Pleasure</b></p>	<p style="text-align: center;"><b>Reading for Pleasure</b></p> <p>Three texts chosen for in-class group reading. Examples include: Private Peaceful, Stone Cold, The Colour of the Sun.</p>
<p><b>Spoken Language</b></p>	<p>Pupils will build on existing spoken language skills and will be taught how to actively participate in discussions surrounding chosen texts and themes. Pupils will be taught how to develop their responses through judicious selection of vocabulary and careful expression through in class presentations, group work and debate opportunities.</p> <p>Each key stage also has a termly Spoken Language week which mirrors the Year 11 spoken language assessment. These presentations will be thematic and will provide further cultural capital opportunities for pupils to independently research, plan and deliver presentations to the class. Oracy and questioning skills will be taught and practised before being assessed formally by the class teacher. This will ensure all pupils have a confident control of the spoken word, preparing them for further study and employment.</p>
<p> <b>Oliver Twist:</b> Students explore how poverty can affect people and our responsibility to help others in need. They will explore what religious diversity in an area looks like and ideas about accepting the faith of others. They will explore ideas about morality and whether people are born good. They will look at what sacrifice is and moral conscience. <b>A Midsummer Night's Dream:</b> Students will explore ideas about right and wrong/free will and the role of marriage. <b>Poetry Anthology:</b> Students will explore ideas about creation; free will and the beauty of nature. <b>Ancient Tales:</b> Students will explore ideas about looking after those who have less than you. They will explore ideas linked to repentance and consequence. They will explore how building relationships can be hard but rewarding. They will explore how good triumphs over evil</p>	<p> <b>Preparing for Life in Modern Britain:</b> We will cover themes and ideas such as: crime and punishment; free will; power; equality; vulnerability of females.</p> <p> <b>Skills for Life: Ancient Tales</b> – we will focus on organisational skills/ public speaking and confident and clear oral communication.</p>
<p> <b>Opportunities:</b> Book Club/Podcast Group/Advance English Group/Debate Team</p>	<p> <b>Cultural Capital:</b> Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in</p>



**Careers: Oliver Twist** – exploration of links to policing/healthcare/social care and journalism. **A Midsummer Night's Dream** – exploration of links to event planning/roles in the theatre/trades. **Poetry Anthology** – exploration of links to poetry/editors/publishing **Ancient Tales** – exploration of links to public speaking and communication/travel.

the Victorian Era/Ancient Greece/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely.

<p><b>Rationale</b></p>	<p><b>Previous Links:</b> Previous learning includes how a writer shapes a story; writing for purpose; how to edit work effectively.</p> <p><b>Future Links:</b> Students will build foundational knowledge of themes such as poverty, social class and greed which will inform their study of later Victorian texts and allow pupils to build a rich and valuable knowledge of Victorian society and expectations. Pupils will develop skills towards forming opinions of characters and recalling plot points through whole text study: how to use topic sentences in writing and quotations.</p> <p><b>Why this:</b> Students will be introduced to our English Lesson structure whilst building links from primary to secondary, through a text that continues to</p>	<p><b>Previous Links:</b> Students have studied a full text in the Autumn term, and will already have formed ideas about right and wrong through their study of Bill Sykes' character. Students have had experience of editing their work. Encountered themes about power through the previous unit. How to use topic sentences in writing. Students may have encountered Shakespeare in primary school, to varying degrees.</p> <p><b>Future Links:</b> Students will build foundational skills and knowledge of themes such as supernatural which will inform their study of later Shakespearean texts and allow pupils to build a rich and valuable knowledge of Elizabethan society and expectations. Pupils will develop skills towards forming opinions of characters and recalling plot</p>	<p><b>Previous Links:</b> Students have encountered themes about power through the previous units. Students have been learning how to respond to texts. How to use topic sentences in writing. Students will have encountered poetry, to a varying degree, in primary school. Victorian era studied in unit 1.</p> <p><b>Future Links:</b> Students will build foundational skills and knowledge of comparison between texts, exploring differing narratives and build a rich knowledge bank of social and historical events prevalent to the poems. Pupils will work towards forming opinions of characters, recalling plot points through poetry study, and how to use topic sentences in writing and quotations.</p>	<p><b>Previous Links:</b> Students have encountered themes about power through the previous units. Students have been learning how to personally respond to texts. How to use topic sentences in writing. Students will have encountered short stories, to a varying degree, in primary school.</p> <p><b>Future Links:</b> Students will build foundational skills and knowledge of classical texts and references made in later study: Some future texts make classical references to past texts: for example: Titus Andronicus/ Macbeth which reference 'Metamorphosis' 'Troy' 'Iliad'; also 'A Christmas Carol' refers to 'Arabian Nights. This will inform their study of Shakespearean and Victorian texts and allow pupils to build a rich and valuable knowledge of classical and historical writing and societies</p>
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	<p>engage students and allows them to understand that themes in literature can transcend time. Poverty in the 21<sup>st</sup> century is a pertinent issue. The text allows students to build their empathy by viewing poverty through the eyes of a child. Build personal character and reflect on their role in our world as well as exposing students to themes such as charity, religious diversity, morality and sacrifice.</p>	<p>points through whole text study: how to use topic sentences in writing and quotations.</p> <p><b>Why this:</b> Students will have the opportunity to explore contrasting Shakespeare plays, as previously studied plays and those students will study later are Shakespeare's tragedies. Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. Build personal character through discussions about honesty and right vs wrong, as well as exploring free will, marriage and hope.</p>	<p><b>Why this:</b> Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. An experience of poems from a range of perspectives, which will boost resilience and enhance creativity. Students will explore the idea of how being close to nature is being close to God. Students will reflect on their role in the world and explore the ephemeral nature of humans compared to the eternal power of nature, art and religion.</p>	<p><b>Why this:</b> Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. Students will explore how story links to culture and a sense of identity. Boost resilience and enhance creativity. Build personal character, sense of morality and understanding what is right and what is wrong in order to reflect on their role in our world.</p>
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Year 8 English

YEAR 8	AUTUMN: Victorian Literature	SPRING: Shakespeare	SUMMER 1: Modern Literature	SUMMER 2: Voices and Choices
Literary Heritage	The Adventures of Sherlock Holmes	The Tempest	Animal Farm	Descriptive Writing and Poetry
Key knowledge	<p>Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals; establishment of the police force.</p> <p><b>Key vocabulary:</b> to enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p>	<p>The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states.</p> <p><b>Key vocabulary:</b> colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy</p>	<p>Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and Corruption.</p> <p><b>Key vocabulary:</b> allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent</p>	<p>Making a description emotive, using imagery, sequencing a piece of descriptive writing, Poetry: Emily Dickinson, Ted Hughes, Grace Nichols, Seamus Heaney.</p> <p><b>Key vocabulary:</b> Extended metaphor, personification, sacrifice, narrative poem, allegory, characteristics, characterisation</p>
Mastery Writing	<p><b>Writing Mastery 3</b></p> <p><u>Grammar content includes:</u> clauses; subordinate clauses; ambitious sentence demarcation; speech; apostrophes; possessive pronouns.</p> <p><u>Writing content includes:</u> problem solved stories; love stories; action stories; fantast quests; horror stories; poetic justice, Chekov's gun; avoiding deus ex-machina</p>			
Why this?	<p>By year 8, <b>most pupils</b> should be studying at Writing Mastery 3 which is appropriate for pupils who have either completed Writing Mastery 1&amp;2 <b>or</b> have been <i>Working at Greater Depth</i> in reading and writing in their KS2 SATS.</p> <p>At Writing Mastery 3, pupils have access to images of colour with less scaffolded planning processes and access to tier 3 vocabulary. The rationale behind the coloured images by Writing Mastery 3 is that due to two years of explicit grammar and crafting practice, pupils will have gained a level in automaticity in these areas and will be able to cognitively focus on more detailed images. Pupils will begin writing more structurally ambitious stories which will ensure pupils build foundational skills which will prepare them for KS4 study and ensure pupils gain a confident control of the written word for further education and life in employment.</p>			

<p><b>Reading for Pleasure</b></p>	<p><b>Reading for Pleasure</b></p> <p>Three texts chosen for in-class group reading. Examples include: Hunger Games, Curious Incident of the Dog in the Night-Time, Tamar, Refugee Boy</p>			
<p><b>Spoken Language</b></p>	<p>Pupils will build on existing spoken language skills and will be taught how to actively participate in discussions surrounding chosen texts and themes. Pupils will be taught how to develop their responses through judicious selection of vocabulary and careful expression through in class presentations, group work and debate opportunities.</p> <p>Each key stage also has a termly Spoken Language week which mirrors the Year 11 spoken language assessment. These presentations will be thematic and will provide further cultural capital opportunities for pupils to independently research, plan and deliver presentations to the class. Oracy and questioning skills will be taught and practised before being assessed formally by the class teacher. This will ensure all pupils have a confident control of the spoken word, preparing them for further study and employment.</p>			
	<p><b>Sherlock Holmes:</b> Students will explore ideas about judgement and freedom. They will explore traditions of marriage and Christmas. <b>The Tempest:</b> Students will explore how a quest for power can corrupt people. They will explore ideas about false idols; forgiveness and the treating others with respect. <b>Animal Farm:</b> Students will explore ideas linked to morality and how too much power can corrupt a person. They will look at the Ten Commandments and how their importance.</p>	 <p><b>Preparing for Life in Modern Britain:</b> We will cover themes and ideas such as: crime and punishment/corruption/governments/how humans interact with the natural world.</p>	 <p><b>Skills for Life: Animal Farm</b> – we will explore how studying rhetoric is essential <b>to think logically, to discover wrong or weak arguments which will enable our learners to make key decisions as adults.</b></p>	
	<p><b>Opportunities:</b> Book Club/Podcast Group/Advance English Group/Debate Team</p>  <p><b>Careers: The Adventures of Sherlock Holmes</b> – exploration of links to policing/scientific roles/healthcare/social care and journalism. <b>The Tempest</b> – exploration of links to overseas trade/roles in the theatre/politics. <b>Animal Farm</b> – exploration of links to agriculture/editors/publishing</p>	 <p><b>Cultural Capital:</b> Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely. Opportunity to pose questions to a local councillor/member of Rochdale's MYP.</p>		
<p><b>Rationale</b></p>	<p><b>Previous Links:</b> Students have encountered ideas about life in Victorian England.</p>	<p><b>Previous Links:</b> Students have encountered themes about power through the previous units. Students have been learning how</p>	<p><b>Previous Links:</b> Students have encountered themes about power and corruption through the previous units. Students have</p>	<p><b>Previous Links:</b> Students have been reviewing how writers shape meaning with their language through a range of different texts.</p>



	<p><b>Future Links:</b> Students will build foundational knowledge of themes such as poverty, social class and greed which will inform their study of later Victorian texts and allow pupils to build a rich and valuable knowledge of Victorian society and expectations.</p> <p><b>Why this:</b> Students will be intrigued by the complicated mysteries and learn to use inference skills in their own lives. This text will help students to understand the importance of friendship and celebrating differences. Build personal character, sense of morality and understanding what is right and what is wrong in order to reflect on their role in our world, for example- do we have a personal responsibility to report crime?</p>	<p>to personally respond to texts. How to use topic sentences in writing. Students have studied a Shakespeare text in Y7 and have explored life in Elizabethan England.</p> <p><b>Future Links:</b> Students will build foundational knowledge of themes such as power and treason and which will inform their study of later Shakespearean texts and allow pupils to build a rich and valuable knowledge of Shakespearean society.</p> <p><b>Why this:</b> Developing opinions about morality. Students will build on their understanding of how we can learn about our history through studying texts from our past. Discover more about how playwrights engage audiences. A focus on how belief is important to people. Build personal character and reflect on their role in our world.</p>	<p>been learning how to personally respond to texts. How to use topic sentences in writing.</p> <p><b>Future Links:</b> Students will build foundational skills and knowledge of corruption and power, which will inform their study of later war focussed, modern texts and allow pupils to build a rich and valuable knowledge of Soviet Russia and the Revolution.</p> <p><b>Why this:</b> Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. Students will explore how government works and how important it is to establish the truth. Build personal character and reflect on their role in our world, through discussions about justice and whether this is achieved by the end of the novel and offering suggestions or alternative outcomes.</p>	<p><b>Future Links:</b> Students will build foundational skills and knowledge of literary techniques.</p> <p><b>Why this:</b> This will allow student the opportunity to play with language and develop their own creative voice. It will build personal character and reflect on their role in our world, through creating descriptive pieces of work which emulate descriptions of nature as powerful and creations of God. Students will also explore the destruction of humans and Jesus' teachings about love through poetry.</p>
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Year 9 English

YEAR 9	AUTUMN: Victorian Literature	SPRING: Shakespeare	SUMMER 1: Modern Literature	SUMMER 2: Voices and Choices
<b>Literary Heritage</b>	<b>Jane Eyre</b>	<b>Titus Andronicus</b>	<b>Poetry</b>	<b>Reading for Study</b>
<b>Key knowledge</b>	<p>Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre Women's role in Victorian society; social class; Victorian repression; Colonialism and Missionaries.</p> <p><b>Key vocabulary:</b> dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance</p>	<p>The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue; foreshadowing; the form of a tragedy; AC Bradley's lectures on tragic character; civilisation of Rome.</p> <p><b>Key vocabulary:</b> adversity, ambition, colony, obstacle, tragic, tragic flaw, foreshadow, monologue, savage, callous, submissive, dominant</p>	<p>Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis. The Windrush- Grace Nichols.</p> <p><b>Key vocabulary:</b> extended metaphor, epic poetry, procrastinate</p>	<p>Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.</p> <p><b>Key vocabulary:</b> Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate</p>
<b>Mastery Writing</b>	<p><b>Writing Mastery 4</b></p> <p><u>Grammar content includes:</u> subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals.</p> <p><u>Writing content includes:</u> argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.</p>			
<b>Why this?</b>	<p>Writing Mastery 4 is appropriate for students who have complete Writing Mastery 3.</p> <p>In year 9, pupils have an intensive non-fiction reading and writing course where pupils will explore in detail a range of non-fiction writing and create their own writing where they craft and present their own opinions in a nuanced way. This builds on the implicit teaching and</p>			

	exploration of non-fiction texts throughout years 7 and 8 through the literary heritage lessons. This ensures that by the end of Key Stage 3, all pupils have had the opportunity to demonstrate progression in non-fiction writing in line with their Key Stage 4 curriculum and preparing them with a rich knowledge bank for higher education and life in employment.			
<b>Reading for Pleasure</b>	<b>Reading for Pleasure</b>			
	Three texts chosen for in-class group reading. Examples include: Things Fall Apart, The Woman in Black, The Hobbit, Life of Pi, Roll of Thunder			
<b>Spoken Language</b>	Pupils will build on existing spoken language skills and will be taught how to actively participate in discussions surrounding chosen texts and themes, in particular the sensitive nature of sexual harassment when studying <i>Titus Andronicus</i> by William Shakespeare. Pupils will be taught how to develop their responses through judicious selection of vocabulary and deliberate expression through in class presentations, group work and debate opportunities.			
	Each key stage also has a termly Spoken Language week which mirrors the Year 11 Spoken Language assessment. These presentations will be thematic and will provide further cultural capital opportunities for pupils to independently research, plan and deliver presentations to the class. Oracy and questioning skills will be taught and practised before being assessed formally by the class teacher. This will ensure all pupils have a confident control of the spoken word, preparing them for further study and employment.			
	<p><b>Jane Eyre:</b> Students will explore ideas about how we spread The Word and celebrating our faith. Students will explore Christian traditions.</p> <p><b>Titus Andronicus:</b> Students will explore ideas about the importance forgiving others</p> <p><b>Poetry:</b> Students will explore ideas about sin and faith.</p>			<p><b>Preparing for Life in Modern Britain:</b> We will cover themes and ideas such as: education/multi-cultural Britain/justice/ sexual harassment and assault.</p>
	<p><b>Skills for Life: Reading For Study:</b> Allows pupils to build foundational skills and knowledge of texts taught later.</p>			
	<p><b>Opportunities:</b> Book Club/Podcast Group/Advance English Group/Debate Team</p>			<p><b>Cultural Capital:</b> Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely. Visit from a local poet. Opportunity to visit Stratford Upon Avon (May 2021)</p>
	<p><b>Careers: Jane Eyre</b> – explorations of links to teaching/healthcare/childcare.</p> <p><b>Titus Andronicus</b> – explorations of links to politics/armed forces/ crisis workers and family liaison officers/ sexual abuse support workers.</p> <p><b>Reading for Study</b> – explorations of links to journalism/HR/business/further education</p>			
<b>Rationale</b>	<b>Previous Links:</b> Students have encountered themes about	<b>Previous Links:</b> Students have encountered themes about	<b>Previous Links:</b> Students have studied poetry in Y7 and Y8. They	<b>Previous Links:</b> Students have encountered themes about power



<p>power, corruption and relationships through the previous units. Students have been learning how to personally respond to texts. How to use topic sentences in writing and develop a personal opinion to texts. Students have had previous experience of studying two Victorian texts.</p> <p><b>Future Links:</b> Students will build on and further develop their knowledge and understanding of Victorian society, social class and treatment of the poor. Students will learn how to respond to texts in a personal way.</p> <p><b>Why this:</b> Students will have experience of reading about a relatable female protagonist and explore gender constraints and mistreatments of the 'other' in the past and in today's society. Students will explore empathy by sharing the main protagonist's personal experiences and feelings with her, thus enabling students to reflect on their own behaviours and its impact on others.</p>	<p>power and control through the previous units. Students have had previously studied two Shakespeare plays and learnt about drama and life in the Elizabethan era.</p> <p><b>Future Links:</b> Students will build on and further develop their knowledge and understanding of Shakespearean society, monarchy and gender roles and expectations and additional themes in this play, such as: violence/masculinity/revenge, will be revisited when they study Macbeth.</p> <p><b>Why this:</b> Studying this play will allow students to explore how the human drive for justice prevails under the most extreme circumstance and that human desire for revenge is ultimately destructive. Students will explore the teachings of turning the other cheek, forgiveness and parables such as 'The unmerciful servant' to enable students to think about their role in our world, and how forgiveness and mercy are paramount.</p>	<p>have explored how literary techniques shape meaning. Students have been developing their ability to personally respond to texts.</p> <p><b>Future Links:</b> Students study literary techniques in all future units. Students will build foundational skills, knowledge and understanding of complex poetry techniques and comparison across texts</p> <p><b>Why this:</b> In the movie Dead Poets Society, Robin Williams' character insists, "Poetry, beauty, romance, love, these are what we stay alive for...That you are here - that life exists, and identity; that the powerful play goes on and you may contribute a verse." Build personal character and reflect on their role in our world.</p>	<p>through the previous units. Students have been learning how to personally respond to texts. How to use topic sentences in writing. Students will have encountered short stories, to a varying degree, in primary school.</p> <p><b>Future Links:</b> Students study literary techniques in all future units. Students will build foundational skills and understanding of spoken language and presenting.</p> <p><b>Why this:</b> Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. Students will explore how story links to culture and a sense of identity. Boost resilience and enhance creativity. Build personal character and reflect on their role in our world.</p>
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**St Cuthbert's RC High School**  
**Curriculum Map - English**



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Year 10 English

YEAR 10	AUTUMN: Jekyll & Hyde/ A Christmas Carol (Pre 1914 TEXT) Unseen Poetry	SPRING: Poetry Anthology (Power and Conflict) Unseen Poetry	SUMMER: Macbeth (Shakespeare) Unseen Poetry
	Narrative/descriptive writing	Non-fiction writing	Narrative/descriptive writing
<b>Recall</b>	19 <sup>th</sup> Century novel	Pre 1914 text	Pre 1914 text/Anthology
<b>Key Knowledge</b>	<p>Poverty Childhood and Ragged Schools Class Inequality Industrial Revolution and Victorian London The Workhouse and the 1834 poor Law Amendment Act Capitalism Victorian Gentleman Scientific discoveries Religion vs Science- Darwinism, degeneration Victorian repression Morality Freud</p> <p><b>Key vocabulary:</b> Allusions, allegory, narrative structure, character development, imagery, symbolism, sentence lengths, setting, pathetic fallacy, antithesis, hyperbole, dual narrative, poetic devices, poetic structures, perspectives.</p>	<p>Romantic poetry Victorian England Biographical information about the poets Conflict in Northern Ireland Crimean War First World War Second World War Conflict in Iraq Guyanese education system Hostile environments Refugees and asylum seekers (podcasts) Terror of nature</p> <p><b>Key vocabulary:</b> Imagery, symbolism, poetic devices, poetic structures, perspectives (historical vs modern), patriotism, futility, hierarchy, exploitation, corruption, dominance, duality, conceit/extended metaphor, perception vs reality.</p>	<p>King James I Assassination Attempts Divine Right of Kings The Great Chain of Being Patriarchal Society and Gender Roles King James I and Witchcraft Banquo, Lineage and Scottish rules of inheriting the throne.</p> <p><b>Key vocabulary:</b> Dramatic irony, catharsis, soliloquy, aside, foreshadowing, tragic hero, hamartia, internal conflict, poetic devices, poetic structures, perspectives.</p>

<p><b>Key skills</b></p>	<p>Learning quotations, structuring an analytical paragraph, embedding quotations, verbs for analysis, writing about context, comparative skills, engaging with a text as a construct, forming personal interpretations of writers' message.</p>	<p>Learning quotations, structuring an analytical paragraph, embedding quotations, verbs for analysis, writing about context, comparative skills, engaging with a text as a construct, forming personal interpretations of writers' message, tracking a theme through multiple text.</p>	<p>Learning quotations, structuring an analytical paragraph, embedding quotations, verbs for analysis, writing about context, engaging with a text as a construct, forming personal interpretations of writers' message.</p>
<p> Students will explore ideas about our role in the society we live in and the importance of taking care of others. They will explore the impact of conflict on humanity and ways to heal wounds in our world. They will explore ideas about good and evil; morality and repentance.</p>	<p> <b>Preparing for Life in Modern Britain:</b> We will cover themes and ideas such as: justice/social responsibility/governments/The Royal Family/how previous wars have shaped Britain.</p> <p> <b>Skills for Life:</b> We will focus on how to make revision notes and revision strategies to prepare students for further education. Focus on organisation.</p>		
<p> <b>Opportunities:</b> Revision support/Podcast Group/Advance English Group/Debate Team</p> <p> <b>Careers:</b> Explorations of what A-Level English Language and Literature entails and how these qualifications can support progression and other careers.</p>	<p> <b>Cultural Capital:</b> Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely. Opportunity to visit Poetry Live.</p>		
<p>Rationale</p>	<p><b>Previous Links:</b> Students have had the opportunity to study 3 Victorian texts in KS3 and explore contextual and thematic links to the novels.</p> <p><b>Future links:</b> Students will continue to build upon, and solidify skills, knowledge and understanding of Victorian society, social class and treatment of the poor. Students will learn how to respond to</p>	<p><b>Previous Links:</b> Students have had the opportunity to study a range of poems in KS3 and have had experience exploring how writers create meaning through their language and structural choices.</p> <p><b>Future links:</b> Students will continue to build upon, and solidify skills, knowledge and understanding of comparison between texts, exploring differing narratives and build a rich</p>	<p><b>Previous Links:</b> Students have had the opportunity to study 3 Shakespearean plays in KS3 and explore contextual and thematic links to this play.</p> <p><b>Future links:</b> Students will continue to build upon, and solidify skills, knowledge and understanding of Shakespearean society, expectations and beliefs, exploring another Shakespearean play and building a rich</p>



	<p>texts in a personal way, and develop this to build an understanding of how to respond to a text critically.</p> <p><b>Why this text:</b> The key messages are as relevant today as they were in the Victorian era. We want students to explore ideas about humanity and the responsibility humanitarians and those in power have to society. Build personal character and reflect on their role in our world, in terms of social responsibility, charity, empathy and compassion. Links to the parable of the Prodigal Son could be used to make links between real relationships and those founded on money/ wealth.</p>	<p>knowledge bank of social and historical events prevalent to the poems. Students will learn how to respond to texts in a personal way, and develop this to build an understanding of how to respond to a text critically.</p> <p><b>Why this text:</b> The poems study allows students to reflect of the experiences of life through many different lenses. They will promote and develop creativity and support the students' spiritual journey of reflection and personal responsibility, demonstrating empathy, compassion towards refugees and asylum seekers.</p>	<p>knowledge bank of important Jacobean context. Students will learn how to respond to texts in a personal way, and develop this to build an understanding of how to respond to a text critically.</p> <p><b>Why this text:</b> Shakespeare's works are a part of British culture and this text asks students to question those who are in a privileged position and their treatment of others. This text allows students to reflect on their responsibility to others and promote equality in our changing world. Students will also look at links between the passage from Romans 13:1 '<b><i>For there is no authority except from God, and the authorities that exist are appointed by God</i></b>' making links between their role in the world and how that compares to the role of God. Students will also reflect on their own morality, conscience and forgiveness and how these attributes are what govern an eternal life. Links to bible passages about Mary Magdalen and repentance could be used to strengthen student reflection on this.</p>
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**Y11 English**

YEAR 11	AUTUMN: Lord of the Flies/An Inspector Calls (Modern Text) Unseen Poetry	SPRING: Revision of all texts	SUMMER: Revision of all texts
	<p><b>Non-fiction writing</b> <b>Paper 1 Reading/Paper 2 Reading</b> <b>Spoken Language</b></p>	<p><b>Paper 1 Reading/Paper 2 Reading</b> <b>Revision of all writing skills</b></p>	<p><b>Paper 1 Reading/Paper 2 Reading</b> <b>Revision of all writing skills</b></p>
<b>Recall</b>	Pre 1914 text/Anthology/Shakespeare	Pre 1914 text/Anthology/Shakespeare/Modern text	Pre 1914 text/Anthology/Shakespeare/Modern text
<b>Key Knowledge</b>	<p>Women's' rights Socialism Capitalism Class inequality The Titanic Industrial Revolution WW1&amp;WW2 Humanity Future and mankind Civilisation Inherent evil Savagery Mob mentality Post ww2 Cold War Nuclear threat Freud</p> <p><b>Key vocabulary:</b> Allusions, allegory, narrative structure, character development, imagery, symbolism, sentence lengths, setting, dual narrative,</p>	<p>Poverty Childhood and Ragged Schools Class Inequality Industrial Revolution and Victorian London The Workhouse and the 1834 poor Law Amendment Act Capitalism Victorian Gentleman Scientific discoveries</p> <p>Romantic poetry Victorian England Biographical information about the poets Conflict in Northern Ireland Crimean War First World War Second World War Conflict in Iraq Guyanese education system</p> <p>King Janes I Assassination Attempts</p>	<p>Poverty Childhood and Ragged Schools Class Inequality Industrial Revolution and Victorian London The Workhouse and the 1834 poor Law Amendment Act Capitalism Victorian Gentleman Scientific discoveries</p> <p>Romantic poetry Victorian England Biographical information about the poets Conflict in Northern Ireland Crimean War First World War Second World War Conflict in Iraq Guyanese education system</p> <p>King Janes I Assassination Attempts</p>

	<p>poetic devices, poetic structures, perspectives, static characters, façade, flaws, antithesis, indoctrination, exploitation, perception vs reality.</p>	<p>Divine Right of Kings The Great Chain of Being Patriarchal Society and Gender Roles King James I and Witchcraft</p> <p>Women's rights Socialism Capitalism Class inequality The Titanic Industrial Revolution WW1&amp;WW2 Women's' rights Socialism Capitalism Class inequality The Titanic Industrial Revolution WW1&amp;WW2</p>	<p>Divine Right of Kings The Great Chain of Being Patriarchal Society and Gender Roles King James I and Witchcraft The History of the Real Macbeth</p> <p>Women's' rights Socialism Capitalism Class inequality The Titanic Industrial Revolution WW1&amp;WW2</p>
<p><b>Key skills</b></p>	<p>Learning quotations, structuring an analytical paragraph, embedding quotations, verbs for analysis, writing about context, comparative skills, engaging with a text as a construct, forming personal interpretations of writers' message, forming a cohesive argument, considering alternative interpretations.</p>	<p>Learning quotations, structuring an analytical paragraph, embedding quotations, verbs for analysis, writing about context, comparative skills, engaging with a text as a construct, forming personal interpretations of writers' message, forming a cohesive argument, considering alternative interpretations.</p>	<p>Learning quotations, structuring an analytical paragraph, embedding quotations, verbs for analysis, writing about context, comparative skills, engaging with a text as a construct, forming personal interpretations of writers' message, forming a cohesive argument, considering alternative interpretations</p>
 <p>Students will explore how their actions can impact others and what it means to belong to a community. They will explore ideas about tolerance and respecting others.</p>	 <p><b>Preparing for Life in Modern Britain:</b> We will cover themes and ideas such as: justice/social responsibility/governments/The Royal Family/how previous wars have shaped Britain.</p>		

	 <b>Skills for Life:</b> We will focus on how to make revision notes and revision strategies to prepare students for further education. Focus on organisation. Students will have the opportunity to present to an audience and how to communicate accurately and appropriately, according to context.		
 <b>Opportunities:</b> : Revision support/Podcast Group/Advance English Group/Debate Team   <b>Careers:</b> Explorations of what A-Level English Language and Literature entails and how these qualifications can support progression and other careers.	 <b>Cultural Capital:</b> Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely. Opportunity to visit Poetry Live.		
<p>Rationale</p>	<p><b>Previous Links:</b> Students have had experience of a range of texts linking to some of the key ideas in these texts, for example power, corruption and responsibility. Students have an understand of Victorian society and will make links between Victorian and Edwardian societal expectations.</p> <p><b>Future links:</b> Students will build, and solidify skills, knowledge and understanding of a post- Victorian/ Edwardian society, social class and treatment of the poor. Students build upon and solidify their knowledge of how to respond to texts or ideas in a personal critical way, which is a skill transferable to further education and life in work. Students interested in further education will have built up a comprehensive</p>	<p><b>Previous Links:</b> Students have had the opportunity to study all of their GCSE texts in Y10 and the beginning of year 11.</p> <p><b>Future links:</b> Students will have a rich knowledge and understanding of a post- Victorian/ Edwardian society, social class and treatment of the poor as well as revising taught skills in poetry comparison and knowledge of Shakespearean society, which will inform their opinions after school. Students build upon and solidify their knowledge of how to respond to texts in a personal way and critical way, which will apply to any chosen academic pathways such as further and higher education, but also prepares pupils for work with many key literacy skills secured at this point. Students interested in further education will have built up a comprehensive knowledge bank of key societal, cultural and academic skill and knowledge transferable to Further and Higher</p>	<p><b>Previous Links:</b> Students have had the opportunity to study all of their GCSE texts in Y10 and the beginning of year 11.</p> <p><b>Future links:</b> Students will have a rich knowledge and understanding of a post- Victorian/ Edwardian society, social class and treatment of the poor as well as revising taught skills in poetry comparison and knowledge of Shakespearean society, which will inform their opinions after school. Students build upon and solidify their knowledge of how to respond to texts in a personal and critical way, which will apply to any chosen academic pathways such as further and higher education, but also prepares pupils for work with many key literacy skills secured at this point. Students interested in further education will have built up a comprehensive knowledge</p>



	<p>knowledge bank of key societal, cultural and academic skill knowledge transferable to Further and Higher education.</p> <p><b>Why this text:</b> JB Priestley said that we should 'begin thinking in terms of community and creation.' An inspector Calls allows students to recognise their importance in society and that all humans should have a voice. Lord of the Flies investigates human behaviour in a way that will challenge the students to recognise their ability to impact others in a positive way, as well as understand the idea of collective responsibility, morality and following rules.</p>	<p>education. Students will have spoken language assessments which will promote excellent oracy skills preparing students for work and higher and further education, and the communication skills required later in life.</p> <p><b>Why this text:</b> The key messages are as relevant today as they were in the Victorian era. We want students to explore ideas about humanity and the responsibility scientists and those in power have to society. Build personal character and reflect on their role in our world. The poem study allows students to reflect of the experiences of life through many different lenses. They will promote and develop creativity and support the students' spiritual journey of reflection and personal responsibility. Shakespeare's works are a part of British culture and this text asks students to question those who are in a privileged position and their treatment of others. This text allows students to reflect on their responsibility to others and promote equality in our changing world. JB Priestley said that we should 'begin thinking in terms of community and creation.' An inspector Calls allows students to recognise their importance in society and that all humans should have a voice. Lord of the Flies investigates human behaviour in a way that will challenge the students to recognise their ability to impact others in a positive way.</p>	<p>bank of key societal, cultural and academic skill and knowledge transferable to Further and Higher education. Students will have spoken language assessments which will promote excellent oracy skills preparing students for work and higher and further education, and the communication skills required later in life.</p> <p><b>Why this text:</b> The key messages are as relevant today as they were in the Victorian era. We want students to explore ideas about humanity and the responsibility scientists and those in power have to society. Build personal character and reflect on their role in our world. The poem study allows students to reflect of the experiences of life through many different lenses. They will promote and develop creativity and support the students' spiritual journey of reflection and personal responsibility. Shakespeare's works are a part of British culture and this text asks students to question those who are in a privileged position and their treatment of others. This text allows students to reflect on their responsibility to others and promote equality in our changing world. JB Priestley said that we should 'begin thinking in terms of community and creation.' An inspector Calls allows students to recognise their importance in society and that all humans should have a voice. Lord of the Flies investigates human behaviour in a way that</p>
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