

KS3 ENGLISH Curriculum Narrative

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

This curriculum of learning has been designed to build upon the experiences encountered at Key Stage 2 at and the [curriculum](#) taught at Primary school.

KS3 ENGLISH Curriculum Map

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	Introduction to English Establishing the habits and ways of working we want for Manor students in English Reading fiction for information and/or inference. Writing leaflet texts using creative idea generation and effectively employing vocabulary and persuasive devices.	Novel 1 Establishing close and analytical reading, Developing what - where - how - why responses to express ideas about a text and explore writers' choices.	Novel 2 Developing understanding of story structure (Freytag's pyramid) Using the novel as a "mentor text" to develop creative writing skills. Exploring use of different structures at sentence and paragraph level.	Poetry Consolidating and extending knowledge of poetic techniques and their effect. Developing understanding of different poetic forms (Narrative, vignette, praise poem etc.) Building students' ability to respond critically and sensitively to a range of poetic texts.	Changing Minds Deepening understanding of the concept of persuasion, including how longer and more formal texts are structured. Developing and expressing a point of view in writing, in their own speech for performance. Analysing media advertising texts to understand how they try to influence us.	Drama/Shakespeare Revisiting and developing what - where - how - why responses to express ideas about a text and explore effect of writers' choices. Making links between text and context. Appreciating and using the conventions of scripts to convey meaning.

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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 8	Novel: “The Giver” Consolidating and extending skills of reading for information, inference and to explore the effect of language, structure and form. Consolidating and extending what-where-how-why responses, moving into more extended essay answers. Developing appreciation of dystopian literary genre.	Dystopia Extending understanding of the conventions of dystopian fiction Identifying and analysing the effect of language and structure Writing dystopian fiction story to develop understanding of genre conventions, and to strengthen creative writing skills.	Poetry Studying a variety of poetic forms (sonnet, ballad etc.), from a wide range of periods and poets. Using precise textual references, commenting on language, form and structure. Comparing ideas and their presentation in two different texts.	Dickens Understanding the way a writer is influenced by their context. Reading from the works of Dickens in order to practise retrieving information and commenting on style/language use. Writing emulating Dickens’ style and techniques, developing technical accuracy;	News and Media Understanding the conventions of print media, including tabloid and broadsheet styles, and fake news. Writing appropriately structured news report texts, following these conventions and styles.	Language study Developing linguistic knowledge including etymology, sociolinguistics and language change. Identify key similarities and differences between writers’ ideas and the way they present them across different eras. Investigating and presenting on areas of language study.

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Year 9	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	<p>The Gothic genre</p> <p>Reading - exploring the work of key writers in this genre and developing an appreciation of its conventions.</p> <p>Formatively assessed analysis of how particular effects are created.</p> <p>Writing - producing extracts from a Gothic story, developing use of vocabulary, structure and grammar for effect.</p>	<p>War Poetry</p> <p>Studying the response of different poets to the events of the First World War.</p> <p>Developing understanding of poetic form and techniques.</p> <p>Comparing the ideas and methods poets use to present them, in extended essay style form.</p>	<p>Modern Drama</p> <p>Developing understanding of context and how writers respond to this.</p> <p>Study of a whole drama text, developing skills of retrieval, inference and analysis.</p> <p>Preparing for closed book questions on extract and links to whole play, including learning quotations.</p>	<p>Romeo & Juliet</p> <p>Critically reading a full Shakespeare text, focusing on particular themes and issues, relating the text to its historical and cultural context.</p> <p>Preparing for closed book questions on extract and whole play, including learning quotations.</p>	<p>Make your Voice Heard (Speaking & Listening)</p> <p>Developing the skills needed to research, structure and present a viewpoint in non-fiction writing.</p> <p>Speaking and Listening - preparing and delivering a formal presentation on a topic of students' own choosing for GCSE S&L endorsement.</p>	<p>Diverse Voices</p> <p>Critically reading texts from a range of forms, authors and genres (including graphic novel, flash fiction, historical fiction)</p> <p>Writing creatively, responding to stimulus and employing different literary techniques and structures.</p>

KS4 **ENGLISH** Curriculum Narrative

At KS4, students will study Eduqas English Language and AQA English Literature. The specifications can be accessed here

[Eduqas Language](#)

[AQA Literature](#)

In their study of literature, students will consolidate and extend their understanding through exposure to a variety of text forms including modern drama, Shakespeare, prose and poetry. They will learn to respond critically, explore writers' methods and relate texts to their wider contexts. In their study of language, students will be encouraged to develop robust, systematic reading habits which enable them to respond confidently and in detail to a range of texts. They will develop their existing writing skills in order to enable them to produce their own texts for a variety of audiences, purposes and forms and use imaginative, accurate and varied structures to convey meaning.

Assessment will take place in class at the end of units, and then in internal mock examinations so that students have a clear idea of the progress they are making and ample opportunity to develop successful exam skills.

KS4 **ENGLISH** Curriculum Map

Year 10	Literature Paper 2	Literature Paper 1	Literature Paper 1	Literature Paper 2	Eduqas Language C1	
	An Inspector Calls	A Christmas Carol	Macbeth	Unseen Poetry/ Power & Conflict Anthology	Reading Fiction	Writing Fiction (Narratives)
	<div>Examination objectives for all Literature units</div> <div>Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</div> <div>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</div> <div>Show understanding of the relationships between texts and the contexts in which they were written.</div> <div>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</div>				<div>Examination objectives</div> <div>AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts</div> <div>AO2 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</div> <div>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</div> <div>AO4 Evaluate texts critically and support this with appropriate textual references</div>	<div>Examination objectives</div> <div>AO5 Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</div> <div>AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</div>
Assessment: timed questions at the end of Literature Units/Mock examination (June): C1 Language and Literature Paper 1						

KS4 ENGLISH Curriculum Map

Year 11	Eduqas Language C2		Exam preparation	Revision	GCSE Examinations
	Reading Non Fiction	Transactional Writing	LANGUAGE: Practice and development of skills for C1/C2 Reading and Writing	Lesson time divided between the two GCSE papers	
	LITERATURE: Interleaved consolidation and extension of Literature Paper 1 texts as taught in Y10		LITERATURE: Interleaved consolidation and extension of all Literature texts		
	<u>Assessment:</u> Mock examinations (Nov): C1, C2 Literature Paper 2 (Feb-March): C1, C2 Literature Paper 1				