

English 5 Year Curriculum Journey – Intent Map

7	8	9	10	Y11 LANG	Y11 LIT
Autumn 1					
<p>You are a Champion!</p> <ul style="list-style-type: none"> -Explore how resilience, getting unstuck, reflection and mutual learning can be used to maximise progress in English. -Introduction to key secondary English skills through Marcus Rashford's 'You are a Champion' book. <p>A Glance at the Gothic (19th Century Literature)</p> <ul style="list-style-type: none"> -Identify features of the Gothic literary genre -Use PEA to analyse a Gothic extract -Craft Gothic writing for effect using a range of language devices, ambitious vocabulary and sentence structures. 	<p>Exploring Genre</p> <ul style="list-style-type: none"> -Use PEA to analyse and evaluate a range of fictional extracts from a variety of genres -Craft writing for range of genres, tailoring writing for a specific purpose. <p>Shakespeare's Romeo and Juliet</p> <ul style="list-style-type: none"> -Understand the plot of Romeo and Juliet. -Explore how to link historical context specifically to writer's intentions -Use PEA to analyse and evaluate Shakespeare's language in relation to character and theme. 	<p>Lord of the Flies</p> <p>GCSE set text: Modern novel</p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> -Understand the plot, character and themes in Golding's 'Lord of the Flies' -Develop understanding of how to link historical context to writer's intentions. 	<p>The Strange Case of Dr Jekyll and Mr Hyde</p> <p>GCSE set text: 19th Century</p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> -Develop knowledge of the historical context surrounding Victorian London, linking it to Stevenson's intentions. -Confidently understand and respond to the plot, characters, and themes in 'Jekyll and Hyde' -Develop the use PEA to critically analyse language and structure in a Literature essay. 	<p>AQA Lang Paper 1: Explorations in Creative writing and Reading</p> <ul style="list-style-type: none"> -Exploration of fiction extracts, analysing language and structure of fiction texts and developing evaluation skills. -Development of exam technique. -Refining the craft of descriptive/narrative writing. 	<p>Unseen Poetry</p> <ul style="list-style-type: none"> -Exploration of how to apply prior poetic knowledge to unseen poetry. <p>Crafting Comparison Essays for Power and Conflict</p> <ul style="list-style-type: none"> -Developing comparative essay writing skills through the Power and Conflict poetry anthology. <p>Academic Writing with a focus on LOTF</p> <ul style="list-style-type: none"> -Application of academic phrasing and thesis statements to 'Lord of the Flies' essays.
Autumn 2					
<p>A Christmas Carol (19th Century Literature)</p> <ul style="list-style-type: none"> -Understand the plot of 'A Christmas Carol' -Explore the historical context surrounding Victorian London -Explain how Dickens presents Scrooge and how this character develops <p>Enrichment: Xmas Carol Workshop, 'Quantum Theatre'</p>	<p>Shakespeare's Romeo and Juliet</p> <ul style="list-style-type: none"> -Expand writing skills, (vocabulary, punctuation, language devices, etc) to demonstrate a thoughtful narrative voice -Develop understanding of Shakespearean language to be able to confidently form a personal response to the play. 	<p>Lord of the Flies</p> <p>GCSE set text: Modern novel</p> <ul style="list-style-type: none"> -Expand the use of PEA to respond to a Literature essay question -Understand the Literature assessment objectives and how to write critically. 	<p>The Strange Case of Dr Jekyll and Mr Hyde</p> <p>LIT A.O: 1-4</p> <p>Exploring links between Literature texts</p> <p>LIT A.O: 1-4</p> <ul style="list-style-type: none"> -Exploring links between J&H, LOTF and Macbeth to consolidate learning from Y9. -Confidently understand how all three Literature texts link together to develop understanding. 	<p>Y11 Mock Fortnight</p> <p>Language Paper 1 (1hr 45 minutes)</p> <p>Feedback, Reflections, Improvements (LANG 1)</p> <ul style="list-style-type: none"> -Opportunity to refine and improve upon Language Paper 1 skills. 	<p>Y11 Mock Fortnight</p> <p>AQA LIT Paper 2 (LOTF, Poetry Anthology & Unseen Poetry) 2hrs 15 minutes</p> <p>Feedback, Reflections and Improvements (Literature Paper 2)</p> <ul style="list-style-type: none"> -Opportunity to refine and improve upon knowledge and skills from Literature Paper 2.
Spring 3					
<p>Inspirational Heroes (Iqbal)</p> <ul style="list-style-type: none"> -Express opinions about a short story by making specific links to the text. -Use PEA to analyse how a character is presented as inspirational -Connect the ideas from a text with the wider context. 	<p>Culture and Identity</p> <ul style="list-style-type: none"> -Discuss ideas around identity thoughtfully and sensitively. -Use PEA to analyse and evaluate how identity is presented in poetry and non-fiction texts. -Connect the ideas from a text with the wider historical context. -Craft transactional writing to include features of form and persuasive techniques. 	<p>Gritty Global Issues</p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> -Exploration of a range of extracts to do with issues impacting young people today. -Critically analyse language in non-fiction extracts. -Compare and contrast attitudes across two extracts. -Craft a persuasive/argumentative piece of transactional writing, developing writing skills. <p>War Poetry</p> <ul style="list-style-type: none"> -Expand use of PEA to analyse poetic techniques in war poetry. -Explore a range of famous war poets, such as Wilfred Owen, Jessie Pope & John McCrae. 	<p>LANGUAGE</p> <p>Moments in History (Language Paper 2)</p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> -Develop critical analysis of language in non-fiction extracts. -Develop comparative skills, comparing attitudes in two extracts. -Purposefully construct a piece of persuasive/argumentative piece of transactional writing. -Explore moments in history through non-fiction writing. 	<p>LITERATURE</p> <p>Battlefield Poem Cluster</p> <ul style="list-style-type: none"> -Understand the effect of conflict on soldiers on the battlefield. -Exploration of the language, form and structure in Bayonet Charge, TCOTLB, Exposure and REMB. 	<p>AQA Language Paper 2: Writers' Viewpoints and Perspectives</p> <p>LANG A.O: 1-6</p> <ul style="list-style-type: none"> -Language Paper 2 skills, focusing on comparison skills and non-fiction writing for a purpose. -Refining the crafting of compelling and persuasive pieces of non-fiction writing using high level techniques such as irony, satire and humour. <p>Y11 Mock Fortnight</p> <p>AQA Language Paper 2 (1hr 45)</p>
Spring 4					
<p>Inspirational Heroes (Inspirational speeches 19-21st Century)</p> <ul style="list-style-type: none"> -Identify persuasive devices in a range of speeches -Use PEA to analyse how a speech successfully persuades the audience -Craft a persuasive speech using a range of persuasive techniques, ambitious vocabulary and sentence structures. 	<p>Challenging Viewpoints</p> <ul style="list-style-type: none"> -Develop identification and analysis of persuasive devices in transactional writing. -Tailor and craft non-fiction writing to a specific audience and purpose, expanding writing skills such as language devices / ambitious vocabulary / sentence structures to demonstrate a clear persuasive/argumentative voice. 	<p>Dystopian Worlds</p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> -Critically analyse dystopian extracts, exploring both language and structure. -Craft Dystopian writing for effect, expanding writing skills to create a compelling narrative voice. -Develop knowledge of GCSE Language Paper 1 skills. 	<p>Moments in History (Language Paper 2)</p> <p>LANG A.O: 1-6</p> <ul style="list-style-type: none"> -Develop confidence in approaching 19th century unseen extracts. 	<p>Power of Nature Poetry Cluster</p> <ul style="list-style-type: none"> -Understand how the power of nature is reflected through poetry. -Exploration of the language, form and structure in The Prelude, Storm of the Island and Kamikaze. <p>J&H & Macbeth - Revisited</p>	<p>Feedback, Reflections and Improvements (LANG 2)</p> <p>Final Revision (Teacher Discretion)</p> <ul style="list-style-type: none"> -Revision of exam technique prior to Summer Exams. -Final focus on revision skills and memory retention.
Summer 5					
<p>Poetry Detectives</p> <ul style="list-style-type: none"> -Identify poetic devices and structures used in a range of poems -Use PEA to analyse the effect of poetry & evaluate the connotations of particular word choices -Craft own poem using a range of language techniques and ambitious vocabulary 	<p>Exploring a Novel (Teacher Choice)</p> <ul style="list-style-type: none"> -Explore the importance of character and analyse how characters develop throughout a novel. -Use PEA to analyse how writers have used language in relation to character and theme. 	<p>Macbeth</p> <p>GCSE set text: Shakespearean play</p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> -Expand knowledge of Shakespearean England specifically to link to 'Macbeth' -Understand the plot, character and themes in 'Macbeth' and form a personal response. 	<p>Y10 Mock Fortnight</p> <p>AQA Language Paper 2</p> <p>Speaking & Listening AQA</p> <ul style="list-style-type: none"> -Refining speaking and listening skills on a topic of choice for AQA S&L Assessment. 	<p>Y10 Mock Fortnight</p> <p>AQA LIT Paper 1: J&H and Macbeth</p> <p>Power of Man Poetry Cluster</p> <ul style="list-style-type: none"> -Understand how the power of man is reflected through poetry. -Exploration of the language, form and structure in Ozymandias, London and My Last Duchess. 	<p>Final Revision (Teacher Discretion)</p> <ul style="list-style-type: none"> -Teacher to decide what to focus on for the best interests of the class. -Final focus on revision skills and memory retention.
Summer 6					
<p>Shakespeare's Villains</p> <ul style="list-style-type: none"> -Understand the characteristics of villains -Explore historical context of Shakespearean England -Use PEA to analyse and evaluate Shakespeare's language in relation to character and theme -Expand writing skills to demonstrate a clear narrative/descriptive voice. <p>Speaking & Listening Mini Unit</p> <ul style="list-style-type: none"> -Developing speaking and listening skills linked to Shakespeare Villains. -Expanding knowledge of how speaking and listening skills are vital for future careers. 	<p>Exploring a Novel (Teacher Choice)</p> <ul style="list-style-type: none"> -Embed relevant social and historical context into analysis to justify opinions. -Craft fiction / non-fiction writing in response to the novel, developing writing skills (ambitious vocabulary, sentence structures / punctuation / language devices) <p>Speaking & Listening Mini Unit</p> <ul style="list-style-type: none"> -Advancing speaking and listening skills linked to a novel study. -Continuing to expand knowledge of how speaking and listening skills are vital for future careers. 	<p>Macbeth</p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> -Expand the use of PEA to respond to a Literature essay. -Develop the use of critical expression to analyse and criticise the writer's intentions and purpose. <p>Speaking & Listening Mini Unit</p> <ul style="list-style-type: none"> -Maturing speaking and listening skills linked to Macbeth & broaden knowledge of how S&L links to employability. 	<p>Marginalised Voices</p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> -Exploration of a wide range of extracts from diverse and marginalised authors. -Purposefully construct a piece of compelling creative writing. 	<p>Power of Identity Poetry Cluster</p> <ul style="list-style-type: none"> -Understand how the power of identity is reflected through poetry. -Exploration of the language, form and structure in Checking out Me History, Tissue, The Emigree and Poppies. 	<p>GCSE Language Exams</p> <p>Paper 1 – TBC</p> <p>Paper 2 – TBC</p> <p>GCSE Literature Exams</p> <p>Paper 1 – TBC</p> <p>Paper 2 – TBC</p>