

## Curriculum Map- Year 7, 8 and 9

Term 1 – Year 9 Gothic Fiction	Term 2 Great Expectations by Charles Dickens	Term 3 Writing for a Purpose	Term 4 War Poetry	Term 5 Women in Literature	Term 6 Romeo and Juliet
<b>Texts –</b> The Woman in Black / Great Expectations / Frankenstein / The Phantom Hitch-hiker	<b>Texts –</b> Great Expectations / Havisham (Poetry)	<b>Texts –</b> Articles / Non-fiction texts	<b>Texts –</b> Wilfred Owen / Siegfried Sassoon / Begbie / Diary	<b>Texts –</b> The Yellow Wallpaper / A Room of One's Own / The Handmaid's Tale	<b>Texts –</b> Romeo and Juliet /
<b>Themes/Skills:</b> <b>-Character analysis</b> <b>-Language analysis</b> <b>-Creative writing</b> - Close text analysis - Genre - Conventions of gothic <b>-Spag</b>	<b>Themes/Skills:</b> <b>-Character analysis</b> <b>-Language analysis</b> <b>-Creative writing</b> - Close text analysis -Spag  <b>ASSESSMENT 1</b>	<b>Themes/Skills:</b> -Purpose and audience -persuasive techniques <b>-Speaking and listening</b> - Spag	<b>Themes/Skills</b> (Wilfred Owen in depth) -Poetic techniques <b>-Creative writing</b> -War/Love - Close text analysis -Unseen poetry analysis -Spag  <b>ASSESSMENT 2</b>	<b>Themes/Skills:</b> -History of women writers - Female protagonists - Identity - Equality -Spag -imaginative character, setting and atmosphere	<b>Themes/Skills:</b> - Relationships <b>-Language analysis</b> -Letter writing <b>-Speaking and Listening</b> <b>-character analysis</b> <b>-Spag</b>  <b>ASSESSMENT 3</b>
<b>Key words:</b> Gothic Genre Supernatural Conventions Literature Setting Plot Dialogue Character Imagery	<b>Key words:</b> Expectations Convey Atmosphere Pathetic Fallacy Develop Blacksmith Convict Tone Feminism Portrayal Characterisation	<b>Key Words:</b> Persuade Argue Advise Inform Technique Compare Paragraph Format Purpose Fact Opinion	<b>Key Words:</b> Simile Metaphor Personification Enjambment Oxymoron Verse Stanza Rhyme Rhythm Context Compare	<b>Key words:</b> Iconic Feminism Analysis Relevance Emotive Narrative	<b>Key words:</b> Soliloquy Sonnet Act Scene Timeline Dramatic Irony Betrayal Manipulate Analyse Audience

Term 1 – Year 7 Introduction to Ace Baselines/Intervention	Term 2 Super Heroes	Term 3 Class Reader	Term 4 Poetry Types	Term 5 Language skills (Intervention)	Term 6 Fairy Tales
Texts –	Texts – The Odyssey / comics / Kid by Simon Armitage	Texts – Goldfish Boy / Trash / The Wolves of Willoughby Chase / The Indian in the Cupboard	Texts – Poetry forms – Limerick / Haiku / Shape /	Texts –	Text – Little Red Riding Hood / Cinderella / Brothers Grimm
<b>Themes/Skills:</b> -Biographical writing -Assessing	<b>Themes/Skills:</b> -Creative writing -Mind mapping -Planning -Analysing -Sentence structure	<b>Themes/Skills:</b> -Literary devices -Themes -Character analysis -Relationships -Extend vocabulary -Speaking and listening	<b>Themes/Skills:</b> -Relationships -Poetic techniques -Creative writing -War/Love -Close text analysis -Unseen poetry analysis -Spag	<b>Themes/Skills:</b> -Idioms -Language features -Punctuation -Speaking and Listening -Sentence structure -Spag	<b>Themes/Skills:</b> - Analysis - Context -Discussion -Reading for meaning -Spag
<b>Key words:</b>	<b>KEY WORDS:</b> -Relationships -Gender stereotypes -Heroes/Villains - character analysis -Spag -imaginative character, setting and atmosphere -effective openings -Paragraphs -Simile -Metaphor  <b>ASSESSMENT 1</b>	<b>Key words:</b> Theme Character Traits Metaphor Symbolism Setting Plot	<b>Key Words:</b> Simile Metaphor Personification Enjambment Verse Stanza Rhyme Rhythm Context Compare  <b>ASSESSMENT 2</b>	<b>Key words:</b> Idiom Complex Compound Noun Verb Adjective Simile Metaphor	<b>Key words:</b> Context Fairy Tale Metaphor Allegory Context Layout Affect/Effect  <b>ASSESSMENT 3</b>

Term 1- Year 8 Reading Non-fiction Skills	Term 2 Reading 'Oliver Twist'	Term 3 Transactional Writing- Writing for a purpose	Term 4 Relationship Poetry	Term 5 Creative Writing	Term 6 Shakespeare Reading
Texts –	Texts – Oliver Twist		Texts – Unrelated Incidents / An Unknown Girl / I love me Mudder / The Highwayman	Texts – Harry Potter and the Philosopher's Stone /	Texts – Much Ado About Nothing / The Tempest / A Midsummer Night's Dream
<b>Themes/Skills:</b> -Articles -Speaking and Listening -Ranking/ordering -decision making -Writing for a purpose -techniques (Paper 2) -Spag	<b>Themes/Skills:</b> (Charles Dickens in depth) -Relationships -Victorian Society -Speaking and Listening -Spag	<b>Themes/Skills:</b> -Purpose and audience -persuasive techniques -Speaking and listening - Spag	<b>Themes/Skills:</b> -Relationships -Poetic techniques -Creative writing -Love - Close text analysis -Unseen poetry analysis -Spag	<b>Themes/Skills:</b> - character analysis -Spag -imaginative character, setting and atmosphere -effective openings -Paragraphs	<b>Themes/Skills:</b> -Relationships -Language analysis -Letter writing -Speaking and Listening -character analysis -Spag
<b>Key words:</b> Analysis Presentational devices Layout Affect/Effect	<b>Key words:</b> Orphan Effect Device Simile Metaphor Pathetic fallacy Context Classic  <b>ASSESSMENT 1</b>	<b>Key Words:</b> Persuade Argue Advise Inform Technique Compare Paragraph Format Purpose Fact Opinion	<b>Key Words:</b> Simile Metaphor Personification Enjambment Verse Stanza Rhyme Rhythm Context Compare Culture Tradition  <b>ASSESSMENT 2</b>	<b>Key words:</b> Figurative language Structure Paragraph Tone Empathy Emote Device	<b>Key words:</b> Soliloquy Sonnet Act Scene Timeline Dramatic Irony Betrayal Manipulate Analyse Audience  <b>ASSESSMENT 3</b>

<b>Year Group 10</b> <b>Topic:</b>	<b>Ht1</b> <b>Lang: Paper 1</b> <b>section B:</b> <b>Creative Writing/</b> <b>Blood Brothers</b> <b>text</b>	<b>Ht2</b> <b>Reading</b> <b>Paper 1</b> <b>section A</b> <b>'A Christmas Carol' text</b>	<b>Ht3</b> <b>Lang: Paper 2</b> <b>section- B</b> <b>Writing for a purpose</b> <b>Lit: 'Macbeth' text</b>	<b>Ht4</b> <b>Lang: Paper 2</b> <b>section: Reading</b> <b>compare 2 texts.</b> <b>Lit: A TEXT!!</b>	<b>Ht5</b> <b>Lit Poetry x poems</b> <b>from the anthology</b> <b>Lit: Unseen Poetry</b>	<b>Ht6</b> <b>A TEXT!!</b>
<b>Disciplinary Knowledge: Themes Skills</b>	<b>Senses</b> <b>Effective sentences</b> <b>Effective Vocabulary</b> <b>Character/setting description</b> <b>Sentence Structure</b> <b>Language Analysis</b> <b>Grammar-How do I write well?</b>	Select and synthesise evidence from different texts • Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Employ relevant, accurate subject	<b>Writing for a purpose-Persuade</b> <b>Persuasive Articles</b> <b>Letter writing</b> <b>Writing a review</b> <b>Writing a speech</b> <b>Writing an essay</b> <b>Sample exam questions</b>	Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience. • Critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing. • Adopting comparative language e.g. In comparison with; similarly, likewise, equally, on the other hand	Essay writing skills: writing an effective overview to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages • Apply the understanding of contextual features to explore the relationship between the poems and their context. • Comparative skills: explore the similarities and	

		<ul style="list-style-type: none"> <li>terminology to support viewpoints</li> <li>Evaluate texts critically</li> </ul>			differences between the tone, techniques and messages of the poems.	
<b>KEY WORDS:</b>	Paragraphs Spag Introduction Development Description Adjective Verb Adverb SIMILES/METAPHORS PERSONIFICATION POWERFUL ADJECTIVES EMOTIVE LANGUAGE PATHETIC FALLACY DIALOGUE	Highlights Demonstrates Implies Represents Portrays Reveals Indicates Symbolises Prompts		Simile Metaphor Personification Enjambment Verse Stanza Rhyme Rhythm Context Compare	Simile Metaphor Personification Enjambment Verse Stanza Rhyme Rhythm Context Compare	
<b>Assessment Opportunities</b>	<b>GCSE– Exam style question.</b>	<b>Section A: shortened Language Paper 1 (one ‘analyse’ question and one ‘evaluate’ question).</b>	<b>Complete Language Paper 2 Section A (19th and 21st century sources). • Smaller specific-based tasks • Question/comprehension type tasks</b>	<b>Complete Language Paper 2 Section A (19th and 21st century sources). • Smaller specific-based tasks • Question/comprehension type tasks</b>	<b>Short summative extract analysis • Anthology Poetry Essay</b>	

Year 11 Topic:	Lang: Creative Writing	Lang: Reading Paper 1	Lang: Paper 2 section- B Writing for a purpose	Lang: Paper 2 section A: Reading compare 2 texts.	Lang and Lit: Exam Practice Paper 1 and Paper 2	
<b>Themes/Skills:</b>	<p>Narrative writing skills: revise how to organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning.</p> <ul style="list-style-type: none"> <li>• Practise using a range of vocabulary and sentence structures to achieve desired effects.</li> <li>• Re-read high-quality examples of Creative Writing to develop key writing skills. Look again at how writers use setting, characterisation and plot effectively.</li> </ul> <p><b>AO5,6</b></p>	<ul style="list-style-type: none"> <li>• Revise how to synthesise evidence from different texts</li> <li>• Revise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information.</li> </ul> <p>Revise how writers use language and structure to achieve effects and influence readers</p> <ul style="list-style-type: none"> <li>• Revise subject terminology and practise employing this to support viewpoints</li> <li>• Re-visit approaches to evaluating texts critically e.g. considering alternative viewpoints or ideas.</li> </ul>	<p>Argue, Persuade, Advise: explore how to frame and adapt language, tone and format depending on the purpose/audience.</p> <ul style="list-style-type: none"> <li>• Inform, Explain, Describe: use audience and purpose in order to adapt language, tone and format.</li> <li>• Communicate clearly, effectively and imaginatively to engage readers/audiences.</li> </ul> <p>Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a informal tone/style for a talk to peers.</p> <ul style="list-style-type: none"> <li>• Use a variety of structural and grammatical features for impact.</li> </ul> <p><b>AO5,6</b></p>	<p>Practise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information.</p> <ul style="list-style-type: none"> <li>• Revisit language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience/</li> <li>• Develop critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of Past Papers 1 and 2.</li> <li>• Timed essays</li> <li>• Language techniques</li> <li>• Infer and deduce</li> </ul> <p><b>AO1,2,3,4,5,6</b></p>	
<b>Assessment Opportunities</b>	<b>GCSE Exam practise Paper 1 section B</b>	<b>GCSE Exam practise Paper 1 section A</b>	<b>GCSE Exam practise Paper 2 section B</b>	<b>GCSE Exam practise Paper 2 section A</b>		