

Subject - Curriculum Map

Year	Term	Topic Overview	Focus	Assessment
Year 7	Autumn 1	Novel Study - 'Bone Sparrow'	Students will be introduced to key skills such as the analysis of language and structural features, together with an awareness of plot through the study of 'Bone Sparrow'. They will develop their knowledge of the wider world and foster a love of reading through creative responses and analysis of characters. Students will begin to use quotations to justify their viewpoint and form convincing arguments.	<ul style="list-style-type: none"> Evaluate the writer's presentation of Subhi in an extract from 'The Bone Sparrow' (20 marks) Writing descriptively using an image stimulus (24+16 marks)
	Autumn 2	Wider World	Students will interpret different viewpoints and opinions with a focus on how writers use persuasive techniques and language to illustrate those viewpoints. Students will gain an understanding of the function of a persuasive technique and use them within their own writing.	<ul style="list-style-type: none"> Compare how authors convey their different attitudes towards poverty. (16 marks) Does AI have place in the classroom? Write a speech where you discuss your viewpoint. (24+16 marks)
	Spring 1	Poetry Across Time	Students will begin to show understanding of poetic techniques and styles using SMILE as a tool to access poetry (Structure, Meaning, Imagery, Language and Effect). Students will begin to look at poetry critically using evidence to form viewpoints, drawing comparisons between poems and techniques.	<ul style="list-style-type: none"> Essay comparing the presentation of an event in 'Blessing' and 'Night of the Scorpion' (30 marks) Write a narrative about an apocalyptic event based on Byron's 'Darkness'. (24+16 marks)
	Spring 2	Travel Writing - Exploring Diversity	Students will explore a range of different texts that present versatile viewpoints and opinions to develop an understanding of diverse communities and cultures. Students will compare language and tone to explore writers' views and opinions. Students will write persuasively to convince others of their opinions in relation to an exam-style question.	<ul style="list-style-type: none"> Language Paper 2 short essay-style question: Compare how the writers show their different experiences of hot-air balloon rides (16 marks) Write a persuasive pitch for a travel agency.
	Summer 1	Shakespeare's 'The Tempest'	An introduction to Shakespeare, building a familiarity with language, form and structure. Students will focus on understanding plot and theme using relevant references to support their viewpoint. Students will begin to adopt an analytical tone when writing about 'The Tempest', focusing on single word analysis and character development.	<ul style="list-style-type: none"> How does Shakespeare use language to convey the different sides of Prospero's character? (30 marks) A descriptive piece of writing using a picture stimulus. (24+16 marks)
	Summer 2	Condensed Curriculum 'Drop Everything and Revise'	Students will revisit and revise skills taught across the year to cement their understanding. They will work towards an end of year exam focusing on language analysis and creative writing. To conclude the year, students will work collaboratively to present a project based on Roald Dahl's 'Lamb to the Slaughter'. This will incorporate the skills taught across the year as preparation for year 8.	<ul style="list-style-type: none"> End of year AQA Language Paper 1 style exam focusing on language analysis and creative writing. (80 marks) Reading the short story 'Lamb to the Slaughter' and concluding with a project-based piece of work.

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Year 8	Autumn 1	Novel Study - 'I'm the King of the Castle'	Students will develop their analytical skills when examining how the author uses language and structure to create impact. They will develop their knowledge of gothic literature and alternative writing styles, fostering a love of reading through creative responses and analysis of characters. Students will develop their ability to justify their viewpoint and form convincing arguments in response to a statement.	<ul style="list-style-type: none"> A student said 'Kingshaw feels extremely vulnerable at this point in the novel.' To what extent do you agree? (20 marks) A description of Hang Woods based on an extract from chapter 5. (24+16 marks)
	Autumn 2	Inequality and Rhetoric	This unit focuses on developing an understanding of writers' viewpoint and opinions. A key focus is on how persuasive techniques are used to form an argument and create a voice or tone. Students will be able to identify the functions of persuasive techniques and use them effectively within their own writing.	<ul style="list-style-type: none"> Language Paper 2 short essay-style question: Compare how Martin Luther King and Old Major convey their attitudes towards society. (16 marks) <i>For too long, animals and their welfare have been neglected.</i> Write an article in which you argue for or against this statement. (24+16 marks)
	Spring 1	From the Romantics to the Victorians	Students will show a clear understanding of poetic techniques and styles using SMILE as a tool to access poetry (Structure, Meaning, Imagery, Language and Effect). Students will begin to examine poetry critically, using evidence to support their viewpoints and drawing comparisons between poets and techniques. They will start to incorporate contextual awareness and use this to develop discussions within their analysis.	<ul style="list-style-type: none"> Compare the presentation of dreams in Shelley's Kubla Khan and Keats' La Belle Dame. (30 marks) A piece of narrative writing based on the persona in Blake's 'Auguries of Innocence'. (24+16 marks)
	Spring 2	An Introduction to Dickens	Students will begin their study of Charles Dickens with a focus on language, form and structure. They will focus specifically on 19 th century wording and contextual links, evidencing their views and ideas using this knowledge. Students will develop their understanding of authorial techniques using the PEACE structure for analysis.	<ul style="list-style-type: none"> Short essay-style answer evaluating how Dickens uses language to present Squeers. (20 marks) A chapter opening in which students adopt Dickens' style of writing. (24+16 marks)
	Summer 1	Shakespeare's 'Romeo and Juliet'	In their study of 'Romeo and Juliet' students will develop their understanding of Shakespeare's language, form and structure. They will focus on understanding the plot and themes of the text, using contextual links and relevant references to support their viewpoint. Students will approach quotations with an analytical tone, focusing on single word analysis and character development.	<ul style="list-style-type: none"> Starting with the balcony scene, how does Shakespeare present Romeo's attitude to love? (30 marks) A piece of descriptive writing using a key moment in the play as stimulus. (24+16 marks)
	Summer 2	Condensed Curriculum 'Drop Everything and Revise'	Students will revisit and revise skills and concepts taught across the year before sitting a GCSE-style paper focusing on language analysis and creative writing. To conclude the year, students will work collaboratively to present a project based on Charlotte Perkins Gilman's 'The Yellow Wallpaper.' This will incorporate the skills taught across the year as preparation for year 9.	<ul style="list-style-type: none"> End of year GCSE Language Paper 1 style exam focusing on analysis and creative writing. (80 marks) Reading the short story 'The Yellow Wallpaper' and concluding with a project-based piece of work.

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Year 9	Autumn 1	Novel Study - 'War of the Worlds'	Students will develop perceptive analysis of how the writer uses language and structure to create impact through the study of 'War of the Worlds'. They will develop their knowledge of how context influences literature and how Wells encourages readers to look at history with a critical voice. Students will justify their viewpoint and form convincing arguments.	<ul style="list-style-type: none"> A student said, 'the description of the narrator's journey through the storm is exciting.' To what extent do you agree? (20 marks) A piece of descriptive writing from the perspective of the narrator's wife. (24+16 marks)
	Autumn 2	The World Today	This unit revises approaches to writers' viewpoints and perspectives with a focus on how persuasive techniques are used to form coherent arguments with a convincing voice or tone. Students will be able to select a judicious range of examples when analysing writers' viewpoints and use a range of persuasive techniques effectively within their own writing.	<ul style="list-style-type: none"> Language Paper 2 style question: Compare how the writers convey their attitudes to the World Cup. (16 marks) Write an article for a broadsheet newspaper to explain your point of view on a chosen issue. (24+16 marks)
	Spring 1	War Poetry	Students will demonstrate clear and perceptive understanding of poetic techniques and styles using SMILE as a tool to access poetry. Students will examine poetry critically, selecting a judicious range of evidence to support their interpretations. As well as drawing comparisons between poets and techniques, they will apply their contextual knowledge of war poetry to develop discussions in relation to the poet's intent.	<ul style="list-style-type: none"> Explore the contrasting presentations of war in 'Dulce et Decorum Est' and 'If This is a Man'. (30 marks) Write two contrasting descriptions of war to reflect the opposing views of Sassoon and Pope. (24+16 marks)
	Spring 2	'An Inspector Calls'	In their reading of 'An Inspector Calls' students will develop understanding of dramatic form, plot and themes. They will apply their contextual knowledge and make relevant references to the text to support their interpretation. Students will develop a clear and perceptive understanding of the characters' functions, their interaction and how this relates to Priestley's overarching intent.	<ul style="list-style-type: none"> Literature exam-style essay: How far does Priestley present male characters as irresponsible? (30 marks) Write a letter to your local MP arguing that more should be done to help those in poverty. (24+16 marks)
	Summer 1	Shakespeare's 'Macbeth'	This initial study of 'Macbeth' will develop understanding of Shakespeare's language, form and structure. Students will focus on understanding plot and theme, using contextual links and relevant reference to the text to support their interpretations.	<ul style="list-style-type: none"> A piece of descriptive writing using a key moment from the play as stimulus. (24+16 marks)
	Summer 2	Shakespeare's 'Macbeth'	Students will continue to cement understanding of plot, characters and themes. They will approach quotations with an analytical tone, focusing on single word analysis and character development. Students will begin to answer extract-based essay questions using the GCSE Literature Assessment Objectives.	<ul style="list-style-type: none"> Literature exam-style essay: Starting with the siege in 5.3, explain how far you think Shakespeare presents Macbeth as a hero. (30 marks)