



SSPP English Department:
Curriculum Map (7-13)

Year 7:

Thematic focus: Identity and Journeys.		Thematic focus: Literary Genre.		Thematic focus: Human Nature.	
Advent 1:	Advent 2:	Lent 1:	Lent 2:	Pentecost 1:	Pentecost 2:
<p><i>Unit of Study: ‘The Canterbury Tales’, by Geoffrey Chaucer.</i></p> <p>Learners will develop knowledge of the Middle-Ages and the eclectic array of characters in the ‘Tales’. Emphasis is placed upon The Friar’s Tale, where learners will engage in debate about human morality and the inherent flaws that make up human nature.</p>	<p><i>Unit of Study: Literature from Diverse Voices</i></p> <p>Developing on their knowledge of Chaucer’s ‘Tales’, students move into looking at Patience Agbabi’s modern adaptation – ‘Telling Tales’. The aim is for students to develop a sense of literary consciousness, using their knowledge of Agbabi’s adaptation to reflect upon issues that are still relevant in modern society. Extracts from the Refugee Tales are also studied to build an awareness of literature as a medium for marginalised voices.</p>	<p><i>Unit of Study: The Gothic Novel</i></p> <p>This unit of study introduces students to the concept of literary genre. Students begin by learning about the origins of the Gothic novel, its key conventions, and its popularity in societies obsessed with the supernatural and macabre. Students will study a series of extracts from canonised Gothic novels, such as Frankenstein, Dracula, and Wuthering Heights, using these to develop knowledge of narrative methods. Opportunity for creative writing is embedded once students have a strong grasp of narrative methods and writer’s craft.</p>	<p><i>Unit of Study: Science Fiction:</i></p> <p>Building upon their knowledge of the Gothic genre, students then move into studying the genre of science fiction, considering reasons for its rise in popularity and publication in the early 20th century. Students will consider the relationship between the science fiction genre and society, looking at how the genre comments on anxieties stemming from technologically advancing societies. Emphasis is placed upon writer’s craft and narrative methods, with opportunities for students to further</p>	<p><i>‘The Tempest, by William Shakespeare.</i></p> <p>Studying this ‘problem play’ will expose learners to the complex ways in which Shakespeare comments on power. Learners will begin to develop a contextual awareness of Shakespeare’s writing, using this to inform their reading of the play, its characters, and the questions the play raises about the use, and abuse, of power. Learners will sensitively engage with the ways in which Shakespeare’s characters communicate ideas that reflect the development of European colonisation during the Early Modern period.</p>	<p><i>Unit of Study: Fantasy & Quest Narratives</i></p> <p>This unit of study allows students to play with concepts of genre, using the conventions of the fairy tale narrative and its character archetypes to create a subverted fairy-tale narrative. Specific emphasis is placed upon traditional characterisation and narrative structures of the fairy tale genre, although students will have the opportunity to challenge tradition through their own creative writing pieces.</p>

						develop their own writing craft.				
--	--	--	--	--	--	-------------------------------------	--	--	--	--

Year 8:

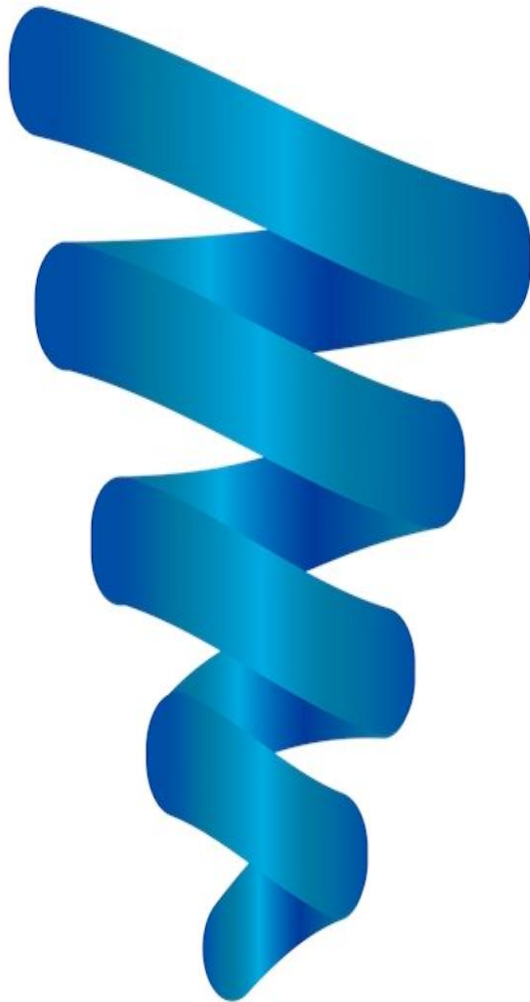
Thematic focus: Society and Development				Thematic focus: Broken Worlds				Thematic focus: Power and Threats to Democracy			
Advent 1:		Advent 2:		Lent 1:		Lent 2:		Pentecost 1		Pentecost 2	
<i>Unit of Study: 'Tales of the 19th Century'.</i>		<i>Unit of Study: 19th Century Novel – Oliver Twist</i>		<i>Unit of Study: Imperfect Worlds</i>		<i>Unit of Study: The Giver, by Lois Lowry</i>		<i>Unit of Study: 'Julius Caesar', by William Shakespeare.</i>		<i>Unit of Study: Revolutionary & Protest Poetry.</i>	
Learners will begin Year 8 by studying a series of tales from the Victorian period. They will be exposed to a range of literary genres, looking carefully at the conventions that define these genres. To develop an awareness of literary consciousness, pupils will engage in complex discussions about how texts interact with society, and the connection between literature and the world around them.		Building upon their knowledge of 19 th century literature and the key thematic concerns of the period, students move into studying Dickens's tale of plight and struggle in the face of adversity. Students will consider Dickens's role as a social critic, using their knowledge of the 19 th century to illuminate their analysis and interpretations of characters in the novel.		This unit of study introduces students to the idea of dystopian societies. As a preparation unit for their study of 'The Giver', students are exposed to a range of dystopian texts spanning across the 20 th century. Students will consider the implications of dystopian writing on society, including how dystopian fiction portrays anxieties about the future of society.		In their study of The Giver, students question how far this fictional dystopia is a possible reflection of the future. Students will also analyse the extent to which individuals have the power to face and overcome adversity, as well as the role of the individual in shaping the future.		Learners will be transported back to the period of Classical Rome. Through learning about the assassination of Julius Caesar, learners will develop an understanding of how and why revolutions take place. With the focus on 'threats to democracy', students will study the complexities of power and political leadership, the reasons for violent overthrows, and the precarious nature of power and loyalty.		Building upon their knowledge of power and democracy, students will move on to study the ways in which literature has historically, and presently, acted as a revolutionary medium to protest against injustice. Learners will study a series of poems by the revolutionary figure of Percy Bysshe Shelley, through to modern-day poetry by Duffy, and Armitage, looking at the ways in which their poetry raises consciousness about societal issues.	

Year 9:

Thematic focus: Injustice and Abuse of Power.				Thematic focus: Tragedy & Ambition				GCSE Transition:			
Advent 1:		Advent 2:		Lent 1:		Lent 2		Pentecost 1		Pentecost 2	
<i>Unit of Study: The Art of Rhetoric.</i>		<i>Unit of Study: Dystopian Fiction & Animal Farm, by George Orwell.</i>		<i>Unit of Study: King Lear</i>		<i>Unit of Study: King Lear</i>		<i>Unit of Study: Power and Conflict Poetry</i>		<i>Unit of Study: Preparatory Work – An Inspector Calls</i>	
Learners will begin by looking at the Athenian origins of rhetoric, learning about the rising importance of persuasive speech in the newly-democratic state of Athens. Learners will study a range of non-fiction texts that are both socially and culturally significant, analysing on a granular level the powerful language of various orators. The culmination of this unit of study is an extended rhetorical speech, where learners		Building upon their knowledge of rhetoric, learners will study the alarming ways in which tyrannical leaders sway, cajole, and ruthlessly deceive others for their own self-gain. Emphasis is placed upon key rhetorical speeches within the novella, where learners will consider and question the damaging effects of propaganda, and the ways in which political language “is designed to make lies sound truthful, and murder respectable” (Orwell, Politics and the English Language).		Learners’ study of this important Shakespearean tragedy will give them a grounding in the origins and conventions of tragedy, as well as the defining features of Shakespeare’s tragic protagonists. Learners will look at Shakespeare’s motivations for writing tragedy, reflecting contextually on the succession of a new monarch, Shakespeare’s relationship with the Jacobean court. Learners will probe into the disastrous political decisions made in the play, in addition to carefully contemplating age-old anxieties surrounding illegitimate rule, and the ambitions that fuel a cruel desire for power.		Learners’ study of this important Shakespearean tragedy will give them a grounding in the origins and conventions of tragedy, as well as the defining features of Shakespeare’s tragic protagonists. Learners will look at Shakespeare’s motivations for writing tragedy, reflecting contextually on the succession of a new monarch, and the development of the Jacobean court. Learners will probe into the disastrous political decisions made in the play, in addition to carefully contemplating age-old anxieties surrounding illegitimate rule, and the ambitions that fuel a cruel desire for power.		This transitional unit introduces students to the GCSE Power and Conflict Anthology. Students will study a range of non-fiction texts that are thematically linked to the Power and Conflict poems, allowing them to develop a more conscious awareness of text and context. Students will sensitively engage with non-fiction material that will allow them to critique, empathise with, and consider the ‘voice’ behind the poem.		This transitional unit will allow learners to develop an awareness of the biographical and historical context that surrounds the An Inspector Calls. Learners will look at Priestley’s motivations for writing the play, his own political beliefs, and the 20 th C political climate more widely during the growing tensions of conflict and war.	

will demonstrate their ability in crafting rhetoric.								
--	--	--	--	--	--	--	--	--

Spiral Curriculum Concept: Students build upon knowledge through a process of repetition. Key knowledge is re-visited in each term, but with deepening layers of complexity, application, and skill. Students start with the fundamentals, and work up to strong proficiency.



Shakespearean Tragedy

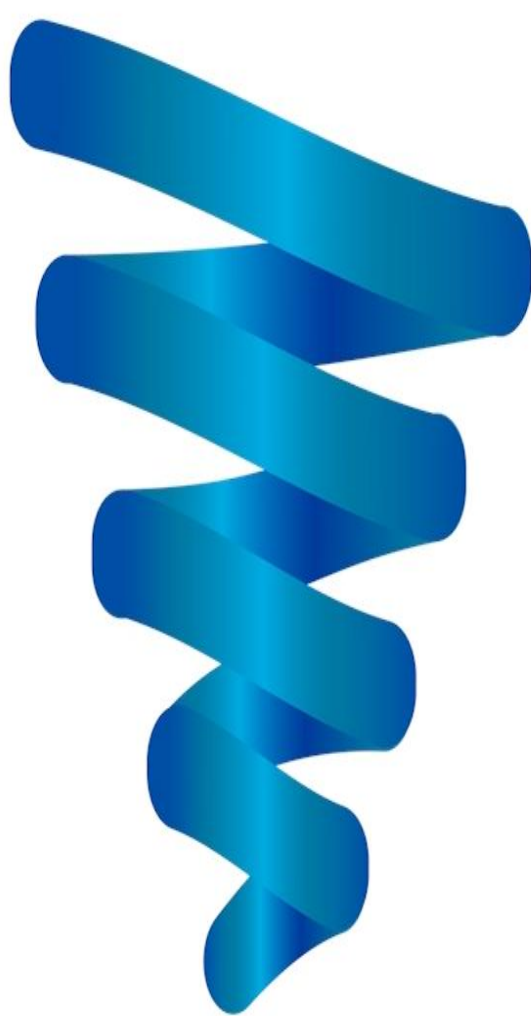
(Y10 & 11) Macbeth: Upon commencing their study of Shakespeare at GCSE, students have a strong grounding in Shakespearean tragedy and the key themes the tragedy plays are concerned with. By this stage, students should be able to draw from the mental models that they have built across KS3, allowing them to access the play and its themes to a higher, more perceptive degree.

(Y9) King Lear: Students' study of 'Lear' will develop key knowledge of the **conventions** of **Shakespearean tragedy**, and the common tropes of his **tragic protagonists**. Greater emphasis is placed on ideas about **ambition** and its effect on one's desire for **power**.

(Y8) Julius Caesar: Students re-visit tragedy in the history play, 'Julius Caesar', considering how and why **power** shifts take place, with a closer focus on threats to **democracy**.

(Y7) The Tempest: Students are introduced to the genre of **Shakespearean tragedy**, and begin looking at how characters **unjustly** abuse **power**.

Spiral Curriculum Concept: Students build upon knowledge through a process of repetition. Key knowledge is re-visited in each term, but with deepening layers of complexity, application, and skill. Students start with the fundamentals, and work up to strong proficiency.



Injustice & Abuse of Power

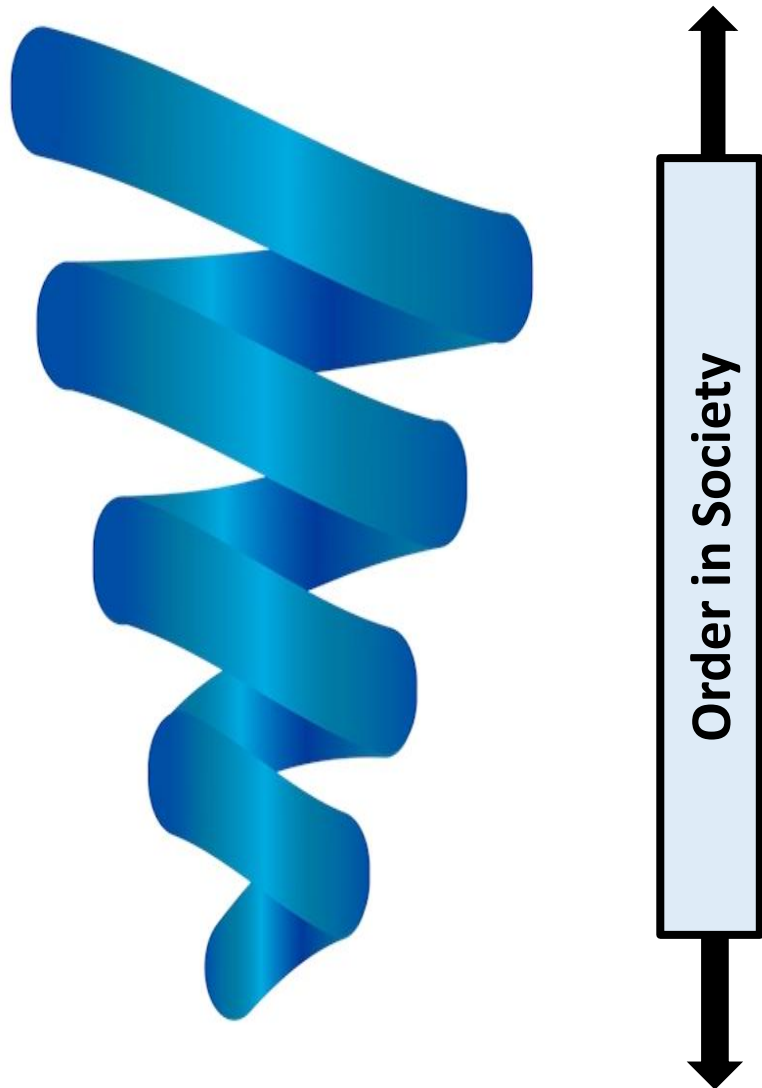
GCSE Study: Writers commenting on the abuse of power is an essential concept for GCSE study. When commenting on Priestley's exposure of the **unjust abuse of power** in *An Inspector Calls*, or the **tyrannical ambitions** of Macbeth, students have solid mental models to draw from in their previous study of literature.

(Y9) Animal Farm: Orwell's political novel allows students to further develop their understanding of **power** and politics, looking at how characters are used to reflect societal anxieties about the **abuse of power**.

(Y8) Oliver Twist: Students re-visit ideas about the **abuse of power** through Dickens's authoritative figures in *Oliver Twist*. Students explore the extent to which characters in the text abuse their power and for what means.

(Y7) Chaucer's Canterbury Tales: Students study the **corrupt** nature of people in positions of **authority**, considering how the Friar, a traditional symbol of morality, **abuses his power** and subverts our expectations.

Spiral Curriculum Concept: Students build upon knowledge through a process of repetition. Key knowledge is re-visited in each term, but with deepening layers of complexity, application, and skill. Students start with the fundamentals, and work up to strong proficiency.



GCSE Study: The concept of order in society is re-visited when students study Macbeth and learn about the impact of Macbeth's **act of regicide** and its collateral effect on the **stability of the world** and political sphere.

(Y9): King Lear: Our study of King Lear exposes students to ideas about the **precarious nature of power** and **rule**. Students learn about the flaws in **human nature**, and how these flaws impact the **stability of society**.

(Y8) The Giver: Students consider the extent to which **order in a society** relies on the suppression of human emotion and individual thought. Ideas about **tyrannical leadership** and **greed** as a motive for **control** are considered and debated.

(Y7) The Tempest: Students study the empathy and forgiveness required to **restore order** in an **unstable** situation. Specific emphasis is placed upon Prospero and his journey of seeking **revenge** for **betrayal** against his **rule**.

Key Vocabulary Map: The following key vocabulary is taught and re-visited across KS3.

[illegible]

KS3 Assessment Model:

At KS3, students are assessed using a 'stepped' approach that tests a wide range of skills that they have built across each unit of study.

KS3 assessments contain multiple sections that each test specific skills we want to assess.

For instance:


Section A of this 'rhetoric' assessment tests **key vocabulary** and **concepts** taught across the unit of study. The vocabulary chosen for the assessment is essential vocabulary that students should know to be successful in their future study of English.

In other assessments throughout the year, students will **re-visit this vocabulary** to aid knowledge retention.

Section B of this 'rhetoric' assessment tests **reading skills**, but also provides students with a **mental model** of successful rhetorical writing before they write their own piece in **Section C**.

This section also encourages students to **recall key rhetorical techniques** learnt across the unit of study, in preparation for writing their own piece.

Section C is a culmination of students' study of rhetoric. The 'stepped' approach to the assessment paper gives students the best chance of securing success. The previous sections of the assessment allow them to draw from the various skills they have developed across the unit of study.



Term 1: The Art of Rhetoric Assessment.

Section A - Terminology and Vocabulary:

Over the course of the term, you have learnt a range of rhetorical devices and new vocabulary. Write your best definition for each of the rhetorical devices and vocabulary below:

Terminology:

(1) Logos _____

(2) Pathos _____

(3) Ethos _____

(4) Rapport _____

(5) Metaphor _____

Vocabulary:

(6) Injustice _____

(7) Democracy _____

(8) Prejudice _____

(9) Stereotype _____

Section B – Rhetoric in Action: Read the speech below and then attempt the task that follows.

The following speech, titled 'Their Finest Hour' was delivered by Winston Churchill in 1940. Churchill wanted to increase the resilience and resistance of Britain.

I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilization. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this Island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, "This was their finest hour."

Bullet point 5 things that Churchill does to motivate his audience:

Section C - Rhetorical Writing:

Write the **opening** to a speech on the **importance of reading**. You are to **persuade** your audience that reading is **invaluable** and **essential**.

You should use the **rhetorical devices** we have studied across the unit, paying particular attention to the devices that would be most appropriate in your **opening**.

You will be awarded **12 marks** for your content and organisation.

You will be awarded **8 marks** for spelling, punctuation, and grammar, as well as varied use of vocabulary and sentence structure.

Ideas you might choose to focus on: Reading develops vocabulary – Reading develops creativity – Reading develops an appreciation for other cultures – Reading allows you to experience situations beyond your own lives.

Year 10:

GCSE: At GCSE, we follow the AQA syllabus for both English Literature and English Language. Language and Literature are interleaved throughout the two years.

Advent 1:		Advent 2:		Lent 1:		Lent 2		Pentecost 1		Pentecost 2	
Literature		Literature		Literature		Literature		Literature		Literature	
<i>Unit of Study:</i> An Inspector Calls.		<i>Unit of Study: A Christmas Carol</i>		<i>Unit of Study: A Christmas Carol</i>		<i>Unit of Study: Power & Conflict Poetry</i>		<i>Unit of Study: Power & Conflict Poetry</i>		<i>Unit of Study: Romeo and Juliet</i>	
Language		Language		Language		Language		Language		Or	
Fiction Paper 1 Section A (Reading)		Fiction Paper 1 Section A (Reading)		Fiction Paper 1 Section B (Writing)		Fiction Paper 2 Section A (Reading)		Fiction Paper 2 Section B (Writing)		<i>Macbeth</i>	
										Speaking & Listening Assessment	

Year 11:

GCSE: At GCSE, we follow the AQA syllabus for both English Literature and English Language. Language and Literature are interleaved throughout the two years.

Advent 1:		Advent 2:		Lent 1:		Lent 2:		Pentecost 1:		Pentecost 2:
Literature:		Literature:		Literature:		Literature:		Literature:		
<i>Unit of Study: Romeo and Juliet</i>		<i>Unit of Study: Romeo and Juliet</i>		<i>An Inspector Calls Revision & A Christmas Carol Revision</i>		<i>Unseen Poetry & Finish remaining Power and Conflict poems</i>		<i>Shakespeare Revision</i>		
<i>Or</i>		<i>Or</i>								
<i>Macbeth</i>		<i>Macbeth</i>								
Language:		<i>Power & Conflict Poetry</i>		Language:		Language:		Language:		
<i>Unit of study: Language paper 1 section A (reading)</i>		Language:		N/A		<i>Language Paper 2 Revision (Reading & Writing</i>		<i>Language Paper 2 Revision (Reading & Writing</i>		
		<i>Unit of study: Language paper 1 section B (writing)</i>								

Year 12:

A-Level: At A-Level, we follow the Edexcel English Literature syllabus. Students are taught by two teachers, drawing from the knowledge and expertise in the department.

Advent 1:	Advent 2:	Lent 1:	Lent 2	Pentecost 1	Pentecost 2
<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>
Teacher 1: Poems of the Decade (Post-2000 poetry)	Teacher 1: Poems of the Decade (Post-2000 poetry)	Teacher 1: Shakespeare Study (Othello)	Teacher 1: Shakespeare Study (Othello)	Teacher 1: Poetry Anthology (Romanticism)	Teacher 1: Poetry Anthology (Romanticism)
Teacher 2: Prose Study (Frankenstein & The Handmaid's Tale)	Teacher 2: Prose Study (Frankenstein & The Handmaid's Tale)	Teacher 2: Prose Study (Frankenstein & The Handmaid's Tale)	Teacher 2: Prose Study (Frankenstein & The Handmaid's Tale)	Teacher 2: Drama Study (The Importance of Being Earnest)	Teacher 2: Drama Study (The Importance of Being Earnest)

Year 13:

A-Level: At A-Level, we follow the Edexcel English Literature syllabus. Students are taught by two teachers, drawing from the knowledge and expertise in the department.

Advent 1:	Advent 2:	Lent 1:	Lent 2	Pentecost 1	Pentecost 2
<i>Unit of Study:</i>	<i>Unit of Study:</i>	<i>Unit of Study:</i>	<i>Unit of Study:</i>	<i>Unit of Study:</i>	<i>Unit of Study:</i>
Teacher 1: Poems of the Decade (Post-2000 poetry) – revision.	Teacher 1: Poetry Anthology (Romanticism)– revision.	Teacher 1: Shakespeare Study (Othello) – revision.	Teacher 1: Shakespeare Study (Othello) – revision.		
Teacher 2: Prose Study (Frankenstein & The Handmaid’s Tale) – revision.	Teacher 2: Prose Study (Frankenstein & The Handmaid’s Tale) – revision.	Teacher 2: Drama Study (The Importance of Being Earnest) – revision.	Teacher 2: Drama Study (The Importance of Being Earnest) – revision.		

