

English Curriculum Map

Vision Statement

In English at The Salesian Academy of St John Bosco, our subject underpins the Salesian values of respect, understanding, affection and humour. The seven Catholic social teachings underpin the core tenets of our curriculum as we aim to encourage enrichment, inspiration and a cultivation of a love of learning within our young people. This is achieved through an inclusive and accessible curriculum for all, including our SEND pupils. Our SEND pupils will be exposed to the same curriculum, the same lessons and the same opportunities as their peers. We provide a challenging and engaging curriculum where our pupils are supported through the exploration of a deep and knowledge rich learning journey. Our curriculum empowers all pupils to reach their academic and social potential, while also engaging in wider concepts and enhancing their cultural capital. Pupils will explore a wide range of diverse texts, perspectives and viewpoints to enhance their understanding of the wider world. The skills that the pupils acquire in English are transferable across KS3/4, which allows the opportunity for pupils to refine their skill set as they advance in age. Literacy and reading are a priority in all English lessons, to enable us to equip our pupils with the tools to continue to develop throughout their lives. In English we value the learning, range of skills, aptitudes and qualities that pupils can apply to wider life, as our curriculum also builds on non-cognitive and metacognitive skills. It is our aim that pupils become learners for life, not just for school.

Year 7 Curriculum INTENT

The year 7 English curriculum INTENDS to subject pupils to an overview of the world of English whilst building on the foundations established during KS2. We want pupils to develop an appreciation and love of reading as well as the ability to communicate clearly and effectively through writing and speaking. Pupils will learn a large range of advanced vocabulary and actively apply this in their work. Over the year, pupils will develop knowledge of: A full novel including studying setting, plot, and characterisation, and the effects of these, making inferences and referring to evidence in the text, using Standard English confidently in discussion and expressing ideas.

Year 7 Curriculum Map – Autumn

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p>Novel: Darkside</p> <p>In this unit, pupils will build on their knowledge of the fantasy genre to explore how contrasts can create tension. Pupils will explore development of character arc, narrative arc and contrasting settings.</p> <p>Pupils will also explore answers to big questions such as:</p> <p>How are the characters of Jonathan and Ricky similar?</p> <p>Why does Becker choose to construct a 19th century Britain for Darkside?</p> <p>How is the concept of illness portrayed through Jonathan's father?</p> <p>How does the concept of good and evil permeate the text?</p> <p>Jonathan's determination is demonstrated by his victory against Vendetta, how does this present his character arc?</p>	24	<p>Pupils will be introduced to the novel Darkside following their study of AMC. This novel is a combination of the fantasy and gothic genres, which provides the foundation for the study of Gothic Literature in the short story unit. Pupils will explore a range of methods to create tension, how gothic concepts are used to create contrasts, similarities and contrasts between characterisation, narrative hooks and endings.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Darkside Calls enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study.</p> <p>In Darkside, we will explore the concept of dignity and solidarity through the characterisation of Ricky, Jonathan and Carnegie; they unite against the villain in Darkside to save Jonathan's father. The concept of peace is also explored through the character of Vendetta, as he kidnaps Ricky and tries to influence Jonathan throughout. We will also explore the idea of creation and the</p>	<p>Reading</p> <ul style="list-style-type: none"> Develop an appreciation and love of reading through the study of genres, forms and authors Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text Know the purpose, audience for and context of the writing Check understanding to make sure that what they have read makes sense. Studying setting, plot, and characterisation, and the effects of these <p>Writing</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> Write well-structured formal expository and narrative essays and other stories and imaginative writing Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

		<p>environment through the contrast of setting – this novel compares the modern-day landscape of Britain to the 19th century setting of the Industrial Revolution.</p> <p>Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and reconciliation.</p>	<ul style="list-style-type: none"> Summarise and organise material, and support ideas and arguments with any necessary factual detail Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> Speak confidently and effectively Use Standard English Express their own ideas and keeping to the point
<p>Novel: A Monster Calls:In this unit, pupils will build on their knowledge of the fantasy genre to explore the concept of emotion and manifestations of grief. Pupils will explore the processing of emotion, escapism and reality and family.</p> <p>Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> What does the monster represent to Conor? Do you perceive it as real or as a product of Conor’s imagination? “Stories are wild creatures,” the monster says. “When you let them loose, who knows what havoc they might wreak?” In which ways does the novel prove the monster’s point? The monster’s stories deviate from the traditional fairy tale norm. Why does the monster play with Conor’s expectations? What do the stories teach Conor? 	24	<p>Pupils will be introduced to their first full, contemporary novel in KS3. Pupils will explore a range of emotion, allowing them to engage with the narrative and draw their own meanings, whilst gaining an understanding of fear, coping and grief, and how these can be manifested. Pupils will be introduced to narrative structure, narrative voice, plot, theme and character development. This builds on what they have already learned in KS2.</p> <p>Gospel values and Catholic life:</p> <p>The study of A Monster Calls enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In A Monster Calls, we will explore the concept of dignity and solidarity through the characters of Conor and Conor’s mum; her illness is conveyed with dignity and Conor’s Grandmother and the Monster are there for moral support. The concept of peace is also explored through the Monster’s presence, plus Conor’s internal</p>	<p>Reading</p> <ul style="list-style-type: none"> Develop an appreciation and love of reading through the study of genres, forms and authors Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text Know the purpose, audience for and context of the writing Check understanding to make sure that what they have read makes sense. Studying setting, plot, and characterisation, and the effects of these <p>Writing</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> Write well-structured formal expository and narrative essays and other stories and imaginative writing

6. Conor's reactions to the stories become increasingly violent. Although the adults in the novel absolve him of responsibility, is he to blame for his actions?		and external suffering throughout the novel. We will also explore the idea of creation and the environment as we examine the impact of a terminal illness on the main protagonists, whilst also looking at aspects of destruction. Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and reconciliation.	<ul style="list-style-type: none"> Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form Summarise and organise material, and support ideas and arguments with any necessary factual detail Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing Grammar and vocabulary <ul style="list-style-type: none"> Discuss reading, writing and spoken language with use of linguistic and literary terminology. Spoken English <ul style="list-style-type: none"> Speak confidently and effectively Use Standard English Express their own ideas and keeping to the point
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Year 7 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>Genre Study: The Gothic</u> In this unit, pupils will look at the use of Gothic conventions within three short stories. Pupils will study the combination of horror, tension and high emotion, and the supernatural. Pupils will also explore answers to big questions such as: <ol style="list-style-type: none"> What were gothic writers interested in? Where did Gothic literature originate? What are suitable gothic settings? How were men and women usually portrayed in Gothic literature? 	24	The unit is designed to follow on from the studying of the fantasy genre in term one and builds on some of the key concepts explored in this unit such as heroes and villains and fatally flawed characters in literature. In the gothic unit, pupils will learn to identify conventions of Gothic Literature and recognise these conventions in classic gothic pieces. Pupils will also learn how to apply conventions of Gothic Literature when creating an original Gothic Literature	Reading: <ul style="list-style-type: none"> Develop an appreciation and love of reading, and read increasingly challenging pre-1914 gothic fiction and seminal world literature Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text

<p>5. Why are madness and insanity linked to the topic of gothic?</p>	<p>piece. Pupils are also presented with the ways in which writers create mood and atmosphere, setting and the importance of places to create mystery, terror and suspense.</p> <p>Pupils will be shown the key aspects of the Gothic genre such as the supernatural and the quest for power to enhance their understanding of Shakespeare’s Macbeth which is taught in the following half term.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Gothic Literature enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Our study of Gothic Literature, we will explore the concept of dignity and solidarity through the concepts of madness, duality and the supernatural. The concept of peace is also explored through the narrators in The Outsider and The Tell-Tale Heart. It was also be considered when discussing the descent into madness and vulnerability within the Demon Bench end. We will also explore the idea of creation and the environment as we examine the spiritual divide between heaven, hell and purgatory within the outsider. Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and reconciliation. Pupils will demonstrate an awareness of acceptance, respect and responsibility. They will explore</p>	<ul style="list-style-type: none"> ▪ know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ▪ Studying setting, plot, and characterisation, and the effects of these <p>Writing:</p> <ul style="list-style-type: none"> ▪ Write accurate, fluent and effective stories and other imaginative gothic writing ▪ Write accurately, fluently, effectively and at length for pleasure ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Grammar and vocabulary:</p> <ul style="list-style-type: none"> ▪ Build on pre-existing grammatical knowledge from KS1/KS2 e.g. sequencing of sentences, use of conjunctions, use of commas to clarify meaning etc. <p>Spoken English:</p> <ul style="list-style-type: none"> ▪ Using Standard English confidently in a range of formal and informal contexts, including classroom discussion ▪ Studying the effectiveness and impact of the grammatical features of the texts they read ▪ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
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		the concepts of madness, consequence, duality and connection. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of madness and isolation. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social responsibility and wealth.	
<p>Shakespeare study :</p> <p>In this unit, pupils will use their prior knowledge of the Gothic genre to study a range of Shakespearean texts. Pupils will use the full Shakespeare play to also study the plot, character and themes, the impact on a contextual and contemporary audience and how the text differs in performance. Pupils will be introduced to the Globe Theatre, audience and dramatic techniques.</p>	24	<p>This unit is designed to interlink with the previous study of the Gothic genre. The unit will build on the key concepts of Gothic fiction and explore the conventions and characters of the Gothic genre. Pupils will explore the concepts of the supernatural, superstition, character downfall and power. Pupils will explore the dynamics of power and apply this in a Jacobean context.</p> <p>The study of Shakespeare enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Our study of Macbeth, we will explore the concept of dignity and solidarity through the concepts of madness, duality and the supernatural. The concept of peace is also explored through the relationship between Macbeth and LADY Macbeth, alongside the consequences of guilt</p>	<p>Reading</p> <ul style="list-style-type: none"> Develop an appreciation and love of reading through the study of Shakespeare Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text Know the purpose, audience for and context of the writing Check understanding to make sure that what they have read makes sense. studying setting, plot, and characterisation, and the effects of these Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play <p>Writing</p> <ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information through: Write well-structured formal expository and narrative essays and other stories and imaginative writing

		<p>throughout the play. We will also explore the idea of creation and the environment as we examine the spiritual divide between heaven, hell and purgatory within the action of regicide and murder. Pupils will also consider the option for the poor and common good through the ruthless ambition of Macbeth and Lady Macbeth in coherence with the societal expectations that oppress them.</p> <p>Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and reconciliation. Pupils will demonstrate an awareness of acceptance, respect and responsibility. They will explore the concepts of madness, consequence, duality and death. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of madness and isolation. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social expectation and the supernatural.</p>	<ul style="list-style-type: none"> ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read ▪ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
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Year 7 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage

<p>Genre Study: Non-fiction WW1</p> <p>In this unit, pupils will be exposed to personal accounts written during times of war and conflict, developing their awareness of perspectives and experiences which are not their own. They will develop an appreciation of the political, social and historical value of these texts.</p> <p>Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> 1. How is personal experience manifested in writing? Does it depend on the reader? 2. Do you need to have an experience to know an experience? 3. Can we trust the media? 4. Do we control the media, or does it control us? 	<p>24</p> <p>This unit is designed to introduce the cohort to non-fiction writing. Pupil will explore a variety of text types, non-fiction devices, perspective and censorship of information. Pupils will explore articles, including considering how their writing reflects the audiences and purposes for which it was intended; paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. Pupils will also examine letter writing; the structure, summarising and organising material and supporting ideas and arguments with any necessary factual detail.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Voices of War (non-fiction) enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Our study of Voices of War, the concept of dignity and solidarity through the concept of war, conflict and violence. We will also explore the idea of peace through the criticism of the government and their attitudes towards war. We will also explore the common good and the option for the poor through the perspectives of the soldiers; pupils will gather an understanding of indirect and direct experience and how this contributes towards</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Develop an appreciation and love of reading, reading a wide range of fiction and non-fiction texts ▪ Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries ▪ Make inferences and refer to evidence in the text ▪ Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning <p>Writing:</p> <ul style="list-style-type: none"> ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read ▪ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
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		<p>the attitudes of war and conflict.</p> <p>Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and reconciliation. Pupils will demonstrate an awareness of humility, liberation, hope, kindness, forgiveness and courage. They will explore the concepts of humility and compassion, consequence and dignity, and peace and service. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of violence and conflict. Pupils will demonstrate an awareness of humility, respect, courage, community and justice, respect, social responsibility, conflict and reconciliation; whilst they explore the impact of war on humanity and the environment.</p>	
<p>Literature Focus: War Poetry</p> <p>In this final unit, pupils will study WW1 poets, making comparisons and connections between writers such as Jessie Pope, Rupert Brooke and Siegfried Sassoon and Wilfred Owen, considering how writers’ choices of vocabulary, methods, content and structure contribute to tone and effect. They will make links between contextual information and poetry as an expression of emotion.</p> <p>Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> 1. How do poets present deep pain and turmoil through the language they use? 2. Does War Poetry reveal the whole, true picture of war? 	24	<p>This unit introduced the topic of poetry to the cohort. It will build on pupil’s prior knowledge of war, conflict and forms of writing. Pupils will explore poetic forms, the futility of war, desensitisation, historical consciousness and how language can be used for effect. Pupils will study direct and indirect experiences of war, and applying this to the piece of study. Pupils will examine the concepts of conflict, propaganda, patriotism and reality.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Voices of War (poetry) enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Develop an appreciation and love of reading and English literature, including prose, poetry and drama and seminal world literature ▪ Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries ▪ Make inferences and refer to evidence in the text ▪ Know the purpose, audience for and context of the writing ▪ Check understanding to make sure that what they have read makes sense. <p>Writing</p> <ul style="list-style-type: none"> ▪ Write accurately, fluently, effectively and at length for pleasure

<p>3. Why might War Poetry trigger a range of different emotions in its readers?</p> <p>4. Why do you think it's so natural for imagery to be formed through these poems?</p> <p>5. Which poem is the most influential and why?</p> <p>6. Why is it important that war is understood as a whole, not just WW1?</p>		<p>understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Our study of Voices of War, we will also explore the idea of peace through the patriotic/propagandist views of the poets. We will also explore the common good and the option for the poor through the perspectives of the soldiers and their attitudes towards war within their poetry. We will also explore the concept of creation and stewardship through the destruction of the landscape and environment due to violence and conflict.</p> <p>Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and reconciliation. Pupils will demonstrate an awareness of humility, liberation, hope, kindness, forgiveness and courage. They will explore the concepts of humility and compassion, consequence and dignity, and peace and service. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of violence and conflict. Pupils will demonstrate an awareness of humility, respect, courage, community and justice, respect, social responsibility, conflict and reconciliation; whilst they explore the impact of war on humanity and the environment.</p> <ul style="list-style-type: none"> ▪ Write well-structured formal expository and narrative essays and other stories and imaginative writing ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Recognising a range of poetic conventions and understanding how these have been used <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read ▪ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
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The year 8 curriculum intends to expose pupils to a variety of texts that celebrate diversity, difference and voice through both literary and literacy non-fiction. We want to encourage pupils to maintain a continual love for reading, as well as building on the speaking and writing skills that they have accumulated during year 7. Pupils will be exposed to and learn a wide range of vocabulary, which will be applied all tasks presented. Over the year, pupils will develop knowledge of nineteenth century childhood, which explores poverty and child labour and charity. A classical nineteenth century novel that highlights child labour, poverty and vulnerability. Non-fiction texts with are centred on journeys, hubris and conflict. A Shakespearean text that focuses on prejudice and discrimination. Speeches that study the rhetorical/ difference and prejudice and finally poetry that details the power of a protest.

Year 8 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p><u>Dickensian study</u></p> <p>In this unit, pupils will study the contextual links between fiction and non-fictional representations of child poverty, crime and the law. Building on the previous unit, pupils will explore how the social differences of the Victorian Era reflect through a classical novel. Pupils will enhance their knowledge of child poverty and vulnerability through fictional representations.</p> <p>Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> 1. Why does Dickens choose a poor orphan as his hero? 2. How could society ensure that vulnerable people are supported? 	28	<p>This unit is designed to build on the contextual knowledge of children within the nineteenth century they have studied in the previous term. Pupils will explore the conventions of the nineteenth century, authorial intrusion/intent, narrative viewpoint, characterisation, plot, and motif and sentence structure. Pupils will explore the impact on the reader, links between Dickens’ literary non-fiction and the novel itself, and the purpose of the novel (social injustice/ inequality). Pupils will explore character such as Fagin, Bill Sikes, Oliver Twist, Nancy and the Artful Dodger. Pupils will</p>	<p>Reading</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • Reading a wide range of seminal fiction that challenge, interest and inspire • Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries • Make inferences and refer to evidence in the text • know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Making critical comparisons <p>Writing:</p>

<ol style="list-style-type: none"> 3. Will success always come to people who are law-abiding, honest and truthful? 4. Are people born good or bad or are their life choices caused by their circumstances (nature v nurture)? 5. What was Dickens' authorial intention? 6. How does each writer convey a specific experience of childhood? 7. How are children's experiences of childhood presented? 8. What have we learned about poor children's experiences in Victorian times? 9. Why was social class an important factor in a child's education? 	<p>study different representations of education and working life, using summarising and comparison skills to form opinions. Pupils will understand the role of poverty. Pupils will study how legislation both influenced and reformed attitudes towards education. Pupils will study Victorian schools and analyse how the law contributes to childhood experiences.</p> <p><u>Gospel values and Catholic life:</u> The study of Dickens enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Oliver Twist, we will explore the concept of dignity and solidarity through the characters of Oliver and Nancy, Fagin, the Artful Dodger and Bill Sikes. This is alongside our discussions of the common good and the option for the poor in a Victorian setting. In our study of poverty and social responsibility, we will explore the option for the poor and the dignity of work and participation. We can also connect Dickens authorial intent to creation and the environment, as we should make it our mission to care for the world and everybody in it. Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and forgiveness. Those opportunities will arise</p>	<p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Write well-structured formal expository and narrative essays and other stories and imaginative writing • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Summarise and organise material, and support ideas and arguments with any necessary factual detail • Considering how their writing reflects the audiences and purposes for which it was intended <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> • Speak confidently and effectively • Use Standard English • Express their own ideas and keeping to the point
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		<p>as we explore the consequences of the character's actions throughout the novel. Pupils will demonstrate an awareness/understanding of the world they live in, and the consequences of their actions/lack of compassion for others – very topical due to cost of living crisis. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, crime and Anti-Semitism. They will explore the concepts of family, consequence, gender and class. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of class divides, unequal distribution of wealth and poverty. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social responsibility and wealth.</p>	
<p>Lord of the Flies: In this unit, pupils will study the contextual links between fiction and non-fictional representations of good versus evil, savagery and civility, fear, friendship, power and leadership. Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> 1. How does Golding use Jack's destructive nature to explore conflict? 2. How does Golding demonstrate the different responses towards survival? 		<p>This unit of study connects to the previous study of Oliver Twist by the continuation of the study of themes such as immorality, fear, power, friendship and savagery. Pupil will continue to explore authorial intention, particularly towards how the author applies the societal context this to their settings and characters, rather than a wider-scale study of societal context that occurred during the study of OT. Pupils will continue to explore narrative</p>	<p>Reading Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • Reading a wide range of seminal fiction that challenge, interest and inspire • Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries • Make inferences and refer to evidence in the text • know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

<ol style="list-style-type: none"> 3. How does Golding use the setting of the island to demonstrate the theme of savagery versus civility? 4. How does Golding present the changing relationships between the boys across the novel? 5. Why is the conch a key symbol? 6. How does Golding demonstrate the impact of the 'shadow of war'? 7. How does Golding use the setting of the island to demonstrate the irrational fear/unknown fear of the boys? 8. How does Golding use the struggle between the boys to demonstrate the theme of power and leadership? 	<p>and character arcs, key concepts such as social order, morality, progression and regression, and finally the loss of innocence. Pupils will build on their knowledge of AMC and study the manifestation of fear through the metaphor/symbolism of the Beast within the novel; this will build on the foundational knowledge acquired in year 7. Pupils will also consider the impact of war, something they have been exposed to during their studies of VOW/VOWP.</p> <p><u>Gospel values and Catholic life:</u> The study of Lord of the Flies enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Lord of the Flies, we will explore the concept of dignity and solidarity through the characters of Jack, Piggy, Simon, Ralph and the Littluns. This is alongside our discussions of the common good and the option for the poor in an unknown, seemingly paradise setting. In our study of the stranded boys, we will explore the option for the poor and the dignity of work and participation. We will explore this through the struggles and conflicts between the boys on the island, as they disagree on leadership styles, survival techniques and try to maintain friendships. Through the theme of savagery, we will explore the concept</p>	<ul style="list-style-type: none"> • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Making critical comparisons <p>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Write well-structured formal expository and narrative essays and other stories and imaginative writing • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Summarise and organise material, and support ideas and arguments with any necessary factual detail • Considering how their writing reflects the audiences and purposes for which it was intended <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> • Speak confidently and effectively • Use Standard English <p>Express their own ideas and keeping to the point</p>
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		<p>of peace, exploring the fragility of this concept within the island setting.</p> <p>Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and forgiveness. Those opportunities will arise as we explore the consequences of the character's actions throughout the novel. Pupils will demonstrate an awareness of acceptance, respect, leadership, humility, responsibility, friendship and comradeship, unity and endurance.</p>	
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Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p><u>Short stories: Hatred, Revenge and the Pursuit of wealth</u></p> <p>In this unit, pupils will revisit the conventions of short stories and study three short stories that focus on the concepts of revenge, hatred and the pursuit of wealth.</p> <p>Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> 1. What is an explorer? 2. Where do famous explorers come from? 3. What characterises Victorian/ modern explorers? 4. Why do some explorers choose to write about their adventures? 	24	<p>The unit is designed to introduce pupils to similar thematic topics that they will study in the following term. Pupils will revisit setting, plot, conflict, themes and characterisation throughout the term and use this knowledge to build on their own creative writing skills. Pupils will examine the purpose of texts and build on their knowledge of authorial intent in the previous unit.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The thematic study of short stories (wealth, revenge and hatred) enables us to promote the gospel values and Catholic</p>	<p>Reading</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • Reading a wide range other narrative and non-narrative texts • Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries • Make inferences and refer to evidence in the text • know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

<p>5. How does travel differ today to in the 19th century?</p> <p>6. What can be gained from reading personal accounts of adventure and travel?</p> <p>7. What advantages and disadvantages are there from reading accounts of personal experiences?</p>	<p>teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In our thematic study of short stories (wealth, revenge and hatred), we will explore the idea of peace through the concepts of conflict, vengeance and revenge. We will also explore the common good and the option for the poor through the character of Nicholai in Gooseberries as his pursuit of wealth transforms his character in a negative way. We will also explore the concept of creation through the concept of violence and conflict; both the characters of Montresor and Mary take a life in the pursuit of vengeance. We will explore the idea of solidarity and dignity as the concept of insanity and conflict coincide with the restriction/murder of Mary's husband and Fortunato.</p> <p>Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and reconciliation. Pupils will demonstrate an awareness of humility, justice, hope, kindness, forgiveness and courage. They will explore the concepts of humility and compassion, consequence and dignity, peace and service. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of the pursuit of wealth, hatred and conflict. Pupils will demonstrate</p>	<ul style="list-style-type: none"> • Making critical comparisons <p>Writing:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Summarise and organise material, and support ideas and arguments with any necessary factual detail • Considering how their writing reflects the audiences and purposes for which it was intended • Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> • Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> • Speak confidently and effectively • Use Standard English • Express their own ideas and keeping to the point • Participating in formal debates and structured discussions, summarising and/or building on what has been said
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		an awareness of humility, respect, courage, community and justice, respect, social responsibility, conflict and reconciliation; whilst they explore the impact of wealth, hatred and violence on humanity.	
<p><u>Merchant of Venice:</u></p> <p>In this unit, pupils will explore the concepts of prejudice, hubris, discrimination, Anti-Semitism and the genre of comedy. Pupils will refine and study plot and sub-plot, characterisation, motifs, symbolism, setting and language (Shakespearean). Pupils will review the Globe Theatre, audience and dramatic techniques.</p> <p>Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> 1. What is prejudice? 2. What forms of prejudice does Shakespeare explore in The Merchant of Venice’? 3. Why is prejudice an important theme in ‘The Merchant of Venice’? 4. What did the contemporary Elizabethan audience know understand about: Jews and Christians? Merchants and trade? The law? Fathers and daughters Europe and the wider world? 5. How did the design of Shakespeare’s theatre (The Globe) influence the play? 6. How did Shakespeare create the plot of ‘The Merchant of Venice’? 	24	<p>This unit is designed to build on the previous exposure to a Shakespearean text in year seven. Pupils will study characterisation, contextual influences for plot, sub-plot, setting and authorial intent. Pupils will examine the impact of dramatic devices on the audience in a contextual Elizabethan setting. Pupils will also explore how the prejudiced and discriminative attitudes towards the Jewish faith permeate the text. Pupils will study the concept of law and justice, drawing their own conclusions about the treatment of Shylock. Pupils will explicitly study the characters of Shylock, Antonio, Portia and The Duke.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of MOV enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In MOV, we will explore the concept of dignity and solidarity through the characters of Antonio, Sherlock and Bassanio. This is alongside our discussions of the common good and the</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Develop an appreciation and love of reading through the study of Shakespeare ▪ Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries ▪ Make inferences and refer to evidence in the text ▪ Know the purpose, audience for and context of the writing ▪ Check understanding to make sure that what they have read makes sense. ▪ studying setting, plot, and characterisation, and the effects of these ▪ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play ▪ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play <p>Writing</p> <ul style="list-style-type: none"> ▪ Write accurately, fluently, effectively and at length for pleasure and information through: ▪ Write well-structured formal expository and narrative essays and other stories and imaginative writing ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail

		<p>option for the poor in an Elizabethan setting. In our study of poverty and vengeance, we will explore the option for the poor and the dignity of work and participation. We can also connect Shakespeare's authorial intent in consideration of creation; reflecting on how we should make it our mission to care for the world and everybody in it.</p> <p>Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and forgiveness. Those opportunities will arise as we explore the consequences of the character's actions throughout the play. Pupils will demonstrate an awareness/understanding of the world they live in, and the consequences of their actions/lack of compassion for others – very topical due to cost of living crisis. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, crime and Anti-Semitism. They will explore the concepts of family, consequence, gender and class. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/understanding of the world they live in, and the consequences of class divides, unequal distribution of wealth and poverty. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social responsibility and wealth.</p>	<ul style="list-style-type: none"> ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ▪ Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read ▪ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
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Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p>Challenging Voices:</p> <p>In this unit pupils explore the rhetoric to study how language can be used to create effect for its intended audience. Pupils will explore the construction and use of rhetorical devices, how to use sentence construction and how to present an argument. While also studying how to create the desired response from the audience. Pupils will explore a wide range of topics and concepts such as: racism/racial inequality, social inequality, women’s rights and feminism, voices of our age, and global warming.</p> <p>Pupils will also explore answers to big questions such as:</p>	24	<p>This unit is designed to enhance cultural capital, while exposing pupils to real-world issues. Pupils will study ethos, logos and pathos, while actively applying this to their own work. Pupils will explore audience, intent and purpose. This unit will build on/refine pupils ability to craft an argument, application of non-fiction/rhetorical techniques and Pupils will build on their ability to construct sentences for rhetorical intent whilst focusing on prominent issues of modern society. Pupils will explore and compare how speeches have developed/changed over time and how</p>	<p>Reading</p> <p>Develop an appreciation and love of reading through the study of:</p> <ul style="list-style-type: none"> • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters ▪ Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries ▪ Make inferences and refer to evidence in the text ▪ Know the purpose, audience for and context of the writing

<ol style="list-style-type: none"> 1. What is meant by: ‘challenging voices’, ‘diverse voices’, ‘difficult voices’? 2. What is rhetoric? 3. What are ethos, logos and pathos? 4. What are anaphora, epistrophe, tricolon, bicolon, asyndeton, polysyndeton, epizeuxis, anadiplosis. 5. How do speakers and writers create their voice? 6. How do speakers and writers convey their perspective? 7. How do speakers and writer challenge societal expectations and social norms? 	<p>protests have led to both positive and negative impacts.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Challenging Voices enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Challenging Voices, we will explore the concept of dignity and solidarity through the concept of advocacy and acceptance. We will reinforce this through the topical discussions of prejudice, racism, sexism and motivation. This is alongside our discussions of the common good and the option for the poor in a modern setting as we compare famous voices from the past to the present. In our study of motivational, challenging and advocating speeches, we will explore the option for the poor and the dignity of work and participation. This reinforces the concepts of prejudice and equality, as we explore the right to be equal and the right to have our voices heard within society. Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and forgiveness. Those opportunities will arise as we explore the speeches from famous advocates. Pupils will demonstrate an awareness/understanding of the world they live in, and the consequences of their actions/lack of compassion for others. Pupils will demonstrate an awareness of acceptance, respect and social responsibility. They will explore the concepts of equality, justice, kindness and humility. In the</p>	<ul style="list-style-type: none"> ▪ Check understanding to make sure that what they have read makes sense. ▪ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play <p>Writing</p> <ul style="list-style-type: none"> ▪ Write accurately, fluently, effectively and at length for pleasure and information through: ▪ Write well-structured formal expository and narrative essays and other stories and imaginative writing ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point
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		<p>recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of class divides, inequality and injustice. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social responsibility and wealth.</p>	<ul style="list-style-type: none"> Studying the effectiveness and impact of the grammatical features of the texts they read Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
<p>Voices of Protest: This unit will build on pupil's prior knowledge of activism and protest, contextualising writers and their texts, perspective and modern-day issues. Pupils will study how poetry can amplify the issues in society, how the social/historical and cultural contexts can influence writers and how poetry further allows pupils to develop their knowledge of poetic techniques.</p> <p>Pupils will also explore answers to big questions such as:</p> <ol style="list-style-type: none"> How is voice/persona created in poetry? How is poetry used to celebrate, challenge and to protest? How and why do poets use rhetoric? Does protest poetry serve as a witness to change or an act of change? 	24	<p>In this unit, pupils will be exposed to a variety of voices, writers and societal issues, which will enhance cultural capital. Through the exploration of poems that celebrate individual and community identity/voice, pupils will explore how poetry is used to protest. Pupils will study the importance of poetic voice and structure, how poets use elements of rhetoric, and finally thematic and linguistic connections between the poems. Pupils will explore a variety of concepts such as: exploitation, Romanticism, democracy, Oppression, war and peace, dictatorship and identify and voice. The concepts studied overlap content that pupils will study in the year nine curriculum, as well as review</p>	<p>Reading Develop an appreciation and love of reading through the study of:</p> <ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text Know the purpose, audience for and context of the writing Check understanding to make sure that what they have read makes sense. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

<p>5. How is poetic voice used to convey perspective an attitude?</p>	<p>previous content from year seven’s curriculum.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Voices of Protest (Poetry) enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. Voices of Protest , we will explore the concept of dignity and solidarity through the concept of advocacy and acceptance using poetry as a vice for change. We will reinforce this through the topical discussions of prejudice, anti-war perspectives, racism, sexism and motivation. This is alongside our discussions of the common good and the option for the poor in a modern setting as we compare famous voices from the past to the present. In our study of poetry, we will explore the option for the poor and the dignity of work and participation through the concept of democracy and equality. This reinforces the concepts of prejudice and inequality, as we explore the right to be equal and the right to have our voices heard within society. Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and forgiveness. Those opportunities will arise as we explore the speeches from famous advocates. Pupils will demonstrate an awareness/understanding of the world they live in, and the consequences of their actions/lack of compassion for others. Pupils will demonstrate an awareness of acceptance, respect and social responsibility. They will</p>	<p>Writing</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ Recognising a range of poetic conventions and understanding how these have been used ▪ Write well-structured formal expository and narrative essays and other stories and imaginative writing ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Considering how their writing reflects the audiences and purposes for which it was intended <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read ▪ Drawing on new vocabulary and grammatical constructions from their reading and listening, and
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		explore the concepts of equality, justice, kindness and humility. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of class divides, inequality and injustice. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social responsibility and wealth.	using these consciously in their writing and speech to achieve particular effects
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Year 9 Curriculum INTENT

The year 9 curriculum intends to build on the fundamental skills of English established in early KS3 and further establish these skills so that pupils are successful in KS4. Pupils will be exposed to texts that will force them to think about the world in which they live and builds on some of the themes encountered during year 8. Pupils will continue to develop and enhance their vocabulary and hone their analytical writing skills through the exploration of prejudice and the role of women in *Of Mice and Men*, dehumanisation and lack of control in a genre study of dystopian literature, and mankind's impact on nature through a Romantic poetry module.

Year 9 Curriculum Map – Autumn

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
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<p>Animal Farm</p> <p>Pupils will study the dystopian conventions of Animal farm whilst exploring the rhetoric of speech. Pupils will consider how the use of propaganda, education/illiteracy, power, herd-mentalities and opposition contribute to this dystopian society.</p> <p>How does Orwell present Squealer?</p> <p>How is the idea of freedom seen in the book? ...</p> <p>How do societies affect individual freedoms?</p> <p>What is the role of an individual in his/her society?</p> <p>How does propaganda influence the actions of an individual?</p> <p>How is communication seen in the book?</p>	24	<p>In preparation for the Dystopian genre study, pupils will read Animal Farm. Here they will explore concepts of politics, power, exploitation and prejudice.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Animal Farm enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Animal Farm, we will explore the concept of dignity and solidarity through the concept of rebellion and unity against oppression. We will also explore the concept of dignity through the characters of Old Major, Boxer and Snowball. We will do this through the exploration of the characters' impactful rhetoric. Also. The option for the poor and the dignity of work and participation will be explored through the setting of the farm, the shift between ownership and freedom – back to ownership, plus the political undertones of communism and dictatorships within the novella. The idea of creation and the environment will also be considered as we explore the socioeconomic/ environmental impact of transferable ownership to the animals, plus the rebellion against the oppressive representation of humanity. In the recognition of those gospel values, pupils will be able to demonstrate an</p>	<p>Reading</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • Reading seminal world literature • Learn new vocabulary, relate it explicitly to known vocabulary and understand it • Make inferences and refer to evidence in the text • know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Making critical comparisons <p>Writing:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Write well-structured formal expository and narrative essays and other stories and imaginative writing • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
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		<p>awareness/ understanding of the world they live in, and the consequences of class divides, unequal distribution of wealth and unequal distribution of resources. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation.</p>	<ul style="list-style-type: none"> Summarise and organise material, and support ideas and arguments with any necessary factual detail Considering how their writing reflects the audiences and purposes for which it was intended <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> Speak confidently and effectively Use Standard English Express their own ideas and keeping to the point <p>Participating in formal debates and structured discussions, summarising and/or building on what has been said</p>
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Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p>Genre Study: Dystopian Fiction</p> <p>In this unit, pupils will explore three short stories that display the origins and impact of dystopian fiction from its early inception to its modern-day counterparts. Pupils will explore ideas about dehumanisation and destruction of the natural world and consider the</p>	24	<p>This unit aims to provide pupils with an understanding of a key literary genre that is relevant to the modern world in which we live. Pupils have already explored ideas about prejudice and discrimination and this unit aims to build on these ideas and allow pupils to create a social</p>	<p>Reading</p> <p>Develop an appreciation and love of reading through the study of:</p> <p>Contemporary English Literature and seminal world literature</p> <ul style="list-style-type: none"> new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text

<p>importance of themes within the dystopian genre.</p> <p>Pupils will be encouraged to consider answers to big questions such as:</p> <p>What is the difference between a dystopia and a utopia?</p> <p>How do writers use language and structure to present dystopian conventions?</p> <p>How are the themes of oppression and surveillance presented in texts?</p> <p>How does dystopian literature reflect the societal issues then and in the present day?</p>	<p>commentary on governmental control in the modern world</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Dystopian short stories enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In 'We Ate the Children Last', we will explore the concept of dignity and solidarity through the characters of the narrator and Patient D. The concept of dignity will also be explored through the characters diet of garbage and the chaos that prevails from this. We will also explore the concept of dignity through the character of Tessie in 'The Lottery' as she struggles to accept her tragic reality. Through each story, we will consider the principle of the common good, some characters are misled into believing they have to conform in order to preserve the common good, others take the common good into their own hands and rebel against the society that oppresses them. The idea of Peace will also be explored through the dystopian settings; rebellion and reconciliation are the foundations of the fiction we will explore. Peace will also be explored more thoroughly through the character of Harrison, as he struggles with his need for vengeance. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation.</p>	<ul style="list-style-type: none"> ▪ Know the purpose, audience for and context of the writing ▪ Check understanding to make sure that what they have read makes sense. <p>Writing</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ Write well-structured formal expository and narrative essays and other stories and imaginative writing ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Considering how their writing reflects the audiences and purposes for which it was intended <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. ▪ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects <p>Spoken English</p>
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			<ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English <p>Express their own ideas and keeping to the point</p>
<p>Much Ado About Nothing</p> <p>In this unit, pupils will explore a Shakespearean play that explores the themes of relationships, appearance versus reality, love and marriage.</p> <p>Pupils will consider answers to big questions such as:</p> <p>-</p>	20	<p>This unit builds on the knowledge acquired during the previous study of Shakespearean texts such as Macbeth and MOV. This allows pupils to study the portrayal of Shakespearean women in more depth as the concept of love and deception is cultivated through the consequences of societal expectation.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Much Ado About Nothing enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Much Ado About Nothing, we will explore the concept of dignity through the character of Hero as she struggles with societal expectations and her love interest. We will also explore the concept of dignity through the shaming of Hero, as Claudio tries to restore his reputation. We will explore the concept of solidarity through the relationship between Hero and Benedick – as he tries to help her restore her reputation and marry Claudio. This is alongside our</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Develop an appreciation and love of reading through the study of a contemporary play ▪ Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries ▪ Make inferences and refer to evidence in the text ▪ Know the purpose, audience for and context of the writing ▪ Check understanding to make sure that what they have read makes sense. ▪ studying setting, plot, and characterisation, and the effects of these ▪ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play ▪ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play <p>Writing</p> <ul style="list-style-type: none"> ▪ Write accurately, fluently, effectively and at length for pleasure and information through: ▪ Write well-structured formal expository and narrative essays and other stories and imaginative writing

		<p>discussions of the common good and peace within an Elizabethan setting. This will be imbedded through the discussions of the shaming of Hero by her father Leonato; alongside the exploration of the conflict it causes and the consequences to this throughout the play. There are also opportunities to discuss creation due to God providing life to all – as Hero tries to restore her reputation by faking her death. In our study of gender, the patriarchal society and the restrictions placed on women, we will explore the dignity of work and participation and examine how the human person should always come before a profit – this can be applied to the marriage of the women in the text.</p>	<ul style="list-style-type: none"> ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ▪ Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read <p>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p>
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Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p>‘Our World’</p> <p>In this unit, pupils will explore mankind’s impact on the natural world and the impact that this has had on the climate.</p> <p>Pupils will explore the importance of preserving the natural world and the consequences if we do not. Pupils will also explore the impact of deforestation on ecosystems and communities whose livelihoods depend on the natural world.</p>	24	<p>This unit aims to build on some of the themes encountered in the dystopian fiction module and allows pupils to experience a range of fiction, non-fiction and poetry from cultures across the world on the importance of the natural world.</p> <p>This unit is intended to make pupils become more aware of the importance of preserving nature and links to the following topic of Romantic poetry.</p> <p>Opportunities to promote the Catholic Ethos/Gospel values – responsibility, honesty, integrity and confidence, respect, understanding and honesty. Pupils will demonstrate an awareness/understanding of the world they live in, foster a culture of respect for the environment and examine the impact of humanity on the natural world with honesty and integrity. Religious stewardship – responsibility to look after God’s creation/humanity and the resources gifted to us.</p> <p>Gospel values and Catholic life: The study of Our World enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are</p>	<p>Reading</p> <ul style="list-style-type: none"> Develop an appreciation and love of reading through the study of fiction, non-fiction and poetry Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text Know the purpose, audience for and context of the writing Check understanding to make sure that what they have read makes sense. studying setting, plot, and characterisation, and the effects of these Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play <p>Writing</p> <ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information through:

		<p>intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Our World, we will explore the concept of dignity through the study of habitat loss and global warming. The concept of solidarity will be explored through the advocacy for our planet from Thunberg and Attenborough. The concept of dignity will also be explored through different types of writing, poetry, speeches, newspaper articles and fiction. Through the study of deforestation, global warming and habitat loss, we will consider the principle of the common good as we study the advocacy for the preservation and saving of our planet, ecosystems and species that inhabit the earth. Throughout their study of Our World, pupils will be exposed to the concept of stewardship, looking at examples how others and themselves can help to look after God's creation, preserve environmental habitats and resources, and advocate for those who cannot themselves.</p>	<ul style="list-style-type: none"> ▪ Write well-structured formal expository and narrative essays and other stories and imaginative writing ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ▪ Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read <p>Drawing on new vocabulary and grammatical constructions from their reading and listening, and</p>
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			using these consciously in their writing and speech to achieve particular effects
<p>Romantic Poetry</p> <p>In this unit, pupils will be exposed to the Romantics and their love for the natural world. Pupils will explore poems from renowned authors from the 19th Century and explore answers to big questions such as:</p> <p>What are the major concerns of Romantic poets?</p> <p>What impact did the French Revolution/Neoclassicism/ other influences have on the Romantic poets?</p> <p>What are the main/conventional features of Romantic poetry?</p> <p>What do Romantic poets believe in?</p> <p>What are themes in Romantic poems?</p> <p>Who are significant Romantic writers?</p> <p>What are the similarities and differences in the philosophies of major Romantic poets?</p> <p>Can romanticism be considered escapism?</p>	24	<p>This unit builds on pupils' knowledge of the importance of preserving the natural world in half term 5 and will provide pupils with a knowledge of the Romantic poets to aid in their study of poetry during KS4. Pupils will explore poems by Wordsworth, Blake and Shelley who they will also encounter again during their year 10 poetry anthology study.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Romantic Poetry enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Romantic Poetry, we will explore the concept of dignity through the oppression of the people through the government. We will also explore the beauty of the natural world and examine how the poets encourage humanity to appreciate what we have and reconnect. The option of the poor will be explored through the study of England's democratic system/ lack of education, oppression due to class and poverty, plus the governmental/royal oppression 19th century London faced. Throughout their study Romantic Poetry, pupils will review the</p>	<p>Reading</p> <ul style="list-style-type: none"> Develop an appreciation and love of reading through the study pre-1914 poetry Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries Make inferences and refer to evidence in the text Know the purpose, audience for and context of the writing Check understanding to make sure that what they have read makes sense. studying setting, plot, and characterisation, and the effects of these Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play <p>Writing</p> <ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information through: Write well-structured formal expository and narrative essays and other stories and imaginative writing

		<p>concept of stewardship, looking at examples how others and themselves can help to look after God's creation, preserve environmental habitats and resources; whilst contrasting this to the industrialised city and the rural landscapes that the poet's celebrated.</p>	<ul style="list-style-type: none"> ▪ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Summarise and organise material, and support ideas and arguments with any necessary factual detail ▪ Considering how their writing reflects the audiences and purposes for which it was intended ▪ Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ▪ Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss reading, writing and spoken language with use of linguistic and literary terminology. <p>Spoken English</p> <ul style="list-style-type: none"> ▪ Speak confidently and effectively ▪ Use Standard English ▪ Express their own ideas and keeping to the point ▪ Studying the effectiveness and impact of the grammatical features of the texts they read <p>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p>
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Year 10 Curriculum INTENT

The year 10 curriculum intends to develop pupils' appreciation of the depth and power of the English literary heritage through the reading of high quality, challenging, classic literature and extended literary non-fiction texts. Pupils will explore a play by Shakespeare, works from the 19th, 20th and 21st centuries as well as a rich depth of poetry from across the ages. Pupils will develop their skills of critical evaluation of texts through comparison and analysis of writers' vocabulary and make informed personal responses to texts studied. The curriculum also intends for pupils to also be able to write accurately, fluently and at length; clearly being able to organise facts and key points in their responses.

Year 10 Curriculum Map – Autumn

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
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<p>Romeo and Juliet</p> <p>In this unit, pupils will complete a study of Romeo and Juliet. In studying the play, pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> - literal and inferential comprehension: understanding a word, phrase or sentence in context - critical reading: identifying the theme and distinguishing between themes - evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation. <p>Pupils will be assessed in the following areas:</p> <ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response 	<p>48</p>	<p>Pupils will begin their KS4 journey with a study of Shakespeare's Romeo and Juliet. Their knowledge of Shakespeare links back to year 8 with the study of 'The Merchant of Venice' and their understanding of how to read and analyse a play is developed further during half term 4 in year 9 with the analysis of a modern play.</p> <p>Gospel values and Catholic life:</p> <p>The study of Romeo and Juliet enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Romeo and Juliet, we will explore the concept of dignity, solidarity through the characters of Romeo and Juliet and their passionate portrayals of love. This is alongside our discussions of the common good and peace within an Elizabethan setting. This will be imbedded through the discussions of the feud between the Montagues and Capulets; alongside the exploration of the opposition/hatred it causes and the consequences to this</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Pupils will read and appreciate the depth and power of the English literary heritage through: ▪ reading at least one play by Shakespeare <p>understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> ▪ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes ▪ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation ▪ identifying and interpreting themes, ideas and information ▪ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ▪ seeking evidence in the text to support a point of view, including justifying inferences with evidence ▪ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
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<ul style="list-style-type: none"> • use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 		<p>throughout the play. There are also opportunities to discuss creation due to God providing life to all – a life that Romeo and Juliet forsake in the hopes of being reunited in death. In our study of gender, the patriarchal society and the restrictions placed on women, we will explore the dignity of work and participation and examine how the human person should always come before a profit – this can be applied to the marriage of Juliet for wealth/status and land. Opportunities to promote other Gospel values such as – responsibility, liberation, honesty, integrity, confidence, justice, understanding and forgiveness. Those opportunities will arise as we explore the consequences of the character’s actions throughout the play. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/understanding of the world they live in, and the consequences of conflict and violence. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation. They will explore the concepts of family, honour, religion and love.</p> <ul style="list-style-type: none"> ▪ analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ▪ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading ▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these <p>Writing</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ▪ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate <p>Spoken English</p>
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			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ speak confidently, audibly and effectively, including through: ▪ using Standard English when the context and audience require it ▪ working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines ▪ listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
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Year 10 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p>Power and Conflict Poetry Anthology</p> <p>In this unit, pupils will study power and conflict poetry taken from the AQA poetry anthology, Poems Past and Present. The poems in this cluster are thematically linked and were written between 1789 and the present day.</p>	48	<p>Pupils will study power and conflict poetry for the entirety of this term and their knowledge of how to analyse poetry is linked to the final unit of learning in year 9. Pupils will encounter some of the same poets studied during KS3 and are expected to analyse, annotate and respond to the 15 poems in the chosen cluster.</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Pupils will read and appreciate the depth and power of the English literary heritage through: ▪ The study of poetry since 1789, including representative Romantic poetry <p>understand and critically evaluate texts through:</p>

<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> - literal and inferential comprehension: understanding a word, phrase or sentence in context - critical reading: identifying the theme and distinguishing between themes - evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation <p>Pupils will be assessed in the following areas:</p> <ul style="list-style-type: none"> • AO1: 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. 	<p><u>Gospel values and Catholic life:</u></p> <p>The study of Power and Conflict Poetry enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In of Power and Conflict Poetry, we will explore the concept of dignity through the variety of war poetry we study; we explore the concept of comradeship through the poems 'Exposure', 'Remains' and 'The Charge of The Light Brigade'. We also consider the concept of dignity through the commemoration of the soldiers that have fallen in battle in poems such as 'TCOTLB' and 'Remains'. We consider the concept of solidarity through the hubris and oppression faced by tyrannical rulers, in poems such as 'Ozymandias', 'London' and 'MLD'. The option of the poor will be explored within 'London', 'Checkin out Me History' and 'Ozymandias' through the study of England's democratic system/ lack of education, oppression due to class and poverty, plus the governmental/royal oppression 19th century London faced. Throughout their study of Power</p>	<ul style="list-style-type: none"> ▪ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes ▪ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation ▪ identifying and interpreting themes, ideas and information ▪ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ▪ seeking evidence in the text to support a point of view, including justifying inferences with evidence ▪ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence ▪ analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ▪ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
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<ul style="list-style-type: none"> • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 		<p>and Conflict Poetry, pupils will review the concept of stewardship, looking at examples how others and themselves can help to look after God’s creation, preserve environmental habitats and resources; whilst contrasting this to the industrialised city and the rural landscapes that the poet’s celebrated – this can be seen within the study of erosion in ‘Ozymandias’ and industrialisation in ‘London’.</p> <ul style="list-style-type: none"> ▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these <p>Writing</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ▪ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate <p>Spoken English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ speak confidently, audibly and effectively, including through: ▪ using Standard English when the context and audience require it ▪ working effectively in groups of different sizes and taking on required roles, including leading and
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			<p>managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines</p> <p>listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</p>
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Year 10 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p>A Christmas Carol</p> <p>In this unit, pupils will study a 19th Century text and will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> - literal and inferential comprehension: understanding a word, phrase or sentence in context - critical reading: identifying the theme and distinguishing between themes - evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and 	36	<p>Pupils have read Dickens earlier in their KS3 journey and will make links to their prior learning of poverty and the class divide. A Christmas Carol is placed towards the end of the year 10 curriculum map due to the strong non-fiction links that can be brought in to study.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of A Christmas Carol enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In A Christmas Carol, we will explore the</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Pupils will read and appreciate the depth and power of the English literary heritage through: ▪ The study of a 19th Century work of literature <p>understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> ▪ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes ▪ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation

<p>impact; using linguistic and literary terminology for such evaluation</p> <p>Pupils will be assessed in the following areas:</p> <ul style="list-style-type: none"> • AO1: 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. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	<p>concept of dignity and solidarity through the characters of Scrooge, Fred, Ignorance and Want, The Ghosts, and The Cratchit family. This is alongside our discussions of the common good and the option for the poor in a Victorian setting. In our study of poverty and social responsibility, we will explore the option for the poor and the dignity of work and participation. We can also connect Dickens authorial intent to creation and the environment, as we should make it our mission to care for the world and everybody in it. Opportunities to promote other Gospel values such as – responsibility, honesty, integrity, confidence, respect, understanding and forgiveness. Those opportunities will arise as we explore the consequences of the character’s actions throughout the novel. Pupils will demonstrate an awareness/understanding of the world they live in, and the consequences of their actions/lack of compassion for others – very topical due to cost-of-living crisis. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, poverty, inequality and hardship. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/understanding of the world they live in, and the consequences of class divides, unequal</p>	<ul style="list-style-type: none"> ▪ identifying and interpreting themes, ideas and information ▪ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ▪ seeking evidence in the text to support a point of view, including justifying inferences with evidence ▪ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence ▪ analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ▪ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading ▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these <p>Writing</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p>
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<p>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>		<p>distribution of wealth and poverty. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social responsibility and wealth.</p>	<ul style="list-style-type: none"> ▪ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ▪ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate <p>Spoken English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ speak confidently, audibly and effectively, including through: ▪ using Standard English when the context and audience require it ▪ working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines <p>listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</p>
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<p>Spoken Language</p> <p>In this unit, pupils will undertake a prepared, spoken presentation on a given topic. Pupils will write and practise their speeches and then deliver these in front of an audience.</p> <p>Pupils will be assessed in the following areas:</p> <ul style="list-style-type: none"> • AO7: Demonstrate presentation skills in a formal setting • AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations • AO9: Use spoken Standard English effectively in speeches and presentations. 	12	<p>This unit will enable pupils to deliver a spoken presentation on a topic of their choice. Pupils' knowledge of a range of topics encountered across KS3 and KS4 will be useful to write and present an informed and well worded speech.</p>	<p>Pupils should speak confidently, audibly and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English when the context and audience require it • reviewing and summarising, and contributing to meeting goals/deadlines • listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary • planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates • listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
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The year 11 curriculum intends to develop pupils' appreciation of the depth and power of the English literary heritage through the reading of high quality, challenging, classic literature and extended literary non-fiction texts. Pupils will explore a play by Shakespeare, works from the 19th, 20th and 21st centuries as well as a rich depth of poetry from across the ages. Pupils will develop their skills of critical evaluation of texts through comparison and analysis of writers' vocabulary and make informed personal responses to texts studied. The curriculum also intends for pupils to also be able to write accurately, fluently and at length; clearly being able to organise facts and key points in their responses.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage

<p>An Inspector Calls</p> <p>In this unit, pupils will complete a study of An Inspector Calls. In studying the play pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> - literal and inferential comprehension: understanding a word, phrase or sentence in context - critical reading: identifying the theme and distinguishing between themes - evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation <p>Pupils will be assessed in the following areas:</p> <ul style="list-style-type: none"> • AO1: 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. 	<p>36</p>	<p>Pupils will begin their year 11 journey with a study of Priestley's 'An Inspector Calls'. Their knowledge of studying the class divide, poverty, prejudice and discrimination can be traced back throughout their KS3 journey.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of An Inspector Calls enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In an Inspector Calls, we will explore the concept of dignity, solidarity and peace through the characters of Eva, Sheila, The Inspector and Eric. This is alongside our discussions of the common good and the option for the poor in an Edwardian setting. In our study of class, Capitalism/Socialism and poverty, we will explore the dignity of work and participation and examine how socialism/early suffragist movement/WW2 changed the working demographic in England. Opportunities to promote other Gospel values such as –</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Pupils will read and appreciate the depth and power of the English literary heritage through: ▪ reading a play from the 20th Century <p>understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> ▪ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes ▪ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation ▪ identifying and interpreting themes, ideas and information ▪ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ▪ seeking evidence in the text to support a point of view, including justifying inferences with evidence ▪ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
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<ul style="list-style-type: none"> • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>responsibility, honesty, integrity, confidence, respect, understanding and forgiveness. Those opportunities will arise as we explore the consequences of the character's actions throughout the play. Pupils will demonstrate an awareness/understanding of the world they live in, and the consequences of their actions/lack of compassion for others – very topical due to cost-of-living crisis. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation. They will explore the concepts of family, consequence, gender and class. In the recognition of those gospel values, pupils will be able to demonstrate an awareness/ understanding of the world they live in, and the consequences of class divides, unequal distribution of wealth and poverty. Pupils will demonstrate an awareness of acceptance, respect, social responsibility, conflict and reconciliation; whilst they explore the concepts of gender, consequence, social responsibility and wealth.</p>	<ul style="list-style-type: none"> ▪ analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ▪ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading ▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these <p>Writing</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ▪ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate <p>Spoken English</p> <p>Pupils should be taught to:</p>
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<p>Unseen Poetry</p> <p>In this unit, pupils will explore and develop their poetry analysis techniques with a series of unseen poems. Pupils should be able to analyse and compare key features such as their content, theme, structure and use of language.</p>	12	<p>Pupils have already encountered poetry in each year group prior to year 11 so already have the necessary skills needed to successfully analyse poetry.</p> <p>This unit builds on the knowledge acquired of poetic forms, methods and writer's intent through the study of the power and conflict poetry anthology in year 10.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of Unseen poetry enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH)</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Pupils will read and appreciate the depth and power of the English literary heritage through: • Studying a range of poetry since 1789, including representative Romantic poetry ▪ <p>understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> ▪ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes

		<p>are intertwined with Gospel values, and we aim to instil the seven Catholic teaching principles within every topic of study. In Unseen poetry, we will explore the concept of dignity, solidarity and peace through the variety of poems studied; each poem considers a key theme such as racism, sexism, inequality, injustice etc.</p>	<ul style="list-style-type: none"> ▪ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation ▪ identifying and interpreting themes, ideas and information ▪ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ▪ seeking evidence in the text to support a point of view, including justifying inferences with evidence ▪ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence ▪ analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ▪ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading ▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these
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			<p>Writing</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ▪ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate <p>Spoken English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ speak confidently, audibly and effectively, including through: ▪ using Standard English when the context and audience require it ▪ working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
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			<ul style="list-style-type: none"> listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
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[Text Wrapping Break]

Year 11 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<p>English Language Paper 1</p> <p>In this unit, the aim is to engage pupils in a creative text and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers in section B, writing their own creative text, inspired by the topic that they have responded to in section A to 	24	<p>This unit builds on the skills of analysis acquired through the study of literature texts across KS4.</p> <p>Pupils will also apply their knowledge of textual analysis to develop a piece of creative writing.</p> <p><u>Gospel values and Catholic life:</u></p> <p>The study of English Language enables us to promote the gospel values and Catholic teachings of God. As a Salesian school, we understand that our values (RUAH) are intertwined with Gospel</p>	<p>Reading</p> <ul style="list-style-type: none"> Pupils will read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging understand and critically evaluate texts through: reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes drawing on knowledge of the purpose, audience for and context of the writing, including its social,

<p>demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.</p>		<p>values, and we aim to instil the seven Catholic teaching principles within every topic of study. In English Language, we are able to promote the concepts of dignity, peace, the option for the poor, the common good, stewardship and the dignity of work and participation through the variety of extracts studied. Pupils will also be provided with opportunities to create a piece of creative writing using those concepts as a guideline.</p>	<p>historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p> <ul style="list-style-type: none"> ▪ identifying and interpreting themes, ideas and information ▪ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ▪ seeking evidence in the text to support a point of view, including justifying inferences with evidence ▪ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence ▪ analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ▪ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading ▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these <p>Writing</p>
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			<p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ▪ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate <p>Spoken English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ speak confidently, audibly and effectively, including through: ▪ using Standard English when the context and audience require it ▪ working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines <p>listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</p>
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<p>Language Paper 2</p> <p>In this unit, the aim is to develop pupils' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader • in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A. 	24	<p>This unit builds on the skills of analysis acquired through the study of literature texts across KS4.</p> <p>Pupils will also apply their knowledge of textual analysis to develop a piece of discursive writing.</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Pupils will read and appreciate the depth and power of the English literary heritage through: ▪ reading a wide range of high-quality, challenging literary non-fiction ▪ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes ▪ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation ▪ identifying and interpreting themes, ideas and information ▪ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ▪ seeking evidence in the text to support a point of view, including justifying inferences with evidence ▪ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
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			<ul style="list-style-type: none"> ▪ analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ▪ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading ▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these <p>Writing</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> ▪ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ▪ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate <p>Spoken English</p>
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