



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Progress Checks
8	1	<i>Of Mice &amp; Men</i>	<b>Characters, themes, plot and context of the novel; Cultural differences, socio-cultural issues;</b>	<b>Writing: Drafting, editing, proof reading through peer, self-assessing; Using a variety of writing techniques to create different effects to appeal to an audience; creating narrative and descriptive writing; writing pieces of non-fiction based on the play; structuring a piece of writing; empathetic writing; analytical writing; to be able to use correct form of spelling, punctuation and grammar;</b> <b>Reading: explaining and analysing own and Steinbeck's work; comprehension on various parts of the text;</b> <b>Oracy: Group research/preparation leading to individual presentations (e.g. character experts leading to hot seating); group discussion/analysis of texts; debating issues.</b>	Progress checks on the performance of students' work;  Mini-Progress checks on the analysis of other students' work and a variety of texts;  Cumulative progress checks on the analysis of Steinbeck's writing  Mid-point progress check on oracy and presentation skills (inspirational figures)  End of unit Progress Check on a character from the novel.
	2	<b>C19th Texts Things That Go Bump in the Night</b>	<b>Characters, themes, plot and context of the texts; Cultural differences, socio-cultural issues;</b> <b>How a writer creates narrative, time, place and character; writing terminology; knowledge of different genres of writing; importance of audience.</b>	<b>Writing: Drafting, editing, proof reading through peer, self-assessing; writing for different purposes and audiences- argue, persuade, analyse, explain – articles, speeches; entertain - writing from different perspectives/non-linear</b>	Progress Checks on the of students' own story;  Mini-Progress Checks on the analysis of chosen extracts from differing texts;

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Red = Introduction of new Knowledge or skill

Amber = Revisit

Green = Reinforce



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				<p><b>narratives; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar;</b>  <b>Reading: Group reading – narratives; non-fiction texts – e.g. newspapers retrieval of information/inference.</b>  <b>Oracy: Group work on presentations; drama activities; group discussions, analysis of texts; debating of issues brought up in texts</b></p>	<p>Cumulative Progress Checks on the writing and analysis of a text.</p> <p>End of Unit Progress Check on gothic writing skills</p>
		Macbeth	<p><b>Characters, themes, plot and context of the play; that tone, pitch and speed of voice can affect the performance and reception of a play; Cultural differences, socio-cultural issues;</b></p>	<p><b>Writing: Drafting, editing, proof reading through peer, self-assessing; writing for different purposes and audiences- argue, persuade, analyse, explain – articles, speeches; entertain - writing from different perspectives/non-linear narratives; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar;</b>  <b>Reading: Group reading – narratives; non-fiction texts – e.g. newspapers retrieval of information/inference.</b>  <b>Oracy: Group work on presentations; drama activities; group discussions, analysis of</b></p>	<p>Progress checks on the performance of students' work;</p> <p>Mini-Progress checks on the analysis of Shakespeare's techniques/understanding of the play;</p> <p>Cumulative progress checks on the analysis of Shakespeare's writing</p> <p>End of unit Progress Check on a character/theme from the play.</p>

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				texts; debating of issues brought up in texts	
	3	<b>Disasters</b>	The analysis of a range of non-fiction pieces; analysis of fiction texts; ability to write the above.	<b>Writing: Drafting, editing, proof reading through peer, self-assessing; writing for different purposes and audiences- argue, persuade, analyse, explain – articles, speeches; entertain - writing from different perspectives/non-linear narratives; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar;</b> <b>Reading: Group reading – narratives; non-fiction texts – e.g. newspapers retrieval of information/inference.</b> <b>Oracy: Group work on presentations; drama activities; group discussions, analysis of texts; debating of issues brought up in texts</b>	Progress checks on the performance of students' performance;  Mini-Progress checks on the analysis of other students' work and a variety of texts;  Cumulative progress checks on the analysis of non-fiction writing  End of unit Progress Check on oracy skills
		<b>Drama – <i>The Curious Incident of the Dog in the Night time.</i></b>	<b>Characters, themes, plot and context of the play; Cultural differences, socio-cultural issues;</b>	<b>Writing: Drafting, editing, proof reading through peer, self-assessing; writing for different purposes and audiences- argue, persuade, analyse, explain – articles, speeches; entertain - writing from different perspectives/non-linear</b>	Progress checks on the performance of students' work;  Mini-Progress checks on the analysis of playwright's techniques/understanding of the play;

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				<p>narratives; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar; <b>Reading:</b> Group reading – narratives; non-fiction texts – e.g. newspapers retrieval of information/inference. <b>Oracy:</b> Group work on presentations; drama activities; group discussions, analysis of texts; debating of issues brought up in texts</p>	<p>Cumulative progress checks on the analysis of Shakespeare's writing</p> <p>End of unit Progress Check on writing skills based a character/theme from the play.</p>
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