



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Progress Checks
9	1	Creative Writing	Build upon the knowledge of how a writer creates narrative, time, place and character; writing terminology; knowledge of different genres of writing; importance of audience; importance of structure; using SPaG to help aid meaning and effect.	Writing: drafting and editing; narrative, description, with greater emphasis on structure and use of extended metaphor; revisiting and using terminology; be able to use correct form of spelling, punctuation and grammar to aid meaning and create effect; Reading: Reading and responding to unseen texts; reading for alternative meanings/inference (in different forms of text – e.g. film and music). Oracy: collaborative group/pair work on reading and responding ; reading out of own/others' stories	Peer/self-Progress Checks on mini tasks; End of Unit-Progress Check on writing skills.
		<i>Animal Farm</i>	Characters, themes, plot and context of the novel; Cultural differences, socio-cultural issues;	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	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 Orwell's writing

Spaced Learning RAG

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				<p>Reading: Group reading – narratives; non-fiction texts – e.g. newspapers retrieval of information/inference.</p> <p>Oracy: Group work on presentations; drama activities; group discussions, analysis of texts; debating of issues brought up in texts</p>	<p>End of unit Progress Check on a character/ theme from the novella</p>
	2	<p>Unseen Poetry – Controversial Characters;</p>	<p>Characters, themes, plot and context of the poems; Cultural differences, socio-cultural issues;</p>	<p>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; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar</p> <p>Reading: Group reading – poems; non-fiction texts – e.g. newspapers retrieval of information/inference.</p> <p>Oracy: Group work on presentations; drama activities; group discussions, analysis of texts; debating of issues brought up in texts</p>	<p>Progress checks on the performance of students' work;</p> <p>Mini-Progress checks on the analysis of other students' work and a variety of texts;</p> <p>Cumulative progress checks on the analysis of poets' writing</p> <p>End of unit Progress Check on oracy skills around exploring poetry</p>

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		What's Your Point?	Know the effect of tone, register, purpose and audience upon the writing of non-fiction texts; terminology	<p>Writing: Drafting, editing, proof reading through peer, self-assessing; writing for different purposes and audiences- argue, persuade, analyse, explain – articles, speeches; - writing from different perspectives; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar</p> <p>Reading: Group reading – non-fiction texts – e.g. newspapers retrieval of information/inference.</p> <p>Oracy: Group work on presentations; group discussions, analysis of texts; debating of issues brought up in texts.</p>	<p>Progress checks on the performance of a debate</p> <p>Mini-Progress checks on the analysis of other students' work and a variety of texts;</p> <p>Cumulative progress checks on the analysis of authors' writing</p> <p>End of unit Progress Check on writing of a non-fiction piece.</p>
	3	<i>Romeo and Juliet</i>	Characters, themes, plot and context of the play; How a playwright creates narrative, time, place and character; writing terminology;	<p>Writing: explanatory, analytical writing; use of references to support points of view; inference, using above to support; collaborative work</p> <p>Reading: reading for explicit and inferred meaning; collaborative work</p> <p>Oracy: As above; presentation skills</p>	<p>Assessed piece in class – utilising the skills taught/practised that term;</p> <p>Mid point Progress Check on oracy skills to present analytical ideas from the play.</p> <p>End of Unit Progress Checks – timed written piece, assessing AOs1, 2, 3, 4.</p>

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