

Wennington Hall School

WENNINGTON

English Curriculum Map 2021-22



PRIDE IN PERFORMANCE

Curriculum Mapping 2020 – 2021

| Subject | Autumn | | | | Spring | | | | Summer | | | |
|---------|---|--|---|--|---|--|---|--|--|--|--|---|
| English | Half Term 1 | Skills/Knowledge | Half Term 2 | Skills/Knowledge | Half Term 3 | Skills/Knowledge | Half Term 4 | Skills/Knowledge | Half Term 5 | Skills/Knowledge | Half Term 6 | Skills/Knowledge |
| Year 7 | <p>Coach Trip</p> <p>Writing Non-Fiction</p> <p>A six lesson unit of work designed to aid students in the transition to secondary school. Each lesson is extensive and would cover more than one session.</p> <p>Week 1-3</p> | <p>Research</p> <p>Writing non-fiction</p> <p>Creating cogent questions</p> <p>Persuasive techniques</p> <p>Writing to describe</p> | <p>Skellig</p> <p>Reading Contemporary Fiction</p> <p>A collection of resources that can be assimilated by the teacher to create their own scheme of work.</p> <p>Full Half Term</p> | <p>Make predictions based on clues</p> <p>Recognise symbols or motifs in the text</p> <p>Character exploration</p> <p>Read and summarise events</p> <p>Read for detail</p> <p>Understand inference</p> <p>Language analysis</p> <p>Explore themes</p> <p>Research key ideas from the text</p> <p>Close study of language to support understanding of character</p> <p>Explore and compare opinions</p> <p>Write effectively using description</p> <p>Analyse literary language</p> <p>Explore direct and reported speech</p> <p>Learn about the context of the text</p> <p>Explore intertextuality and its meaning</p> | <p>Narrative Writing</p> <p>Writing Fiction</p> <p>An eight lesson unit of work focussing on Story writing skills. Each lesson is extensive and would cover more than one session.</p> <p>Full Half Term</p> | <p>Definition, styles and vocabulary associated with genre</p> <p>Difference between plot and narrative</p> <p>The seven basic plots</p> <p>Story opening techniques</p> <p>Story hooks</p> <p>Definition of tension</p> <p>Techniques to create character</p> <p>Use of the five senses in description</p> <p>Setting, structure, character, ending</p> <p>How the writer creates tension</p> | <p>History of English</p> <p>Understanding Language Context</p> <p>An eight lesson unit of work on how the English language has developed over time.</p> <p>Week 1-2</p> | <p>Understand what 'true' language is</p> <p>Understand how language has developed</p> <p>Where English language gets some of its words and roots</p> <p>The origins of English</p> <p>The evolution of Middle English</p> <p>Suffixes and prefixes</p> <p>Root words (Latin)</p> <p>Word meaning changing over time</p> <p>Conventions of a fairy story</p> <p>The old English alphabet</p> <p>Writing from the Medieval era</p> <p>Recount writing</p> | <p>A Midsummer Night's Dream</p> <p>Reading Shakespeare</p> <p>An eight lesson unit of work focusing on Shakespeare's comedy. Each lesson is extensive and would cover more than one session.</p> <p>Full Half Term</p> | <p>Character and plot development</p> <p>Narrative structure and its contribution to audience enjoyment and understanding</p> <p>Understand the meaning of dilemma and the contribution it has to meaning</p> <p>Consider themes within the text</p> <p>Use rhyme patterns used by Shakespeare to create poetry</p> <p>Analyse relationships between characters and the impact on behaviour</p> <p>Understand audience response in relation to context</p> <p>Social and historical context</p> <p>Subject specific vocabulary</p> | <p>Literary Heritage</p> <p>Reading Pre-20th Century Fiction</p> <p>A 20 lesson unit of work looking at plays, prose and poems from pre-19th century writers.</p> <p>Full Half Term</p> | <p>Read a range of extracts from pre-1914 texts</p> <p>Understand social and historical context</p> <p>Identify techniques used by the author</p> <p>Application of knowledge around language and structure</p> <p>Development of independent analysis</p> <p>Understanding the meaning of target vocabulary</p> <p>Comparison of two texts</p> <p>Understand description and how it is used</p> <p>How staging effects the interpretation of a play</p> <p>Social and historical context</p> <p>How the writer creates effects</p> <p>Use of questioning to obtain information</p> <p>Developing a personal response</p> |
| | <p>Moonfleet</p> <p>Reading Pre-20th Century Fiction</p> <p>A five lesson unit of work exploring extracts from Mead-Faulkner's novel. Each lesson is extensive and would cover more than one session.</p> <p>Week 4-6</p> | <p>Social and historical context</p> <p>Defining unfamiliar words and phrase</p> <p>Personal interpretation</p> <p>Read and understand extracts</p> <p>Author's use of language</p> <p>Inference based on subtext</p> <p>Narrative structure</p> <p>Develop an extended analysis</p> <p>Mood and atmosphere</p> <p>Independent writing</p> | | | | <p>Poetry from around the World</p> <p>Reading Poetry</p> <p>A unit reading and analysing a broad range of poetry from around the world.</p> <p>Week 3-6</p> | <p>Forming an opinion</p> <p>Expressing a point of view</p> <p>Ideas about meaning</p> <p>Analysis of language</p> <p>Poet's/voice's feelings</p> <p>Linking context and meaning</p> <p>Talking about time as a concept</p> <p>Expressing ideas in writing</p> <p>Creating a piece of original writing</p> <p>Select appropriate textual references</p> | | | | | |

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| Year 8 | <p>Dystopian Fiction</p> <p>Writing Fiction</p> <p>A three lesson unit of work focussing on contemporary fiction. Each lesson is extensive and would cover more than on session.</p> <p>Week 1-2</p> | <p>Understand the difference between utopia and dystopia</p> <p>Conventions of dystopian fiction</p> <p>Features of writing to describe</p> <p>Identifying and understanding sensory detail</p> <p>Defining subject specific vocabulary</p> | <p>The Picture of Dorian Gray</p> <p>Reading Pre-20th Century Fiction</p> <p>A 21 lesson unit of work on Oscar Wilde's classic novel.</p> <p>Full Half Term</p> | <p>Context in which the text was written</p> <p>Identify and comment on the author's style</p> <p>Consider questions connected to other media types</p> <p>Support responses with evidence from the text</p> <p>Significance of gender</p> <p>Define subject specific vocabulary connected to the task</p> <p>Character analysis</p> <p>language choices</p> <p>Comment on the writer's intentions</p> <p>Literary conventions</p> <p>Significance of motif</p> <p>Evaluative judgements</p> | <p>Non Fiction News Writing</p> <p>Writing Non-Fiction</p> <p>A 12 lesson unit of work focusing on non-fiction writing skills including writing to report, inform persuade, advise and instruct.</p> <p>Full Half Term</p> | <p>Fiction and non-fiction defined</p> <p>Non-fiction text types</p> <p>Different styles of reporting</p> <p>Effective an impressive headlines</p> <p>Conventions of different non-fiction writing styles</p> <p>Technical accuracy of writing</p> <p>Expressing an opinion</p> <p>Writing to engage the reader</p> <p>How advertising works</p> <p>Analysis of different styles of writing</p> <p>Using the correct tone in non-fiction texts</p> <p>Target audience</p> | <p>Poisonous Poetry</p> <p>Reading Pre-20th Century Poetry</p> <p>A 15 lesson scheme of work covering a variety of forms and genres.</p> <p>Full Half Term</p> | <p>Context of the central image in a text</p> <p>Comparing texts</p> <p>Understanding complex language through the use of a dictionary and context</p> <p>Decoding archaic language</p> <p>Language to create an effect</p> <p>Social and historical context</p> <p>Life of the writer</p> <p>Subtext and the language that creates it</p> <p>Poetic devices and their effect</p> | <p>Black American Experiences in Literature</p> <p>Reading Seminal World Literature</p> <p>A unit of work exploring contemporary novels including: Roll of Thunder Hear My Cry, I Know Why The Caged Bird Sings and The Hate U Give.</p> | <p>Social historical context</p> <p>Characterisation</p> <p>How the author creates effects</p> <p>Formal analytical response</p> <p>Different character perspectives</p> <p>Read and understand challenging texts</p> <p>Structuring an analysis answer</p> <p>Writing for a specific purpose</p> <p>Evidence and explanation</p> <p>Narrative perspective and viewpoint</p> <p>Expressing a point of view</p> | <p>Blood Brothers</p> <p>Reading 20th Century Play</p> <p>A six lesson scheme of work with additional resources available. Each lesson is extensive and would cover more than on session.</p> <p>Full Hal Term</p> | <p>Differentiating between literary forms</p> <p>Establishing genre conventions</p> <p>Speculating on outcomes</p> <p>Making links between writer, setting and time</p> <p>Define key concepts</p> <p>Understand plot and analysis</p> <p>Social and historical context of the text</p> |
| | <p>Sinister Stories</p> <p>Reading Fiction</p> <p>A 12 lesson scheme of work focusing on three short stories to practice key reading skills.</p> <p>Week 3-6</p> | <p>Making predictions</p> <p>Analysing character</p> <p>Narrative conventions and progression</p> <p>Language analysis</p> <p>Use of literary techniques to create effects</p> <p>Importance of context when reading literature</p> <p>Analysis of setting</p> <p>Impact of narrative voice in literature</p> <p>Developing the technique of showing not telling in writing</p> <p>Planning a short story</p> | | | | | | | | | | |

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| Year 9 | <p>Pop and Poetry</p> <p>Reading Poetry</p> <p>A six lesson scheme of work looking at the similarities and differences between music and poetry, designed to enhance the skills of poetry understanding and analysis. Each lesson is extensive and would cover more than one session.</p> <p>Week 1-4</p> | <p>Defining poetry Figurative language Poetic terminology Identity and expression Analyse and evaluate poetic form Identifying common themes through comparison of texts Social and historical context Character voice Developing ideas of ownership of voice Personal response to the work of a poet Language as a means of expression</p> | <p>Much Ado About Nothing</p> <p>Reading Shakespeare</p> <p>A 20 lesson scheme of work focusing on a scene-by-scene study of Shakespeare's Play, with a focus on GCSE English Literature objectives.</p> <p>Full Half Term</p> | <p>Understand setting and key plot points Relationships between key characters Character's thoughts and feelings Importance of key moments Monologues and soliloquies Analysing the use of semantic field Connecting language and imagery Close textual analysis Sequencing events Analysis of language, imagery and ideas Evaluating the changing view of character Identification and analysis of themes Shakespeare's treatment of gender Gender stereotypes Characters in context Subject specific terminology</p> | <p>Whodunit?</p> <p>Non-Fiction Writing</p> <p>A ten lesson scheme of work based around whodunit mystery, with a focus on non-fiction writing for English Language GCSE. Each lesson is extensive and would cover more than one session.</p> <p>Full Half Term</p> | <p>Purpose, audience and format of the written style Features of tabloid and broadsheet news stories Conventions of writing for a specific purpose Features of formal and informal writing Persuasive techniques and writing Features of report writing Planning a non-fiction text Spelling, punctuation and grammar Fact and opinion Motives for writing Analysis of text types</p> | <p>Of Mice and Men</p> <p>Reading World Literature</p> <p>A seven lesson scheme of work on Steinbeck's classic novel, with additional resources available. Each lesson is extensive and would cover more than one session.</p> <p>Full Half Term</p> | <p>Social and historical context Applying context to achieve understanding Consolidating knowledge How the author presents character and dynamics Author's dramatic style Foreshadowing Language and structure Making predictions Themes, thoughts and feelings The novella's message Perspectives on character Writing an analytical comparison Setting and style</p> | <p>English Language Fiction Writing</p> <p>Writing Fiction</p> <p>A ten lesson scheme of work focusing on different elements of fiction writing, with a focus on the English Language GCSE. Each lesson is extensive and would cover more than one session.</p> <p>Full Half Term</p> | <p>Understanding openings within the context of fiction writing Analysis of effective openings Character types found in narratives Detailed and convincing character descriptions Setting the scene Impact of language and structure on meaning Identifying good strategies within example texts Story structures and how they can be subverted Development of ideas from small inspiration to short story Adding detail to extend writing Satisfying and appropriate story conclusions</p> | <p>Non-Fiction Reading</p> <p>Reading Non-Fiction</p> <p>An eight lesson scheme of work looking at different non-fiction texts and developing reading skills in preparation for GCSE. Each lesson is extensive and would cover more than one session.</p> <p>Full Half Term</p> | <p>Overview of non-fiction reading skills Identify implicit and explicit information from a text Using and selecting evidence from a text Subject specific terminology Analysis of non-fiction language techniques Identifying the writer's viewpoint Structuring language for a specific effect Textual comparison 19th Century language Note-making and planning</p> |
| | <p>Travel Writing</p> <p>Writing Non-Fiction</p> <p>A short three three lesson unit exploring travel writing and how to create your own. Each lesson is extensive and would cover more than one session.</p> <p>Week 5-6</p> | <p>Explore and reflect on pre 20th Century non-fiction texts Understanding the content of a text Giving a personal response to a text Textual comparison Planning a written response The writer's craft</p> | | | | | | | | | | |

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| Year 10 | <p>A Christmas Carol</p> <p>Literature assessment objectives: Plot, character, Victorian London, poverty and wealth, characterisation, themes and morality. Poetry- Analyse 'London' Unseen poem on the theme of social injustice.</p> | <p>Wider context of the novella Social and historical context Character exploration Analysis of text for character and atmosphere Descriptive devices Information gathering Analyse relationships between characters How effects are created Read and discuss extracts</p> | <p>Language Paper 1 reading.</p> <p>English Language: AO2 language and structural analysis. AO3 evaluate the text critically (To what extent...) Discrete knowledge of language assessment objectives.</p> <p>Extract analysis from A Christmas Carol. English Language AO5 and AO6: creative writing using ACC as stimulus. Imaginatively explore the thoughts and feelings of a specific character.</p> | <p>How the author presents characters Analysis of characters Social and historical context How the author delivers societal messages How the author presents key themes Understanding the role of characters Selecting references from the text Reviewing written work Writing for a purpose Information retrieval Language analysis Review of previous learning</p> | <p>Literature Paper 1 Section A.</p> <p>Plot, characterisation, iambic pentameter and the structure of writing.</p> <p>Features of a Shakespearean text Themes of tragedy, supernatural, power, ambition and the theatre in Elizabethan times.</p> | <p>Analyse and evaluate the role of key characters Social and historical context Understand subject specific techniques and vocabulary Analyse the author's use of language within the text Explore how language creates effects within the text Write in a particular form to match audience and purpose Identify and comment on key features within the text</p> | <p>Overarching unit intent: understand a range of themes: power /conflict/love/hate and how the writer achieves a specific effect across the whole text.</p> <p>Macbeth Themes of feminism, supernatural, ambition and power.</p> <p>English Language Paper 2: Transactional writing. 'There's nothing we can learn from Shakespeare, it's totally irrelevant'.</p> <p>Poetry- My Last Duchess/ Ozymandias (theme of power)</p> | <p>Apply contextual knowledge Understand and interpret specific sections of the text Write an accurate and varied account of key moments within the text Analyse writer's use of language structure and form Analyse and evaluate the text as a whole Identify and comment on key features and events within the text</p> | <p>Overarching unit intent: Explore the layers of meaning in pre and post 1914 poetry.</p> <p>Power and Conflict poetry.</p> <p>English Language Paper 1 writing sensory detail- vocabulary to delight, complex sentence structures, varieties of repetition.</p> <p>Storm on the Island/Prelude Emigree/Checking Out Me History London/Tissue. Themes of nature, identity and immigration.</p> | <p>Analyse both familiar and unfamiliar texts in detail Read and analyse texts independently Express a point of view both verbally and in written responses Identify and establish links between texts Identify and analyse language choices and the use of technical devices</p> | <p>Overarching unit intent: critically compare 2 poems from the Power and Conflict cluster.</p> <p>English Language Paper 1 Writing with a focus on creative writing.</p> <p>Poppies/War Photographer Kamikaze/Remains. Bayonet Charge/Exposure/ COTLB.</p> <p>Analysing unseen poetry for structure, language, meaning and effect.</p> | <p>Reinforce knowledge from previous learning Investigate approaches to planning and how to use a plan to form a written response to a task Understand how to create specific effects within written work Investigate the common features of writing in particular genres Express an opinion on a range of texts</p> |

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| Year 11 | <p>Overarching unit intent (KSU): study a range of writers' techniques linked to personal and collective responsibility.</p> <p>The History Boys Literature Paper 2 Section A Context- education, social class, gender, Bennett's life, history, truth and knowledge</p> <p>A Christmas Carol & Language Paper 1 Re-visit ACC via key extracts. Extract to whole + Language + Structure and critically evaluate statement 'To what extent do you agree?'</p> <p>Creative writing techniques Varied and high level vocabulary and punctuation.</p> | | | | <p>Understand key concepts from the texts Explore the significance of theme Select appropriate references from the text Use relevant subject terminology Show understanding of relationships between texts Explore the role of minor characters Evaluate the use of language to convey meaning Recall key extracts from previous study</p> | | | | <p>Overarching unit intent (KSU): analyse writer's viewpoints and perspectives.</p> <p>Paper 2 Reading Section A AO2- Synthesising and summarising AO3 How does the writer present... AO4 Ideas and Perspectives</p> <p>Paper 2 Writing Section B Writing: Transactional Writing (view points) Link to 'An Inspector Calls'- "We are all responsible for each other." Write an article in which you seek to persuade the reader to your point of view.</p> <p>Unseen poetry from different perspectives/viewpoints. Nettles' and 'Upon my son Samuel' both explore relationships between parents and their children. Compare the ways these relationships are presented in the two poems.</p> | | | | <p>Synthesising and summarising writer's views and perspectives How the writer presents key ideas, messages, themes, etc. Key features of transactional writing Comparison between different texts both familiar and unknown to the reader</p> | | | | <p>Overarching unit intent (KSU): identify key areas for personalised revision.</p> <p>Personalised learning based upon needs identified in mock examinations.</p> <p>Language Gap Analysis</p> <p>Literature Gap Analysis</p> <p>Personalised learning based upon needs identified in mock examinations.</p> <p>Revision for Lang/Lit Paper 1 & 2.</p> <p>Use of retrieval practice, 5 a day recaps, brain dump, knowledge organisers.</p> | | | | <p>Retrieval practice Note making to support further study Summarising learning Analysing the features of different text types Working independently on written tasks</p> | | | |

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