

RMGS CURRICULUM MAP ENGLISH DEPARTMENT

CURRICULUM INTENT

Mission Statement: *A curriculum that is provocative, that is informative and that prepares.*

Provokes. It provokes debate. It provokes reflection. It is thought-provoking. It is a provocative curriculum, in the best sense of the word.

Informs. We feel that knowledge underpins skills. As Matthew Purves states: “we know that skills and knowledge are intimately connected... A skill is a complex performance, drawing on what is known.” As far as possible, students are exposed to some of “the best that has been thought and known...” Our choice of texts allow us to establish key concepts and transferable knowledge in English and to revisit them over the journey of the curriculum.

Prepares. We ensure that transferrable knowledge is addressed in the texts that we study and that this knowledge is revisited as the curriculum unfolds. This transferrable knowledge, established in KS3, prepares students for KS4 and beyond We want students to be exposed to some of the best writers in the English language in order to improve their cultural capital. We offer a diet of literature that ranges from literary greats such as Orwell, Eliot, Blake, Wordsworth and Shakespeare to modern writers such as Duffy, Blackman and Laurie Lee and Miller.

Termly Curriculum Overview				
Year Group	Module One	Module Two	Module Three	Module Four
7	<p><u>'Animal Farm' (9 weeks)</u></p> <p>Writing assessment on computer games.</p> <p>Reading assessment A knowledge-based test on the events and narrative devices of 'Animal Farm'.</p>	<p><u>Love and War Poetry (9 weeks)</u></p> <p>Knowledge based reading assessment reading assessment, building towards an analysis of a World War One poem.</p>	<p><u>'Anne Frank' (10 weeks)</u></p> <p>Writing assessment</p>	<p><u>'A Midsummer Night's Dream' (9 weeks)</u></p> <p>Knowledge based reading assessment, building towards an analysis of the characterisation of Helena in the play.</p>

8	<p><u>The Woman in Black</u> <u>(9 weeks)</u></p> <p>To write a story, with commentary. Set as a coursework style task and suggested that 'The Thirteenth Floor' is used to model evaluation/class discussion on ideas of setting, character etc.</p>	<p><u>Romanticism, Revolution and Expressive Writing</u> <u>(9 Weeks)</u></p> <p>Reading assessment on the poem 'I Wandered Lonely as a Cloud'</p>	<p><u>Romeo and Juliet</u> <u>(10 weeks)</u></p> <p>Character analysis of two characters from the play.</p>	<p><u>Writing for Purpose</u> <u>(9 weeks)</u></p> <p>Writing to persuade assessment.</p>
9	<p><u>The Art of the Short Story</u> <u>(9 weeks)</u></p> <p>500 word short story challenge</p>	<p><u>Silas Marner</u> <u>(9 weeks)</u></p> <p>Analysis of the character development of Silas 'Marner'</p>	<p><u>A View from the Bridge</u> <u>(9 weeks)</u></p> <p>This play ends on a climax with the death of Eddie. How far do you agree that that the writer succeeds in building up dramatic tension in the course of Act 2?</p>	<p><u>Noughts and Crosses</u> <u>(10 weeks)</u></p> <p>Knowledge Based Exam on the text, building towards a close analysis of chapter 24.</p> <p>Writing assessment will be NMM</p>

English Literature			
10	<p style="text-align: center;"><u>Modern Prose Text:</u> <u>Lord of the Flies/A Taste of Honey</u> <u>Two Terms</u></p> <p>Knowledge and understanding-based assessment (first week of Term 2)</p> <p>Past paper essay-based question (last week of Term 2)</p>	<p style="text-align: center;"><u>Power and Conflict Poetry:</u> <u>AQA Anthology</u> <u>Two Terms</u></p> <p>Past paper question on Conflict Poetry (Term 3)</p> <p>Past paper question on Power Poetry (Term 4)</p>	<p style="text-align: center;"><u>Shakespeare:</u> <u>'Macbeth'</u> <u>Two Terms</u></p> <p>End-of-year assessment on Paper 2</p> <p>Sections A and B (modern text and anthology poetry – start of Term 6)</p>
11	<p style="text-align: center;"><u>19th Century Novel</u> <u>Two Terms</u></p> <p>Past paper question on 'Macbeth' (start of Term 1)</p> <p>November PEQ exam on 'Macbeth' and 19th Century Novel (Term 2)</p>	<p style="text-align: center;"><u>Revision</u> <u>Two Terms</u></p> <p>Past Paper question on 19th Century text.</p> <p>A variety of tasks related to English Literature exam prep.</p>	<p style="text-align: center;"><u>Revision</u> <u>Two Terms</u></p> <p>A variety of tasks related to English Literature exam prep.</p>

English Language			
10	<p><u>Creative Writing and the Art of Fiction</u> <u>Two Terms</u></p> <p>Creative Writing assessment via NMM (Term 1) Reading (evaluation) assessment via NMM (Term 2)</p>	<p><u>Discursive Writing and the Art of Rhetoric</u> <u>Two Terms</u></p> <p>Non-Fiction Writing assessment via NMM (Term 3) Reading (comparison) assessment via NMM (Term 4)</p>	<p><u>Introducing the Exam – Specific teaching of the rubric Paper 1</u> <u>Two Terms</u></p> <p>End-of-year assessment on Paper 1 (start of Term 6)</p>
11	<p><u>Introducing the Exam – Specific teaching of the rubric of Paper 2 (interleaving paper 1)</u> <u>Two terms</u></p> <p>November PEQ exam on Paper 2 (Term 2)</p>	<p><u>Past Paper Practice</u> <u>Two Terms</u></p> <p>A variety of tasks related to English Language exam prep.</p>	<p><u>Past Paper Practice</u> <u>Two Terms (until study leave)</u></p> <p>A variety of tasks related to English Language prep.</p>
12	<p><u>Introduction to 6th Form English Literature (two weeks) followed by studying of the following:</u> <u>Two Terms</u></p> <p><u>Politics and Social Protest and Tragedy</u></p> <ul style="list-style-type: none"> • Induction essay assessments on 'Out, Out' (Frost) and 'Love on the Dole' (Greenwood). • Mid-term knowledge tests on previous term's learning. 	<p><u>The modern novel (politics and social protest) and Keats (Tragedy)</u> <u>Two Terms</u></p> <ul style="list-style-type: none"> • Mid-term knowledge tests on previous term's learning. • End of term essay assessments testing what has been taught of the text during that term – i.e. an essay on the first ten chapters of Hosseini's 'The Kite Runner at the 	<p><u>The NEA</u></p> <ul style="list-style-type: none"> • Mid-term knowledge tests on previous term's learning. • PQEs, designed to reflect the year's work thus far – i.e. a Tragedy Section A and / or B on 'Othello' and a Section C on Keats' poetry only.

	<ul style="list-style-type: none"> End of term essay assessments testing what has been taught of the text during that term – i.e. an essay on Blake’s ‘Innocence’ poems at the end of Term 1, then one on the whole collection at the end of Term 2. 	end of Term 1, then one on the whole novel at the end of Term 2.	<ul style="list-style-type: none"> Students will practise PSP Section A as part of NEA preparation.
	<p><u>The Poetry of William Blake</u></p> <p><u>Othello</u></p>	<p><u>The Kite Runner</u></p> <p><u>The Poetry of John Keats</u></p>	<p><u>Prose analysis through a critical lens</u></p> <p><u>Poetry analysis through a critical lens.</u></p>
13	<p><u>The modern novel and The modern Play</u></p> <ul style="list-style-type: none"> Mid-term knowledge tests on previous term’s learning. Autumn assessments which reflect text’s taught so far, with a different focus to PQEs – so a Section A PSP task. Drafts of NEA essays. End of Term 2 essay assessments on ‘Death of a Salesman’ (Miller) and ‘The Handmaid’s Tale’ (Atwood) 	<p><u>Revision</u></p> <ul style="list-style-type: none"> PQEs which reflect texts taught so far – i.e. a full PSP Section C which tests students’ ability to pair two texts from ‘Songs...’, ‘The Kite Runner’ and ‘The Handmaid’s Tale’; similar Tragedy Section C on Keats’ poetry and ‘Death of a Salesman’ Mid-term knowledge tests on previous term’s learning. Various in-class assessments at the teachers’ discretion, wherever the needs of the class are most evident. 	<p><u>Revision</u></p> <ul style="list-style-type: none"> Various in-class assessments at the teachers’ discretion, wherever the needs of the class are most evident.

	<u>The Handmaid's Tale</u>	<u>Death of a Salesman</u>	<u>Politics and Social Protest</u>	<u>Tragedy</u>	<u>Politics and Social Protest</u>	<u>Tragedy.</u>
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