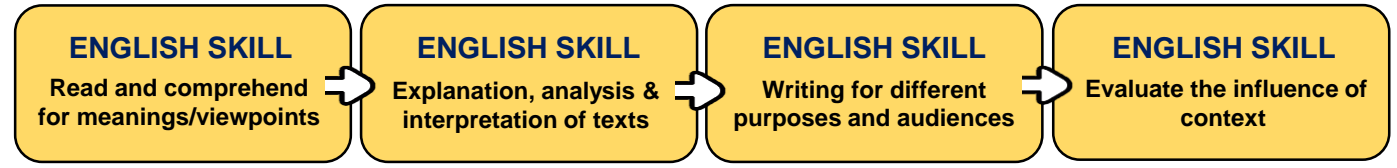
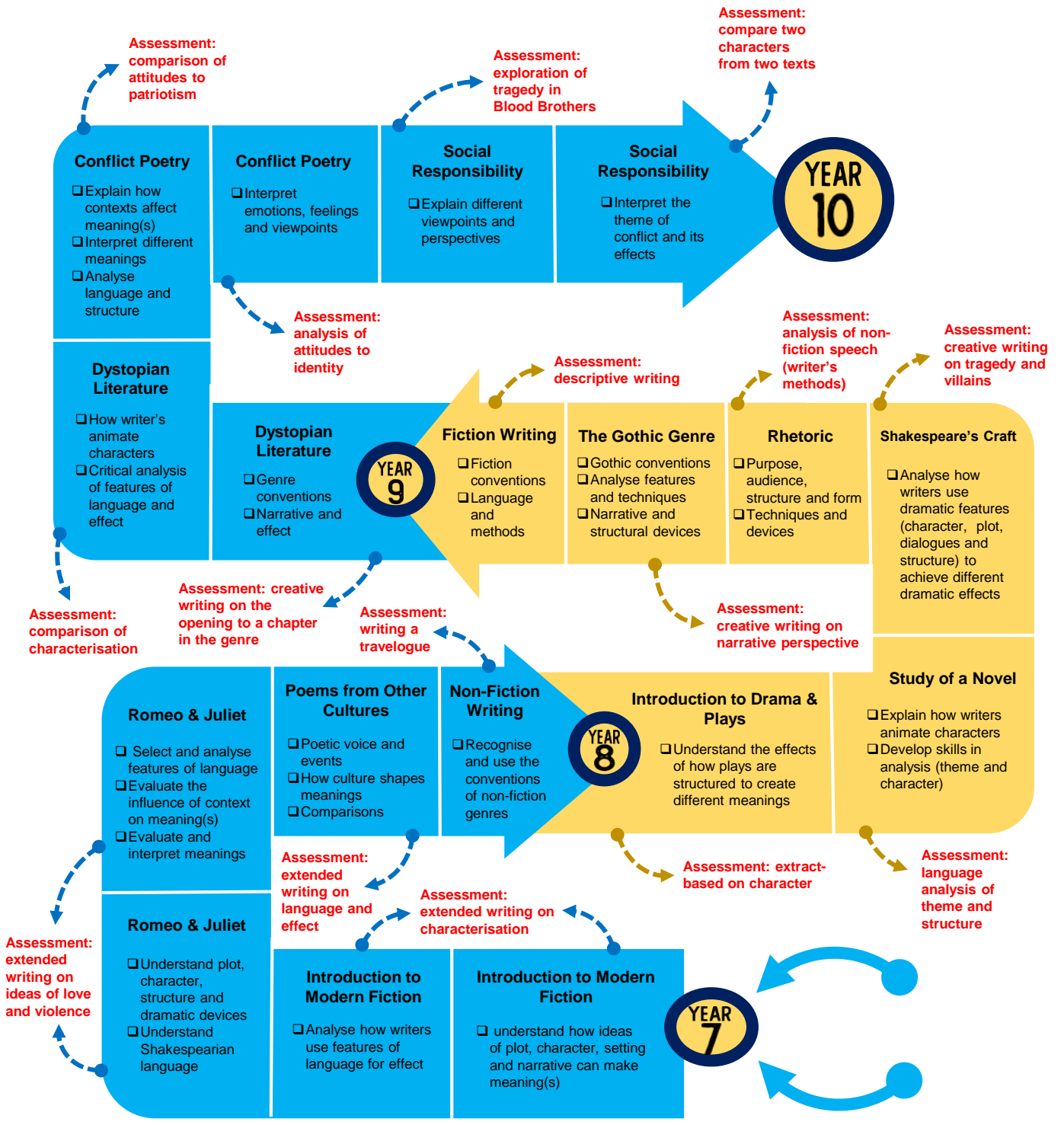




KS3 ENGLISH CURRICULUM MAP





KS4 ENGLISH AND LITERATURE CURRICULUM MAP

FURTHER STUDY

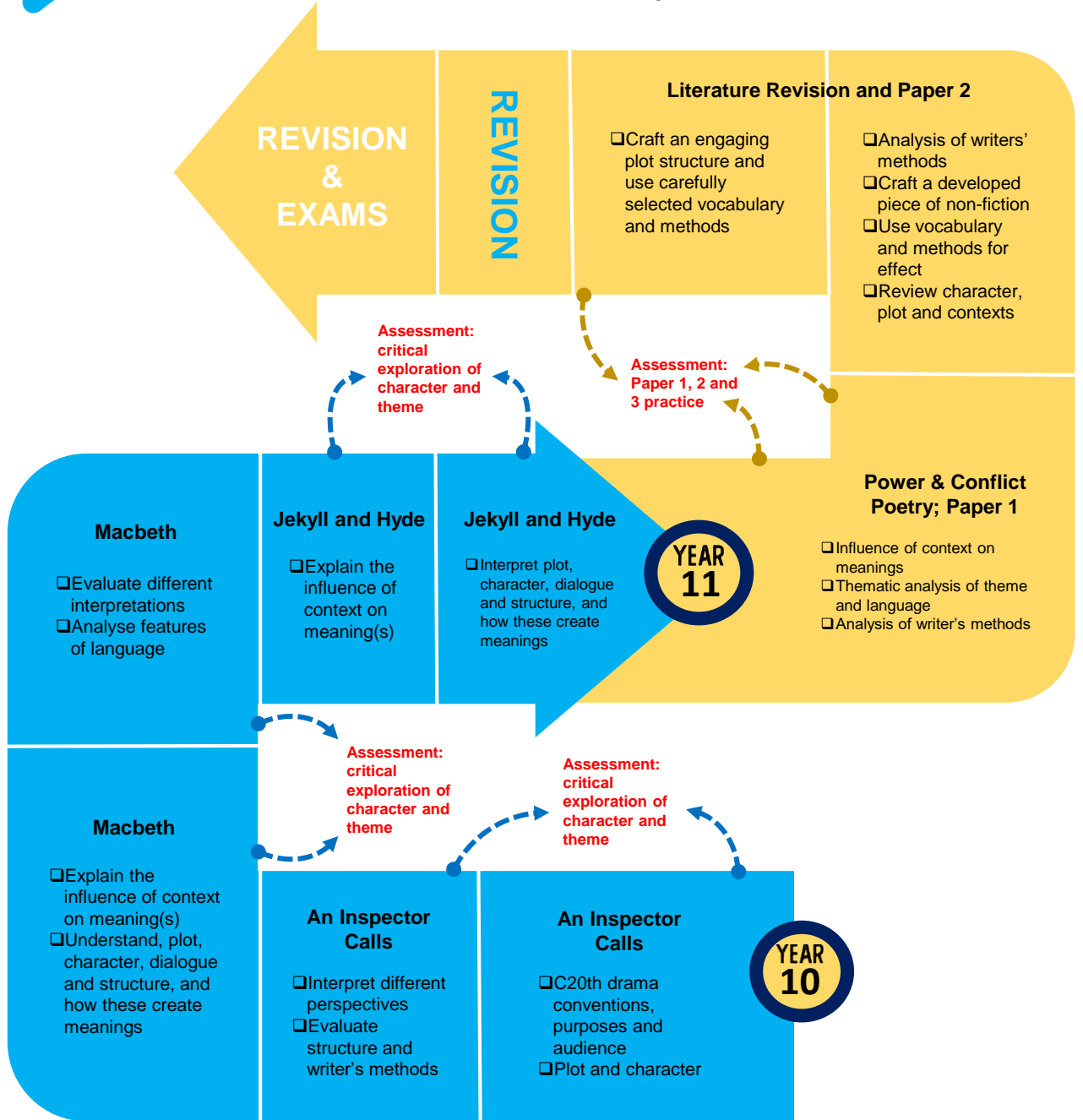
- A level English Language, Literature, Media Studies

CAREER PATHS

- University, Journalism, Writer, Education, Marketing, Researcher, Editorial, Publishing

SKILLS

- Critical analysis, interpretation, evaluation, creative writing



ENGLISH SKILL

Read and comprehend for meanings/viewpoints

ENGLISH SKILL

Explanation, analysis & interpretation of texts

ENGLISH SKILL

Writing for different purposes and audiences

ENGLISH SKILL

Evaluate the influence of context



ENGLISH GCSE RESIT CURRICULUM MAP

FURTHER STUDY

A level English
A level Literature
A level Language
and Literature

CAREER PATHS

Researcher, Education and
Training, Journalism,
Marketing, Publishing

SKILLS

Critical analysis, interpretation,
evaluation

Assessment: produce a coherently organised narrative, using language for effect, writing for a specific purpose and audience

Assessment: evaluate the content of writer's use of language, effect of structure and the analysis of writer's method

Writers' Viewpoints (Writing)

- construct clear and engaging non-fiction writing, include a varied vocabulary, rhetorical devices, use punctuation and sentences structures to create effects
- construct a developed piece of non-fiction writing, , include a range of adventurous vocabulary, with clear and varied use of rhetorical devices, use punctuation and sentences structures to create a range of effects in different ways

Revision and Practice

- Identify and analyse a wide range of writer's methods and show a clear understanding of writer's craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly on effect of chosen language, Show a detailed and analytical comparison between texts

YEAR 13

Writers' Viewpoints (Reading)

- identify and begin to discuss writer's methods and begin to show a clear understanding of writer's intention (effect) using some analytical terms and understand how, show a clear comparison of text.

Writing for Purpose and Audience

- construct clear and engaging plot structure, include a varied vocabulary, use punctuation and sentences structures to create effects

Reading for Meanings

- Identify and begin to discuss writer's methods and begin to show a clear understanding of writer's intention (effect) using some analytical terms and understand how and why a text is structured to interest the reader

YEAR 12

Assessment: evaluate the content of writer's use of language in historic texts from the nineteenth century, the analysis of writer's language methods, comparison of writer's view points and perspectives

Assessment: produce a coherently organised narrative, using language for effect, writing for a specific purpose and audience

Assessment: evaluate the content of writer's use of language, effect of structure and the analysis of writer's method

ENGLISH SKILL

Critical essay writing

ENGLISH SKILL

Read and comprehend for meanings/viewpoints

ENGLISH SKILL

Evaluate the influence of context

ENGLISH SKILL

Explanation, analysis & interpretation of texts



KS5 ENGLISH LANGUAGE CURRICULUM MAP

FURTHER STUDY

University study for English Language

CAREER PATHS

Researcher, Education and Training, Journalism, Marketing, Publishing

SKILLS

Critical analysis, interpretation, evaluation

Assessment: analyse and compare how Text A/B use language to create meanings and representations on a language topic / Write an opinion article about a language topic.

Assessment: evaluate how children's language develops; evaluate the idea that language has changed / become more diverse

Assessment: analyse and compare how Text A/B use language to create meanings and representations

Practice Papers

Language Change and Diversity

- Explore how attitudes to gender, age and occupation differences have been investigated
- explore how gender, age and occupation theories and concepts develop different cultural perspectives and points of view
- compare how theorists support/challenge each other

Textual Variations and Representations

- Be able to explain how language is used for different purposes and audiences, and within varying genres
- Be able to use subject specific terminology
- Be able to use textual evidence to illustrate understanding of context, and to analyse the effects of language in detail using precise terminology
- Be able to use a wide range of textual evidence and precise terminology to illustrate understanding of context, and to analyse the effects of language in detail using precise terminology

Assessment: analyse and compare how Text A/B use language to create meanings and representations on a language topic / Write an opinion article about a language topic

Assessment: investigate a language topic of your choice

Regional and national variations / world Englishes

- understand that accent and dialect is varied because of location and migration
- appreciate the elements and conventions of key theoretical perspectives
- explore how attitudes to accent and dialect have been investigated
- have knowledge of a range of linguistic theory and terminology on the evolution of accent and dialect
- develop an understanding of the different viewpoints of accent and dialect theorists

NEA Language Investigation

- develop an understanding of how to construct a language investigation
- compare how theorists support/challenge each other in relation to collated data

Child Language Development

- examine how cultural and environmental differences and practices are also a factor in the development of language

YEAR 13

Assessment: evaluate how children's language develops

Language discourses and creative writing

- explore how attitudes to language use with influential social movements such as political correctness have been investigated
- Analyse how attitudes to language use with influential social movements such as political correctness have been investigated

Assessment: evaluate the idea that language has changed / become more diverse

Language Change and Diversity

- understand that language can be characterised through gender, age, and occupation
- explore how attitudes to gender, age and occupation differences have been investigated
- explore how gender, age and occupation theories and concepts develop different cultural perspectives and points of view

Textual Variations and Representations

- understand that language is used for different purposes and audiences, and within varying genres
- familiarity with subject specific terminology
- Be able to explain how language is used for different purposes and audiences, and within varying genres
- Be able to use subject specific terminology, related to semantics, grammar and graphology, as well as language level terms
- Be able to use textual evidence to illustrate understanding of context, and to analyse the effects of language in detail using precise terminology

YEAR 12

Assessment: evaluate the idea that language has changed / become more diverse

Assessment: analyse and compare how Text A/B use language to create meanings and representations

ENGLISH SKILL

Critical essay writing

ENGLISH SKILL

Read and comprehend for meanings/viewpoints

ENGLISH SKILL

Evaluate the influence of context

ENGLISH SKILL

Explanation, analysis & interpretation of texts

KSS5 ENGLISH LANGUAGE AND LITERATURE CURRICULUM



FURTHER STUDY

University study for English and Literature

MAP CAREER PATHS

Researcher, Education and Training, Journalism, Marketing, Publishing

SKILLS

Critical analysis, interpretation, evaluation

Assessment: transformational writing and commentary on *The Great Gatsby*

Assessment: examine how Seamus Heaney presents themes / ideas

Assessment: explore a character or theme, from a linguistic point of view, in *The Handmaid's Tale*

Revision and examination past paper practice

A Streetcar Named Desire

- Understanding of plot, characters and themes
- understanding the context of the text
- analyse and evaluate the influences on the writer, and the dramatic genre
- Interpret with sophistication and sustained development

Heaney

- understanding of the language, structure and form of the poems
- evaluate the meanings and ideas in the poems
- analyse and evaluate how writers use a poetic voice
- perceptive contextual understanding and interpretations

Assessment: transformational writing and commentary on *The Great Gatsby*

Assessment: Investigate a Language / Literature topic of your choice

YEAR 13

The Great Gatsby

- explain how meanings are shaped through language, using some terminology to identify features
- produce writing that is imaginative in parts
- evaluate how their text compares to the base text in style and language use
- show a high degree of flair and originality
- sustain a chosen style or styles of writing throughout

NEA Coursework

- awareness of plot, characters and themes
- understanding the context of the text
- analyse influences on the writers, and make links between texts
- express ideas with sophistication and sustained use of precise terminology

Paris

- awareness of how the writers use language to present their ideas about Paris
- understanding the links between texts
- analyse how the writers use language to present their ideas about Paris., and make links between texts

Assessment: compare and contrast how writers present Paris

The Handmaid's Tale

- understanding of plot, characters and themes
- evaluate the context of the text
- analyse the Influences on the writer, and the dystopian genre
- perceptive analysis of the influences on Atwood of 20th Century repressive regimes

Assessment: compare and contrast how writers present Paris

A Streetcar Named Desire

- awareness of plot, characters and themes
- understanding the context of the text
- analyse the influences on the writer, and the dramatic genre
- express ideas with sophistication and sustained development

Assessment: examine how and why Williams presents characters / themes in *A Streetcar Named Desire*

Heaney

- awareness of the language, structure and form of the poems
- understanding the meanings and ideas in the poems
- analyse how writers use a poetic voice
- perceptive contextual understanding - specifically "The troubles".

Assessment: examine how Seamus Heaney presents themes / ideas

The Handmaid's Tale

- awareness of plot, characters and themes
- understanding the context of the text
- analyse the Influences on the writer, and the dystopian genre
- perceptive analysis of the Influences on Atwood of 20th Century repressive regimes

Assessment: explore a character or theme, from a linguistic point of view, in *The Handmaid's Tale*

YEAR 12

ENGLISH SKILL

Critical essay writing

ENGLISH SKILL

Read and comprehend for meanings/viewpoints

ENGLISH SKILL

Evaluate the influence of context

ENGLISH SKILL

Explanation, analysis & interpretation of texts



KS5 ENGLISH LITERATURE CURRICULUM MAP

FURTHER STUDY

University study for English, Literature

Assessment: Paper 3 Poetry: compare the way two poems are similar and different in themes and techniques

CAREER PATHS

Researcher, Education and Training, Journalism, Marketing, Publishing

Assessment: Paper 2 Prose: compare the ways the two writers explore or present a theme or character

SKILLS

Critical analysis, interpretation, evaluation

Paper 1 Drama: explore how the text presents a character or theme

Practice Papers

Revision – All Texts

- Understanding of the way social/cultural/historical factors influence the text; and how the plays relate to Shakespearean Tragedy and Comedy of Manners
- Understanding of the way language and structure are used to present characters and explore themes
- Evaluative understanding of the way language and devices are used to explore universal themes
- Evaluative understanding of the links between the texts and the social/historical/cultural contexts
- Evaluative understanding of the way the texts explore their similar themes and ideas

Assessment: A Level English Literature Paper 3 Poetry: compare the way two poems are similar and different in themes and techniques

Assessment: Paper 4 NEA: use two texts to explore an area or topic of literature

Othello, Poems of the Decade, Coursework

- Understand the way the poems might be connected by themes, concepts and/or techniques, including the unseen poem
- Understand the way social, cultural, historical factors influence the text and how the texts relate to their respective genres
- Evaluative understanding of the way the poems might be connected by themes, concepts and/or techniques, including with the unseen poem
- Evaluative understanding of the way the texts explore their similar themes and ideas
- Perceptive and critical understanding of the way meanings are shaped by language, structure and literary devices
- Perceptive understanding of the different critical approaches to literature, such as a feminist or Marxist approach

Poems of the Decade and The Romantics

- Understanding of the way the poems might be connected by themes, concepts and/or techniques, including the unseen poem
- Evaluative understanding of the way the poems might be connected by themes, concepts and/or techniques, including with the unseen poem
- Perceptive and critical understanding of the way meanings are shaped by language, structure and literary devices

YEAR 13

A Level English Literature Paper 3 Poetry: compare the way two poems are similar and different in themes and techniques

Assessment:

Othello and The Importance of Being Earnest; Frankenstein and The Handmaid's Tail

- Understand the way social, cultural, historical factors influence the text, and how the plays relate to Shakespearean Tragedy and Comedy of Manners
- Understand the way language and structure are used to present characters and explore themes
- Evaluative understanding of the way language and devices are used to explore universal themes and the human condition
- Perceptive understanding of the way the play adheres to, and challenges, the origins of Aristotelian tragedy for Shakespeare
- Perceptive understanding of the way the texts relate to their respective genres, and in the way the critique society

YEAR 12

Assessment: Paper 2 Prose: compare the ways the two writers explore or present a theme or character

Assessment: A Level English Literature Paper 1 Drama: explore how the text presents a character or theme

ENGLISH SKILL

Critical essay writing

ENGLISH SKILL

Read and comprehend for meanings/viewpoints

ENGLISH SKILL

Evaluate the influence of context

ENGLISH SKILL

Explanation, analysis & interpretation of texts