

English Faculty Curriculum Map

The Joseph Whitaker English Faculty aims for its students:

- To develop confidence and accuracy in students' spoken and written communication
- To think and analyse texts critically
- To expose all students to a diverse and engaging range of texts
- To foster students' creativity and love of language
- To promote intellectual curiosity
- To develop a wide and varied vocabulary
- To harness the power of the written word and support students in expressing themselves to a range of audiences
- To unlock other experiences, cultures and worlds through reading and Literature

	Reading	Writing	Speaking and Listening
National Curriculum Links	<p>We study a range of prose, poetry, and drama across our curriculum. Students also explore a range of non-fiction texts, reading and comprehending with accuracy and fluency.</p> <p>Students read fiction and non-fiction texts in depth, and for information. They develop their knowledge of figurative language and the ways in which writers shape meaning.</p>	<p>Students develop the stamina and skills to write at length, with precision and accuracy. Our writing includes summaries, comparison, analysis, descriptive, narrative and non-fiction pieces.</p> <p>Students build on their existing knowledge of grammar and method to develop their written expression.</p>	<p>Opportunities for discussion, and developing an awareness of formality and standard English, are found throughout the curriculum. Students draft and deliver speeches and presentations to develop their speaking and listening skills.</p>
Links to GCSE / A Level	<p>Students explore poetry, prose and drama texts from Shakespeare to the present day. They view texts as constructs; each character, event and theme is consciously crafted to highlight or criticise an aspect of society.</p> <p>Our KS3 curriculum becomes increasingly challenging, encouraging students to step outside of text and view it as a construct, rather than a narration of thoughts and feelings. Students are required to explore the methods used by the writer to shape meaning across their work.</p>	<p>Students write creatively, and to express a viewpoint at GCSE, developing their knowledge of grammar and linguistic methods. They become increasingly conscious and deliberate in their choices, manipulating their language and structure for a specific audience or purpose. Students have a strong command of register and tone, which builds on the foundations laid at KS3. Our students continue to use literature as a springboard for their writing, develop their vocabulary and shaping meanings in the same way as their authors.</p>	<p>Debate and interpretation remain central to our curriculum at KS4 and KS5; students must challenge and develop the ideas of others, including literary critics, to fully grasp the nuance of a text. Students are well prepared for their GCSE Spoken Language NEA through the presentations and speeches throughout KS3.</p>

Rationale for Year 7	Rationale for Year 8	Rationale for Year 9
<ul style="list-style-type: none"> • To develop students' reading fluency and comprehension • To develop inferences skills, moving from straightforward inferences to consideration of thoughts, feelings and motivations • To begin to track and explain the development of a character or theme across a text • To understand the concept of literary conventions • To introduce more abstract concepts such as revenge • To explore features of poetry 	<ul style="list-style-type: none"> • To explore the connection between texts and their contexts • To explore conventions of poetry • To develop the structure of non-fiction writing • To explore a wider range of methods and develop analysis by identifying key words and patterns • To identify similarities and differences between texts 	<ul style="list-style-type: none"> • To understand the relationship between character and setting • To explore and create tension in writing • To comment on the writer's intention and make specific links to key contextual factors • To craft extended pieces of writing with precision and purpose • To draw more detailed comparisons between texts

<ul style="list-style-type: none"> • To promote independent writing and analysis • To build an awareness of consistency in creative writing • To introduce features of non-fiction writing 	<ul style="list-style-type: none"> • To explore themes and abstract concepts with increasing confidence • To create cohesion in fiction writing 	<ul style="list-style-type: none"> • To explore a range of interpretations, presenting ideas tentatively.
Year 7	Year 8	Year 9
<p>Myths and Legends</p> <p>Students study a selection of traditional Greek myths and legends and create their own description of the mythological monster, Scylla.</p> <p>Students are able to explore universal elements of narrative writing and develop their analysis of texts by including longer inferences than those required at KS2.</p> <p>Our creative task allows students to plan and work with more independence to create their description, using techniques such as expanded noun phrases, similes, and metaphors. Students also demonstrate their ability to paragraph and punctuate correctly.</p>	<p><i>Animal Farm</i> by George Orwell</p> <p>Students explore ideas about corruption and power in George Orwell's allegorical novel 'Animal Farm' which uses the rebellion of the animals on a farm to mirror the events of the Russian Revolution.</p> <p>In addition to exploring challenging themes such as: freedom, rebellion, power and corruption, students will develop their comments of the writer's intention by exploring what Orwell sought to highlight and criticise in his novel.</p>	<p>Descriptive writing: place and setting</p> <p>Students develop their creative writing skills by crafting settings which evoke a specific atmosphere.</p> <p>Ideas from <i>Of Mice and Men</i> are applied to our writing in this unit. Students have the opportunity to use a range of methods to develop their writing such as symbolism, pathetic fallacy, extended metaphor, and are able to vary their sentence structure for effect.</p>
<p><i>A Monster Calls</i> by Patrick Ness</p> <p>Students study a class novel: 'A Monster Calls' by Patrick Ness. This novel explores themes such as fear, tension, loss, and acceptance through the eyes of Conor. Conor is visited by a Monster who tells him three tales, before Conor finishes the story with the fourth tale: his truth.</p> <p>Students are introduced to more abstract concepts through the themes of the novel and develop their analysis by considering their development across the novel.</p> <p>Students develop their understanding of writer's methods through studying Ness's use of techniques such as: time, dialogue and verbs. By considering character development and relationships, they develop their analysis and move beyond literal interpretations of the text.</p>	<p>Poetry: Nature and the World around us</p> <p>Students study a range of poetry which explores ideas about nature and man's connection to the natural world.</p> <p>Students develop their knowledge of key poetic terms, including rhyme and figurative language. They are exposed to features of Romanticism as they consider man's relationship with the natural world, and make more detailed comments on language.</p>	<p><i>Lord of the Flies</i> by William Golding</p> <p>Students study the dystopian novel <i>Lord of the Flies</i> which explores the nature and savagery of mankind.</p> <p>Students extend their understanding of allegory and dystopia, exploring how contrast is used to foreshadow the events of the novella. In addition to close text analysis, students explore thematic development and consider the extent to which this novel is a commentary on society.</p>

Reading analysis skills are developed as students begin to select their own references and develop their inferences by considering characters' thoughts, feelings, and motivations.		
<p>Narrative writing</p> <p>Students create their own piece of narrative writing which creates tension and fear.</p> <p>Students have the opportunity to apply the techniques and methods used by Ness in their own writing. They create a short narrative which includes: pathetic fallacy, dialogue, setting and character. They develop their understanding of creating consistency in their writing and demonstrate their written accuracy and creativity.</p>	<p>Dystopian worlds</p> <p>Students create their own dystopian world, developing their creative writing skills.</p> <p>Students build on their previous work on setting and tension, combining this with characterisation to create their own world. They incorporate key features of dystopia into their writing and demonstrate their ability to write with technical accuracy and precision.</p>	<p>Transactional writing: Finding your voice</p> <p>Students develop their own written viewpoint, drawing on speeches from influential figures such as Harvey Milk and Chimamanda Ngozi Adichie.</p> <p>Students focus on sustained and crafted writing, developing their use of tone and whole text structures. They continue to develop their use of sentencing for effect and use a range of techniques to engage their audience.</p>
<p>An introduction to the Gothic</p> <p>Students explore Phillip Pullman's modern play adaptation of '<i>Frankenstein</i>'; a story of isolation, power, identity, and revenge.</p> <p>Students develop their reading analysis and comprehension skills, applying them to a new genre. They are introduced to stage directions and develop their understanding of the relationship between setting and character.</p> <p>Students are introduced to key features of Gothic writing such as: the isolated outsider, supernatural elements, abandoned locations and explore these across a range of writing, including work by female writers.</p> <p>Students have the opportunity to develop their understanding of abstract moral concepts such as identity, power and revenge.</p>	<p>Persuasive writing and rhetoric</p> <p>Students explore how pathos, logos, and ethos is created in a range of non-fiction texts, using these as a stimulus for their own writing. They consider how features of rhetoric have been used across time, from Elizabeth I to Malala Yousufzai.</p> <p>Students apply their existing knowledge of persuasive techniques to analyse texts, developing their awareness of audience and purpose in their writing.</p>	<p>Romeo and Juliet by William Shakespeare</p> <p>Students analyse Shakespeare's use of language and structure in Romeo and Juliet, which explores ideas about fate, betrayal, love and honour.</p> <p>Students explore the tragic genre and are introduced to literary concepts such as: hamartia or fatal flaw. Students explore Romeo and Juliet's ill-fated love, considering how Shakespeare uses language and structure to demonstrate this. Students consider the impact society and honour has on their tragic relationship, developing their application of contextual knowledge.</p>

<p>An introduction to poetry</p> <p>Students examine a range of poetry from across the Canon, in our 'Growing Up' anthology. This explores ideas about identity and relationships by poets such as Caleb Femi, Simon Armitage, Jacki Kay and Ben Johnson.</p> <p>Students use their existing knowledge about character's thoughts and feelings, and begin to combine them with thematic concepts to develop their analysis. They begin to consider the writer's intention and the influence their lives may have on the ideas they present.</p> <p>Students are introduced to key poetic terms and language devices such as: repetition, sibilance, stanza and enjambment.</p>	<p>Rights, power and freedom: short stories</p> <p>Students study a range of diverse short stories and poetry which explore themes of freedom and power.</p> <p>Students develop their awareness of the writers' intentions, considering how aspects of identity can influence their writing. They develop their comments on theme and identify similarities and differences in the ways these ideas are presented.</p>	<p>Conflict poetry and short stories</p> <p>Students develop their analysis of language and structure, comparing how different aspects of conflict are presented across a diverse range of texts.</p> <p>Students have the opportunity to explore the varying interpretations of conflict: internal, familial, relationships, physical conflict, and the conflict between past and present. This allows them to think critically and begin to build an independent response to the texts which explores different interpretations. Their knowledge of poetic terms is developed and they draw comparisons between texts.</p>
<p>Transactional writing</p> <p>Students explore the conventions of a newspaper and letter as they create non-fiction texts to express their individual viewpoints.</p> <p>Students learn how to adapt their language for their intended audience by incorporating persuasive techniques such as: rhetorical questions, direct address, hyperbole, and verbs. They demonstrate their written accuracy and ability to structure their writing by considering a counterargument.</p>	<p><i>Much Ado About Nothing</i> by William Shakespeare</p> <p>Students explore Shakespeare's comedic play about love and deception.</p> <p>Students deepen their understanding of Shakespeare's use of language, and their understanding of the conventions of a play. They consider gender representation and the treatment of female characters to develop their awareness of context.</p>	<p>Heroes by Robert Cormier</p> <p>Students explore how Cormier uses multi-narrative perspective and shifts in time to present ideas about betrayal, jealousy and redemption. In this novel, a young veteran returns from war fixated on revenge.</p> <p>Students develop their understanding of the text as a whole, exploring how shifts in time and narrator are used to create tension and reveal character. They explore moral questions posed by the writer such as: is everyone deserving of forgiveness?</p>
<p>Speeches and soliloquies</p> <p>Students explore writing in action as they analyse a diverse range of speeches and Shakespearian soliloquies.</p> <p>Students are introduced to pivotal moments from Shakespeare's histories and tragedies, such as Richard III, King Lear and The Merchant of Venice. They explore how great writers adapt language to persuade or create sympathy for themselves and others.</p>	<p><i>Of Mice and Men</i> by John Steinbeck</p> <p>Students consider how Steinbeck uses his novella to highlight injustice in society.</p> <p>Students develop their analysis of setting, atmosphere and characterisation. They consider the presentation of marginalised characters, such as Crookes and Curley's wife, and</p>	

<p>They explore how more contemporary figures such as: Kobe Bryant, Winston Churchill, and Margaret Thatcher use the same techniques to influence their audience. Students also have the opportunity to develop their writing and oracy skills by preparing and delivering their own speech on a topic of their choice.</p>	<p>consider how they are used by the writer to criticise society.</p>	
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