ENGLISH CURRICULUM MAP

TERM	GCSE Language Year 1 Edexcel	iGCSE English Language Year 2	EL3/FS1	EL2/3	EL1/2	GCSE English Literature
Autumn	**Original Writing + Gothic Genre** *To identify the features of the gothic genre in order to create a piece of original writing.* **KEY WORDS** -Gothic -Genre -Pathetic Fallacy -Imagery -metaphor, -simile, personification **Writing Folder** Original creative story within the gothic genre **Non-Fiction: The News** *To apply learning of journalistic writing styles based on current affairs.* **KEY WORDS**	**Genre and Propaganda - SECTION A - Reading** *-To analyse the manipulation of audience viewpoint through language techniques* - **KEY WORDS** -Bias -Semantic Field -Connotations -Powerful imagery -Manipulative language -hyperbole **WRITING FOLDER** -Written analysis analysing the writer's message **SECTION B: Transactional Writing Skills**	**Original Writing + Dystopian Genre** *-To introduce genre and how to identify a genre through film, image and narrative* *-To devise a structure for a story using the ingredients of the chosen genre* **KEY WORDS** Adverbs Atmosphere Tension Imagery **Writing Folder** Comprehension piece based on a piece of modern dystopian fiction An introduction to a short story: setting and character description **Literacy Element:** Accessing information, showing comprehension and organising ideas	**Original Writing + Dystopian Genre** *-To introduce genre and how to identify a genre through film, image and narrative* *-To devise a structure for a story using the ingredients of the chosen genre* **KEY WORDS** Adverbs Atmosphere Tension Imagery **Writing Folder** Comprehension piece based on a piece of modern dystopian fiction An introduction to a short story: setting and character description **Literacy Element:** Accessing information, showing comprehension and organising ideas	**Creative Writing: Fantasy Genre** -To be able to compile a list in alphabetical order -To be able to understand and apply three grammatical concepts: nouns, verbs, adjectives Ex: adverbs -To create an original piece of writing that includes features of taught genre **KEY WORDS** Adjective Alphabetical Speech marks Punctuation Setting Character Plot **Literacy Element:** Writing for different purposes and given	**EDEXCEL Poetry Anthology - Conflict** *-To understand and evaluate the connections between a set of poems holistically* *-To zoom into language techniques used to infer and imply the nuanced theme of conflict within each poem in detail.* **KEY WORDS** Metaphor Allegory Stanza Emotive Language Euphemism Received Pronunciation Symbiotic Relationship **WRITING FOLDER** A critical analysis of two poems of the

	Writing Folder <u>Magazine article about current affairs for student magazine</u>	*-To practise writing a range of transactional texts to inform, argue, advise and a specific audience* *-To develop an argument using language techniques that create a biased viewpoint* **KEY WORDS** - Inform - Argue - Persuade - Advise - Rhetorical Question - Emotive Language - Hyperbole **WRITING FOLDER** A blog that persuades people to stop using social media forever	**NON-FICTION: Advertising**	**NON-FICTION: Advertising**	opportunity to plan, draft and revisit work **WRITING FOLDER** Storyboard with captions Short story - 3 paragraphs **Non-Fiction Language of Instruction** *-To be able to compile a list in alphabetical order* **Writing Folder** **-Invitation to a Christmas Dinner & Poster** **-Step by Step instructions for building the ideal classroom**	students' choice from the anthology
Spring	**Class Reader Racism and Prejudice - Noughts and Crosses**	**SECTION C: Writing** *-To debate topical issues that allow students to zoom into one aspect that*	**Class Reader: Conflict and Prejudice - Refugee Boy by Benjamin Zephaniah** *-To analyse through discussion and through*	**Class Reader: Current Affairs and Prejudice – Ghost Boys by Jewell Parker Rhodes**	**Class Reader: George's Marvellous Medicine by Roald Dahl** *To summarise key events of a text*	**Pre 19th Century Text - Frankenstein** *-To understand and analyse the impact of complex narrative structure*

To identify and evaluate narrative viewpoint *To understand the key points about social relations/socio-historical context in the world of this novel* **Speaking and Listening Assessments** **KEY WORDS** -Dual narrative -Author intent and impact -Socio-historical and economic context -symbolism **Writing Folder** Book review **Extension** Comparison of Book and Tv series A sample chapter of another 'role reversal' of a personally chosen demographic	*leads to a piece of sustained writing.* *-To explore creative techniques that create atmosphere through words* **KEY WORDS** -Imagery - metaphor, simile, personification -pathetic fallacy -thesis statement **WRITING FOLDER** 2 short piece of creative writing based on one 'thesis statement' and a single word focusing on redrafting **REVISION PROGRAMME** *-To answer a range of comprehension questions based on non-fiction extracts using exam terminology and questioning* *-To review and retrieve knowledge*	*writing a variety text-types the construction of plot, character and theme of the chosen text* *-To organise independent opinion and thoughts of the novel in order to create a review.* **KEY WORDS** Prejudice Stereotype Discrimination Characterisation **Writing Folder** Writing in role Performance and commentary of a scene A book review	*To analyse through discussion and through writing a variety text-types the construction of plot, character and theme of the chosen text* *To organise independent opinion and thoughts of the novel in order to create a review.* **KEY WORDS** Prejudice Stereotype Discrimination Characterisation **Writing Folder** Writing in role Performance and commentary of a scene A book review	*To use inference to consolidate knowledge of a text* **KEY WORDS** Summary Quotation Paragraph Author **Writing Folder** Potion Instructions and description of effects of potion leaflet Writing in Role **Speaking and Listening Assessment**	-To discuss the notion of forbidden science as transcending time -To embed social criticism running parallel to the narrative **KEY WORDS** -Allegory -Symbolism -Motif -Imagery -Figurative language -Irony -Satire **Writing Folder** -**Creative piece:** -allegorical social criticism of contemporary society -**Analytical Piece** Exploratory Essay into literary techniques used in Frankenstein

		and skills to hone written detail in terms of sophistication				
Summer	**Shakespeare: Romeo and Juliet and Poetry** *To evaluate the theme of conflict in Romeo and Juliet* *To compare modern poetry to a Shakespearean play* **KEY WORDS** -Soliloquy -Iambic Pentameter -Symbolism -catalyst -dramatic irony **Writing Folder** An essay to justify the actions of a character. An essay analysing a poem	**REVISION PROGRAMME CONTINUED**	**Whistlestop Shakespeare and Poetry** *-To appreciate the meanings and motives behind a range of poetry* *-To use experience of poetry to create a poem and analyse a poem* **KEY WORDS** Rhythm Stanza Rhyme Scheme Theme Simile **Writing Folder** Storm soundscape and written commentary An original sonnet AQA Unit: 114458 FICTION: SHAKESPEARE'S 'A MIDSUMMER NIGHT'S DREAM'	**Shakespeare: Midsummer Night's Dream** *-To grasp the basics of Shakespearean language and its symbolic meaning* *-To understand the plot of Midsummer Night's Dream, and how magic is used to comedic effect* **KEY WORDS** Rhythm Imagery Rhyme Scheme Theme Simile **Writing Folder** Recorded and edited performance of a key scene from Midsummer Night's Dream with written commentary	**Activism Malala's Magic Pencil by Yousafzai** *To construct questions to extend and change topics in conversations* *To extract key information from short verbal and written statements* **KEY WORDS** Non-Fiction Plot Activism Narrative force **Writing Folder** Discursive Paragraph about the importance of all children being able to go to school A feature for the student magazine	**Shakespeare: Macbeth** *-To analyse characterisation and plot of the play as a whole* *-To critically evaluate closely using key extracts from the play* **KEY WORDS** -soliloquy -symbolism -socio-historical context -dramatic irony -tragic hero -nihilism **WRITING FOLDER** 1 x piece of extract analysis To what extent is Macbeth a Tragic Hero? -Symbolic Movie and commentary of the play