

English Curriculum and Assessment Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Autobiography	Poetry	Shakespeare	Creative Writing	The Novel	The Novel
	Assessment	<p>Week 2 – No more marking</p> <p>Week 3 – Star Reading</p> <p>Week 7 – main assessment</p>	<p>Week 3 – mid-point assessment</p> <p>Week 7 – main assessment</p>	<p>Week 3 – Star reading</p> <p>Week 5/6 – main assessment</p>	<p>Week 5/6 - main assessment</p>	<p>Week 3 – Star reading</p> <p>Week 4 – No more marking</p> <p>Week 6 – main assessment</p>	<p>Week 1/2- summer exams</p>
	<p>PREP – staff members are to select a range of PREP ideas in the columns attached and complete 2-3 tasks every half term. Teachers may also set additional tasks if they wish.</p>	<p>First Impressions Find out what you were like as a baby by interviewing members of your family / guardians. How old were you when you first walked/talked? What was your first day at nursery / primary school like? Are there any funny stories? Write this as a radio interview.</p> <p>Front Cover Imagine you are writing your life story. Design the front cover for your book. Think of the</p>	<p>Find a poem of your choice.</p> <p>Make notes on the language technique the writer uses.</p> <p>Write a poem with the title, 'Winter'. Include a range of poetry techniques and punctuation! CHALLENGE – Can you include a rhyme scheme?</p> <p>Create an acrostic poem of your favourite food!</p>	<p>Create a scene of the first setting in 'The Tempest.' This could be a picture, a 3D building, or your own video. Look at the opening of the play so that your ideas are as accurate as possible. Using lines from the play to "hook" a potential audience, create a film trailer for a new film adaptation of the play.</p> <p>Using the template of The Globe, draw how you think Act 1 Scene 1 of The</p>	<p>Go out into your garden/closest open area. Write a story about nature and what you see around you.</p> <p>Write a story with the title, 'The Miricle'.</p> <p>Design a protagonist character and an antagonist character. Who are they? What are their traits, hobbies and interests?</p>	<p>Students should complete some research based on an author that interests them. They should then create a fact file that incorporates all of the interesting information they have discovered about them.</p> <p>Write the opening chapter of a novel. Consider the following carefully: setting, introduction of character, mood,</p>	<p>Students should write a fact file on their favourite protagonist. How does the protagonist develop during the novel? What do you learn from this character?</p> <p>Create a test over the book for a classmate. Include multiple choice, true/false, matching, short-answer essay and fill-in-the-blank. Make sure to include the answer key!</p>

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		<p>image on the front and how it could reflect you. Give your book a title.</p> <p>Your Future What are your dreams for the future? Find some magazines or pictures from the internet to create a collage showing your dreams of the future.</p>		<p>Tempest would be performed. Label your drawing with characters, trap doors, pillars, and the heavens and how they would be used.</p>		<p>language, and structure.</p> <p>Plan an idea for a story or a film for people of your age. You may plan this out using a detailed mind map, a mood board, or a storyboard.</p>	<p>Write a scene that could have happened in the book but didn't. After you have written the scene, explain how it would have changed the outcome of the book.</p>
Year 8	Topic	Gothic	Mystery and Adventure	The Novel	The Novel	Shakespeare	Poetry
	Assessment	Week 3 – Star Reading	Week 3 – mid-point assessment	Week 3 – Star reading	Week 5/6 – main assessment	Week 3 – Star reading	Week 1/2 – Summer exams
		Week 7 – main assessment	Week 7 – main assessment	Week 5/6 – main assessment	Week 5/6 – main assessment	Week 5/6 – main assessment	
PREP - staff members are to select a range of PREP ideas in the columns attached and complete 2-3 tasks every half term.	<p>Write a gothic story using one of the following titles: The Cracked Mirror; The Cupboard Under the Stairs; The Lost Meadow; The Path into the Mountain. Remember to use language and structure for effect in your work.</p> <p>Create your own gothic mood board</p>	<p>Read Oliver Twist by Charles Dickens. Write a diary entry from the perspective of the protagonist Oliver. Remember to include emotive language and facts from the story.</p> <p>Create your own mystery and adventure mood</p>	<p>Go to the library and select a new book to read. Write an honest review of the book without giving away the ending!</p> <p>Plan out ideas for your very own story. Create a mood board and a written plan to outline your ideas</p>	<p>Re-write the opening to your class reader changing the main protagonist in some way. Could you make it anthropomorphic instead or change the gender?</p> <p>Create a 20-question revision quiz for your peers to complete</p>	<p>Research the life and times of William Shakespeare, putting your findings into a mind map.</p> <p>Research the Globe theatre in Stratford-upon-Avon, putting your findings on a collage of the theatre.</p> <p>Write part of a playscript based on a relationship.</p>	<p>Create a collage that explores culture. Use the words from the poems that we have studied to help you.</p> <p>Write a review of one of the poems that we have studied. Explain the topic of the poem, what you enjoyed about it and why.</p>	

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	Teachers may also set additional tasks if they wish.	<p>with a series of pictures. Use this to write a plan for your own gothic story.</p> <p>Make your own vocabulary bank of words that you could use in gothic writing. Try to use challenging vocabulary to improve the quality of your writing. Ensure you try to learn the definitions of any new words!</p> <p>Research some well-known gothic texts/writers. Make some notes on your findings. (Library Research Task)</p>	<p>board with a series of pictures. You can use this to help you plan your own story.</p> <p>Make your own vocabulary bank of words that you could use in mystery and adventure writing. Try to use challenging vocabulary to improve the quality of your writing. Ensure you try to learn the definitions of any new words!</p>	<p>for plot, characters, and setting.</p> <p>Re-write the opening chapter of your class reader. Go through and label which parts you changed and why. Remember to use language and structure for effect in your writing.</p>	<p>once you have finished the novel.</p> <p>Write your own story titled 'The Outsider.' Ensure you plan ideas carefully before writing.</p>		<p>Conflict and Identity are complex terms. Define each one and create a mind-map of all of the ways the terms 'conflict' and 'identity' could be explored in this unit. What do they mean to you?</p>
Year 9	Topic	The Struggle for Survival	Dystopian	Film Studies	Romeo and Juliet	Poetry	Novel/Play
	Assessment	Week 3 – Star Reading	Week 3 – mid-point assessment	Week3 – Star reading	Week 5/6 – main assessment	Week 3 – Star reading	Week 1/2 – Summer exams
		Week 7 – main assessment	Week 7 – main assessment	Week 5/6 – main assessment	Week 5/6 – main assessment	Week 5/6 – main assessment	
PREP	Write an essay in response to the	Think of a film or a TV show that you think	Create a film poster of your choice.	Research what life was like for women at	Complete some research based on	Create a book/film poster promoting	

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		<p>following: ‘How does Steinbeck present setting in his novella ‘Of Mice and Men?’ Research the life of Steinbeck and make some notes on your findings. (Library Research Task)</p> <p>Research the following aspects of 1930s America (Library Research Task):</p> <ul style="list-style-type: none"> - The Great Depression - The role of women - Inequality 	<p>would count as a piece of dystopian fiction. Briefly explain how it fits into that genre.</p> <p>Describe how the world we live in could get worse; how would we survive in that world?</p> <p>Draw/paint a picture or create a collage, clearly depicting a dystopian environment.</p>	<p>Decide the key features of this poster based on things we have covered in Film Studies so far.</p> <p>Write a review of a film you have recently seen. What was good about it?</p>	<p>this time. Use an A4 sheet and ensure that it is in your own words.</p> <p>Use your notes based on the characters and make a revision guide for them. Use pictures, key quotes and ensure that it is all written in your own words.</p> <p>Write the play as a modernised story.</p> <p>Write a diary entry based on the thoughts and feelings of a minor character in the play.</p> <p>Make your own revision guide for the play. Include information on key themes and deeper meaning throughout.</p>	<p>some famous poets of your choice. (For example, Duffy, Armitage, Clarke). Write a mini autobiography about their lives and consider what inspired them to write poetry.</p> <p>Write your own poem based on a relationship that you consider to be (or have been) special to you.</p> <p>Read a poem and turn it into a story. Write your own poem based on something that interests you</p>	<p>your adapted Dystopian film/story. Ensure you have a title, 3 key quotes from the book/film, colour to reflect mood within your poster.</p> <p>Find out some key information about a famous Dystopian young adult writer of your choice i.e. Suzanne Collins. Consider what inspired them to become a writer</p> <p>Find a picture of a setting on google/magazine/newspaper. Use this to plan ideas for a story. For example, it could be a beach, a jungle, an isolated house, an abandoned city etc. Stick the picture in the middle of your page and plan around it.</p>
Year 10	Topic	An Inspector Calls	Language Paper 1	Language Paper 2	Spoken Language	Power and Conflict Poetry and Unseen Poetry	Mock revision
	Assessment	Week 3 – mid-point assessment	Week 3 – mid-point assessment	Week 3 – mid-point assessment	Week 3 – mid-point assessment	Week 4 – Star	Week 4 – mock exams

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		<p>Week 4 – Star Reading</p> <p>Week 7 – end of half term assessment</p>	<p>Week 7 – end of half term assessment</p>	<p>Week 5/6 – main assessment</p> <p>Week 4 – Star Reading</p>	<p>Week 5/6 – main assessment</p>	<p>Reading</p> <p>Week 5/6 main assessment</p>	
	PREP	<p>Re-read key scenes from the play and make notes. An easy way to do this is to identify a main character (Mr Birling/Mrs Birling) or a key theme (responsibility/class) and go back to scenes that include them. The most successful pupils will have re-read sections of the play THREE times.</p> <p>Create flash-cards of the big ideas from each act (limit it to 6 per act so as not to confuse). Choose some key quotations which illustrate these ideas, along with supporting analysis notes.</p>	<p>Take a section from a book you are currently reading and make notes on it, focusing on language, structure and what stands out to you about the plot and characters.</p> <p>Find an interesting image online (or take a picture of something) and write a descriptive piece of fiction</p> <p>Take a piece of writing you have done in class and redraft it, aiming to improve your work.</p>	<p>Read a newspaper article and annotate it, focusing on the use of language and structure to meet its purpose.</p> <p>Plan and write a speech about a key issue in society, and argue your perspective on it.</p> <p>Research life in the 19th century and create a mind map detailing what you have learned</p>	<p>Research, plan and rehearse your speaking and listening assessment.</p> <p>Listen to and review a variety of speeches to give you a sense of what you need to do for your presentation</p> <p>Create a set of potential questions and answers for your presentation.</p>	<p>Create a revision card for each of the poems studied. Please include: key quotes, language techniques, structural analysis and context.</p> <p>Write an essay response to the following: Compare how writer’s present regret in ‘Remains’ and one other poem of your choice. Ensure that you consider language, structure and context within your work.</p> <p>Create a mood board based on two poems of your choice. Think about what ideas connect them and make them similar and how they are also</p>	

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		Re-read your class notes. Turn them into revision posters or flashcards – put them around your room.				different. Use key words and pictures to present the key ideas in the poems.	
Year 11	Topic	A Christmas Carol	A Christmas Carol Language Paper 1 revision	Macbeth	Macbeth Language Paper 2 revision	Revision	Revision
	Assessment	Week 3 – mid-point assessment	Week 3 – mid-point assessment	Week 3 – mid-point assessment	Week 3 - mid-point assessment	Revision essays chosen by individual teacher.	N/A
		Week 7 – end of half term assessment	Week 7 – end of half term assessment	Week 5/6 – main assessment	Week 5/6 – main assessment		
PREP	<p>Make a contextual leaflet based on the Victorian era and what s specifically influenced Charles Dickens to write his novella ‘A Christmas Carol.’</p> <p>Write a mini-essay response to the following: How does Dickens present Scrooge in the opening of the novella? Please write at least one page ensuring that you zoom in on language and structure. Also, please weave in some</p>	<p>Take a section from a book you are currently reading and make notes on it, focusing on language, structure and what stands out to you about the plot and characters.</p> <p>Find an interesting image online (or take a picture of something) and write a descriptive piece of fiction.</p> <p>Take a piece of writing you have done in class and redraft it, aiming to improve your work.</p>	<p>Build your own revision resource by re-reading key scenes from the play and making notes/flash cards. An easy way to do this is to identify a main character (Lady Macbeth) or a key theme (ambition/violence) and go back to scenes that include them. Add in some short key quotations and make links to structure and context.</p> <p>Write an essay response to the following: How does</p>	<p>Read a newspaper article and annotate it, focusing on the use of language and structure to meet its purpose.</p> <p>Plan and write a speech about a key issue in society and argue your perspective on it.</p> <p>Research life in the 19th century and create a mind map detailing what you have learned</p>			

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		<p>context to support your ideas.</p> <p>Make a revision guide for each Stave of the novella. Include: key quotes, structural techniques, context and key information about characters.</p>		<p>Shakespeare present The Witches in the opening of the play? Complete some further wider reading around the context of the play and make your own revision document. This could be on word/PowerPoint/a podcast. Share your findings with your class teacher.</p>			
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