

# English 5 Year Curriculum Journey – Intent Map

7	8	9	10	Y11 LANG	Y11 LIT
<b>Autumn 1</b>					
<p><b>You are a Champion!</b></p> <ul style="list-style-type: none"> <li>-Explore how resilience, getting unstuck, reflection and mutual learning can be used to maximise progress in English.</li> <li>-Introduction to key secondary English skills through Marcus Rashford's 'You are a Champion' book.</li> </ul> <p><b>A Glance at the Gothic (19th Century Literature)</b></p> <ul style="list-style-type: none"> <li>-Identify features of the Gothic literary genre</li> <li>-Use PEA to analyse a Gothic extract</li> <li>-Craft Gothic writing for effect using a range of language devices, ambitious vocabulary and sentence structures.</li> </ul>	<p><b>Exploring Genre</b></p> <ul style="list-style-type: none"> <li>-Use PEA to analyse and evaluate a range of fictional extracts from a variety of genres</li> <li>-Craft writing for range of genres, tailoring writing for a specific purpose.</li> </ul> <p><b>Shakespeare's Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>-Understand the plot of Romeo and Juliet.</li> <li>-Explore how to link historical context specifically to writer's intentions</li> <li>-Use PEA to analyse and evaluate Shakespeare's language in relation to character and theme.</li> </ul>	<p><b>Lord of the Flies</b></p> <p>GCSE set text: Modern novel</p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> <li>-Understand the plot, character and themes in Golding's 'Lord of the Flies'</li> <li>-Develop understanding of how to link historical context to writer's intentions.</li> </ul>	<p><b>The Strange Case of Dr Jekyll and Mr Hyde</b></p> <p>GCSE set text: 19<sup>th</sup> Century</p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> <li>-Develop knowledge of the historical context surrounding Victorian London, linking it to Stevenson's intentions.</li> <li>-Confidently understand and respond to the plot, characters, and themes in 'Jekyll and Hyde'</li> <li>-Develop the use PEA to critically analyse language and structure in a Literature essay.</li> </ul>	<p><b>AQA Lang Paper 1: Explorations in Creative writing and Reading</b></p> <ul style="list-style-type: none"> <li>-Exploration of fiction extracts, analysing language and structure of fiction texts and developing evaluation skills.</li> <li>-Development of exam technique.</li> <li>-Refining the craft of descriptive/narrative writing.</li> </ul>	<p><b>Unseen Poetry</b></p> <ul style="list-style-type: none"> <li>-Exploration of how to apply prior poetic knowledge to unseen poetry.</li> </ul> <p><b>Crafting Comparison Essays for Power and Conflict</b></p> <ul style="list-style-type: none"> <li>-Developing comparative essay writing skills through the Power and Conflict poetry anthology.</li> </ul> <p><b>Academic Writing with a focus on LOTF</b></p> <ul style="list-style-type: none"> <li>-Application of academic phrasing and thesis statements to 'Lord of the Flies' essays.</li> </ul>
<b>Autumn 2</b>					
<p><b>A Christmas Carol (19th Century Literature)</b></p> <ul style="list-style-type: none"> <li>-Understand the plot of 'A Christmas Carol'</li> <li>-Explore the historical context surrounding Victorian London</li> <li>-Explain how Dickens presents Scrooge and how this character develops</li> </ul> <p>Enrichment: Xmas Carol Workshop, 'Quantum Theatre'</p>	<p><b>Shakespeare's Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>-Expand writing skills, (vocabulary, punctuation, language devices, etc) to demonstrate a thoughtful narrative voice</li> <li>-Develop understanding of Shakespearean language to be able to confidently form a personal response to the play.</li> </ul>	<p><b>Lord of the Flies</b></p> <p>GCSE set text: Modern novel</p> <ul style="list-style-type: none"> <li>-Expand the use of PEA to respond to a Literature essay question</li> <li>-Understand the Literature assessment objectives and how to write critically.</li> </ul>	<p><b>The Strange Case of Dr Jekyll and Mr Hyde</b></p> <p>LIT A.O: 1-4</p> <p><b>Exploring links between Literature texts</b></p> <p>LIT A.O: 1-4</p> <ul style="list-style-type: none"> <li>-Exploring links between J&amp;H, LOTF and Macbeth to consolidate learning from Y9.</li> <li>-Confidently understand how all three Literature texts link together to develop understanding.</li> </ul>	<p><b>Y11 Mock Fortnight</b></p> <p>Language Paper 1 (1hr 45 minutes)</p> <p><b>Feedback, Reflections, Improvements (LANG 1)</b></p> <ul style="list-style-type: none"> <li>-Opportunity to refine and improve upon Language Paper 1 skills.</li> </ul>	<p><b>Y11 Mock Fortnight</b></p> <p>AQA LIT Paper 2 (LOTF, Poetry Anthology &amp; Unseen Poetry) 2hrs 15 minutes</p> <p><b>Feedback, Reflections and Improvements (Literature Paper 2)</b></p> <ul style="list-style-type: none"> <li>-Opportunity to refine and improve upon knowledge and skills from Literature Paper 2.</li> </ul>
<b>Spring 3</b>					
<p><b>Inspirational Heroes (Iqbal)</b></p> <ul style="list-style-type: none"> <li>-Express opinions about a short story by making specific links to the text.</li> <li>-Use PEA to analyse how a character is presented as inspirational</li> <li>-Connect the ideas from a text with the wider context.</li> </ul>	<p><b>Culture and Identity</b></p> <ul style="list-style-type: none"> <li>-Discuss ideas around identity thoughtfully and sensitively.</li> <li>-Use PEA to analyse and evaluate how identity is presented in poetry and non-fiction texts.</li> <li>-Connect the ideas from a text with the wider historical context.</li> <li>-Craft transactional writing to include features of form and persuasive techniques.</li> </ul>	<p><b>Gritty Global Issues</b></p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> <li>-Exploration of a range of extracts to do with issues impacting young people today.</li> <li>-Critically analyse language in non-fiction extracts.</li> <li>-Compare and contrast attitudes across two extracts.</li> <li>-Craft a persuasive/argumentative piece of transactional writing, developing writing skills.</li> </ul> <p><b>War Poetry</b></p> <ul style="list-style-type: none"> <li>-Expand use of PEA to analyse poetic techniques in war poetry.</li> <li>-Explore a range of famous war poets, such as Wilfred Owen, Jessie Pope &amp; John McCrae.</li> </ul>	<p><b>LANGUAGE</b></p> <p><b>Moments in History (Language Paper 2)</b></p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> <li>-Develop critical analysis of language in non-fiction extracts.</li> <li>-Develop comparative skills, comparing attitudes in two extracts.</li> <li>-Purposefully construct a piece of persuasive/argumentative piece of transactional writing.</li> <li>-Explore moments in history through non-fiction writing.</li> </ul>	<p><b>LITERATURE</b></p> <p><b>Battlefield Poem Cluster</b></p> <ul style="list-style-type: none"> <li>-Understand the effect of conflict on soldiers on the battlefield.</li> <li>-Exploration of the language, form and structure in Bayonet Charge, TCOTLB, Exposure and Remains.</li> </ul>	<p><b>AQA Language Paper 2: Writers' Viewpoints and Perspectives</b></p> <p>LANG A.O: 1-6</p> <ul style="list-style-type: none"> <li>-Language Paper 2 skills, focusing on comparison skills and non-fiction writing for a purpose.</li> <li>-Refining the crafting of compelling and persuasive pieces of non-fiction writing using high level techniques such as irony, satire and humour.</li> </ul> <p><b>Y11 Mock Fortnight</b></p> <p>AQA Language Paper 2 (1hr 45)</p>
<b>Spring 4</b>					
<p><b>Inspirational Heroes (Inspirational speeches 19-21st Century)</b></p> <ul style="list-style-type: none"> <li>-Identify persuasive devices in a range of speeches</li> <li>-Use PEA to analyse how a speech successfully persuades the audience</li> <li>-Craft a persuasive speech using a range of persuasive techniques, ambitious vocabulary and sentence structures.</li> </ul>	<p><b>Challenging Viewpoints</b></p> <ul style="list-style-type: none"> <li>-Develop identification and analysis of persuasive devices in transactional writing.</li> <li>-Tailor and craft non-fiction writing to a specific audience and purpose, expanding writing skills such as language devices / ambitious vocabulary / sentence structures to demonstrate a clear persuasive/argumentative voice.</li> </ul>	<p><b>Dystopian Worlds</b></p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> <li>-Critically analyse dystopian extracts, exploring both language and structure.</li> <li>-Craft Dystopian writing for effect, expanding writing skills to create a compelling narrative voice.</li> <li>-Develop knowledge of GCSE Language Paper 1 skills.</li> </ul>	<p><b>Moments in History (Language Paper 2)</b></p> <p>LANG A.O: 1-6</p> <ul style="list-style-type: none"> <li>-Develop confidence in approaching 19th century unseen extracts.</li> </ul>	<p><b>Power of Nature Poetry Cluster</b></p> <ul style="list-style-type: none"> <li>-Understand how the power of nature is reflected through poetry.</li> <li>-Exploration of the language, form and structure in The Prelude, Storm of the Island and Kamikaze.</li> </ul> <p>J&amp;H &amp; Macbeth - Revisited</p>	<p><b>Feedback, Reflections and Improvements (LANG 2)</b></p> <p><b>Final Revision (Teacher Discretion)</b></p> <ul style="list-style-type: none"> <li>-Revision of exam technique prior to Summer Exams.</li> <li>-Final focus on revision skills and memory retention.</li> </ul>
<b>Summer 5</b>					
<p><b>Poetry Detectives</b></p> <ul style="list-style-type: none"> <li>-Identify poetic devices and structures used in a range of poems</li> <li>-Use PEA to analyse the effect of poetry &amp; evaluate the connotations of particular word choices</li> <li>-Craft own poem using a range of language techniques and ambitious vocabulary</li> </ul>	<p><b>Exploring a Novel (Teacher Choice)</b></p> <ul style="list-style-type: none"> <li>-Explore the importance of character and analyse how characters develop throughout a novel.</li> <li>-Use PEA to analyse how writers have used language in relation to character and theme.</li> </ul>	<p><b>Macbeth</b></p> <p>GCSE set text: Shakespearean play</p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> <li>-Expand knowledge of Shakespearean England specifically to link to 'Macbeth'</li> <li>-Understand the plot, character and themes in 'Macbeth' and form a personal response.</li> </ul>	<p><b>Y10 Mock Fortnight</b></p> <p>AQA Language Paper 2</p> <p><b>Speaking &amp; Listening AQA</b></p> <ul style="list-style-type: none"> <li>-Refining speaking and listening skills on a topic of choice for AQA S&amp;L Assessment.</li> </ul>	<p><b>Y10 Mock Fortnight</b></p> <p>AQA LIT Paper 1: J&amp;H and Macbeth</p> <p><b>Power of Man Poetry Cluster</b></p> <ul style="list-style-type: none"> <li>-Understand how the power of man is reflected through poetry.</li> <li>-Exploration of the language, form and structure in Ozymandias, London and My Last Duchess.</li> </ul>	<p><b>Final Revision (Teacher Discretion)</b></p> <ul style="list-style-type: none"> <li>-Teacher to decide what to focus on for the best interests of the class.</li> <li>-Final focus on revision skills and memory retention.</li> </ul>
<b>Summer 6</b>					
<p><b>Shakespeare's Villains</b></p> <ul style="list-style-type: none"> <li>-Understand the characteristics of villains</li> <li>-Explore historical context of Shakespearean England</li> <li>-Use PEA to analyse and evaluate Shakespeare's language in relation to character and theme</li> <li>-Expand writing skills to demonstrate a clear narrative/descriptive voice.</li> </ul> <p><b>Speaking &amp; Listening Mini Unit</b></p> <ul style="list-style-type: none"> <li>-Developing speaking and listening skills linked to Shakespeare Villains.</li> <li>-Expanding knowledge of how speaking and listening skills are vital for future careers.</li> </ul>	<p><b>Exploring a Novel (Teacher Choice)</b></p> <ul style="list-style-type: none"> <li>-Embed relevant social and historical context into analysis to justify opinions.</li> <li>-Craft fiction / non-fiction writing in response to the novel, developing writing skills (ambitious vocabulary, sentence structures / punctuation / language devices)</li> </ul> <p><b>Speaking &amp; Listening Mini Unit</b></p> <ul style="list-style-type: none"> <li>-Advancing speaking and listening skills linked to a novel study.</li> <li>-Continuing to expand knowledge of how speaking and listening skills are vital for future careers.</li> </ul>	<p><b>Macbeth</b></p> <p>LIT: Assessment Objectives 1-4</p> <ul style="list-style-type: none"> <li>-Expand the use of PEA to respond to a Literature essay.</li> <li>-Develop the use of critical expression to analyse and criticise the writer's intentions and purpose.</li> </ul> <p><b>Speaking &amp; Listening Mini Unit</b></p> <ul style="list-style-type: none"> <li>-Maturing speaking and listening skills linked to Macbeth &amp; broaden knowledge of how S&amp;L links to employability.</li> </ul>	<p><b>Marginalised Voices</b></p> <p>LANG Assessment Objectives: 1-6</p> <ul style="list-style-type: none"> <li>-Exploration of a wide range of extracts from diverse and marginalised authors.</li> <li>-Purposefully construct a piece of compelling creative writing.</li> </ul>	<p><b>Power of Identity Poetry Cluster</b></p> <ul style="list-style-type: none"> <li>-Understand how the power of identity is reflected through poetry.</li> <li>-Exploration of the language, form and structure in Checking out Me History, Tissue, The Emigree and Poppies.</li> </ul>	<p><b>GCSE Language Exams</b></p> <p>Paper 1 – TBC</p> <p>Paper 2 – TBC</p>