

St Cuthbert Mayne School Curriculum Map



English Year 7

In English we cultivate and develop reading, writing and oracy skills. We do this through reading a rich and diverse range of texts and learning how to academically analyse these eventually through essay responses. Students read whole texts and books alongside wider ranging extracts and poems in order to inspire their own creative writing responses and these range from stories to poetry to non-fiction such as speeches and monologues. Oracy is developed through lessons involving discussion with speaking and listening activities helping students to develop critical thinking. We want students to successfully respond to English language and literature with confidence and enthusiasm.

Year 7: Students explore the dual concepts of authorial intention and reader response. Their studies start with the exploration of fable and allegory, including Aesop's Fables and Animal Farm. Students use Animal Farm to explore the concept of 'theme' and to discuss wider intentions beyond narrative entertainment. Having developed knowledge of the intentionality of texts, students then move on to apply this to their own writing, in the form of Gothic descriptions inspired by their reading of The Woman in Black. Finally, students use Shakespeare's The Tempest as a vehicle for exploring and discussing themes of power. This is accompanied by the exploration of rhetoric and how we use language to persuade.

SparX Reader: alongside their studies in English, students read independently using SparX Reader. This is an online platform providing home learning in which students read their own choice of an ebook and answer comprehension questions securing their understanding of the story. SparX Reader promotes and develops students' reading skills which are crucial for their academic success in all subject areas. In Year 10, students will also read the texts that they are studying using SparX Reader alongside their own independent reading to reinforce their understanding of the GCSE texts.

Assessment:

Students are reported on at the end of each cycle and are issued statements that reflect age related expectations.

Greater Depth - for their age, students demonstrate a strong and above average understanding of texts and ability to write and discuss their responses. This is usually only awarded for the top students. Students who are consistently Greater Depth are expected to achieve a grade 5 and above in their GCSEs.

Secure - for their age, students demonstrate a good understanding of texts and ability to write and discuss their responses. The majority of students are expected to be secure. Students who are consistently secure are expected to achieve a grade 4 as minimum in their GCSEs.

Developing - for their age, students demonstrate some understanding of texts and ability to write and discuss their responses. Some students may be developing. Students who are consistently developing may need further support to achieve a grade 4 as minimum in their GCSEs.

Emerging - for their age, students are below expectations for showing understanding of texts and ability to write and discuss their responses. Only a few students are likely to be emerging. Students who are consistently emerging will need further support and intervention to achieve expectations in their GCSEs.

Teachers will arrive at their judgement of whether a student is emerging, developing, secure or greater depth by taking into account the following information:

Assessments - specifically end of cycle and mid-cycle assessments such as writing an essay.

Knowledge assessments - students will be quizzed so that their understanding is checked and secured during a cycle.

In class performance - such as how students have generally worked throughout the cycle in their books and classroom contributions.

SparX Reader data - how students' have performed and progressed in their SparX Reader.

Students are assessed upon different strands according to each cycle but these are continually revisited and the skills are cumulative:

Reading – a student's ability to read and respond to a text often in the form of an essay or academic response. They are assessed upon their ability to analyse a text such as making an argument or using evidence from the text to support their responses.

Writing - a student's ability to write which can range from creative responses such as writing a story to more non-fiction such as writing a monologue, a speech or an article. They are assessed for their ability to demonstrate engaging ideas, techniques and vocabulary alongside being assessed for spelling, punctuation, arrangement and grammar (SPAG).

Oracy - a student's ability to speak and listen often in the form of discussions and presentations. They are assessed upon their ability to speak with confidence and remain on a particular topic but also their ability to listen to others and respond appropriately showing respectful behaviours and consideration of other students' views.

Autumn Term

Topic/Unit	Cycle 1: Fables and Animal Farm
Knowledge (Content covered)	Students begin their KCC English journey by focusing on the concept of authorial intention. This is introduced through the study of fables and fairy tales before moving on to the study of Animal Farm. Key concepts: author; text; authorial intention; reader's reaction; fable; allegory; allusion; character function; context; narrative; quotation; hedging; academic writing Key vocabulary: moral; corrupt; exploit; liberty; manipulate; oppression; power; rebellion; violence; eloquence Substantive knowledge: Plot / character knowledge of Animal Farm; Orwell's intentions; Animal Farm as allegory; character functions of key characters Hinterland: Reading of a selection of Aesop's Fables, fairy tales and Animal Farm
Skills	Give interpretations of a text without writing in first person; refer to writers; use hedging phrases; select and include relevant textual evidence Concepts of authorial intention and reader's response; use of evidence to support a viewpoint.
Assessment	Oracy and Reading: Mid-cycle - vocabulary quiz and short response to a role in Animal Farm. Reading: End of cycle - written response to Orwell's intentions Formative

Spring Term

Topic/Unit	Cycle 2: The Gothic
Knowledge (Content covered)	Students continue to explore the concept of authorial intention, but this time with themselves as the writers. Using The Woman in Black as a genre model, students will develop knowledge of Gothic genre conventions and apply them in their own writing. Key concepts: authorial intention; reader response; genre; genre convention; setting; tone; Gothic; imagery; metaphor; intertextuality; atmosphere; context Key vocabulary: entrapment; isolation; tension; vulnerability; genre; genre convention; writer's craft Substantive knowledge: genre conventions of Gothic literature; common prefixes Hinterland: Reading of The Woman in Black and a range of extracts from Gothic literature.
Skills	Write accurate single clause and multi-clausal sentences; use commas to separate phrases and clauses, and to separate items in lists. Writer's craft: planning, drafting and editing; concept of genre
Assessment	Mid-cycle assessment: Writing scaffolded description based on image – focused on application of Gothic conventions. Mid-cycle vocabulary and knowledge test. End-of-cycle assessment: Writing gothic description based on an image.

Summer Term

Topic/Unit	Cycle 3: Shakespeare - The Tempest
Knowledge (Content covered)	Students develop confidence reading Shakespeare (The Tempest); learn conventions of playscripts; identify, analyse and apply aspects of writer's craft (focus: rhetoric). Key Concepts: rhetoric; ethos; logos; pathos; rhetorical devices; power, manipulation, colonialism, Machiavellianism, Humanism, Renaissance, Nature vs nurture debate Key Vocabulary: tempest, hierarchy, patriarchy, supernatural, subservience, idolisation, subjugate, humanism, fate, metareference, dehumanisation, reconciliation, resolution Substantive knowledge: plot and character knowledge of The Tempest. Hinterland: Reading of The Tempest; background knowledge of Renaissance and Humanism.
Skills	Use punctuation to shape reading; Writer's craft: planning, drafting and editing; concept of genre
Assessment	Mid-cycle assessment: Oracy structured classroom discussion and debate on the theme of power focussing on different characters. End-of-cycle vocabulary and knowledge test. End-of-cycle assessment: Oracy abridged scene performance with discussion of character presentation.
Gatsby 4 (Linking curriculum learning to careers) Gatsby Gatsby Benchmarks Prospects English Career Guidance	English is the subject that unlocks all doors and enables students to pursue further academic or career pathways. All pathways require students to be able to read, write and demonstrate good oracy skills and academic achievement in English is a strong indicator to further education or employers that a student is able to demonstrate these skills excellently. Gaining excellent grades in English is a requirement for admission to almost all colleges and further education centres and most employers and colleges require minimum performances of passes or above in English for admission. The world of work is rapidly changing and careers are no longer secure for life, students who perform well in English demonstrate versatility, flexibility and creative thinking that are essential components of having a successful and happy worklife. English can enable almost any career pathway but particularly lends itself towards careers in: journalism (writing or reporter), creative writing (becoming an author or writer), law (lawyer), editing and publishing (copy-writing), programming (website scripting), media (social media publications, press officer), research (AI data validation), marketing (content producer), education (teaching) and more.

