

Shoreham Academy English department: 7 year curriculum map

	Autumn	Spring	Summer	
<p>Year 7</p> <p>Redemption Belonging Friendship</p>	<p>A Christmas Carol by Charles Dickens</p> <p>Themes: redemption; social injustice; greed; family, Christmas Contextual factors: Victorian England; social reform; the life and times of Charles Dickens. Key skills taught: introduction to analytical writing (including use of quotations); developing a personal response to texts; creative writing.</p> <p><u>Has links to:</u> <i>Frankenstein</i> (the Victorian novel) in Year 10 and in-depth novel studies; study of Victorian short stories in Year 9.</p>	<p>Exploring different cultures through poetry and non-fiction writing</p> <p>Themes: belonging; prejudice; identity. Contextual factors: the Windrush generation; the Civil Rights Movement; Judaism/Christianity/Islam; British culture. Key skills taught: reading and responding to poetry; understanding writers' viewpoints in non-fiction; writing biographies/letters/articles/speeches.</p> <p><u>Has links to:</u> <i>The Empress</i> (journeys, emigration, prejudice); <i>Belonging</i> anthology of poetry; social injustice explored in <i>Ballads and songs of protest</i> scheme.</p>	<p>Creative Writing</p> <p>Key skills taught: Creating effective plots, setting and characters; writing with accuracy; writing with a variety of vocabulary, sentence structures and punctuation; structuring writing for maximum impact.</p> <p>The Girl of Ink and Stars by Kiran Millwood Hargrave</p> <p>Themes: friendship; mystery; adventure; bildungsroman Contextual factors: mythology, oppressive leadership, Key skills taught: comprehension; analysis of themes; characterisation, narrative voice</p> <p><u>Has links to:</u> mythology studied in year 9, ideas around social injustice studied in <i>Ballads and songs of protest</i>; oppressive leadership studied in <i>Macbeth</i>.</p>	
<p>Year 8</p> <p>Dystopia Protest Relationships</p>	<p>Lord of the Flies by William Golding</p> <p>Themes: order vs. savagery; control; violence; dystopia; power Contextual factors: colonialism; post WW2 culture/Cold War; Key skills taught: developing personal response to texts; analysis of language and structure; creating own pieces of dystopian creative writing</p> <p><u>Has links to:</u> colonialism and imperialism studied in <i>The Speckled Band</i> and <i>The Empress</i>; dystopian fiction studied at A-Level.</p>	<p>Ballads and songs of protest: a chronological study</p> <p>Themes: injustice; protest; voices Contextual factors: chronology of protest, starting with the Peterloo massacre in 1819. Key skills taught: reading and responding to poetry; writing own pieces of protest poetry; writing pieces of non-fiction</p> <p><u>Has links to:</u> social injustice explored in <i>A Christmas Carol</i> and <i>The Merchant of Venice</i>, study of poetry in <i>Conflict Poetry</i> and mythology scheme</p>	<p>Much Ado About Nothing by William Shakespeare</p> <p>Themes: love; relationships; deception Contextual factors: gender roles in Elizabethan era; Shakespeare's theatre; masquerade balls Key skills taught: reading and responding to Shakespearean texts; understanding of meter/iambic pentameter; analysis of Shakespeare's language.</p> <p><u>Has links to:</u> the comedy genre, studied in <i>Merchant of Venice</i>; analysis of Shakespeare's language, studied in <i>Macbeth</i> and <i>Othello</i>.</p>	
<p>Year 9</p> <p>Gender roles Mythology Prejudice</p>	<p>A View from the Bridge by Arthur Miller</p> <p>Themes: honour; masculinity; power; tragedy Contextual factors: The American Dream; Italian American culture; patriarchal structures Key skills taught: reading and responding to a play text; applying understanding of genre to analysis.</p> <p><u>Has links to:</u> the tragedy genre studied in <i>Macbeth</i>, <i>Othello</i> and explored in <i>Merchant of Venice</i>; the American experience explored in <i>Streetcar Named Desire</i>.</p>	<p>Victorian short stories: <i>The Yellow Wallpaper</i> by Charlotte Perkins Gilman; <i>The Speckled Band</i> by Arthur Conan Doyle</p> <p>Themes: gender roles; injustice; detective fiction; mystery; Contextual factors: treatment of women's health in early 20th century; patriarchal structures; imperialism and colonialization</p> <p><u>Has links to:</u> Gender roles in <i>Macbeth</i> and <i>Beloved</i>; the Victorian era explored in <i>A Christmas Carol</i> and <i>Frankenstein</i>.</p>	<p>World mythology</p> <p>Themes: creation; love; guilt; redemption; tragedy; power Contextual factors: Greek mythology; Norse mythology; Roman mythology; Thai mythology; patriarchal values Key skills taught: comprehension; critical analysis of poetry and non-fiction texts; inference of prose</p> <p><u>Has links to:</u> mythology in <i>Macbeth</i> and <i>Frankenstein</i>; conventions of Greek tragedy in <i>A View from the Bridge</i>, <i>Merchant of Venice</i>, <i>Othello</i> and <i>Macbeth</i></p>	<p>The Merchant of Venice by William Shakespeare</p> <p>Themes: prejudice; justice; revenge. Contextual factors: Elizabethan societal attitudes; persecution of Jews throughout history; Venice in 1600s Key skills taught: reading and responding to Shakespearean texts; developing personal responses to characters/events; close analysis of language; form and structure; non fiction writing.</p> <p><u>Has links to:</u> prejudice explored in <i>Frankenstein</i>; <i>Macbeth</i> and the tragedy genre; <i>Othello</i> and the presentation of Venice</p>

The structure of KS4 and KS5 often changes due to the needs of the cohort. Therefore, rather than explicitly placing each scheme in a term, this is an outline of the texts and content we study. Substantial time is given in years 11/13 to revision and recap of the texts taught in the first year of teaching.

KS4	<p>The Empress by Tanika Gupta</p> <p>Themes: relationships; belonging; injustice; power/control</p> <p>Contextual factors: colonialisation of India and the British Raj; treatment of ayahs and lascars; the life of Dadabhai and Gandhi; relationship between Queen Victoria and Abdul Karim</p> <p>Key skills taught: applying contextual factors to analysis of the play; writing extended responses to theme/character questions; developing personal response.</p>	<p>Frankenstein by Mary Shelley</p> <p>Themes: prejudice; power of science/knowledge; belonging.</p> <p>Contextual factors: the life of Mary Shelley; science in Victorian era; the Gothic fiction genre.</p> <p>Key skills taught: close (word-, sentence-, and text-level) analysis of language, form and structure; developing personal and critical response to ideas expressed in literature; using skills of inference to write about deeper meaning of text; empathising with characters and attempting to analyse contemporary reader or audience's reaction.</p>	<p>Macbeth by William Shakespeare</p> <p>Themes: loyalty; treason; guilt; power;</p> <p>Contextual factors: King James I; the Divine Right of Kings; witchcraft in Jacobean era; gender roles in Jacobean era; the tragedy genre.</p> <p>Key skills taught: close analysis of language, form and structure; applying contextual factors to analysis of the play; demonstrating understanding of genre; developing personal and critical response to ideas expressed in literature; using skills of inference to write about deeper meaning of text; empathising with characters and attempting to analyse contemporary reader or audience's reaction.</p>	<p>Edexcel poetry anthology and unseen poetry</p> <p>Themes: Various types of conflict: in relationships, inner, war.</p> <p>Contextual factors: Depending on poem being taught, can be Napoleonic wars, racism in 20th-century Britain, Victorian women's rights, The Boer War, Romanticism in 19th century.</p> <p>Key skills taught: close (word-, sentence-, and text-level) analysis of language, form and structure; developing personal and critical response to ideas expressed in literature; using skills of inference to write about deeper meaning of text; empathising with characters and attempting to analyse contemporary reader or audience's reaction.</p>	<p>English language paper 1 (40% of English language GCSE)</p> <p>Imaginative reading and writing</p> <p>Reading - analysis of language and structure; evaluation and providing a personal response to texts; using quotations to support analysis.</p> <p>Writing – creative writing. Creating effective plots, setting and characters; writing with accuracy; writing with a variety of vocabulary, sentence structures and punctuation; structuring writing for maximum impact.</p>	<p>English language paper 2 (60% of English language GCSE)</p> <p>Non-fiction reading and writing</p> <p>Reading - analysis of language and structure; evaluation and providing a personal response to texts; using quotations to support analysis; comparison of writers' viewpoints.</p> <p>Writing – non-fiction writing. Adapting writing for purpose, audience and form, writing with accuracy; writing with a variety of vocabulary, sentence structures and punctuation; structuring writing for maximum impact.</p>
KS5	<p>A Streetcar Named Desire by Tennessee Williams</p> <p>Themes: Desire; gender; cruelty; loneliness; illusion/reality; significance of setting (1940s New Orleans)</p> <p>Contextual factors: Post WW2 and post-depression; post-civil war; abolition of slavery; women's role in the workplace; North vs. South</p> <p>Key skills taught: analysis of the play form; understanding stagecraft; personal response to the text; interweaving analysis and contextual influences</p>	<p>Othello by William Shakespeare</p> <p>Themes: prejudice; race; gender; power; jealousy; manipulation; significance of setting (Venice vs. Cyprus)</p> <p>Contextual factors: The tragic genre and influences; changing Elizabethan society (focus on trade, identity and mixing of cultures); race and racism in Elizabethan England; religion and attitudes; patriarchy in Elizabethan England.</p> <p>Key skills taught: critical reading of Shakespeare; understanding and application of critical theory; interweaving analysis and contextual influences</p>	<p>Never Let Me Go/Frankenstein OR Beloved/The Picture of Dorian Gray. (In 2021/22 we are studying <i>Never Let Me Go/Frankenstein</i> as this cohort were not examined on <i>Frankenstein</i>.)</p> <p>Themes: science vs. nature; isolation; identity; journeys; society; significance of setting.</p> <p>Context: science in 21st century vs. 19th century; life and times of Shelley/Ishiguro;</p> <p>Key skills taught: finding comparative links between novels; interweaving analysis and contextual influences</p>	<p>Poems of the Decade</p> <p>Themes: modern life; family; loss; love; relationship; death; religion</p> <p>Key skills taught: analysis and comparison of unseen poetry/taught poem; analysis of poetic techniques/devices; using modern contemporary context on culture and society religion and love to analyse and compare. Paying attention to form and structure and how it is used to create poetic voice. Modern twists on classical forms</p>	<p>Romantic poetry (a range of Romantic poets are studied)</p> <p>Themes/contextual factors:</p> <p>Central Romantic beliefs:</p> <ul style="list-style-type: none"> - Imagination as being superior to reason - Worship of nature - The Sublime - Individualism - Innocence and freedom of childhood - Interest in common people and society <p>Knowledge of the life, central beliefs and characteristics of:</p> <ul style="list-style-type: none"> - William Blake - William Wordsworth - Lord Byron - Percy Shelley - John Keats 	<p>Coursework: A Handmaid's Tale and comparison text of students' own choice.</p> <p>Key Skills:</p> <p>Reading and understanding the novel as a form.</p> <p>Comparative study.</p> <p>AO5 – wider reading and research / critical theory.</p> <p>Dystopian Genre and its conventions.</p> <p>Characterisation /plot / setting / narrative sequence.</p> <p>Buddy books:</p> <p>1984</p> <p>A Clockwork Orange</p> <p>The Road</p>

English language skills are taught throughout year 10 and 11 through engaging, relevant texts and stimulus for writing.