

# ENGLISH CURRICULUM MAP

Year 7



	Topic	Core declarative knowledge: what should students know?	Core procedural knowledge: what should students be able to do?
Module 1	The Odyssey	<ul style="list-style-type: none"> <li>• What is an epic poem?</li> <li>• When was 'The Odyssey' composed?</li> <li>• How do conceptions of the hero differ in 'The Odyssey' and 'The Iliad'?</li> <li>• What is "in media res"?</li> <li>• What is a simile?</li> <li>• What is a metaphor?</li> <li>• What is alliteration?</li> <li>• What is a noun?</li> <li>• What is a verb?</li> <li>• What are the four purposes of a comma?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the conventions of epic poetry;</li> <li>• Be able to explain how Classical Greece's transition from a set of warring states to a trading nation affected conceptions of the hero;</li> <li>• Be able to explain - clearly and precisely - how Homer's literary and structural choices in 'The Odyssey' create meaning;</li> <li>• Be able to find evidence to support one's viewpoint;</li> <li>• Be able to identify a noun, verb, simile, metaphor, alliteration, media res;</li> <li>• Be able to use a comma in four different ways.</li> </ul>
Module 2	Beowulf	<ul style="list-style-type: none"> <li>• What is Old English?</li> <li>• What is a warrior society?</li> <li>• What is an allegory?</li> <li>• What is a kenning?</li> <li>• What is the archetypal narrative structure?</li> <li>• What is an adjective?</li> <li>• What is an adverb?</li> <li>• What is the purpose of quotation marks?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify Christian allusion in 'Beowulf';</li> <li>• Be able to explain why warrior societies are unsustainable;</li> <li>• Be able to explain - clearly and precisely - how Beowulf can be read as an allegory for Anglo-Saxon England's transition from a warrior society to a Christian nation;</li> <li>• Be able to identify an archetypal narrative structure;</li> <li>• Be able to find evidence to support one's viewpoint.</li> <li>• Be able to identify an adjective, adverb and a kenning;</li> <li>• Be able to use quotations accurately.</li> </ul>
Module 3	The Canterbury Tales	<ul style="list-style-type: none"> <li>• What is Middle English literature?</li> <li>• What is a pilgrimage?</li> <li>• What is a prologue?</li> <li>• What is vernacular?</li> <li>• What is diversity?</li> <li>• What is feminist literary criticism?</li> <li>• How are creation myths structured?</li> <li>• What is satire?</li> <li>• What is the fall of man?</li> <li>• What is foreshadowing?</li> <li>• What is a pronoun?</li> <li>• Why is The Canterbury Tales so important?</li> <li>• What is the purpose of a semicolon?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain the differences between Old English and Middle English literature;</li> <li>• Be able to explain how paradisiacal settings foreshadow a 'fall';</li> <li>• Be able to explain - clearly and precisely - how the wife of Bath can be read as both a feminist and a sexist portrayal of female character;</li> <li>• Be able to find evidence to support one's viewpoint;</li> <li>• Be able to identify a personal and possessive pronoun;</li> <li>• Be able to use a semicolon accurately.</li> </ul>

# ENGLISH CURRICULUM MAP

Year 7



	Topic	Core declarative knowledge: what should students know?	Core procedural knowledge: what should students be able to do?
Module 4	Lyric poetry - The Sonnet	<ul style="list-style-type: none"> <li>What is a lyric poem?</li> <li>How is a sonnet structured?</li> <li>What is a conceit?</li> <li>What is a Petrarchan sonnet?</li> <li>What is a Shakespearean sonnet?</li> <li>What is the purpose of a colon?</li> <li>What are the different types of connectives?</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify a sonnet through knowledge of its conventions;</li> <li>Be able to identify where a writer has made choices that do not conform to these conventions;</li> <li>Be able to identify a volta in a range of sonnets;</li> <li>Be able to identify a conceit in a range of sonnets;</li> <li>Be able to explain - clearly and precisely - how writers' literary and structural choices create meaning;</li> <li>Be able to find evidence to support one's viewpoint;</li> <li>Be able to identify the adding, sequencing and emphasising connectives;</li> <li>Be able to use a colon accurately.</li> </ul>
Module 5	The Ingenious Nobleman Don Quixote of La Mancha	<ul style="list-style-type: none"> <li>What is a novel?</li> <li>What is the Renaissance?</li> <li>What is an unreliable narrator?</li> <li>What are chivalric romances?</li> <li>What is Philosophical idealism?</li> <li>What is metafiction?</li> <li>What is a foil?</li> <li>What does 'quixotic' mean?</li> <li>What are the main word types and what role does each play in a sentence?</li> <li>What are the different types of apostrophe?</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the novel form through knowledge of its conventions;</li> <li>Be able to explain the effects of an unreliable narrator;</li> <li>To offer a considered opinion on whether Don Quixote is a comic novel, a social commentary, or a tragedy?</li> <li>Be able to explain - clearly and precisely - how writers' literary and structural choices create meaning;</li> <li>Be able to find evidence to support one's viewpoint;</li> <li>Be able to identify nouns, verbs, adjectives, adverbs, pronouns and connectives;</li> <li>To be able to identify and use contractions and possessive apostrophes accurately.</li> </ul>
Module 6	The Ingenious Nobleman Don Quixote of La Mancha	<ul style="list-style-type: none"> <li>What is a novel?</li> <li>What is the Renaissance?</li> <li>What is an unreliable narrator?</li> <li>What are chivalric romances?</li> <li>What is Philosophical idealism?</li> <li>What is metafiction?</li> <li>What is a foil?</li> <li>What does 'quixotic' mean?</li> <li>What are the main word types and what role does each play in a sentence?</li> <li>What are the main punctuation types and what role does each play in a sentence?</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the novel form through knowledge of its conventions;</li> <li>Be able to explain the effects of an unreliable narrator;</li> <li>To offer a considered opinion on whether Don Quixote is a comic novel, a social commentary, or a tragedy?</li> <li>Be able to explain - clearly and precisely - how writers' literary and structural choices create meaning;</li> <li>Be able to find evidence to support one's viewpoint;</li> <li>Be able to identify the adding, sequencing and emphasising connectives;</li> <li>Be able to identify and use a comma, a semicolon, a colon, quotation marks and apostrophes accurately.</li> </ul>

# ENGLISH CURRICULUM MAP

Year 8



	Topic	Core declarative knowledge: what should students know?	Core procedural knowledge: what should students be able to do?
Module 1	The Tragedy of Macbeth	<ul style="list-style-type: none"> <li>• What is a tragic play?</li> <li>• What are the four traits of a tragic hero?</li> <li>• What is the Renaissance?</li> <li>• What is regicide?</li> <li>• What is the divine right of kings?</li> <li>• What is the difference between sex and gender?</li> <li>• What is dramatic irony?</li> <li>• What is a monologue?</li> <li>• What is a soliloquy?</li> <li>• What is antimetabole?</li> <li>• What is pathetic fallacy?</li> <li>• What are the four purposes of a comma?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the conventions of tragedy;</li> <li>• Be able to explain - clearly and concisely - the four traits of a tragic hero and identify them in Macbeth's character and actions;</li> <li>• Be able to explain the contextual significance surrounding the play and its impact on content and characters;</li> <li>• Be able to explain the difference between Medieval values and Renaissance values;</li> <li>• Be able to explain the significance of classical and Christian references within the play;</li> <li>• Be able to effectively identify and explain the use of dramatic irony, antimetabole, monologue, soliloquy and pathetic fallacy;</li> <li>• Be able to explain the impact of the play on a contemporary audience and the playwright's intentions;</li> <li>• Be able to use a comma in four different ways.</li> </ul>
Module 2	Marlowe's Doctor Faustus	<ul style="list-style-type: none"> <li>• What are the four traits of a tragic hero?</li> <li>• What is an adjective?</li> <li>• What is an adverb?</li> <li>• What is the purpose of quotation marks?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify a Greek Tragedy through knowledge of its conventions;</li> <li>• Be able to explain the difference between Renaissance and Medieval ideals;</li> <li>• Be able to identify the writer's intentions in constructing characters and how they reflect context;</li> <li>• Be able to explain - clearly and precisely - how writers' literary and structural choices create meaning.</li> <li>• Be able to identify key themes through writer's content and structure of play;</li> <li>• Be able to explain the significance of said themes in relation to character and context;</li> <li>• Be able to understand the structure of a morality play and its effect on the audience;</li> <li>• Be able to identify an adjective and an adverb;</li> <li>• Be able to use quotations accurately.</li> </ul>
Module 3	Romantic Poetry (Wordsworth, Blake)	<ul style="list-style-type: none"> <li>• What is the Age of Enlightenment (1650-1780)?</li> <li>• What is Romanticism (1780-1850) or the 'Counter-Enlightenment'?</li> <li>• What are the core values of Enlightenment thinking (reason, progress, science, society)?</li> <li>• What are the core values of Romanticism (imagination, emotion, nature, solitude)?</li> <li>• Who was Jean-Jacque Rousseau?</li> <li>• What is pastoral?</li> <li>• What did William Blake write about?</li> <li>• What did William Wordsworth write about?</li> <li>• What is a pronoun?</li> <li>• What is the purpose of a semicolon?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify Romantic poetry through knowledge of its conventions;</li> <li>• Be able to identify where a writer has made choices that conform to these conventions;</li> <li>• Be able to explain - clearly and coherently - the values of the Enlightenment and the Romantic movement;</li> <li>• Be able to discuss the similarities and differences in the poetry of Blake and Wordsworth;</li> <li>• Be able to explain - clearly and precisely - how writers' literary and structural choices create meaning;</li> <li>• Be able to find evidence to support one's viewpoint;</li> <li>• Be able to analyse carefully chosen language at sentence and word level;</li> <li>• Be able to identify a personal and possessive pronoun;</li> <li>• Be able to use a semicolon accurately.</li> </ul>

# ENGLISH CURRICULUM MAP

Year 8



	Topic	Core declarative knowledge: what should students know?	Core procedural knowledge: what should students be able to do?
Module 4	Romantic Poetry (Byron, Keats, Shelley)	<ul style="list-style-type: none"> <li>• What is the Age of Enlightenment (1650-1780)?</li> <li>• What is Romanticism (1780-1850) or the 'Counter-Enlightenment'?</li> <li>• What are the core values of Enlightenment thinking (reason, progress, science, society)?</li> <li>• What are the core values of Romanticism (imagination, emotion, nature, solitude)?</li> <li>• What are the values of Gothic literature?</li> <li>• What did Lord Byron write about?</li> <li>• What did Percy Bysshe Shelley write about?</li> <li>• What did John Keats write about?</li> <li>• What is the purpose of a colon?</li> <li>• What are the different types of connectives?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify Romantic poetry through knowledge of its conventions;</li> <li>• Be able to identify where a writer has made choices that conform to these conventions;</li> <li>• Be able to discuss the similarities and differences in the poetry of Early Romanticism and Late Romanticism;</li> <li>• Be able to explain the relationship between the late Romantic movement and Gothicism;</li> <li>• Be able to explain - clearly and precisely - how writers' literary and structural choices create meaning;</li> <li>• Be able to find evidence to support one's viewpoint;</li> <li>• Be able to analyse carefully chosen language at sentence and word level;</li> <li>• Be able to identify the adding, sequencing and emphasising connectives;</li> <li>• Be able to use a colon accurately.</li> </ul>
Module 5	Frankenstein; or, The Modern Prometheus	<ul style="list-style-type: none"> <li>• What does Gothic mean?</li> <li>• What is an embedded narrative?</li> <li>• What is a frame narrative?</li> <li>• What is an epistolary?</li> <li>• What did Romantic thinkers value?</li> <li>• What did Enlightenment thinkers value?</li> <li>• What is an unreliable narrator?</li> <li>• What is the "sublime"?</li> <li>• What is a motif?</li> <li>• What is a trope?</li> <li>• What is meant by the term patriarchal society?</li> <li>• What is the purpose of a semi-colon?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the conventions of Romanticism;</li> <li>• Be able to explain - clearly and concisely - the tropes of Gothic literature</li> <li>• Be able to explain the contextual significance surrounding the novel and its impact on content and characters</li> <li>• Be able to explain the difference between Enlightenment and Romantic values</li> <li>• Be able to explain the significance of mythology (Prometheus) and its links to Christianity within the novel</li> <li>• Be able to effectively identify and explain the use of motifs and pathetic fallacy within the novel</li> <li>• Be able to write clear and concise analytical paragraphs on extracts or quotations from the novel, with a clear link to context</li> <li>• Be able to use a semicolon.</li> </ul>
Module 6	Frankenstein; or, The Modern Prometheus	<ul style="list-style-type: none"> <li>• What does Gothic mean?</li> <li>• What is an embedded narrative?</li> <li>• What is a frame narrative?</li> <li>• What is an epistolary?</li> <li>• What did Romantic thinkers value?</li> <li>• What did Enlightenment thinkers value?</li> <li>• What is an unreliable narrator?</li> <li>• What is the "sublime"?</li> <li>• What is a motif?</li> <li>• What is a trope?</li> <li>• What is meant by the term patriarchal society?</li> <li>• What is the purpose of a semi-colon?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the conventions of Romanticism;</li> <li>• Be able to explain - clearly and concisely - the tropes of Gothic literature</li> <li>• Be able to explain the contextual significance surrounding the novel and its impact on content and characters</li> <li>• Be able to explain the difference between Enlightenment and Romantic values</li> <li>• Be able to explain the significance of mythology (Prometheus) and its links to Christianity within the novel</li> <li>• Be able to effectively identify and explain the use of motifs and pathetic fallacy within the novel</li> <li>• Be able to write clear and concise analytical paragraphs on extracts or quotations from the novel, with a clear link to context</li> <li>• Be able to use a semicolon.</li> </ul>

# ENGLISH CURRICULUM MAP

Year 9



	Topic	Core declarative knowledge: what should students know?	Core procedural knowledge: what should students be able to do?
Module 1	A Christmas Carol	<ul style="list-style-type: none"> <li>• What is a novella?</li> <li>• What is a stave?</li> <li>• What is Capitalism?</li> <li>• What is Marxism?</li> <li>• What social injustices existed in Victorian society?</li> <li>• What is the Industrial Revolution?</li> <li>• What is symbolism?</li> <li>• What does the term "semantic field" refer to?</li> <li>• What is pathetic fallacy?</li> <li>• What are allusions?</li> <li>• What is personification?</li> <li>• What are the 4 purposes of a comma?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain how literature can function as social critique and, more specifically, how A Christmas Carol highlights the injustices of Victorian society;</li> <li>• Be able to explain the differences between Capitalism, Socialism and Marxism and identify the characters who promote said concepts;</li> <li>• Be able to explain - clearly and precisely - how Dickens' literary and structural choices create meaning;</li> <li>• Be able to identify and explain the effect of personified abstract nouns;</li> <li>• Be able to provide an in-depth analysis of the writer's language choices including his choice of specific word groups to create meaning (eg verbs to create pace or highlight aggressive/gentle natures of a character);</li> <li>• Be able to use a comma in four different ways.</li> </ul>
Module 2	Modernist Poetry	<ul style="list-style-type: none"> <li>• What is modernism?</li> <li>• What are the contextual factors out of which modernism emerged?</li> <li>• What are the typical conventions of modernist poetry?</li> <li>• What was the Harlem Renaissance?</li> <li>• What is fragmentation?</li> <li>• What is a stream of consciousness?</li> <li>• What are new wholes?</li> <li>• What is imagism?</li> <li>• What is the speaker in a poem? What is a verse and a stanza?</li> <li>• What is tone? What is diction? What is caesura? What is enjambment?</li> <li>• What is free verse?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the typical effect of poetic and modernist conventions and how they are used to convey meaning or a lack of meaning;</li> <li>• Explain how modernist poetic conventions differ from Romantic conventions;</li> <li>• Explain how modernist literature can be seen as a response to the historical and cultural context of the early 1900s;</li> <li>• Explain the difference in tone between Victorian and modernist literature;</li> <li>• Explain how modernist poets use language and structure to convey a view of the world as futile, chaotic and confusing;</li> <li>• Explain how typical motifs in modernist poetry include the detrimental effects of war, industrialisation and urban life;</li> <li>• Embedding quotations;</li> <li>• Using critical adverbs.</li> </ul>
Module 3	Animal Farm	<ul style="list-style-type: none"> <li>• What is Marxism?</li> <li>• What is Communism?</li> <li>• What happened during the Russian Revolution?</li> <li>• What is a fable?</li> <li>• What is an allegory?</li> <li>• What is a motif?</li> <li>• What is meant by the term satire?</li> <li>• What is meant by the term dystopian?</li> <li>• What is meant by propaganda?</li> <li>• What is passive voice?</li> <li>• What is anthropomorphism?</li> <li>• What is totalitarianism?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain the differences between Marxism and Communism and explain the characters who promote said concepts (Old Major/Marx, Snowball/communism and Napoleon/Stalin)</li> <li>• Be able to explain how the historical context of the Russian revolution is used as a basis for the plot.</li> <li>• Be able to explain how the novel functions as an allegory- the farm/animals being an extended metaphor for Russia and its experience of revolution in the 1900s and the impact this has upon the reader.</li> <li>• Be able to identify and explain the impact of literary devices such as foreshadowing, rhetoric, anthropomorphism and the use of motifs.</li> <li>• Be able to explain how Orwell's literary and structural choices create meaning.</li> </ul>



# ENGLISH CURRICULUM MAP

Year 9



	Topic	Core declarative knowledge: what should students know?	Core procedural knowledge: what should students be able to do?
Module 4	Things Fall Apart	<ul style="list-style-type: none"> <li>• What is colonisation?</li> <li>• What is the British Empire?</li> <li>• What are missionaries?</li> <li>• What is meant by cultural stereotyping?</li> <li>• What is eurocentrism?</li> <li>• What is meant by the term preconceived ideas?</li> <li>• What is perspective?</li> <li>• What is destiny?</li> <li>• What is imagery, irony, foreshadowing, metaphors, similes, personification, symbolism?</li> <li>• What is intertextuality?</li> <li>• What are allusions?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how Achebe uses the Igbo language to bridge a cultural divide;</li> <li>• Explain how Achebe moves away from a eurocentric perspective;</li> <li>• Explain how Achebe challenges preconceived ideas of Africa and Africans;</li> <li>• Explain how Achebe uses structural and literary techniques to give Africans their own voice and repair their self-image;</li> <li>• Explain how Achebe uses the third person omniscient narrator to make objective and intrusive commentaries;</li> <li>• Explain how much the flexibility or the rigidity of the characters contribute to their destiny;</li> <li>• Analyse effectively the use of literary techniques - imagery, irony, foreshadowing, metaphors, similes, personification, symbolism - to convey meaning;</li> <li>• Gain an understanding of how Achebe's use of allusions fortify his narrative.</li> </ul>
Module 5	To Kill a Mockingbird	<ul style="list-style-type: none"> <li>• What is a bildungsroman?</li> <li>• What are the elements of Southern Gothic Fiction?</li> <li>• What social injustices existed in 1930s America?</li> <li>• What was the Scottsboro Boys Trial?</li> <li>• What was the Civil Rights Movement?</li> <li>• What is figurative language?</li> <li>• What are motifs and symbols?</li> <li>• What is colloquial language?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the genre have an effect on how the content is received?</li> <li>• Explain effectively how a first person narration can impact the content (Is the narrator reliable?)</li> <li>• Draw links between the context surrounding the novella and its influence on content and explain them clearly and concisely;</li> <li>• Analyse and explain how motifs and symbols are instrumental to the progression of the novella;</li> <li>• Think critically about the use of first person narration and colloquial language and its relevance to the content of the novella.</li> </ul>
Module 6	Literary Theory: Feminism and Postcolonialism	<ul style="list-style-type: none"> <li>• What is traditional literary criticism?</li> <li>• What is Marxist literary theory?</li> <li>• What is Feminist literary theory?</li> <li>• What is Postcolonial literary theory?</li> <li>• What are the main word types and what role does each play in a sentence?</li> <li>• What are the main punctuation types and what role does each play in a sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain the differences between traditional literary criticism and literary theory;</li> <li>• Be able to explain the differences between Marxist, Feminist and Postcolonial literary theory;</li> <li>• Be able to conduct - clearly and precisely - appropriately judged literary criticism on a range of texts previously studied;</li> <li>• Be able to analyse Duffy's 'The World's Wife' and 'Feminine Gospels' from a Feminist perspective;</li> <li>• Be able to analyse extracts from Conrad's 'Heart of Darkness' from a Postcolonial perspective;</li> <li>• Be able to identify and use a comma, a semicolon, a colon, quotation marks and apostrophes accurately.</li> </ul>