



English
Mastery



English
Literature & English
Language

Curriculum Map



The study of English Language and Literature at Oasis Academy Brislington forms a five year curriculum with the knowledge and skills gained from all units leading up to the examination of students at the end of Year 11.

	Autumn Term: Victorian Literature	Spring Term: Shakespeare	Summer 1: Modern Literature	Summer 2: Voices and Choices	
Year7	Literary Heritage	Oliver Twist	A Midsummer Night's Dream	Poetry Anthology	Ancient Tales
	Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg	What Ancient Tales are; the oral story tradition; what the morals of stories are; 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'; '1001 Nights'
	Vocabulary	villains and victims; vulnerable; corrupt; naïve; orphan; moral	soliloquy, severe, conflict, unrequited love, to mock, chaos	metaphor, literal language, metaphorical language, tenor, vehicle, ground	Quest, enunciation, ingenuity, out-wit, relatable, comeuppance, repentant
	Mastery Writing	<p>Writing Mastery 1 and 2</p> <p><u>Grammar content includes:</u> writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital sentences accurately; using pronouns; sentence structure; paragraphing; speech punctuation.</p> <p><u>Writing content includes:</u> telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story.</p>			
	Reading for Pleasure	<p>Reading for Pleasure</p> <p>Three texts chosen for in-class group reading. Teacher recommendations list includes: <i>Coram Boy</i> by Jamila Gavin, <i>The Children of Wilsden Lane</i> by Mona Golabek, <i>The London Eye Mystery</i> by Siobhan Dowd, <i>Refugee Boy</i> by Benjamin Zephaniah</p>			
Year8	Literary Heritage	The Adventures of Sherlock Holmes	The Tempest	Animal Farm	Descriptive Writing and Poetry
	Key knowledge	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption	Making a description emotive, using imagery, sequencing a piece of descriptive writing, Poetry: Emily Dickinson, Ted Hughes, Grace Nichols, Seamus Heaney
	Vocabulary	to enlighten, deduction, scandal, periodical, introspective, dual nature, observation	colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy	allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent	Extended metaphor, personification, sacrifice, narrative poem, allegory, characteristics, characterisation.
	Mastery Writing	<p>Writing Mastery 3</p> <p><u>Grammar content includes:</u> clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns.</p> <p><u>Writing content includes:</u> problem solved stories; love stories; action stories; fantast quests; horror stories; poetic justice, Chekov's gun; avoiding deus ex-machina.</p>			
	Reading for Pleasure	<p>Reading for Pleasure</p> <p>Three texts chosen for in-class group reading. Teacher recommendations list, includes: <i>Children of Blood and Bone</i> by Tomi Adeyemi, <i>Northern Lights</i> by Phillip Pullman, <i>Sawbones</i> by Catherine Johnson, <i>In the sea there are crocodiles</i> by Fabio Geda and Enaiatollah Akbari</p>			

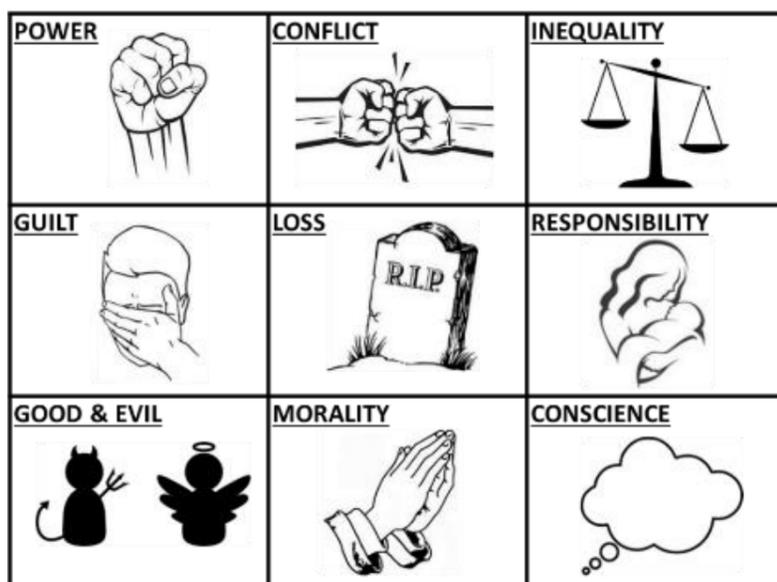
Year 9	Literary Heritage	Jane Eyre	Romeo and Juliet	Poetry	Reading for Study
	Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i>	The Prologue; foreshadowing in <i>Romeo and Juliet</i> ; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form	Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis	Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.
	Vocabulary	dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	extended metaphor, epic poetry, procrastinate	Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate.
	Mastery Writing	<p style="text-align: center;">Writing Mastery 4</p> <p><u>Grammar content includes:</u> subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals.</p> <p><u>Writing content includes:</u> argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.</p>			
	Reading for Pleasure	<p style="text-align: center;">Reading for Pleasure</p> <p>Three texts chosen for in-class group reading. Teacher recommendations list, includes: <i>I am Thunder</i> by Muhammed Khan, <i>Orangeboy</i> by Patrice Lawrence, <i>Roll of Thunder</i>, <i>Hear me Cry</i> by Mildred D. Taylor, <i>Noughts and Crosses</i> by Malorie Blackman</p>			

The teaching of GCSE content begins in Year 10 in preparation for GCSE exams in Year 11, however, the content, context and skills taught through Years 7-9 directly feed into the GCSE units of work. For example, students' knowledge of the Victorian era form their study of 'Oliver Twist' in Year 7 will enable them to better understand the setting of the 19th century novel 'Jekyll and Hyde' studied in Year 10 and examined in Year 11.

		Autumn	Spring	Summer
Year 10	Lit text and key focus	<p style="text-align: center;"><i>Macbeth</i></p> <p>Explore the way Shakespeare presents his ideas about the nature of man in the play.</p>	<p style="text-align: center;"><i>Jekyll and Hyde</i></p> <p>Explore the way Stevenson presents his ideas about the nature of man in the novel.</p>	<p style="text-align: center;"><i>An Inspector Calls</i></p> <p>Explore the way Priestley presents his ideas about society in the play.</p>
	Key knowledge	King James I and the Gunpowder Plot; Aristotle and the nature of tragedy; the supernatural; ambition and hamartia; gender roles; soliloquy and monologue	Life in Victorian London; Victorian crime; morality scientific developments in the Victorian era; the detective genre; duality; Christianity; evolution; the Gothic genre	J.B. Priestley's life and politics; Socialism and Capitalism; Karl Marx and Communism; post-war attitudes and societal changes allegory; the Russian Revolution; recurring imagery; irony and corruption; facades; inequality
	Vocabulary instruction	Ambition; hamartia; tragedy; supernatural; subversion; tyranny; soliloquy and monologue; prophecy; foreshadow	Duality; atavism; suppression; austerity; value; morality; evolution/devolution; Gothic; culmination	Allegory; dramatic irony; Chekov's gun; capitalism/socialism; social conscience; gender; generation; equality/inequality; egalitarian; proletariat/bourgeoisie
	English Language (Half-termly split focus)	<ol style="list-style-type: none"> Paper 1 Question 5 START Method Descriptive Writing Paper 1 Reading Fiction Texts (Language and structure analysis, evaluation) 	<ol style="list-style-type: none"> Paper 2 Question 5 EPIIIC Method Transactional Writing Paper 2 Reading Non-Fiction Texts (Summarising, language analysis, comparison of viewpoints) 	<ol style="list-style-type: none"> Paper 1 & 2 Whole Paper Focus – Reading and Writing Paper 2 Question 5 EPIIIC Method Transactional Writing & SPOKEN LANGUAGE ASSESSMENT
	Grammar and writing	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; analysing language and structure; evaluating text; developing analysis; including relevant context; accurate SPAG	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; summarising information; identifying, analysing and comparing writers' viewpoints; developing analysis; including relevant context; accurate SPAG	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; developing analysis; including relevant context; accurate SPAG; Speaking and Listening skills

Year 11	Lit text and key focus	<i>An Inspector Calls</i> Explore the way Priestley presents his ideas about society in the play.	<i>Poetry anthology and Unseen Poetry</i> Compare the ways poets present a theme in two poems.	<i>Literature Revision</i> How are the key themes, concepts and characters presented in the texts?
	Key knowledge	J.B. Priestley's life and politics; Socialism and Capitalism; Karl Marx and Communism; post-war attitudes and societal changes allegory; the Russian Revolution; recurring imagery; irony and corruption; facades; inequality	Power and conflict; identity; nature; religion; omnipotence; metaphor; structure; political context; loss/grief; conscience; guilt; how to tackle unseen poems and analyse them free of context or prior study	Making links between GCSE texts, what is known about the world and students' own lives and experiences including the study of Unseen Poetry
	Vocabulary instruction	Allegory; dramatic irony; Chekov's gun; capitalism/socialism; social conscience; gender; generation; equality/inequality; egalitarian; proletariat/bourgeoisie	Metaphor; simile; structure; anaphora; sibilance; rhyme; rhythm; colloquial; dialect; idiom; Romantic	Power; conflict; inequality; guilt; loss; responsibility; good & evil; morality; conscience
	English Language (Half-termly split focus)	<ol style="list-style-type: none"> Paper 1 Reading Fiction Texts (Language and structure analysis, evaluation) Paper 2 Reading Non-Fiction Texts (Summarising, language analysis, comparison of viewpoints) 	<ol style="list-style-type: none"> Paper 2 Question 5 EPIIIC Method Transactional Writing & SPOKEN LANGUAGE ASSESSMENT Papers 1 & 2 Whole Paper Focus – Reading and Writing 	5. Papers 1 & 2 Whole Paper Focus – Reading and Writing REVISION
	<i>Grammar and writing</i>	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; analysing language; developing analysis; including relevant context; accurate SPAG	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; identifying writers' viewpoints; developing analysis; including relevant context; accurate SPAG	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; developing analysis; including relevant context; accurate SPAG; Speaking and Listening skills

The study of all texts in English Literature and Language are underpinned by the common universal themes and BIG QUESTION:



What does the study of English Literature and Language teach us about how to live our lives?