

St. John Bosco English Curriculum Map (KS3, KS4 and KS5)

	Term 1	Term 2	Term 3
<u>7</u>	<p><u>In The Sea There Are Crocodiles – Fabio Geda</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘Oliver Twist’ – Charles Dickens. 2. ‘I am Malala’ – Malala Yousafzai 3. ‘Refugee’ by Brian Bilston 4. Non-fiction current affairs articles (The Day) <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p><u>Macbeth – William Shakespeare</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘Acquainted by the Night’ – Robert Frost 2. ‘They spit at me and film it’ – The Guardian 3. ‘Harlem’ – Langston Hughes 4. ‘The Yellow Wallpaper’ – Charlotte Perkins Gilman <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p><u>Murder Most Unladylike – Robin Stevens</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘A Study in Scarlet’ – Arthur Conan Doyle 2. ‘A Case of Murder’ – Vernon Scannell 3. ‘The Applicant’ - Sylvia Plath 4. ‘Killer wives’ – Rolling Stone article 5. ‘Lamb to the Slaughter’ – Roald Dahl <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>
	<p><u>Themes across all chosen texts:</u> Power, justice, hope, friendship, family, war, death, love, power, guilt, loneliness, belonging, migration, tragedy, survival, violence, loss, isolation, war, threat.</p>	<p><u>Themes across all chosen texts:</u> Power, violence, good vs. evil, ambition, loyalty, guilt, war, threat; and recap links to gender, marriage, relationships, society, betrayal, deception/lies, right vs. wrong, death.</p>	<p><u>Themes across all chosen texts:</u> Good vs Evil, right vs wrong, death, mystery, deception, betrayal, threat; and recap links to ambition, power, loyalty, friendship, kindness, bravery.</p>
	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – pathetic fallacy, symbolism, character dialogue and action, setting description, figurative language, mood/atmosphere building, poetic devices. 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – pathetic fallacy, symbolism, motif, repetition, violent imagery, soliloquy, foreshadowing, argument devices, character dialogue, tension building, sonnets, emotive language 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – figurative language, symbolism, sentence structure, setting description, location, tense, analepsis • Multiple character introductions and analysis – identity struggles, loss, family dynamics

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	<ul style="list-style-type: none"> Multiple character introductions and analysis – facing challenges, resilience, ambition, power struggle, character nationality, asylum-seeker status. Contextual understanding and research – Ethnic minority Muslims, refugees, migration, Turkey, Greece, Iran etc. Textual vocabulary and connotation study. 	<ul style="list-style-type: none"> Multiple character introductions and analysis – gender roles, greed, power, ambition, isolation, witches, death Contextual understanding and research – Elizabethan beliefs, witchcraft, Harlem riots, tragedy genre Textual vocabulary and connotation study. 	<ul style="list-style-type: none"> Contextual understanding and research – Textual vocabulary and connotation study.
	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic. Using the writer’s craft to write in the voice of the protagonist in phase one. Description of a refugee camp – 1st person narration. Argument writing on the topic of asylum seeking. 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic. Monologue writing in the voice of Lady Macbeth Argument writing on the topic of bullying and peer pressure. 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic. Writing up a murder mystery investigation article Argument writing on the topic of criminal punishment for murder – links to Macbeth.
	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debates on laws surrounding refugees (linked with Brian Bilston poem) Independent speech; ‘Immigration is still a significant issue around the world’. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Independent speech; who do we blame for the tragic events? 1 minute 30 seconds of independent speech. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Independent speech; Choose one culprit of the crime and give a speech to the class stating the evidence to suggest their guilt. 2 minutes of independent speech on a directed topic.
	<p>Future thematic links: War/conflict – PC poetry Family/relationships – ACC/RJ/AIC Power – RJ/AIC Discrimination – AIC</p>	<p>Future links: Shakespeare – RJ Violence/power – RJ/PC poetry Good vs evil – ACC Guilt – ACC/AIC</p>	<p>Future links: Gender roles/marriage – RJ Societal views – RJ/ACC/AIC Deception/lies – PC poetry Writing and reading – skills/knowledge</p>
	<p>PSHE/cultural capital /RSC: Relationships, mental wellbeing, teamwork, equality, separation, death, emotional wellbeing, politics, war, poverty, PTSD, asylum-seeking issues.</p>	<p>PSHE/cultural capital/ RSC: Relationships, marriage, mental wellbeing, teamwork, equality, right vs wrong, responsibility.</p>	<p>PSHE/cultural capital/RSC: Betrayal, threats, criminal justice, ambition, power, loyalty, friendship, kindness, bravery.</p>

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<p>8</p>	<p style="text-align: center;"><u>Jane Eyre – Charlotte Bronte</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘The Signalman’ – Charles Dickens 2. ‘The Tell-tale heart’ – Edgar Allen Poe 3. ‘Miss Havisham’ – Carol Ann Duffy 4. ‘Oliver Twist’ – Charles Dickens 5. ‘Porphyria’s Lover’ – Robert Browning <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p style="text-align: center;"><u>Midsummer Night’s Dream – William Shakespeare</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘Valentine’ – Carol Ann Duffy 2. ‘First Person – arranged marriage’ - The Guardian 3. ‘Married at first sight’ Channel 4 4. ‘Arrange me a marriage’ BBC 5. ‘Spellbound’ – Emily Bronte 6. ‘The adventures of Pete Pan’ – James Matthew Barrie 7. ‘The Wonderful Wizard of Oz’ – L. Frank Baum <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p style="text-align: center;"><u>Kindertransport – Diane Samuels</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘Remains’ – Simon Armitage 2. ‘They’ – Siegfried Sassoon 3. ‘Uncle Tom’s Cabin’ – Harriet Beecher Stowe 4. ‘Pride and Prejudice’ – Jane Austen 5. ‘Faraway Home’ – Marilyn Taylor 6. ‘Real Diaries From The Holocaust’ – Facing History <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>
	<p><u>Themes across all chosen texts:</u> Ambition, power, control, unconventional women, gothic, tragedy, grief and loss, love, religion, social class, gender relations, home and belongings, isolation.</p>	<p><u>Themes across all chosen texts:</u> Love, magic, dreams, jealousy, mischief, transformation; and recap links to relationships, gender, love, religion, class, power and control.</p>	<p><u>Themes across all chosen texts:</u> Relationships, family, war, fear, sacrifice, memory, separation, barriers; and recap links to identity, love, relationships, violence, community, society, power, death.</p>
	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – genre, setting, context, narrative POV, tone, climax, foreshadowing, allusion, 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – simile, metaphor, personification, tone, mood, satire, paradox, pun, oxymoron, wordplay, idioms, alliteration, hyperbole 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – pauses, dramatic irony, onstage/offstage, stage directions, symbolism, speech, monologue, setting

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	<p>imagery, paradox, pathetic fallacy, personification</p> <ul style="list-style-type: none"> Multiple character introductions and analysis – isolation, identity, conflict. Contextual understanding and research – Victorian children, societal/ gender norms, Bronte’s personal experiences. Textual vocabulary and connotation study. 	<ul style="list-style-type: none"> Multiple character introductions and analysis – young love, fairies, power, father/daughter, adolescence Contextual understanding and research – the role of women, marriage, magic Textual vocabulary and connotation study. 	<ul style="list-style-type: none"> Multiple character introductions and analysis – daughter/mother, the evacuee, loss, identity, new starts, PTSD Contextual understanding and research – war, The Holocaust, evacuation, PTSD Textual vocabulary and connotation study.
	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic Monologue writing in the voice of Starr Carter Argument writing task; “More needs to be done to stop discrimination in the world today!” 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic Picture description of fairy scene Argument writing on the topic of arranged marriage. 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic. Monologue writing in the voice of a soldier Persuasive propaganda speech writing.
	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on racism in the modern world. 2 minutes of independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on arranged marriage, the changing views over time. 2 minutes 30 seconds of independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on the reasons for evacuation. 3 minutes of independent speech on a directed topic.
	<p>Future links: Violence/conflict – PC poetry Love/death– RJ/AIC Society – ACC/AIC Class/community – ACC/AIC Power/Conflict – PC poetry</p>	<p>Future links: Love/jealousy/dreams – RJ Transformation – ACC Supernatural - ACC</p>	<p>Future links: War/fear/sacrifice/memory – PC poetry Separation/barriers/relationships – RJ/AIC</p>
	<p>PSHE/cultural capital/ RSC: Relationships, independence, cultural concerns, managing separation, equality, human rights, leadership, poverty, homelessness, mental health.</p>	<p>PSHE/cultural capital/ RSC: Relationships, marriage, gender, independence, cultural concerns, equality, human rights, animal rights.</p>	<p>PSHE/cultural capital/RSC: Relationships, independence, cultural concerns, managing separation, human rights, leadership roles, history, politics, war, PTSD.</p>

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<p><u>9</u></p>	<p><u>Faster Reading Project: The Hate U Give and Of Mice and Men (Faster Reading Project)</u></p> <p><u>Directed 'other' texts and authors:</u></p> <ol style="list-style-type: none"> 1. 'The White Man's Burden' – Rudyard Kipling 2. 'The Right Word' - Imtiaz Dharker 3. 'The Black Man's Burden' – Reverend HT Johnson 4. 'Ballad of Birmingham' – Dudley Randall 5. 'The Harvest Gypsies' – Steinbeck (can be done pre-reading to establish contextual factors) 6. 'When they see us' – Oprah Winfrey 7. Martin Luther King speeches 8. 'The Awakening' – Kate Chopin 9. Anthony Joshua BLM speech <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p><u>Much Ado About Nothing – William Shakespeare</u></p> <p><u>Directed 'other' texts and authors:</u></p> <ol style="list-style-type: none"> 1. "A Marriage" - R.S. Thomas 2. 'HeforShe Campaign' – Emma Watson 3. "Still I Rise" - Maya Angelou 4. 'Pride and Prejudice' - Jane Austen <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p><u>The Crucible – Arthur Miller</u></p> <p><u>Directed 'other' texts and authors:</u></p> <ol style="list-style-type: none"> 1. 'Invictus' – William Ernest Henry 2. Witch Trial articles – New Yorker, NYTimes 3. McCarthyism – Newspaper articles 4. Letters from Arthur Miller (to Marilyn Monroe) 5. 'The Scarlet Letter' – Nathaniel Hawthorne <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>
	<p><u>Themes across all chosen texts:</u> Power, injustice, community, racism, loss and suffering, identity and double consciousness, poverty, bravery, family, discrimination, conflict, violence, aggression, ambition, resilience, change, prejudice, friendship, dreams, loneliness, society, power, violence, mental health.</p>	<p><u>Themes: across all chosen texts:</u> Deception, honour, love, reputation, gender, pride, marriage; and recap links to friendship, dreams, loneliness, society, power, violence, discrimination.</p>	<p><u>Themes across all chosen texts:</u> Intolerance, hysteria, reputation, goodness, judgment, social status, justice; and recap links to deception, honour, love, reputation, gender, pride, marriage, friendship, dreams, loneliness, society, power, violence, discrimination.</p>

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	<p>Reading intent:</p> <ul style="list-style-type: none"> • Reading of both the full 'springboard' texts • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – simile, foreshadowing, symbolism, irony, imagery, figurative language, metaphor, personification, allusion, motif, alliteration, hyperbole • Multiple character introductions and analysis – discrimination, friendship, age, vulnerability, race • Contextual understanding and research – 1920s America, The Dust Bowl, The American Dream, racism, discrimination • Textual vocabulary and connotation study. 	<p>Reading intent:</p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – metaphor, simile, allusion, personification, oxymoron, alliteration, hyperbole, rhetorical question, pun, apostrophe, malapropism, metonymy • Multiple character introductions and analysis – women, men, gender roles, villain, father figures, love, comedic characters • Contextual understanding and research – female roles, Elizabethan society, marriage, Europe, Italy, theatre • Textual vocabulary and connotation study. 	<p>Reading intent:</p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – tone, imagery, symbolism, suspense, flash-forward, foreshadowing, allegory, setting, motif, metaphor • Multiple character introductions and analysis – • Contextual understanding and research – The Salem Witch Trials, America, female roles, communism, tragedy, McCarthyism • Textual vocabulary and connotation study.
	<p>Writing intent:</p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Monologue writing in the voice of George • Argument writing task; "Young carers need more support." 	<p>Writing intent:</p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Picture description of the masked ball. • Argument writing on the topic of 'HERstory'. 	<p>Writing intent:</p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Monologue writing in the voice of Abigail. • Review piece on the Salem Witch Trails.
	<p>Oracy intent:</p> <ul style="list-style-type: none"> • Class debate on young love. • Independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> • Class debate on poverty. • Independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> • Class debate on discrimination. • Independent speech on a directed topic.
	<p>Future links: Discrimination/loneliness/power/society – ACC/AIC Relationships – RJ Conflict/mental health – PC poetry</p>	<p>Future links: Power/pride – ACC/AIC Relationships/deception/honour/marriage – RJ/AIC Power – PC poetry</p>	<p>Future links: Intolerance/social status – ACC/AIC Relationships – RJ Justice – PC poetry/AIC</p>

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	<p><u>PSHE/cultural capital/ RSC:</u> Relationships, marriage, mental wellbeing, teamwork, equality, business, young carers, PTSD, gang crime, racism, gender stereotyping, disability discrimination, depression, poverty, homelessness.</p>	<p><u>PSHE/cultural capital/ RSC:</u> Relationships, marriage, mental wellbeing, teamwork, independence, right vs wrong, death, job roles, pay discrimination, politics.</p>	<p><u>PSHE/cultural capital/RSC:</u> Relationships, honesty, marriage, mental wellbeing, teamwork, equality, male/female responsibility, PTSD, child exploitation, the NHS.</p>
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	Term 1	Term 2	Term 3
10	<p>Romeo and Juliet - William Shakespeare</p> <p><u>Directed 'other' texts and authors:</u></p> <ol style="list-style-type: none"> 1. 'My Last Duchess' – Robert Browning 2. 'War Photographer' – Carol Ann Duffy 3. 'Poppies' – Jane Weir 4. 'Sonnet 18' – William Shakespeare 5. 'The Seduction' – Ellen McCauley <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p>A Christmas Carol – Charles Dickens</p> <p><u>Directed 'other' texts and authors:</u></p> <ol style="list-style-type: none"> 1. 'London' – William Blake 2. 'Ozymandias' – Percy Shelley 3. 'Checking out me History' – John Agard 4. 'Mid-term break' – Seamus Heaney 5. 'An essay on the principle of population' - Thomas Malthus <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p>An Inspector Calls – JB. Priestley</p> <p><u>Directed 'other' texts and authors:</u></p> <ol style="list-style-type: none"> 1. 'Exposure' – Wilfred Owen 2. 'Bayonet Charge' 3. 'Storm on the Island' – Seamus Heaney 4. 'Porphyria's Lover' - 5. 'Capitalism, a ghost story' – Arundhati Roy <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>
	<p><u>Themes across all chosen texts:</u> Love, gender, marriage, society, betrayal, violence, deception/lies, fate, religion, family, youth, identity, war, conflict, male aggression.</p>	<p><u>Themes across all chosen texts:</u> Status, Christmas, society, transformation, redemption, forgiveness, isolation, time, family, youth, greed.</p>	<p><u>Themes across all chosen texts:</u> Wealth, gender, marriage, society, responsibility, family, age, injustice, power, conflict, male authority, socialism, capitalism.</p>

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<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – simile, pun, foreshadowing, violence, metaphor, symbolism, dramatic irony, soliloquy, monologue, oxymoron, poetic devices, sonnet form, personification • Multiple character introductions and analysis – • Contextual understanding and research – Elizabethan traditions, father/daughter roles, the role of women, conflict/violence, grief, religion, love, fate. • Textual vocabulary and connotation study. 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – allegory, pathetic fallacy, adjectives, simile, metaphor, imagery, symbolism, denouement, lists, narrative voice, opinion • Multiple character introductions and analysis – rich, poor, ignorance, want, kindness, family, death, grief, power, authority • Contextual understanding and research – Victorian society, Dickens’ life, poverty, The Poor Laws, workhouses, prisons, crime, • Textual vocabulary and connotation study. 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full ‘springboard’ text • Reading of carefully chosen ‘other’ texts; prose, poetry and non-fiction • Analysis of writer’s craft and the effect of devices – dramatic irony, lighting, setting, tension, entrances/exits, juxtaposition, cliff-hangers, repetition, fluency, pauses, interruptions, metaphor, fluency • Multiple character introductions and analysis – men, women, age, power, authority, ignorance, selfishness, poverty • Contextual understanding and research – Capitalism Socialism, war, Priestley’s life, theatre, PTSD • Textual vocabulary and connotation study.
<p><u>Writing intent:</u></p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Monologue writing in the voice of Juliet • Picture description of the tomb. 	<p><u>Writing intent:</u></p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Picture description of a London scene. • Persuasive task on The Poor Laws/poverty. 	<p><u>Writing intent:</u></p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Monologue writing in the voice of the inspector. • Argument task; “Capitalism is still an issue today.”
<p><u>Oracy intent:</u></p> <ul style="list-style-type: none"> • Class/discussion on Capulet’s treatment of his daughter, contrast between Act 1 and Act 3. • Independent speech on the topic of how Shakespeare has inspired contemporary love stories. 	<p><u>Oracy intent:</u></p> <ul style="list-style-type: none"> • Class debate on racism in the modern world. • Independent speech on the class divide and the ignorance of Scrooge as a symbolic figure. 	<p><u>Oracy intent:</u></p> <ul style="list-style-type: none"> • Class debate on racism in the modern world. • Independent speech on Capitalism/Socialism.

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	<u>Cultural capital</u> Relationships, marriage, mental wellbeing, teamwork, independence, right vs wrong, death, gender discrimination, politics, social media, body image, suicide, male aggression, patriarchal views.	<u>Cultural capital</u> Relationships, mental wellbeing, teamwork, independence, right vs wrong, death, discrimination, poverty, The Poor Laws, charity, employment rights, crime, environmental issues.	<u>Cultural capital</u> Relationships, marriage, mental wellbeing, teamwork, independence, responsibility, right vs wrong, death, gender discrimination, politics, suicide, industrialism, socialism, capitalism, politics.
11	<p>Language papers one and two Power and Conflict poetry Unseen poetry</p> <p><u>Directed texts:</u></p> <p><u>Language:</u></p> <p>Paper one:</p> <ol style="list-style-type: none"> 1. 'On the Up' to be taught as the shadow paper for the pre-teaching of the 'Rebecca' paper. 2. 'Burn baby burn' to be taught as the shadow paper for the pre-teaching of the 'The Sound of Thunder' paper. <p>Paper two:</p> <ol style="list-style-type: none"> 1. 'Do you believe in ghosts?' paper to be taught as the shadow paper for the pre-teaching of the 'Ghostbuster shatters' paper. 2. 'Victorian marriage' paper to be taught as the shadow paper for the pre-teaching of the 'Victorian train' paper. 	<p>Language papers one and two Romeo and Juliet An Inspector Calls A Christmas carol</p> <p><u>Directed texts:</u></p> <p><u>Language</u></p> <p>Paper one:</p> <ol style="list-style-type: none"> 1. 'Mrs Fisher paper' – question 5 links to Scrooge. 2. 'A study in Scarlett' paper – tension and death links to Romeo and Juliet 3. 'The Great Gatsby' paper – links to society opulence for An Inspector calls <p>Paper two:</p> <ol style="list-style-type: none"> 1. 'Cycling' paper 2018 – links to Priestley's political/society views 2. 'Bank robbery' paper – links to crime for A Christmas Carol 3. 'The Greatest Showman' paper – links to staging for Romeo and Juliet 	<p>Revision</p> <p>A plan will be devised towards the end of Term 2 where we decide on the plans for the final term. Lessons will be divided between language and literature to ensure all areas are covered, especially those that pupils need the most to secure knowledge.</p>

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	<p>Poetry:</p> <ol style="list-style-type: none"> 1. 'Remains' by Simon Armitage – then follow this with the unseen 'Give' by Simon Armitage as they cover similar tones and ideas 2. 'Charge of the Light Brigade' by Alfred Tennyson 3. 'Tissue' by Imtiaz Dharker – unseen of 'Blessing' by Imtiaz Dharker to link 4. 'The Prelude' by William Wordsworth 5. 'The Emigree' by Carol Rumens – unseen of 'I am' by John Clare to link 6. 'Kamikaze' by Beatrice Garland 	<p>Literature:</p> <p>A Christmas Carol:</p> <ol style="list-style-type: none"> 1. Scrooge's presentation inn Stave one 2. Cratchit family Christmas dinner 3. The ghost of Christmas Yet to come 4. Scrooge's transformation <p>Romeo and Juliet:</p> <ol style="list-style-type: none"> 1. The balcony scene 2. Capulet's threats to Juliet 3. Juliet's final soliloquy <p>An Inspector Calls:</p> <ol style="list-style-type: none"> 1. Mr Birling's opening speech 2. Sheila Birling's acceptance of responsibility 3. Gerald's discussion of his relationship with Daisy 4. The inspector's final message 	
	<p>Reading intent:</p> <ul style="list-style-type: none"> • Reading of full language paper extracts, and a range to support pupil knowledge of fiction and non-fiction; as well as carefully chosen power and conflicts poems with suitable unseen poems to bounce to 	<p>Reading intent:</p> <ul style="list-style-type: none"> • Reading of full language paper extracts, and a range to support pupil knowledge of fiction and non-fiction; as well as carefully chosen extracts from all of the Literature texts to support pupil knowledge of writer's craft 	

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	<ul style="list-style-type: none"> • Analysis of writer's craft and the effect of devices – devices appropriate to all chosen fiction and non-fiction pieces e.g. P1 figurative language, symbolism; P2 dynamic verbs, tone rhetorical devices; and all necessary identified poetry devices within the directed texts; includes structure, form and language. • Relevant vocabulary and connotation study. 	<ul style="list-style-type: none"> • Analysis of writer's craft and the effect of devices – devices appropriate to all chosen fiction and non-fiction pieces. • Writer's craft within chosen Literature study – R+J; simile, pun, foreshadowing, violence, metaphor, symbolism, dramatic irony, soliloquy, monologue, oxymoron, poetic devices, sonnet form, personification. ACC; allegory, pathetic fallacy, adjectives, simile, metaphor, imagery, symbolism, denouement, lists, narrative voice, opinion AIC; dramatic irony, lighting, setting, tension, entrances/exits, juxtaposition, cliff-hangers, repetition, fluency, pauses, interruptions, metaphor, fluency • Groups will also be reminded of the significance of character representations and contextual factors 	
	<p>Writing intent:</p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Descriptive and narrative tasks from paper one • Transactional writing from paper two. 	<p>Writing intent:</p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic • Descriptive and narrative tasks from paper one • Transactional writing from paper two. 	
	<p>Oracy intent:</p> <ul style="list-style-type: none"> • Class/discussion as you teach all of the poetry components, especially encourage discussion after reading poems as 'unseen'. • Independent speech on a directed topic linked to Lang. paper two. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> • Class/discussion as you teach all of the literature component, discussions of characters and writer's intentions. • Independent speech on a directed topic linked to Lang. paper two. 	

St. John Bosco English Curriculum Map (KS3, KS4 and KS5)

Year 12	Term1	Term 2	Term 3
	<p style="text-align: center;"><i>Cat On A Hot Tin Roof – Tennessee Williams</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>Lesson content Questions on a range of themes within the play; race, identity, sexuality, family, relationships, power, growing up, society. Questions on key characters: Maggie, Brick, Big Daddy, Big Mamma, Mae and Gooper. Extended focus on the context and genre of the play; plantations, Mississippi, 1950s America, tragedy.</p> <p>Analysis of writer’s methods; sub-text, tragedy, irony, humour/dark humour, dialogue, stage direction, writer personal notes.</p> <p>**To be compared to The Help thematically once both texts have been completed.</p> <p>Example question</p>	<p style="text-align: center;"><i>Non-Exam assessment; a critical study of two texts, 2500-word count</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>Recommended texts <i>They will choose two of their own texts to study. Teacher will facilitate their reading and research in order to compare a common theme across both texts. Here are some suggestion texts:</i> Pre-1900 – The Yellow Wallpaper, The Scarlet Letter, Orlando, The Picture of Dorian Grey, Macbeth, Frankenstein, Emma, Wuthering Heights, Sense and Sensibility, Anna Karenina, Dracula, Heart of Darkness, Madam Bovary, A Tale of Two Cities, Huckleberry Finn. Post 1900 – We Need to Talk About Kevin, The Perks of Being a Wallflower, Lady Chatterly’s Lover, The Rotters’ Club, The Shining, Clockwork Orange, The Bell Jar, To Kill a Mockingbird, Green Mile, Wide Sargasso Sea, Never Let Me Go, Midnight’s Children, White Teeth, Lolita, Catch 22, 1984, Lord of The Flies, Regeneration.</p>	<p style="text-align: center;"><i>Unseen Prose Extract analysis</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>Lesson content Introduce pupils to a range of pre and post 1900 fiction extracts; include a variation of perspectives and themes in order to engage them with potential topics that may arise.</p> <p>Suggested themes Love, barriers, relationships, men, women, identity, culture, heroics, rebellion, adolescence, madness, history, postmodernism, gender, religion, class.</p> <p>Suggested extracts Dracula, White Teeth, The Girl on The Train, The Awakening, Brooklyn, Atonement, Far from The Madding Crowd, Persuasion, Sons and Lovers, The Colour Purple, The Bell Jar, Jane Eyre.</p> <p>Example question</p>

St. John Bosco English Curriculum Map (KS3, KS4 and KS5)

	<p><i>'In modern literature insecurity is shown to be a condition that profoundly affects the lives of ordinary people.'</i> <i>Compare the significance of insecurity in two other texts you have studied. Remember to include in your answer reference to how meanings are shaped in the texts you are comparing.</i></p>	<p>Possible NEA themes Female madness, female suffering, duality, desire, transgression, conflict, sexuality, adolescence, death, relationships.</p> <p>Example question 'Throughout the passage of time, it has become clear that women have had to suffer the seemingly omnipresent patriarchy in society.' In light of this statement, compare and contrast the ways in which writers present female characters as suffering as a consequence of patriarchy in Toni Morrison's 'The Bluest Eye' and Wilkie Collins' 'The Woman in White.'</p>	<p>Examine the view that McEwan presents social class as a barrier to love in this extract. Make close reference to the writer's methods in your response.</p>
	<p style="text-align: center;"><i>The Help</i> <i>Kathryn Stockett</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>Lesson content Questions on a range of themes within the novel; race, identity, relationships, family, relationships, power, growing up, society, the power of the written word.</p>	<p style="text-align: center;"><i>Non-Exam assessment</i></p> <p style="text-align: center;">As above</p>	<p style="text-align: center;"><i>Feminine Gospels</i> <i>Carol Ann Duffy</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>Lesson content Questions on key concepts and themes; women's bodies, women's voices, women's history, motherhood, marriage, society, writing. Extended focus on the context and genre of the poems; 'voice to the voiceless', the importance of</p>

St. John Bosco English Curriculum Map (KS3, KS4 and KS5)

	<p>Questions on key characters: Aibileen, Minny, Skeeter, Celia, Hilly.</p> <p>Extended focus on the context and genre of the novel; Jim Crow laws, Emmett Hill, Civil Rights Movement, Martin Luther King, Mississippi, 1950s America, Sugar Ditch.</p> <p>Analysis of writer's methods; irony, humour, metaphor, dialogue, narrative rotation, imagery, voice, tone, dialect, violence, foreshadowing.</p> <p>**To be compared to Cat on a Hot Tin Roof thematically once both texts have been completed.</p> <p>Example question <i>'In modern literature insecurity is shown to be a condition that profoundly affects the lives of ordinary people.'</i> <i>Compare the significance of insecurity in two other texts you have studied. Remember to include in your answer reference to how meanings are shaped in the texts you are comparing.</i></p>		<p>female history 'herstory', modern feminism, motherhood, stereotypical images, discrimination, the power of writing.</p> <p>Analysis of writer's methods; figurative language, conceit, metamorphosis, vulgar imagery, juxtaposition, ambiguity.</p> <p>Example questions 'Feminine Gospels presents suffering as a key element of female experience. Discuss. These poems tell tall stories as though they were true confessions. Discuss. Is Duffy's work using other voices or speaking characters as a vehicle for her own voice?</p>
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<u>Year</u> 13	Term1	Term 2	Term 3
	<p><i>Cat On Hot Tin Roof – Tennessee Williams</i> <i>The Help – Kathryn Stockett</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters.</p>	<p><i>The Great Gatsby</i> <i>Pre-1900s Love through the ages poetry anthology</i></p> <p>Skills</p>	<p><i>Unseen prose</i> <i>Extract analysis</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters.</p>

St. John Bosco English Curriculum Map (KS3, KS4 and KS5)

<p>AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p><u>Cat Lesson content</u> Questions on a range of themes within the play; race, identity, sexuality, family, relationships, power, growing up, society. Questions on key characters: Maggie, Brick, Big Daddy, Big Mamma, Mae and Gooper. Extended focus on the context and genre of the play; plantations, Mississippi, 1950s America, tragedy. Analysis of writer’s methods; sub-text, tragedy, irony, humour/dark humour, dialogue, stage direction, writer personal notes.</p> <p><u>Help Lesson content</u> Questions on a range of themes within the novel; race, identity, relationships, family, relationships, power, growing up, society, the power of the written word. Questions on key characters: Aibileen, Minny, Skeeter, Celia, Hilly. Extended focus on the context and genre of the novel; Jim Crow laws, Emmett Hill, Civil Rights Movement, Martin Luther King, Mississippi, 1950s America, Sugar Ditch.</p>	<p>AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p><u>Gatsby Lesson content</u> Questions on a range of themes within the novel; marriage, unrequited love, desire, death, dreams, loneliness, determination, social barriers, religion, reality, affairs, religion, obsession. Questions on key characters: Gatsby, Tom, Daisy, Nick, Myrtle. Extended focus on the context and genre of the novel; roaring 20s, prohibition, deceit. Analysis of writer’s methods; discourse, symbolism, figurative language, narrative voice, tone, foreshadowing.</p> <p><u>Poetry Lesson content</u> Questions on a range of themes within the novel; marriage, unrequited love, desire, death, dreams, loneliness, determination, social barriers, religion, reality, affairs, religion, obsession. Extended focus on the context and genre of the poems; Romantic, Metaphysical, Renaissance, Sonnet, Victorian, Naturalism, Modernism, Carpe Diem, Neoclassical. Analysis of writer’s methods; symbolism, conceit, irony, figurative language, structure, poetic form, volta, caesura.</p>	<p>AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p><u>Lesson content</u> Introduce pupils to a range or pre and post 1900 fiction extracts; include a variation of perspectives and themes in order to engage them with potential topics that may arise.</p> <p><u>Suggested themes</u> Love, barriers, relationships, men, women, identity, culture, heroics, rebellion, adolescence, madness, history, postmodernism, gender, religion.</p> <p><u>Suggested extracts</u> Dracula, White Teeth, The Girl on The Train, The Awakening, Brooklyn, Atonement, Far from The Madding Crowd, Persuasion, Sons and Lovers, The Colour Purple, The Bell Jar, Jane Eyre.</p> <p><u>Example question</u> Examine the view that McEwan presents social class as a barrier to love in this extract. Make close reference to the writer's methods in your response.</p>
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St. John Bosco English Curriculum Map (KS3, KS4 and KS5)

<p>Analysis of writer's methods; irony, humour, metaphor, dialogue, narrative rotation, imagery, voice, tone, dialect, violence, foreshadowing.</p> <p>**To be compared thematically once both texts have been completed.</p> <p>Example question <i>'In modern literature insecurity is shown to be a condition that profoundly affects the lives of ordinary people.'</i> <i>Compare the significance of insecurity in two other texts you have studied. Remember to include in your answer reference to how meanings are shaped in the texts you are comparing.</i></p>	<p>**To be compared thematically once both texts have been completed.</p>	
<p><i>Feminine Gospels – Carol Ann Duffy Unseen poetry comparison</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>Lesson content</p>	<p><i>Othello Shakespeare</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>Lesson content Questions on key concepts and themes; tragedy, jealous, race, gender, manipulation, deceit, lies,</p>	<p><i>Revision</i></p> <p>Skills AO1 – ensuring exploration of the novel themes and characters. AO2 – understanding and evaluating the use of methods and the effect. AO3 – exploring and using key contextual factors to support analysis of the themes. AO4 – Exploring connections across the time and era. AO5 – debating alternative ideas across the themes.</p> <p>All topics to be covered briefly with a keen focus on exam techniques and responses.</p>

St. John Bosco English Curriculum Map (KS3, KS4 and KS5)

<p>Questions on key concepts and themes; women's bodies, women's voices, women's history, motherhood, marriage, society, writing. Extended focus on the context and genre of the poems; 'voice to the voiceless', the importance of female history 'herstory', modern feminism, motherhood, stereotypical images, discrimination, the power of writing. Analysis of writer's methods; figurative language, conceit, metamorphosis, vulgar imagery, juxtaposition, ambiguity.</p> <p>Example questions 'Feminine Gospels presents suffering as a key element of female experience. Discuss. These poems tell tall stories as though they were true confessions. Discuss. Is Duffy's work using other voices or speaking characters as a vehicle for her own voice?</p>	<p>power, religion, marriage, adultery, obsession, revenge, death, destruction, sacrifice. Extended focus on the context and genre of the play; tragedy, race, religion, Venice, Cyrus, patriarchy. Analysis of writer's methods; imagery, pivotal moments, soliloquy, dramatic irony, dramatic monologue, dialogue style, foreshadowing, sub plot, hamartia, catharsis.</p> <p>Example question "A successful relationship only develops from knowing someone well." In light of this view explore how Shakespeare presents relationships in this extract and elsewhere in the play.</p>	
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