**Oasis Academy Shirley Park: English Curriculum Map 2020-21**

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| **Threshold Concepts for brilliant writers:** **#1:** Writers create imaginatively: shaping how we see the world; engaging our heads, hearts and hands**#2:** Writers use vocabulary purposefully: choosing words, **forged over the history of the English language, to excite and surprise****#3:** Writers understand the relationship grammar has with meaning, and use it creatively and accurately**#4:** Writers communicate using a wide range of techniques for different purposes and motivations to create meaning.**#5:** Writers know, and choose, different ways of structuring a text to create specific meaning or effect**#6:** Writers create works with layered meanings invoking context and place**#7:** Writers use (and abuse) traditions**#8:** Writers remember and reference the works they have read using the knowledge to create new ideas and meanings**#9:** Writing makes us powerful: it gives us control over our voice and destiny |
| **Threshold Concepts for brilliant readers:****#1:** Readers understand the big ideas: how texts can shape how we see the world and engage our heads, hearts and hands**#2:** Readers know the shades of meaning inherent in the very best vocabulary in the English language; and how it excites and surprises**#3:** Readers understand the relationship grammar has with meaning**#4:** Readers understand how a writer chooses language to deliberately construct layers of meaning, motive and purpose.**#5:** Readers understand how other writers play with structure to create meaning and effect**#6:** Readers know and understand the impact of tradition, movements, genres and contexts on a text using the knowledge to pick apart meanings**#7:** Readers use evidence to support their ideas and assertions**#8:** Readers can compare the content, construction and impact of a range of texts**#9:** Reading makes us powerful: it provides us with knowledge and gives us control over our destiny |

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|  | **1 (7 wks)** | **2 (8wks)** | **3 (6wks)** | **4 (7wks)** | **5 (5kws)** | **6 ( 6wks)** |
| **Y7** | **Greek myths**(Allegory and foundational stories of literature) Interleaved non-fiction on Greek society – hierarchy, gender norms and education systems. | **Blake: Innocence & Experience** (Poetry/Romanticism)Interleaved non-fiction on the Romantic movement and the Industrial Revoulution. | **Grimm Tales**(Allegory)Interleaved non-fiction - hierarchy and class, gender expectations. | **Oliver Twist**(19th Century Literature)Interleaved non-fiction - Victorian society and class inequality. | **The Northern Lights**(fantasy /adventure/modern text)Making comparative connections across the texts covered in y7. | *POST LP1 assessment: finishing NL* |
| **Foundational myths**(genre and character) | **Writing Focus:** “In other words”**Sentence Structure Focus:** “Because…, but… , so…”  |
| **Y8** | **Beowulf**(myth / epic poetry)Interleaved non-fiction – Norse society, Greek concepts of the hubristic over-reacher. | **Macbeth** (tragedy) Interleaved non-fiction.Divine Right of Kings society, Greek concepts of the hubristic over-reacher and conventions of tragedy. | **Transgression and Oppression**(non-fiction) Non-fiction unit focussing the oppressed and those that have transgressed societal expectations. | **Things Fall Apart**(allegory)Interleaved non-fiction focusing on Nigerian tradition and culture, European influence and change. | **Of Mice and Men** (fiction/novel)Interleaved non-fictionThe conventions of tragedy – victimhood. The American Dream and it’s influence.Making comparative connections across the texts covered in y8. | *POST LP1 assessment: Unseen poetry* |
| **The Tragic Hero**(language & message) | **Writing Focus:** “In other words” “more specifically” **Sentence Structure Focus:** “Because…, but… , so…” Appositives  |
| **Y9** |  **Othello**(tragedy) Interleaved non-fiction | **The Woman in Black**(gothic)Language focus – structural analysis.Interleaved non-fiction – Gothic throughout the ages. The outsider archtype. | **Transgression and Oppression**(non-fiction)Non-fiction unit focussing the oppressed and those that have transgressed societal expectations.Rhetoric writing – mimicry. | **Wilfred Owen**(war poetry)Interleaved non-fiction – WW1 and those that spoke out against propaganda. | **Animal Farm**(allegory & satire)Interleaved non-fiction – satirical response to communism. Making comparative connections across the texts covered in y9. | *Preparation for GCSE* |
| **Disruption**(craft & message) | **Writing Focus:** “In other words” “more specifically” “in order to”**Sentence Structure Focus:** “Because…, but… , so…” Appositives and Subordinating Conjunctions.  |

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|  | **1** | **2** | **3** | **4** | **5** | **6** |
| 10 | R&J(Plot & Character)Interleaved non-fiction - Language Paper 2 context | R&J(Theme & Message)Interleaved non-fiction - Language Paper 2 context | ACC(Plot & Character)Interleaved non-fiction - Language Paper 2 context | ACC(Theme & Message)Interleaved non-fiction - Language Paper 2context | AIC(Plot & Character)Interleaved non-fiction - Language Paper 2context | P&C Poetry(Theme & Message)Mimicry – creative writing – Language Paper 1  |
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| 11 | HT1 AMENDED PURELY FOR SEPT 2021 EXAM ENTRANTS: * English Literature - Poetry (Unseen poetry) analysis of language and structure
* Creative writing – Mimicry based on 5 poems covered in y10 – Language Paper 1
* Interleaved Literature revision
 | AMENDED PURELY FOR SEPT 2021 EXAM ENTRANTS: HT2 Literature revision for PC 1 (week 4)Language Paper 1 procedures (w5-8) | AMENDED PURELY FOR SEPT 2021 EXAM ENTRANTS:HT 3- Language Paper 1 PC 2 (week 2/3)Language Paper 2 procedures (w4-8)Interleaved LP1 and Literature revision  | AMENDED PURELY FOR SEPT 2021 EXAM ENTRANTS:HT4 – Language Paper 2 PC 3 (week 4) Interleaved revision of entire courses | AMENDED PURELY FOR SEPT 2021 EXAM ENTRANTS:Interleaved revision of entire courses | EXAMS |
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|  | **1** | **2** | **3** | **4** | **5** | **6** |
| 12 | Atonement  Postmodern novel | Atonement Postmodern novelLove Through the Ages Poetry – pre 1900 | Othello Tragedy - playUnseen Poetry and Prose | Othello Tragedy - playUnseen Poetry and Prose  | Frankenstein Non-exam assessment – independent project | Revision  |
|  |  |  |  |  |  |  |
| 13 | A Streetcar Named DesireModern drama | The God of Small Things -Modern novelcompared withFeminine Gospels – modern poetry | The God of Small Things -Modern novelcompared withFeminine Gospels – modern poetry | The God of Small Things -Modern novelcompared withFeminine Gospels – modern poetry | Revision  | EXAMS |
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