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

|  |
| --- |
|  |
| **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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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-fiction  The 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. | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 2  context | AIC  (Plot & Character)  Interleaved non-fiction - Language Paper 2  context | P&C Poetry  (Theme & Message)  Mimicry – creative writing – Language Paper 1 |
|  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| 12 | Atonement  Postmodern novel | Atonement  Postmodern novel  Love Through the Ages Poetry – pre 1900 | Othello  Tragedy - play  Unseen Poetry and Prose | Othello  Tragedy - play  Unseen Poetry and Prose | Frankenstein  Non-exam assessment – independent project | Revision |
|  |  |  |  |  |  |  |
| 13 | A Streetcar Named Desire  Modern drama | The God of Small Things -  Modern novel  compared with  Feminine Gospels – modern poetry | The God of Small Things -  Modern novel  compared with  Feminine Gospels – modern poetry | The God of Small Things -Modern novel  compared with  Feminine Gospels – modern poetry | Revision | EXAMS |
|  |  |  |  |  |  |  |