Curriculum Intent

Prompt Questions – Term 1

To support your mapping of curriculum **intent** please use the prompt questions below over the course of Term 1.

- What is it that you value in your 'subject' disciple
- What do you want students to know by the end of KS3 – why is it important? (consider KS3 as a whole i.e. not year 7 and year 8 as separate)
- What are the topics that you want your students to know, why, what will you leave out, why?
- What are the key concepts/ideas which are necessary building blocks
- Is your curriculum challenging enough for students? Where relevant how have you built on KS2
- How are you sequencing your curriculum/lessons to ensure students can remember prior knowledge?
- Does your curriculum reflect the diversity within the subject and student population?
- Do all your team share the vision for the curriculum – can they articulate if asked?

Curriculum Mapping Document

- Please can you also populate the document below (by the end of the first term). This will aid a whole school overview of curriculum provision and be incorporated into the Curriculum Policy for parents (this is the summary document as a RESULT of all your discussions. You will have something more substantial.
- I have 'modelled' a few boxes in relation to sociology to hopefully illustrate the type of thing we are looking for.

- Only populate the CIAG box if relevant. Extra curricula is now considered core curriculum.
- Please ensure we only have one sheet completed

Key Stage 4: Year 10

<table>
<tr><td colspan="6">

Overall Curriculum Goals
- To study seminal texts in English, relating them to their context
- To develop literary criticism and interpretations of texts, appreciating authors' craft and purpose
- To explore literary and linguistic techniques, using 'the best that has been thought and said' as inspiration for our own writing and creativity

</td></tr>
</table>

Term One	Term Two	Half Term 5	Half Term 6
An Inspector Calls (Literature Paper Two: modern play) Interleaved Transactional Writing (Language Paper Two, Question Five)	Macbeth (Literature Paper One: Shakespeare) Interleaved Descriptive Writing (Language Paper One, Question Five) Interleaved Poems (Literature Paper Two: Power & Conflict Poetry)	Power & Conflict Poetry (Literature Paper Two) Unseen Poetry (Literature Paper Two) Prep for Mock exams (Language Paper One, AIC, Macbeth)	

Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	

Term One

Vocabulary:
Hubris
Repent
Patriarchal
Omniscient
Responsibility
Morality
Hypocrisy
Culpability
Community
Discrimination
Inequality
Prejudice
Marginalisation
Commodity
Illicit
Materialistic
Superficial
Microcosm
Preconception

Concepts:
How is language used to persuade and influence?
- Rhetoric and the Aristotelian Triad (ethos, logos and pathos)
- Classical speech structure
- Rhetorical devices

What type of play is AIC?
- Political play genre
- Pre and post-war context
- Breaking of conventions
- Links to Brecht & Ibsen: fourth wall
- Morality play genre
- Religious overtones

How does Priestley convey his message?
- Character constructs to convey writer's message
- Theories of time
- Dramatic irony

Why did Priestley write AIC?
- Exposes contrasts: generational, gender, class, political systems…
- Criticises capitalism
- Theme of public vs private & hypocrisy
- Social responsibility

How is analytical writing structured?
- Topic sentences/thesis statements
- Use of noun appositives, participle phrases, nominalisation etc to build sophistication
- Embedding quotes
- Zooming in on writer's craft & developing alternative interpretations
- Evaluating writers' intentions: evaluative adverbs and modal language
- Making cross-references: patterns through text
- Whole-essay structure: writing introductions etc.

Term Two

Vocabulary:
Regicide
Ambition
Tyrant
Somnambulism
Psychological
Hallucination
Treason
Manipulate
Loyalty & betrayal
Usurpation
Emasculate
Deception
Courage
Corruption
Insecurity & paranoia
Prophecy & premonition
Fate
Equivocation
Insanity
Conscience
Treachery/traitor
Vulnerable
Apparition

Concepts:
How is language used to describe?
- Grammar: noun phrases, adverbials, appositives, different sentence types…
- Structure: zoom in & out, different paragraph lengths, whole-text structure.
- Devices: metaphor, personification, sensory language…

When was Macbeth written and how is this significant?
- Jacobean England and the supernatural (witchcraft & apparitions)
- Great Chain of Being
- Divine Rights of Kings
- Royalist propaganda (King James write Demonology which outlined his belief and fear of witches)
- Gunpowder Plot – Shakespeare showing what happens to traitors.

What conventions/devices are used?
- Tragic hero (harmartia etc.)
- Motifs of light/dark, sleep, ornithological imagery…
- Patterns, sounds, metre in poetry
- Tragic hero structure (exposition etc.)

What is Shakespeare's message?
- Power corrupts
- Danger of ambition
- Importance of natural order/loyalty
- Danger of collusion with supernatural/defying of gender stereotypes.

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- Evaluating writers' intentions: evaluative adverbs and modal language
- Making cross-references: patterns through text
- Whole-essay structure: writing introductions etc.

Half Term 5 / Half Term 6

Vocabulary:
Enjambment
Caesura
Sibilance
Assonance
Consonance
Stanza
Blank verse
Sonnet
Iambic pentameter
Stanza
In media res
Dramatic monologue

Concepts:
How is poetry used to convey a message?
- Poetic form, devices and metre to convey a message
- Devices: sounds, structure, rhyme, metre, vocabulary, images…

What messages are conveyed in the Power and Conflict Poetry?
- Power of man, nature, war
- Conflict: physical, emotional, psychological
- The Sublime
- Terrors of war
- Hubris (MLD, Ozymandias)
- Identity
- Memory and remembrance
- Fragility of life

Why did poets write their poems?
- To criticise, celebrate, condemn, expose issues/raise awareness of…

How is comparative analytical writing structured?
- Comparative topic sentences/thesis statements
- Discourse markers to compare
- Use of noun appositives, participle phrases, nominalisation etc to build sophistication
- Embedding quotes
- Zooming in on writer's craft & developing alternative interpretations
- Evaluating writers' intentions: evaluative adverbs and modal language
- Making cross-references: patterns through text
- Whole-essay structure: writing introductions etc.

CIAG	CIAG	CIAG

✓ Careers involving using language to influence: politicians, journalists, writers, public speakers, advertising… ✓ Careers on stage: actors, set-designers, directors…	✓ Local resident writer to speak about the life of a freelance, published writer & run workshops (not currently in place) ✓ Creative writing competitions throughout the year. ✓ Compare career as Shakespearean (classical) actor to generic actors e.g. Ian McKellen, Judy Dench, Helen Mirren	✓ Poet Laureate opportunity ✓ Poetry by Heart

Key Stage 4: Year 11

<table>
<tr><td colspan="6">Overall Curriculum Goals
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• To develop literary criticism and interpretations of texts, appreciating authors' craft and purpose
• To explore literary and linguistic techniques, using 'the best that has been thought and said' as inspiration for our own writing and creativity</td></tr>
<tr><td>Half Term 1</td><td>Half Term 2</td><td>Half Term 3</td><td>Half Term 4</td><td>Half Term 5</td><td>Half Term 6</td></tr>
<tr><td colspan="2">A Christmas Carol (Literature Paper One)
Interleaved Language Paper Two</td><td colspan="2">Power & Conflict Poetry (Literature Paper Two) Completion
Unseen Poetry (Literature Paper Two) Completion and Practice
Revision</td><td></td><td>Revision
Collapsed Revision Timetable
Final Examinations</td></tr>
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<tr>
<td>Vocabulary:
Repentance
Damnation
Apparition, spectre
Salvation
Avarice
Misanthrope
Allegory
Miser
Benevolence
Solitude
Prosperity
Destitute
Purgatory
Penitence
Didactic
Sermonise
Exploit
Omnipotent
Doctrine
Altruistic
Quintessential
Pathos
Metamorphosis</td>
<td>Concepts:
When was A Christmas Carol written and how is this significant?
• 19th century England
• Exploitation of poor
• Industrial Revolution, workhouses, child labour…
• Rising belief in supernatural vs science
How does Dickens convey his message?
• Characters as constructs to criticise Victorian rich, impact of Industrial Revolution, exploitation of the vulnerable…
• Religious overtones: sin and salvation
• Apparitions (provoke change in Scrooge)
• Personification of vices Want & Ignorance.
Why did Dickens write ACC?
• To expose conditions of poor
• To challenge preconceptions about deserving and undeserving poor
• To expose vices of Victorian wealthy (Want & Ignorance)
• To emphasise importance of family and companionship & importance of wealth.
How is language used to persuade and influence? (revision)
• Rhetoric and the Aristotelian Triad (ethos, logos and pathos)
• Classical speech structure
• Rhetorical devices
• explore issues related to novella e.g. minimum wage</td>
<td>Vocabulary:

Revision and consolidation of Year 10 vocabulary and Term One Year 11 vocabulary

Poetry
Enjambment
Caesura
Sibilance
Assonance
Consonance
Stanza
Blank verse
Sonnet
Iambic pentameter
Stanza
In media res
Dramatic monologue

English Language
Language
Structure
Evaluation
Compare
Perspectives
Attitudes
Description
Narrative
Argue
Persuade</td>
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What messages are conveyed in the Power and Conflict Poetry? (revision)
• Power of man, nature, war
• Conflict: physical, emotional, psychological
• The Sublime
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• Identity
• Memory and remembrance
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Why did poets write their poems? (revision)
• To criticise, celebrate, condemn, expose issues/raise awareness of…
How is comparative analytical writing structured? (revision)
• Comparative topic sentences/thesis statements
• Discourse markers to compare
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Revision and consolidation of the aforementioned</td>
<td>Concepts
Revision and consolidation of the aforementioned.</td>
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		Explain	• Making cross-references: patterns through text • Whole-essay structure: writing introductions etc.		
CIAG		**CIAG**			**CIAG**
✓ **Careers involving using language to influence: politicians, journalists, writers, public speakers, advertising…** ✓ **Debating and speech-writing competitions**		✓ **Poet Laureate Opportunity** ✓ **Poetry by Heart**		✓	