

# KEVI CAMP HILL SCHOOL FOR GIRLS

## ENGLISH

### CURRICULUM MAP (YEARS 7-13)



**KING EDWARD VI  
CAMP HILL  
SCHOOL FOR GIRLS**

*Educational excellence for our City*

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>“People” unit: exploring a range of texts &amp; including work on reading, writing &amp; spoken language skills.</li> <li>Novel study, ‘The Way Past Winter’ by Kiran Millwood Hargrave: exploring different contexts, cultures &amp; experiences through discussion of setting, character &amp; narrative techniques.</li> <li><i>Enrichment: 12 Before 12 (read and explore twelve extracts from texts everyone should read before they turn 12).</i></li> </ul>	<ul style="list-style-type: none"> <li>‘The Way Past Winter’ novel study continued.</li> <li>An introduction to Shakespeare &amp; ‘A Midsummer Night’s Dream’.</li> <li>End of Year exams: Assessment of key knowledge and skills taught in Year 7.</li> <li><i>Enrichment: BookBuzz.</i></li> </ul>	<ul style="list-style-type: none"> <li>Poetry &amp; Form: develop understanding of some key poetic forms &amp; their own use of language in poetry writing.</li> <li>Poetry project.</li> <li><i>Enrichment: Shakespeare speeches- learn a speech from ‘A Midsummer Night’s Dream’ by heart and perform it.</i></li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>Play study: ‘Our Day Out’ by Willy Russell, or ‘The Empress’ by Tanika Gupta, exploring writer’s intentions.</li> <li>Novel study: Patrice Lawrence’s adaptation of ‘Jane Eyre’ by Charlotte Bronte exploring different contexts, cultures &amp; experiences through discussion of setting, character &amp; narrative techniques.</li> <li><i>Enrichment: understand Standard and non-Standard English and dialect and how we use language in our everyday lives.</i></li> </ul>	<ul style="list-style-type: none"> <li>Classics reading project with creative outcome.</li> <li>Animals and nature unit: animal poetry; exploring non-fiction nature writing with a focus on reading and spoken language skills.</li> <li><i>Enrichment: create a Classics Project.</i></li> </ul>	<ul style="list-style-type: none"> <li>‘Romeo &amp; Juliet’ by William Shakespeare</li> <li>End of Year exams: Assessment of key knowledge and skills taught in Year 8.</li> <li><i>Enrichment: read and explore the themes and ideas in ‘Noughts and Crosses’ by Malorie Blackman (graphic novel).</i></li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>Novel study: ‘Roll of Thunder’ by Mildred D. Taylor. Write a newspaper report based on a key incident from the text.</li> <li>Debate speech: work in pairs to research, prepare &amp; deliver debate speeches on a range of current topical issues.</li> </ul>	<ul style="list-style-type: none"> <li>WW1 poetry: explore a selection of WW1 poems, developing analysis skills &amp; write a literary response to a poem by Wilfred Owen.</li> <li>GCSE English Literature course starts: ‘Journey’s End’ by R C Sherriff. Explore</li> </ul>	<ul style="list-style-type: none"> <li>‘Journey’s End’: complete study of this key text.</li> <li>Summer Term exam: ‘Journey’s End’.</li> <li>GCSE Poetry: study 6 poems from the Belonging cluster of the Edexcel anthology.</li> </ul>

	<ul style="list-style-type: none"> <li>GCSE-style questions on non-fiction sources based on the theme of the environment or other topical issue.</li> <li><i>Enrichment: explore extracts from 'Diverse Shorts' themed around Protest and Justice including Benjamin Zephaniah's 'Terror Kid' and Patrice Lawrence's 'Orangeboy'.</i></li> </ul>	<p>character, plot, theme &amp; context &amp; develop essay writing skills.</p> <ul style="list-style-type: none"> <li><i>Enrichment: Enjoy the EMC's Poetry Playlist; explore the contributions of soldiers from ethnic minorities using 'The Soldiers Who Saved Britain', presented by Mobeen Azhar.</i></li> </ul>	
<b>YEAR 10</b>	<ul style="list-style-type: none"> <li>GCSE English Language: Paper 1 skills Explore a range of fiction extracts, developing skills in retrieval, analysis of language, structural analysis &amp; evaluation of perspective.</li> <li>Complete a full Paper 1 Section A.</li> <li>Narrative Writing (Paper 1 Section B): engage in narrative 'workshop' lessons, developing skills in creating setting, character, dialogue, structure &amp; narrative voice. Write a short story in response to a given task.</li> <li>Novel study: 'Dr Jekyll &amp; Mr Hyde' by R L Stevenson. Learn about Gothic literature &amp; explore this novella, applying relevant contexts to interpretations and honing analytical skills.</li> <li>Complete a response to a part (a) exam-practice question.</li> </ul>	<ul style="list-style-type: none"> <li>'Dr Jekyll &amp; Mr Hyde': Study of this text is continued &amp; culminates with a part (b) response to a practice exam question.</li> <li>Creative Writing: explore extracts from the gothic genre &amp; write a 'dark' short story.</li> <li>GCSE Poetry: study a further 5 poems from the Edexcel Anthology. Write a full comparative essay.</li> </ul>	<ul style="list-style-type: none"> <li>Unseen Poetry: explore a range of contemporary poetry, developing skills in interpretation, analysis &amp; comparison.</li> <li>Summer Term Exams: a full Language Paper 1 (Section A) &amp; a response to poetry.</li> <li>Spoken Language: introduction to the requirements of the oral assessment. Guidance in choosing, researching, preparing &amp; delivering presentation to a teacher &amp; small group of peers.</li> <li>GCSE Poetry: study a further 3 final poems from the Edexcel Anthology.</li> <li>GCSE English Language: Paper 2 Section A&amp;B: Develop skills in understanding and analysing non-fiction texts, and skills in writing non-fiction text.</li> </ul>
<b>YEAR 11</b>	<ul style="list-style-type: none"> <li>Shakespeare: study either 'Macbeth' or 'The Merchant of Venice', learning about the text's contexts as well as its language, structural &amp; dramatic methods.</li> <li>English Language Paper 2: non-fiction writing revision and practice.</li> <li>Mock exams.</li> </ul>	<ul style="list-style-type: none"> <li>English Language Paper 2 Section A: Develop reading skills necessary for Q1-4.</li> <li>Revision of English Language and Literature courses</li> </ul>	<p>Final exams:</p> <ul style="list-style-type: none"> <li><b>English Language</b></li> </ul> <p>Paper 1: Explorations in Creative Reading and Writing Paper 2: Writers' Viewpoints and Perspectives</p> <ul style="list-style-type: none"> <li><b>English Literature</b></li> </ul> <p>Paper 1: Shakespeare and Post-1914 Literature Paper 2: 19th-century Novel and Poetry Since 1789</p>

<p><b>YEAR 12</b></p>	<ul style="list-style-type: none"> <li>• 'Othello' by William Shakespeare: students explore Shakespeare's use of language, structure, form &amp; dramatic methods, whilst locating the play within its literary, social, historical &amp; cultural contexts.</li> <li>• Unseen Poetry: explore a range of love poems across the ages to prepare for the Unseen Poetry component of the course.</li> <li>• 'Wuthering Heights' by Emily Bronte: students explore Bronte's portrayal of her themes in depth with a focus on the perspective of 'love through the ages'.</li> </ul>	<ul style="list-style-type: none"> <li>• Unseen Prose: explore a range of extracts from short stories &amp; novels to prepare for the unseen analysis component of the course.</li> <li>• Post-1900 Poetry: students study the fifteen poems which comprise the modern section of AQA's 'Love Through the Ages' poetry anthology. They explore how the poets shape meanings through language, structure &amp; form, in addition to the differing contexts of the poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Summer Term Exams: an internal exam based on components of the A-level papers.</li> <li>• Introduction to the Non-Examined Assessment component of the A-Level course, wider reading &amp; research. Compare how different writers present a theme in a text of student's own choice compared with the novel 'Dracula' by Bram Stoker. They will produce an initial proposal &amp; discuss this with their teacher.</li> <li>• Introduction to 'Top Girls' &amp; Feminism: begin to study an A-Level set text, the play, 'Top Girls' by Caryl Churchill. Learn about the social, political, cultural &amp; historical contexts of the play by expanding knowledge of the feminist movement &amp; the key concepts which underpin its different schools.</li> </ul>
<p><b>YEAR 13</b></p>	<ul style="list-style-type: none"> <li>• 'Top Girls' by Caryl Churchill: continue to explore the themes of the play as conveyed by Churchill's methods.</li> <li>• 'The Color Purple' by Alice Walker: study this novel with a view to making comparisons with 'Top Girls'.</li> <li>• Agree final NEA proposal with their teacher then drafting commences.</li> <li>• Unseen Poetry: develop &amp; practise the skills needed to analyse &amp; compare unseen poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Mock exams: in one question, students compare 'Top Girls' to 'The Color Purple'. The other question requires them to compare two unseen poems.</li> <li>• 'Feminine Gospels' by Carol Ann Duffy: study this collection of poetry, with a focus on how Duffy's meanings are shaped by the key concerns of modern times.</li> <li>• Non Examined Assessment: write &amp; submit a comparative critical study of two texts, in the form of an extended essay (2500 words) &amp; a bibliography.</li> <li>• Revision of texts studied throughout the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Unseen Prose practice: consolidate skills in analysing unseen prose with a focus on the context of literature of the modern era.</li> <li>• Unseen Poetry practice: reinforce skills in analysing &amp; comparing unseen poetry with a focus on the context of love through the ages.</li> <li>• Final exams:</li> <li>• Paper 1: Love Through the Ages (3 hours)</li> <li>• Paper 2: Texts in Shared Contexts (2 hours 30 minutes)</li> <li>• (Option 2B: Modern times: literature from 1945 to the present day)</li> </ul>