

HKKGS- English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Ignite English Student Book 1, Poems Growing Pains Collection, The Merchant of Venice Text and CGP guides, PPT presentations	In Search of Adventure The Identity Kit Students Read texts based on adventure stories and Read poems about Identity. Students write their texts in this genre.	The Boy In The Stripped Pyjamas by John Boyne Read the Novel and understand Characters, themes, setting, context. Write comprehension questions and analytical essays.	Out of this World Traveller's Tale Students Read extracts on Science Fiction and Travel Writing and answer questions. Students create role-plays and act out their role-plays	Poetry: Growing Pains I am bothered Getting Dressed for School Alone Hide and Seek Half Past Two Yellow The House Brendan Gallacher A Martian Sends a Postcard Home.	Making the News Your Language Spoken Language Unit Understand the language of the news. Students make their own news story	The Merchant of Venice Read the Play Understand characters, theme, context. Write answers to comprehension questions and write analytical essays.

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Year 8 Ignite English Student Book 2 The Tempest Play CGP Guide to the Tempest PPT presentations Poems	Unit 1: It's a Mystery Why read mysteries? What makes a mystery Reading Detectives A sense of mystery Real-life mysteries Plotting the perfect crime Watching the detectives Scene of the crime Step into the mystery Unit 2: Words of War Joining up At the Front Keeping a diary Class war Revealing character Painting the war Rhythms of war Shaping the message Aftermath	Novel: A Study In Scarlet and The Sign Of The Four by Arthur Conan Doyle Read the text Understand the context Evaluate characters Setting Themes Genre	Unit 3: Appearances and Reality Writing the illusion Unreliable narrators Looking differently Wordplay and puns Under the skin Deception and lies Beneath the disguise Truth and nonsense Unit 4: Technology matters Great Innovations The price of progress Selling Technology A clear message Disaster! Who is watching you? Space Challenge Investing in the Future	Ballad Poetry The Lady of Shallott The Raven The Rime of the Ancient Mariner The Pied Piper of Hamlyn The Highwayman The Lion and Albert	Unit 5: Campaign for a cause Charity Roles Agreeing a cause Learning to listen Getting your facts straight Reporting on a cause The Press Release Into the news Fundraising appeal Lobbying for a change Unit 6: Power of Communication Every Word Counts Power of Presentation Emotional Appeal Building an argument Debating the issue A call to arms Talking about revolution The power of imagery	The Tempest Read the play Watch video Analyse character Understand Context Evaluate Themes Setting Shakespeare's language

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Year 9 Ignite English Student Book 3 Romeo and Juliet Play CGP guide Of Mice and Men Text CGP Guides Poetry PPT	Unit 1: Dare to Scare Sinister Settings From Ordinary to the Extraordinary You're Welcome Attack! All in the Mind Graphic Detail The Supernatural on Stage Tenses and Tension	A Christmas Carol Read the novel Plot Summary Characters Themes Social and Historical background Writer's Craft Comprehension questions Exam style essays	Unit 3: Exploring Relationships Challenging perceptions A different child Free at last Pushing the limits Making your mark Standing out The outsider Unit 4: My Life, My Choices Have your say Getting what you want A sporting chance Parental Pressure Fashion Victims Cheapskates Branding, Slavery or Loyalty? You are what you tweet Read all about it	Romeo and Juliet Read the Play Plot Summary Social, Historical and cultural background Characters themes Shakespeare's craft Comprehension questions Extract based questions Role-play a scene	Unit 5: Young Entrepreneurs Gap in the Market Planning your new business Levels of formality Names and Associations Premises and Finances Personality Sells Responding to questions Preparing the pitch Unit 6: From Talking Drums to Tweets Communication Breakdown Smart Phones? Twitter and Telegrams The printed Word From A to Squee! Telephone Tone Live News Digital Generations	Power and conflict Poetry Ozymandias London Exposure Charge of the Light Brigade My Last Duchess Prelude Storm on The Island Remains Bayonet Charge Poppies
	Unit 2: Relationships First Relationships Mexican Bean Best Friends Making time The wrong clothes Loss Without You Not a Fairy Tale Romance					

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Year 10 AQA Student Book 1 Macbeth Play Power and Conflict Book An Inspector Calls Dr Jekyll and Mr Hyde Text All CGP guides PPT presentations	Chapter 1: Bugs 1.All creatures great and small (AO1, AO2) 2. Obsession (AO4) 3.Caught in the spider’s web (AO5, AO6) 4.The collecting bug (AO2, AO3)	Power and Conflict Poetry Read and Understand the poems Poetry analysis Poetry comparison Poetic Techniques	Chapter 3: Trapped 1.Survival of the fittest (AO1) 2.Turtle Trap (AO2) 3.Let’s talk about it (AO5, AO6) 4.Fighting Back (AO4, AO3) 5.A Giant in science (AO2) 6.The Shackles of Poverty (AO5, AO6) 7.Time wrap (AO4) 8.For better or worse (AO1, AO3)	Macbeth Read the text Understand social, historical, cultural and political background Shakespeare’s techniques Gothic novel Characters Themes Analysing key themes	Chapter 5: Town and Country 1.Brick Lane (AO1) 2.Mean Streets (AO2, AO4) 3.Rambling into danger (AO2, AO4) 4.Tales from the dairy (AO2, AO5, AO6) 5.Sounds of the city (AO3, AO5) 6.Trafalgar Square (AO1, AO5) 7.Selling the Air (AO2, AO5, AO6) 8.The Pig Issue (AO2, AO3)	Dr Jekyll and Mr Hyde Read the text Understand social, historical, cultural and political background Stevenson’s intention and craft Gothic novel Characters Themes Analysing key scenes
	Chapter 2: Fight for Freedom 1.Written in Black and White (AO1) 2.Sugar and Spice (AO1, AO3) 3.Speaking Out (AO5, AO6) 4.Big Brother (AO2, AO3) 5.A Slave’s Tale (AO1, AO5) 6.Soup and Crackers (AO1, AO3, AO4) 7.Fighting Talk (AO2, AO3) 8.Operation Dynamo (AO2, AO4)	Unseen Poetry Read and Understand poems Poetry analysis Poetry comparison	Chapter 4: All in the mind 1.Talking cats (AO1) 2.Masters of macabre (AO2, AO3) 3.Tales of enchantment (AO5, AO6) 4.A bizarre start (AO2, AO4) 5.Tough at the top (AO1) 6.Mind blowing (AO3, AO5)		An Inspector Calls Read the text Understand social, political and cultural background Priestley’s intention in writing the play Plot analysis Character analysis Themes analysis Analysing key scenes	

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			7.Crossing the line (AO1, AO2) 8.Looking at the Past (AO2, AO4)		Dramatic Techniques	
Year 11 AQA Student Book 1 Macbeth Play Power and Conflict Book An Inspector Calls Dr Jekyll and Mr Hyde Text All CGP guides PPT presentations	Paper 1 Q1- Find explicit information from a fiction text Q2- Analysing language techniques and commenting on writer's choice of language and its effect Q3- Analysing structural techniques: Commenting of writer's choice of structure and its effect on the reader Q4- Critically evaluating a text: Select examples from the text to explain views convincingly. Analyse effects of a range of writer's choices (language, imagery, structure, register, diction, punctuation, narrative viewpoints, tone, style, reference chains, anaphora, diacope, polyptoton. Write own perspective on the text. Q5 a- Narrative Writing Q5 b- Descriptive Writing	Macbeth (revision and exam practice) Plot/ Story Characters Themes Setting Social and Historical context Shakespeare's techniques Unseen Poetry Poetry Revision Practice questions Poetry analysis Practice questions Poetry comparison	Paper 2 Q1- Finding Explicit pieces of information from a non-fiction text Q2- Comparing two non-fiction texts: Select pieces of information from the two texts and synthesise them. Q3- Explain how writers use language to achieve effects and influence readers using relevant subject terminology Q4- Compare writer's ideas and perspectives and discuss how they are conveyed. Q5 a- Write a newspaper article Q5 b- Write a speech Q5 c- Write a letter Q5 d- Write a blog	An Inspector Calls (revision and exam practice) Plot Characters Themes Setting Social and Historical Context Priestley's craft Dramatic techniques Dr Jekyll and Mr Hyde (revision and exam practice) Plot/Storyline Characters Themes Setting Social and Historical Context Stenson's techniques	Exam Practice Past Papers Paper 1 and Paper 2	Exam Practice Paper 1 and Paper 2

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List topics, key projects (practicals in science), AOs (optional), hyperlinks (optional)

Use the school calendar to identify key dates and international days, safeguarding, MH and wellbeing etc to link to topics, skills and cross curricular

Literacy					
<i>Opportunities for structured talk</i>	<i>Targeted vocabulary instruction</i>	<i>Develop students' ability to read complex academic texts</i>	<i>Reading and writing</i>	<i>Break down complex writing tasks</i>	<i>High quality literacy interventions for struggling students</i>
Support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. This is used throughout the Kerboodle units. Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions	Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. d consider which words and phrases to teach as part of curriculum planning.	Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.	Combining reading activities and writing instruction is likely to improve students' skills in both Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.	Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step	High quality talk is typically well-structured and guided by teachers. Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection

Recommended reading list

[\[Please include textbooks, websites, and blogs \(tried and approved\), fiction or non-fiction books, magazines and articles\]](#)

Victorian literature- charles dickens, the bronte sisters, daniel defoe.

1984 george orwell

Books by and about muslim women- 'Muslim Girl: A Coming of Age' by Amani Al-Khatahtbeh

'The Lines We Cross' by Randa Abdel-Fattah

Non fiction-

The Human Body: A Pop-Up Guide to Anatomy by Richard Walker

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Politics - Cutting Through the Crap Author: Bali Rai I am Malala Author: Malala Yousafzai The Reason I Jump Author: Naoki Higashida Yes She Can compiled by Molly Dillon Flowers in the Gutter by K. R. Gaddy Do You Know Who You Are? by Megan Kaye, edited by Allison Singer magazines Teen Breathe Magazine The day https://www.thestudentview.org/
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Glossary of Key Words/Terminology [OPTIONAL] <i>i.e. After 5 years of studying this subject, pupils should know, understand and apply the following terminology.</i>						

