

English Curriculum Knowledge Map



Year 9

The Strange Case of Dr Jekyll and Mr Hyde - Gothic writing

- **To identify gothic conventions**
- **To understand the link between Victorian England and Gothic Literature**
- **To understand the conflict between science and religion in the 19th century**
- **To make links between supernatural beliefs and gothic literature**
- **To use appropriate vocabulary which is relevant to the task and text.**

- To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, ellipsis, semicolon, colon, brackets, dashes)
- To use descriptive devices (adjectives, adverbs, simile, metaphor, personification, sensory language, pathetic fallacy, foreshadowing, gothic imagery, tension)
- To understand how to write from different perspectives (1st or 3rd person)
- To structure our writing effectively (range of paragraph and sentence lengths (simple, compound and complex, carefully crafted sentences)
- To use a range of vocabulary (gothic)
- To match tone, style and register to purpose, form and audience (descriptive or narrative writing, present or past tense)

The Strange Case of Dr Jekyll and Mr Hyde - Analysis

- **To identify gothic conventions**
- **To understand the meaning of Duality of man**
- **To understand the impact of Victorian repression and suppressed emotions**
- **To understand Darwinism and its impact on the conflict between science and religion in the 19th century**
- **To understand Stevenson's ideas and the impact of contextual factors on his writing (political, social, historical)**

- To show an understanding of the main ideas in the text (evolution, gothic genre, duality, reputation, victorian morals, science vs religion)
- To include relevant evidence form across the text to support ideas (relevant quotations)
- To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification, sensory language, foreshadowing, oxymoron, juxtaposition, imagery (violent, animalistic and gothic), hyperbole, tension)
- To understand why the methods have been used and explore the impact (identifying writer's choices and effect on the reader)
- To explore alternative interpretations of key words and phrases
- To show an understanding of the links between context, text and task
- To explore the writer's purpose and the effect on the reader (clear understanding of writer's message)

The Merchant of Venice - Transactional writing

- **To understand what discrimination, racism, stereotyping and prejudice mean and the differences between them**
- **To understand the impact and harm they can cause to an individual and society**

- To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, semicolon, colon, brackets, dashes)
- To use descriptive devices (adjectives, adverbs, rhetorical questions, repetition, anecdote, emotive language, direct address, hyperbole, facts/statistics, rule of three)
- To understand how to write from different perspectives (3rd person)
- To structure our writing effectively (paragraphs, headline, subheadings)
- To use a range of vocabulary
- To match tone, style and register to purpose, form and audience (Newspapers article - formal language, past tense)

English Curriculum Knowledge Map



Year 9

The Merchant of Venice - Analysis

- **To understand what Anti Semitism is**
- **To understand what Venice in the 16th Century was like**
- **To understand the conflict between Christianity and Judaism in England**
- **To understand what Usury is**

- To show an understanding of the main ideas in the text (discrimination, intolerance, prejudice, loyalty, patriarchy, comedy)
- To include relevant evidence form across the text to support ideas (relevant quotations)
- To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification, sensory language, soliloquies foreshadowing, dramatic irony, oxymoron, juxtaposition, imagery, hyperbole, repetition, tone, atmosphere)
- To understand why the methods have been used and explore the impact (identifying writer's choices and effect on the reader)
- To explore alternative interpretations of key words and phrases
- To show an understanding of the links between context, text and task
- To explore the writer's purpose and the effect on the reader (clear understanding of writer's message)

Difficult Women Speech Writing

- **To understand characteristics of a Patriarchal society**
- **To understand gender roles both past and present - Waves 1 to 4**
- **To understand what Sexism looks like in work and society**
- **To understand what the difference between Equality and equity is**

- To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, semicolon, colon, dashes and brackets)
- To use descriptive devices (adjectives, adverbs, rhetorical questions, repetition, anecdote, emotive language, direct address, hyperbole, facts/statistics, rule of three)
- To understand how to write from different perspectives (1st or 3rd person)
- To structure our writing effectively (speech - introduction, clear order of ideas, rebuttal, powerful conclusion)
- To use a range of vocabulary
- To match tone, style and register to purpose, form and audience (speech - formal language, past or present tense)

Worlds and lives Introduction to the Romantics

- **Romanticism - To understand what are its ideologies and who are some of its key players**
- **To understand the impact of industrialisation had on England**
- **To understand what urbanisation means, what it looks like, and what is its impact on the environment**
- **To understand what the climate crisis is and its impact on the environment**

- To compare a range of ideas from different poems (human condition, plurality, humanity, romanticism, nature, immigration, industrialisation, and identity)
- To include relevant evidence form across the text to support ideas (relevant quotations)
- To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification, sensory language, stanza, rhyming, repetition, enjambment, caesura, metre)
- To understand why the methods have been used and explore the impact (identifying writer's choices and effect on the reader)
- To explore alternative interpretations of key words and phrases
- To show an understanding of the links between context, text and task
- To explore the writer's purpose and the effect on the reader (clear understanding of writer's message)



English Curriculum Knowledge Map



Year 8	
<p>Other Side of Truth -Descriptive writing (London)</p> <ul style="list-style-type: none">● To understand what different point of views are and what they look like● To understand what key London monuments look like and where they are● To understand the similarities and differences between narrative and descriptive writing	<ul style="list-style-type: none">● To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, ellipsis, semicolon, colon)● To use descriptive devices (adjectives, adverbs, simile, metaphor, personification, sensory language, emotive language, pathetic fallacy)● To understand how to write from different perspectives (1st or 3rd person)● To structure our writing effectively (range of paragraph and sentence lengths, (simple, compound and complex)● To use a range of vocabulary● To match tone, style and register to purpose, form and audience (descriptive or narrative writing, present or past tense)
<p>Other side of Truth - Analysis</p> <ul style="list-style-type: none">● To understand what displacement and to be a refugee means and how it is caused● To understand what impact this has on the individual and society● To understand what asylum is and the challenges of declaring it● To understand Where Nigeria is and the political challenges some have had to face (Ken Saro-Wiwa)	<ul style="list-style-type: none">● To show an understanding of the main ideas in the text (isolation, political asylum, amnesty, truth, displacement)● To include relevant evidence form across the text to support ideas (relevant quotations)● To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification, flashback and sensory language, foreshadowing, effective openings and conclusion, time shifts)● To understand why the methods have been used and explore the impact (identifying writer's choices and effect on the reader)● To explore alternative interpretations of key words and phrases● To show an understanding of the links between context, text and task● To explore the writer's purpose and the effect on the reader (clear understanding of writer's message)
<p>Romeo and Juliet - Transactional writing</p> <ul style="list-style-type: none">● To identify the key features of a newspaper article● To understand how to write using the correct form, style and tone appropriate for a newspaper article.● To understand the modern nature of parent-child relationships and the factors that could influence these● To understand the impact that parental relationships can have on both parents and children	<ul style="list-style-type: none">● To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, semicolon, colon, dashes and brackets)● To use descriptive devices (adjectives, adverbs, rhetorical questions, repetition, anecdote, emotive language, direct address, hyperbole, facts/statistics, rule of three)● To understand how to write from different perspectives (3rd person)● To structure our writing effectively (paragraphs, headline, subheadings)● To use a range of vocabulary● To match tone, style and register to purpose, form and audience (Newspapers article - formal language, past tense)



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<p>Romeo and Juliet - Analysis</p> <ul style="list-style-type: none">● To understand the context of the Elizabethan era which is relevant to the text (gender roles and expectations, marriage, courtly love conventions, family and religion)● To understand the conventions of a Shakespearean tragedy● To understand how to make links between the context and Shakespeare's ideas, purpose and message● To understand the impact of the play on an Elizabethan and contemporary audience.	<ul style="list-style-type: none">● To show an understanding of the main ideas in the text (tragedy, romantic/familial love, conflict, patriarchy, fate and free will)● To include relevant evidence form across the text to support ideas (relevant quotations)● To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification, sensory language, soliloquies foreshadowing, dramatic irony, oxymoron, juxtaposition, imagery, hyperbole, tone and atmosphere)● To understand why the methods have been used and explore the impact (identifying writer's choices and effect on the reader)● To explore alternative interpretations of key words and phrases● To show an understanding of the links between context, text and task● To explore the writer's purpose and the effect on the reader (clear understanding of writer's message)
<p>Poetry from Diverse Cultures - Comparative analysis</p> <ul style="list-style-type: none">● To understand the importance of culture and identity● To understand how poets express their feelings about culture through poetry● To understand the significance of language, structure and tone in poetry● To identify similarities and differences between poems related to the theme of culture	<ul style="list-style-type: none">● To compare a range of ideas from different poems (culture, diversity, identity, celebration, loss)● To include relevant evidence form across the text to support ideas (relevant quotations)● To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification, sensory language, stanza, rhyming, repetition, enjambment, caesura)● To understand why the methods have been used and explore the impact (identifying writer's choices and effect on the reader)● To explore alternative interpretations of key words and phrases● To show an understanding of the links between context, text and task● To explore the writer's purpose and the effect on the reader (clear understanding of writer's message)
<p>Non- Fiction - The World of the 19th Century - Transactional writing -</p> <ul style="list-style-type: none">● To identify the key features of a newspaper article.● To be able to write using the appropriate form, tone and style of a 19th century newspaper article.	<ul style="list-style-type: none">● To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, ellipsis, semicolon and colon, brackets, dashes)● To use descriptive devices (adjectives, adverbs, rhetorical questions, repetition, anecdote, emotive language)● To understand how to write from different perspectives (3rd person)● To structure our writing effectively (paragraphs, headline, subheadings)● To use a range of vocabulary● To match tone, style and register to purpose, form and audience (Newspapers article - formal language, past tense)



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Year 7	
<p>Visionary Women - Transactional writing</p> <ul style="list-style-type: none">● To identify the key features of a newspaper article● To understand how to write using the correct form, style and tone appropriate for a newspaper article.	<ul style="list-style-type: none">● To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark,)● To use descriptive devices (adjectives, adverbs, rhetorical questions, repetition, anecdote, emotive language)● To understand how to write from different perspectives (3rd person)● To structure our writing effectively (paragraphs, headline, subheadings)● To use a range of vocabulary● To match tone, style and register to purpose, form and audience (Newspapers article - formal language, past tense)
<p>Animal Farm - Descriptive writing</p> <ul style="list-style-type: none">● To identify features of dystopian fiction.● To identify creative writing features appropriate for describing a battle scene.● To make links between 20th century politics and dystopian fiction.	<ul style="list-style-type: none">● To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, ellipsis)● To use descriptive devices (adjectives, adverbs, simile, metaphor, personification, sensory language)● To understand how to write from different perspectives (1st or 3rd person)● To structure our writing effectively (range of paragraph and sentence lengths)● To use a range of vocabulary● To match tone, style and register to purpose, form and audience (descriptive or narrative writing, present or past tense)
<p>Animal Farm - Analysis</p> <ul style="list-style-type: none">● To identify features of dystopian fiction● To understand the context of 20th century (historical, political and social) and make links to the text.● To understand the key terms: communism, Marxism, Stalinism and totalitarianism● To understand the impact of totalitarianism and European dictatorships on the emergence of 20th century dystopian literature● To understand Orwell's ideas and the impact of contextual factors on his writing (political, social, historical)	<ul style="list-style-type: none">● To show an understanding of the main ideas in the text (corruption, revolution, proletariat, bourgeoisie, equality and power)● To include relevant evidence from across the text to support ideas (relevant quotations)● To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification, allegory and sensory language)● To understand why the methods have been used and explore the impact (identifying writer's choices and effect on the reader)● To explore alternative interpretations of key words and phrases● To show an understanding of the links between context, text and task● To explore the writer's purpose and the effect on the reader (clear understanding of writer's message)



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Year 7	
<p>Identity Poetry - Comparative analysis</p> <ul style="list-style-type: none"> ● <i>To understand the concepts of identity, patriotism and liberty.</i> ● <i>To understand the link between identity, culture and self</i> ● <i>To understand the significance of language, structure and tone in poetry.</i> ● <i>To identify similarities and differences between poems related to the theme of identity</i> 	<ul style="list-style-type: none"> ● To compare a range of ideas from different poems (patriotism, cultural identity, injustice, diversity, stereotyping and liberty) ● To include relevant evidence form across the text to support ideas (relevant quotations) ● To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification,sensory language, stanza, rhyming, repetition) ● To understand why the methods have been used and explore the impact (identifying writer’s choices and effect on the reader) ● To explore alternative interpretations of key words and phrases ● To show an understanding of the links between context, text and task ● To explore the writer’s purpose and the effect on the reader (clear understanding of writer’s message)
<p>Midsummer Night’s dream - Descriptive writing</p> <ul style="list-style-type: none"> ● <i>To identify a range of language devices which are effective in the description of an enchanted forest.</i> ● <i>To identify a range of structural devices which are effective in the description of an enchanted forest.</i> ● <i>To understand how to use language and structural features effectively.</i> ● <i>To understand how to use appropriate vocabulary which is relevant for the task.</i> 	<ul style="list-style-type: none"> ● To use clear and accurate use of punctuation (full stop, comma, exclamation mark, question mark, ellipsis, semicolon and colon) ● To use descriptive devices (adjectives, adverbs, simile, metaphor, personification, sensory language) ● To understand how to write from different perspectives (1st or 3rd person) ● To structure our writing effectively (range of paragraph and sentence lengths) ● To use a range of vocabulary ● To match tone, style and register to purpose, form and audience (descriptive or narrative writing, present or past tense)
<p>Midsummer Night’s dream - Analysis</p> <ul style="list-style-type: none"> ● <i>To understand the context of the Elizabethan era which is relevant to the text.</i> ● <i>To understand the conventions of a Shakespearean comedy</i> ● <i>To understand how to make links between the context and Shakespeare’s ideas, purpose and message</i> ● <i>To understand the impact of the play on an Elizabethan and contemporary audience.</i> 	<ul style="list-style-type: none"> ● To show an understanding of the main ideas in the text (romantic love, fantasy and adventure, patriarchy, transformation, connections and relationships, comedy) ● To include relevant evidence form across the text to support ideas (relevant quotations) ● To identify language and structure methods used by the writer (adjectives, adverbs, simile, metaphor, personification,sensory language, soliloquies) ● To understand why the methods have been used and explore the impact (identifying writer’s choices and effect on the reader) ● To explore alternative interpretations of key words and phrases ● To show an understanding of the links between context, text and task ● To explore the writer’s purpose and the effect on the reader (clear understanding of writer’s message)

