



# SAPIENTA ET DOCTRINA – WISDOM AND LEARNING

## English curriculum map

*“Reading is like breathing in, writing is like breathing out” – Pam Allyn*

Curriculum text – *Macbeth* by William Shakespeare

| Yr       | Intent  | Term 1  | Term 2  | Term 3   | Term 4                                  | Term 5   | Term 6                     |
|----------|---|---|---|--|---|--|----------------------------|
| 7        | Students study a range of literary styles and periods, and consolidate and build upon key literacy skills learnt in KS2. Assessments mimic the style of those in KS4.   | The Spy Genre   | Traditional Tales - myths, legends, allusions and children’s classics | War Novel and Poetry   |   | This Is Me   | The Gothic Genre           |
| 8        | Students study a range of literary styles and periods, building up the knowledge needed for GCSE in three thematic units based on extracts and whole literary texts and broadening cultural understanding. Students consolidate and build upon key literacy skills learnt in KS2/Y7. Assessments mimic the style of those in KS4.         | The Dystopian novel   |   | Nature - extracts (including Shakespeare and 19c), fiction and non-fiction |   | The Victorians - including whole text study and author study (Dickens) |                            |
| 9        | Students broaden cultural understanding through the study of world literature, complete GCSE oral assessment develop understanding of employability skills in oracy and presentation. Students are introduced to some GCSE poetry in a broader thematic unit which also develops cultural / historical understanding of war and conflict. | Unheard Voices – My Name is Leon                              | Unheard Voices – Twelve Angry Men                                     | Leaders - including GCSE oral assessment                                   |   | Love and Relationships, including Romeo and Juliet                     |                            |
| 10       | Students follow an <b>interleaved</b> curriculum which incorporates Shakespeare, 19c prose, modern and 19c poetry and key literacy skills in reading and writing, all leading to termly assessment in the style of GCSE exams. Interleaving supports knowledge retention.   | 19c Prose   | Language - reading  | Language - writing   | Anthology poetry                        | Macbeth  |                            |
| 11       | Students continue to follow an <b>interleaved</b> curriculum to support retention and recall of Y10 learning, alongside new learning of modern drama, leading to final exams in GCSE English Language and GCSE English Literature.  | Modern drama  | Unseen poetry   | Language revision  | Literature revision                     |  |                            |
| 12 Lang. | Students are introduced to the frameworks for analysing language and how to use these in relation to written texts and theories of language development. NEA begins, underpinned by these frameworks for analysis.  | Language Levels, Textual Analysis, and Language Diversity     |   | Language Varieties and Child Language Acquisition (Speaking)               |   | NEA research, concepts and ideas                                       | NEA writing and mock exams |
| Y12 Lit. | Students are given a broad introduction to literary history through unseen poetry study. Students complete study of linked prose and poetry texts, later linking these to unseen prose. Shakespeare drama text completes the study of Love Through the Ages (paper 1). Text choices for NEA are supported.                                | Unseen poetry   | Othello   | Othello  | Othello                                 | Essay Skills – Othello   | NEA                        |
|          |   | Rebecca   |   | Pre-1900 poetry  | NEA research                            | Essay Skills – Unseen Poetry   | Unseen Prose paper 2       |
| 13 Lang. | Students continue to employ the frameworks for analysing language and how to use these in relation to written texts and theories of language development. NEA begins, underpinned by these frameworks for analysis.   | Language Change, Child Language Acquisition (Writing) and NEA |   | Language Diversity and World Englishes                                     |   | Revision   |                            |
| Y13 Lit. | Students complete the study of Modern Times 1945 - (paper 2) with linked prose and poetry and standalone drama study. NEA is completed.   | A Streetcar Named Desire                                      | A Streetcar Named Desire  | A Streetcar Named Desire   | Revision in preparation for both papers |  |                            |
|          |   | Revolutionary Road  | Revolutionary Road  | Feminine Gospels   |   |  |                            |

*The national curriculum framework for English is fully covered by the SRPA curriculum provision.*



# SAPIENTA ET DOCTRINA – WISDOM AND LEARNING



## Media curriculum map

*“The media’s the most powerful entity on Earth, because they control the minds of the masses.” – Malcolm X*

**Curriculum text** – *You Are What You Read: Why changing your media diet can change the world* by Jodie Jackson

| Yr | Intent   | Term 1  | Term 2   | Term 3  | Term 4   | Term 5                                     | Term 6   |
|----|--|---|--|---|--|--|--|
| 10 | Students begin their study of media and the theoretical framework of Media Studies. They begin to explore different forms of media driven by the exam content and how different texts are constructed; how industry producers shape representations and consider how audiences can respond to these texts. They will also learn to apply new subject terminology to the case studies and how to respond to exam style questions.   | Introduction to Media<br><br>Magazines Focused CSP  | Advertising Focused CSPs<br><br>Film Industry Focused CSPs | Music Videos Focused CSP (3 weeks)<br><br>NEA drafts                                | Radio shows Focused CSP<br><br>NEA drafts                      | Newspapers In-depth CSPs<br><br>NEA drafts | Newspapers In-depth CSPs cont.<br><br>NEA statement of intent and product creation |
| 11 | Students continue to develop their analysis skills when looking at further case studies, and how to apply theories learned in year 10, to these new forms of media. They will also develop their creative skills and responding to targets to help shape their own media piece to meet the brief outlined by the exam board.   | TV: Dr Who In-depth CSP<br><br>NEA final draft-work | TV: His Dark Materials In-depth CSP                        | Online, Social Participatory media: Marcus Rashford and Kim Kardashian In-depth CSP | Video Games: BlackPink The Game and Lara Croft Go In-depth CSP | Revision                                   |  |
| 12 | Students begin their study of media (if new to the subject) or develop their understanding of the theoretical framework for Media Studies. They explore different forms of media in depth and evaluate how media texts are constructed; how industry producers shape representations and how different audiences might respond to these texts. They also learn new theories and subject terminology to apply to the case studies, exploring and evaluating the arguments that could be made. | Introduction to CSPs and TV                         | TV: No Offence and Forbrydelsen                            | Magazines: GQ   | Magazines: The Gentlewoman                                     | NEA and approaching unseen texts           | NEA and approaching unseen texts   |
|    |  | Introduction to the key concepts and Video Games    | Video Games: Sims Freeplay and Horizon Zero Dawn           | Online, Social, Participatory media: Taylor Swift                                   | Online, Social, Participatory media: The Voice                 | Film Industry: Blinded by the Light        | NEA  |
| 13 | Students continue to develop their analysis skills and understanding of theoretical application when looking at further case studies. They also develop and refine their creative skills and respond to targets to help shape their own media piece to meet a specified brief. They hone exam skills and develop their approach in responding to exam style questions.   | Advertising and Marketing: Sephora and Score        | Music Videos: Old Town Road and Ghost Town                 | NEA completed   | Revision of CSPs   |  |  |
|    |  | Newspapers: Guardian and the Daily Mail             | Radio: War of the Worlds and Newsbeat                      | Revision of CSPs  | Revision of CSPs   |  |  |

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