

The English and Media Studies department at Wexham School  
English Curriculum Map

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Autumn 1</b>	<b>Survivors:</b> an adventure into a number of short stories, all written by true survivors!	The year 8 class reader: <b><i>The Boy at the Top of the Mountain</i> by John Boyne</b> . We explore the important story of the dangers of radicalisation and the ultimate act of forgiveness.	<b>My Subject is War :</b> returning to poetic appreciation, we explore the many different facets of Conflict poetry, including those which challenge the purpose and value of War.	Unseen Poetry: The GCSE Literature course begins with an exploration of some classic and contemporary poetry.  Power and Conflict poetry cluster: we introduce the set texts for this course with three poems considering the reality of war.	The Language of Protest. We explore iconic texts while developing the key skills required for GCSE English Language Paper 2: reading and writing non-fiction.	Following the Edexcel A level specification, we consider a combination of the following texts: <ul style="list-style-type: none"> <li>• <i>Heart of Darkness</i></li> <li>• <i>The Lonely Londoners</i></li> <li>• <i>Othello</i></li> <li>• A collection of poems (Poems of the Decade)</li> <li>• The poetry of the Romantics.</li> <li>• <i>A Thousand Splendid Suns</i></li> <li>• <i>The Colour Purple</i></li> </ul> Throughout the first year of their A Level course, students develop their own critical and evaluative voice.	
<b>Autumn 2</b>	The year 7 class reader: <b><i>D Day Dog</i> by Tom Palmer</b> .	<b>Issues Poetry:</b> a much needed, exciting exploration of some of the following movements: -Black Arts Movement -Didactic poetry -Eco-poetics -Feminist poetry  Students prepare to write a non-fiction text addressing a crucial issue one of the crucial issues of the present day!	The year 9 class reader: <b><i>The Smell of Other People's Houses</i> by Bonnie Sue Hitchcock</b> . We explore a number of interwoven narratives while considering the issues of the day; racism, poverty and how to cope with the world as a teenager.	A Christmas Carol: we study our 19 <sup>th</sup> century text as Dickens delivers his 'sledge hammer blow on behalf of the poor man's child'.	The modern text: through our text study we: tackle social injustice, corrupt leadership, or the unbreakable power of family ties.	We are fortunate to have a number of experienced teachers teaching the A Level course, who will often base their text choices and subsequent research on the class they are teaching.  Students are assessed on the following components: <ul style="list-style-type: none"> <li>• Component 1: Drama (30%)</li> <li>• Component 2: Prose (20%)</li> <li>• Component 3: Poetry (30%)</li> </ul> And will also complete a non-examination coursework task which is worth 20% of their final grade.	
<b>Spring 1</b>	<b>Fractured Fairy Tales:</b> a consideration of genre, fairy tale conventions	<b>Julius Caesar:</b> an exciting moment as we begin our first	<b>Dystopia:</b> we explore a number of extracts from the genre, introducing	Writing fiction through reading: we take a moment to remind	This term is comprised of paper		

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	<p>and memorable characters.</p> <p><b>The Art of Description:</b> a brief but rigorous exploration of horror, and how the conventions can be used in our own writing.</p>	<p>study of a Shakespeare play in its entirety. We learn about the plot, character and themes of one of Shakespeare's most exciting plays.</p>	<p>ourselves to the demands of Language Paper One as we do so.</p>	<p>ourselves of the demands of section A, language paper one. Following this, it's time for a look at our own skills as writers, crafting responses for the highest tariff question in the entire English GCSE!</p>	<p>1s, both for language and literature. We explore the formats of both and develop our understanding of how to write effective answers.</p>	
<b>Spring 2</b>	<p><b>An Introduction to Shakespeare:</b> the start of a long and exciting exploration of Shakespeare that will continue throughout Key Stage 3 and beyond.</p>	<p><b>Horror and the gothic:</b> we begin by exploring the conventions of the gothic tradition, before returning to...</p> <p><b>The Art of Description:</b> crafting our own pieces of descriptive writing based on the techniques and conventions we considered in the previous unit.</p>	<p><b>Shakespeare's female characters</b> and the supernatural: we consider a range of extracts, focussed around some of Shakespeare's most notorious female characters.</p>	<p>Power and Conflict: the poetry cluster. We explore a number of different experiences of the many faces of conflict.</p>	<p>We conclude the course with a final look at paper 2, both for language and literature. Students complete the final preparations for their exams.</p>	
<b>Summer 1</b>	<p><b>Oliver Twist:</b> the classic tale is brought to life as we explore a new genre: the play text!</p>	<p><b>'A Monster Calls':</b> armed with our knowledge of the gothic tradition and the twisted fairy tales we considered in year</p>	<p><b>The play text:</b> understanding of drama and the play text is developed through a comprehensive study of</p>	<p>Shakespeare: this term is spent tackling one of the most exciting parts of the course: the full Shakespeare text.</p>		

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		7, we move on to our second class novel.	either <b><i>Our Day Out</i> by Willy Russel, or <i>Noughts and Crosses</i> based on the novel by Malorie Blackman.</b>			
<b>Summer 2</b>	<p><b>Literary Shorts:</b> a chance to consolidate our understanding and appreciation of figurative language through a diverse range of short stories.</p> <p><b>Place Poetry:</b> year 7 ends with a return to poetry, this time we explore poems that transport us.</p>	<p><b>Social and protest writing:</b> using Bali Rai's <i>The Colour of Humanity</i> and Benjamin Zephaniah's <i>Terror Kid</i> we explore the history of writing for protest and social change.</p>	<p><b>'Based on a true story':</b> we take a synoptic approach to considering how true stories can be used to inspire fiction.</p> <p><b>'Horrors of War'</b> as Key Stage 3 draws to a close, we embark on a creative project, exploring the role of literature, communication and the media in war and conflict.</p>	<p>Exam rubric: we confidently find our way around the exam, learning the expectations and demands for this most important qualification.</p> <p>We work again as writers but, this time, non-fiction.</p>		