

English KS4/5– Long Term Progression Map 2019-20

Pre- Entry (OCR) Entry Level (AQA) IGCSE (Cambridge)

Intent: Our students will have opportunities to listen to and speak in a range of contexts and this will include the use of Standard English.

They will access a range of literary and non-literary texts covering a number of genres as well as multi-media forms. The curriculum will include extracts and whole texts published pre and post 1914. Students will experience writing in different forms and for different purposes, developing their own skills across a range of contexts.

The curriculum is designed to provide meaningful and practical opportunities to experience and learn in the local area and beyond; as well as to engage with the local community. Access to 'careers related' experiences will lead to the achievement of digital badges.

In Year 10 students continue to have access to a broad and balanced curriculum which builds on KS3 and develops knowledge, understanding and skills towards examination success in Year 11 and beyond according to their abilities:

- **Pre-entry level - OCR**
- **Entry Level - AQA**
- **IGCSE – Cambridge**
- **Project**

YEAR 10

YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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10	<p align="center">Short Stories</p> <p align="center">Foci</p> <p>Short stories Characters Narrative and plot 'The Sniper' and 'The Gift of the Magi' Features of short stories Plot Language Narrative Arc Beginning to understand the effect of language Creative writing Setting Giving an opinion Themes Author's intentions</p>	<p align="center">Poetry Cluster</p> <p align="center">Foci</p> <p>Poetry from around the world. Hunting Snake – Judith Anderson Caged Bird – Maya Angelou The Tyger – William Blake Christmas Poetry Poetic Techniques Metaphorical and symbolic meanings Language Stylistic features of poetry.</p>	<p align="center">Frankenstein</p> <p align="center">Foci</p> <p>Plot structure Themes Characterisation – Biographical Context Gothic writing: themes, plots, characters, etc.</p>	<p align="center">Non Fiction</p> <p align="center">Foci</p> <p>The News: television and print news media. What is the news? How does television news differ from print news? Language features: emotive language and the effect.</p>	<p align="center">Event Planning</p> <p align="center">Foci</p> <p>Planning an event considering the purpose audience promotion timescale budgeting ie. planning a school talent show or school summer fair.</p>	<p align="center">Macbeth</p> <p align="center">Foci</p> <p>Plot structure Themes Characterisation – Language features Social Historical Context Tragedy</p>
Links with Other Subjects						
	<p>PSHE Characters and relationships</p> <p>Drama Characterisation</p>	<p>History History of changing poetry.</p> <p>PSHE Views of others Deeper meanings</p>	<p>Geography Setting Landscape</p> <p>PSE Outsiders; How do we treat others who have different characteristics. Gender roles</p>	<p>History News over time Timeline</p> <p>ICT On-line reporting of news</p>	<p>Food Technology. Planning to feed 100 people at £3.00 a head.</p> <p>Maths Budgeting for an event.</p> <p>PSE Budgeting</p>	<p>Geography Setting Landscape</p> <p>History Scottish Setting Elizabethan and Jacobean timelines</p>
Key Assessment Foci						

	<p>S&L Drama – exploring characters</p> <p>Reading Short story Language analysis</p> <p>Writing Creative writing with focus on language and narrative. Analysing Summarising Opinion Edit/Review/Evaluate own and peer work.</p>	<p>S & L What stands out for you in the poetry? Give reasons. Group presentation on one of the poets.</p> <p>Reading Reading symbols; understanding language features and structure.</p> <p>Writing Research one poet. Creative task: Frame questions about themes and language features and interview a poet. Mini Essay: Compare how a theme is presented in two poems.</p>	<p>S & L Prediction Discussion about genetics and cloning.</p> <p>Reading Reading for meaning- implied and inferred; understanding themes, settings, structure, characterisation.</p> <p>Writing Comparing two characters Victor Frankenstein and one other character. Essay writing with close references and/or quotations from the text</p>	<p>S & L Class discussions: What topics make the news? What do you notice about the editions of rolling news throughout the day? What would you include in Lansdowne news? Why? Conduct survey on how people receive the news.</p> <p>Reading Language features of one news event from different sources i.e. broadsheet and tabloid.</p> <p>Writing Compare the presentation of a news item in different news mediums.</p>	<p>S & L Group discussions around event planning</p> <p>Conduct surveys on what activities to include in the fundraising event.</p> <p>Reading Reading symbols; understanding language features and structure.</p> <p>Writing Questionnaire An email to the Head of School requesting permission to host a fundraising event at the school.</p> <p>Practise coursework assignment.</p>	<p>S & L Comparing scenes from versions of the film adaptation Hot seating</p> <p>Reading Reading for meaning- implied and inferred; understanding themes, settings, structure, characterisation.</p> <p>Writing Character profiles Essay writing with close references and/or quotations from the text</p>
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YEAR 11

YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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<p>11 IGCSE English/ Pre and Entry Level</p>	<p>Autobiography</p> <p>Foci Moment in Time writing (IGCSE folio piece) Entry Level Examination Present autobiographical information from a given perspective Structure of Assignment writing</p>	<p>Descriptive/Narrative Writing</p> <p>Foci Features of Descriptive/ Narrative Writing Character Setting Theme Structure Imagery Traditional senses</p>	<p>Analytical Writing</p> <p>Foci Analyse and evaluate information and the views expressed. Offer opinions on a topic.</p>	<p>Analytical Writing (Cont'd)</p> <p>Foci Analyse and evaluate information and the views expressed. Offer opinions on a topic.</p> <p>Later in the term: Examination Preparation.</p> <p>Foci Reading Passages Structured and extended writing questions Paper 1 Cambridge IGCSE First Language English 0500</p>	<p>Modern Short Stories</p> <p>Foci Modern Short Stories [from around the world] Character Dialogue Representations of speech Themes</p>	<p>Transition Programme</p> <p>Foci The world of work Going to college Work Experience Finding and applying for a job.</p>
<p>Links with Other Subjects</p>						

	<p>History Personal view of recent social historical events in lifetime</p> <p>PSE Self-reflection and autobiographical activities</p> <p>ICT Issues surrounding personal information on the internet.</p>	<p>History Physical changes in locations and settings over time.</p>	<p>PSE Personal responses to social issues and methods of governance.</p>	<p>PSE Personal responses to social issues and methods of governance.</p>	<p>PSE Gender roles</p>	<p>PSE Planning and reviewing.</p> <p>Gender roles in the workplace</p>
Key Assessment Foci						

	<p>S & L Presentation: a number anecdotes covering different stages in life i.e. pre Lansdowne and recent experiences Discussions on the content and stylistic features of autobiographical extracts</p> <p>Reading Studying settings and characterisation and their effects in the examples of autobiographical writings</p> <p>Writing Creative writing for IGCSE folio. Entry Level written exam 1</p>	<p>S & L Group discussions: What is narrative? What are the seven storylines? What methods might writers use to create characters and atmosphere?</p> <p>Reading Critical readings of extracts from fiction for examples of how writers create setting, characters, events, and structure their writing.</p> <p>Writing Narrative writing for IGCSE folio. Creative writing piece for Entry Level</p>	<p>S & L Class discussions on topical issues. Spoken assessment for Entry Level</p> <p>Reading Reading critically and knowing how language presents meaning Making inferences and referring to evidence within the texts</p> <p>Writing Response to text writing for IGCSE folio. Informative writing for Entry Level</p>	<p>S & L Q&As on examination format and approaches to responding to exam tasks and questions</p> <p>Reading Recognising explicit and implicit information in texts.</p> <p>Writing Express thoughts, feelings and opinions in order to interest, inform or convince the reader Entry Level written exam 2.</p>	<p>S & L Group discussion on how to synthesise and summarise ideas in passages or short stories.</p> <p>Reading Reading and analysing pre and post 1914 short stories i.e. Hardy's 'Tony Kytes the Arch-Deceiver'.</p> <p>Writing Compare the characters in two short stories with a focus on dialogue.</p>	<p>S & L Discussing possible future plans Interviewing professionals</p> <p>Reading Reading and comparing college prospectuses Looking at job adverts</p> <p>Writing Filling in application forms Writing formal letters Writing personal statements</p>
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