Buckingham School Curriculum Map

English

			AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Т	KEY OPIC/VALUE							
YEAR 6 / PRIMARY SCHOOL	PRIMARY SCHOOL	CONTENT	No lists of texts for: Buckingham primary Bourton Meadow Winslow CofE Roundwood	No lists of texts for: Buckingham primary Bourton Meadow Winslow CofE Roundwood	No lists of texts for: Buckingham primary Bourton Meadow Winslow CofE Roundwood	No lists of texts for: Buckingham primary Bourton Meadow Winslow CofE Roundwood	No lists of texts for: Buckingham primary Bourton Meadow Winslow CofE Roundwood	No lists of texts for: Buckingham primary Bourton Meadow Winslow CofE Roundwood
	LEARNING	SKILLS						
		THEMES						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	Core Text: Darkside by Tom Becker Poetry and non-fiction texts thematically linked to the core text.	thematically linked to	Core Text: War Poetry Poetry and non-fiction texts thematically linked to the core text.	Core text: Face by Benjamin Zephaniah Poetry and non-fiction texts thematically linked to the core text.	Zephaniah Poetry and non-fiction texts thematically linked to the core text.	Core Text: The Merchant of Venice by William Shakespeare Poetry and non-fiction texts thematically linked to the core text

S	KILLS	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:
		Understand and	Understand and	Understand and	Understand and	Understand and	Understand and
		explain writers'	explain writers' use	explain writers' use	explain writers'	explain writers'	explain writers'
		use of language	of language and	of language and	use of language	use of language	use of language
		and structure for	structure for impact.	structure for impact.	and structure for	and structure for	and structure for
		impact.	Understand and	Understand and	impact.	impact.	impact.
		Understand and	explain what can be	explain what can be	Understand and	Understand and	Understand and
		explain what can	learned from a text,	learned from a text,	explain what can	explain what	explain what
		be learned from a	using inference and	using inference and	be learned from a	can be learned	can be learned
		text, using	deduction.	deduction.	text, using	from a text,	from a text,
		inference and	Understand and	Understand and	inference and	using inference	using inference
		deduction.	explain how	explain how	deduction.	and deduction.	and deduction.
		Understand and	language and	language and	Understand and	Understand and	Understand and
		explain how	structure is used for	structure is used for	explain how	explain how	explain how
		language and	effect, using	effect, using	language and	language and	language and
		structure is used	evidence from the	evidence from the	structure is used	structure is used	structure is used
		for effect, using	text.	text.	for effect, using	for effect, using	for effect, using
		evidence from the	Understand and	Understand and	evidence from the	evidence from	evidence from
		text.	explain writers'	explain writers'	text.	the text.	the text.
		Understand and	intentions. (including	intentions.	Understand and	Understand and	Understand and
		explain writers'	social, historical,	(including social,	explain writers'	explain writers'	explain writers'
		intentions.	cultural context)	historical, cultural	intentions.	intentions.	intentions.
		(including social,	Writing:	context)	(including social,	(including social,	(including social,
		historical, cultural	Appropriate use of	Writing:	historical, cultural	historical,	historical,
		context)	language features	Appropriate use of	context)	cultural context)	cultural context)
		Writing:	and varied	language features	Writing:	Writing:	Writing:
		Appropriate use of	vocabulary.	and varied	Appropriate use of	Appropriate use	Appropriate use
		language features	Appropriate	vocabulary.	language features	of language	of language
		and varied	organisation and	Appropriate	and varied	features and	features and
		vocabulary.	structuring of whole	organisation and	vocabulary.	varied	varied
		Appropriate	texts.	structuring of whole	Appropriate	vocabulary.	vocabulary.
		organisation and	Writing with genre,	texts.	organisation and	Appropriate	Appropriate
		structuring of	audience and	Writing with genre,	structuring of	organisation and	organisation and
		whole texts.	purpose in mind.	audience and	whole texts.	structuring of	structuring of
		Writing with	Accurate structuring	purpose in mind.	Writing with	whole texts.	whole texts.
		genre, audience	of sentences.	Accurate structuring	genre, audience	Writing with	Writing with
		and purpose in	Accurate spelling	of sentences.	and purpose in	genre, audience	genre, audience
		mind.	and punctuation.	Accurate spelling	mind.	and purpose in	and purpose in
				and punctuation.		mind.	mind.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		Accurate structuring of sentences. Accurate spelling and punctuation.			Accurate structuring of sentences. Accurate spelling and punctuation.	Accurate structuring of sentences. Accurate spelling and punctuation.	Accurate structuring of sentences. Accurate spelling and punctuation.
	THEMES	The supernatural Suspense Gothic Adventure Self - preservation	The supernatural Suspense Gothic Adventure Self - preservation	Power Conflict Resolution History Attitudes to War	Identity Peer pressure Relationships Stigma Trauma	Human Rights Immigration and Emigration Empathy Cultural Identity Racism Social Conscience	The Law and Justice Mercy Revenge Prejudice and Intolerance
YEAR 8	CONTENT	Core Text: In The Middle Of The Night by Robert Cormier Poetry and non-fiction texts thematically linked to the core text.	Core Text: Gothic Literature Extracts Poetry and non-fiction texts thematically linked to the core text.	Core Text: Blood Brothers by Willy Russell Poetry and non-fiction texts thematically linked to the core text.	Core Text: Just Read Study - teacher choice of text. Poetry and non-fiction texts thematically linked to the core text.	Core Text: Sherlock Holmes Collection Poetry and non-fiction texts thematically linked to the core text.	Core Text: Creative Writing (inspired by Sherlock Holmes) Creating mystery, suspense and tension in writing

SKILLS	Reading	Reading	Reading	Reading	Reading	Reading
	Apply clearly knowledge of key themes and ideas, making comments about significant meanings. Apply clearly knowledge of language and structural features by offering interpretations which are justified and supported by relevant textual references. Apply clearly knowledge of how writers' choices contribute to the overall, intended effect – including reference to contextual features where relevant.	Apply clearly knowledge of key themes and ideas, making comments about significant meanings. Apply clearly knowledge of language and structural features by offering interpretations which are justified and supported by relevant textual references. Apply clearly knowledge of how writers' choices contribute to the overall, intended effect – including reference to contextual features where relevant. Writing: Construct language and imagery, including ambitious vocabulary and a range of successful language devices.	Apply clearly knowledge of key themes and ideas, making comments about significant meanings. Apply clearly knowledge of language and structural features by offering interpretations which are justified and supported by relevant textual references. Apply clearly knowledge of how writers' choices contribute to the overall, intended effect – including reference to contextual features where relevant. Writing: Construct language and imagery, including ambitious vocabulary and a range of successful language devices.	Apply clearly knowledge of key themes and ideas, making comments about significant meanings. Apply clearly knowledge of language and structural features by offering interpretations which are justified and supported by relevant textual references. Apply clearly knowledge of how writers' choices contribute to the overall, intended effect – including reference to contextual features where relevant. Writing:	Apply clearly knowledge of key themes and ideas, making comments about significant meanings. Apply clearly knowledge of language and structural features by offering interpretations which are justified and supported by relevant textual references. Apply clearly knowledge of how writers' choices contribute to the overall, intended effect – including reference to contextual features where relevant. Writing:	Apply clearly knowledge of key themes and ideas, making comments about significant meanings. Apply clearly knowledge of language and structural features by offering interpretations which are justified and supported by relevant textual references. Apply clearly knowledge of how writers' choices contribute to the overall, intended effect – including reference to contextual features where relevant. Writing:

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Writing: Construct language and imagery, including ambitious vocabulary and a range of successful language devices. Organise and structure writing to complement meaning, using clear and connected ideas for effect. Construct texts which are successfully matched to genre, audience and purpose. Construct paragraphs using different lengths and openings, anticipating readers' questions.	Organise and structure writing to complement meaning, using clear and connected ideas for effect. Construct texts which are successfully matched to genre, audience and purpose. Construct paragraphs using different lengths and openings, anticipating readers' questions.	Organise and structure writing to complement meaning, using clear and connected ideas for effect. Construct texts which are successfully matched to genre, audience and purpose. Construct paragraphs using different lengths and openings, anticipating readers' questions.	Construct language and imagery, including ambitious vocabulary and a range of successful language devices. Organise and structure writing to complement meaning, using clear and connected ideas for effect. Construct texts which are successfully matched to genre, audience and purpose. Construct paragraphs using different lengths and openings, anticipating readers' questions.	Construct language and imagery, including ambitious vocabulary and a range of successful language devices. Organise and structure writing to complement meaning, using clear and connected ideas for effect. Construct texts which are successfully matched to genre, audience and purpose. Construct paragraphs using different lengths and openings, anticipating readers' questions.	Construct language and imagery, including ambitious vocabulary and a range of successful language devices. Organise and structure writing to complement meaning, using clear and connected ideas for effect. Construct texts which are successfully matched to genre, audience and purpose. Construct paragraphs using different lengths and openings, anticipating readers' questions.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THEMES	Relationships Guilt and Expiation Love and Hate Crime and Justice Revenge	The Supernatural The Gothic Suspense Fear Resolution	Class and Money Nature vs Nurture Superstition and Fate Coming of Age Violence	Class and Money Nature vs Nurture Superstition and Fate Coming of Age Violence	Murder and Mystery Cunning and Cleverness Justice and Judgment Human Nature	Murder and Mystery Cunning and Cleverness Justice and Judgment Human Nature
YEAR 9	CONTENT	Core Text: Macbeth Poetry and non-fiction texts thematically linked to the core text.	Core Text: Macbeth Poetry and non-fiction texts thematically linked to the core text.	Core Text: A Kestrel for a Knave by Billy Hines Poetry and non-fiction texts thematically linked to the core text.	Core Text: A Kestrel for a Knave by Billy Hines Poetry and non-fiction texts thematically linked to the core text.	Core Text: AQA Dystopian Fiction Extracts Poetry and non-fiction texts thematically linked to the core text.	Core Text: AQA Poetry Anthology - Power and Conflict Cluster Poetry and non-fiction texts thematically linked to the core text.

SKILLS	Reading:Analyse keythemes and ideasin texts, makingcomments aboutimplicit meanings.Analyse, usingknowledge oflanguage andstructuralfeatures, byemploying subjectterminology whichis supported bywell-chosentextualreferences.Analyse thefactors thatinfluencewriters andhow thesehaveimpactedupon theirtexts –including clearanalysis ofcontextualreferenceswhereappropriate.Writing:Adapt increasinglysophisticated	Reading: Analyse key themes and ideas in texts, making comments about implicit meanings. Analyse, using knowledge of language and structural features, by employing subject terminology which is supported by well-chosen textual references. Analyse the factors that influence writers and how these have impacted upon their texts – including clear analysis of contextual references where appropriate. Writing: Adapt increasingly sophisticated language, imagery and vocabulary for imaginative impact.	Reading: Analyse key themes and ideas in texts, making comments about implicit meanings. Analyse, using knowledge of language and structural features, by employing subject terminology which is supported by well-chosen textual references. Analyse the factors that influence writers and how these have impacted upon their texts – including clear analysis of contextual references where appropriate. Writing: Adapt increasingly sophisticated language, imagery and vocabulary for imaginative impact.	Reading: Analyse key themes and ideas in texts, making comments about implicit meanings. Analyse, using knowledge of language and structural features, by employing subject terminology which is supported by well-chosen textual references. Analyse the factors that influence writers and how these have impacted upon their texts – including clear analysis of contextual references where appropriate. Writing: Adapt increasingly sophisticated language, imagery and vocabulary for imaginative impact.	Reading: Analyse key themes and ideas in texts, making comments about implicit meanings. Analyse, using knowledge of language and structural features, by employing subject terminology which is supported by well-chosen textual references. Analyse the factors that influence writers and how these have impacted upon their texts – including clear analysis of contextual references where appropriate. Writing:	Reading: Analyse key themes and ideas in texts, making comments about implicit meanings. Analyse, using knowledge of language and structural features, by employing subject terminology which is supported by well-chosen textual references. Analyse the factors that influence writers and how these have impacted upon their texts – including clear analysis of contextual references where appropriate. Writing:
	Writing: Adapt increasingly			imagery and vocabulary for imaginative	appropriate.	appropriate.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Adapt organisation and structure for imaginative effect, with developed and original ideas; use of structural features and whole text cohesive devices, including echoing or repeating words or images. Adapt features of genre, audience and purpose effectively.	Adapt organisation and structure for imaginative effect, with developed and original ideas; use of structural features and whole text cohesive devices, including echoing or repeating words or images. Adapt features of genre, audience and purpose effectively.	Adapt organisation and structure for imaginative effect, with developed and original ideas; use of structural features and whole text cohesive devices, including echoing or repeating words or images. Adapt features of genre, audience and purpose effectively.	Adapt organisation and structure for imaginative effect, with developed and original ideas; use of structural features and whole text cohesive devices, including echoing or repeating words or images. Adapt features of genre, audience and purpose effectively.	Adapt increasingly sophisticated language, imagery and vocabulary for imaginative impact. Adapt organisation and structure for imaginative effect, with developed and original ideas; use of structural features and whole text cohesive devices, including echoing or repeating words or images. Adapt features of genre, audience and purpose effectively.	Adapt increasingly sophisticated language, imagery and vocabulary for imaginative impact. Adapt organisation and structure for imaginative effect, with developed and original ideas; use of structural features and whole text cohesive devices, including echoing or repeating words or images. Adapt features of genre, audience and purpose effectively.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THEMES	Ambition Loyalty Guilt Innocence The Supernatural Justice	Ambition Loyalty Guilt Innocence The Supernatural Justice	Family Relationships Education Poverty Weaknesses and Hidden Strengths	Family Relationships Education Poverty Weaknesses and Hidden Strengths	Power Conflict Identity Resolution Betrayal	Power Conflict Identity Resolution Betrayal
YEAR 10	CONTENT	A Christmas Carol AQA Lit P1 Section B	A Christmas Carol AQA Lit P1 Section B AQA Language Paper 1	An Inspector Calls AQA Lit P2 Section A	An Inspector Calls AQA Lit P2 Section A Power and Conflict Poetry AQA Lit P2 Section B	Power and Conflict Poetry AQA Lit P2 Section B	AQA Language Paper 2 and Spoken Language Endorsement

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SKILLS	Analysis of writer's methods, viewpoints, perspectives.	Analysis of writer's methods, viewpoints, perspectives.	Analysis of writer's methods, viewpoints, perspectives.	Analysis of writer's methods, viewpoints, perspectives.	Analysis of writer's methods, viewpoints, perspectives.	Analysis of writer's methods, viewpoints, perspectives.
		Use of historical/biograph ical/social context	Use of historical/biographic al/social context Reading: inference, synthesis, evaluation and analysis	Use of historical/biographic al/social context	Use of historical/biograph ical/social context Writer's methods, viewpoints and perspectives,	Use of historical/biogra phical/social context	Reading: inference, synthesis, evaluation, comparison and analysis Writing: creative and descriptive
			Writing: creative and descriptive		comparison and analysis		Writing: creative, descriptive & discursive
	THEMES	Empathy Social responsibility Allegory Redemption	Empathy Social responsibility Allegory Redemption	Empathy Social responsibility Redemption Old vs Young	Empathy Social responsibility Redemption Old vs Young Power Conflict	Power Conflict	
YEAR 11	CONTENT	Romeo and Juliet AQA Lit P1 Section A	An Inspector Calls AQA Lit P2 Section A	AQA Language Paper 1 and Language Paper 2	AQA Literature P1 and P2 Revision	Exam Revision for AQA Language and Literature	GCSE Exams

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SKILLS	Analysis of writer's methods, viewpoints, perspectives. Use of historical/biograph ical/social context	Analysis of writer's methods, viewpoints, perspectives. Use of historical/biographic al/social context	Reading: inference, synthesis, evaluation, comparison and analysis Writing: creative and descriptive Writing: creative, descriptive & discursive	Reading: inference, synthesis, evaluation, comparison and analysis Writing: creative and descriptive Writing: creative, descriptive & discursive	Analysis of writer's methods, viewpoints, perspectives. Use of historical/biogra phical/social contex Reading: inference, synthesis, evaluation, comparison and analysis Writing: creative and descriptive Writing: creative, descriptive & discursive	
THEMES	Gender Aggression Conflict Fate Love Hate	Empathy Social responsibility Redemption Old vs Young				

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 12	CONTENT	Transition Unit	Set prose text: The Awakening	Set poetry anthology: post-1900 poems	Set play: Shakespeare (varies)	Exam Questions	Coursework
	SKILLS	Exploring: prose poetry plays	Modelling how to read a novel with associated skills	poetry analysis: language form structure	Analysis of plays: structure	How to answer the different exam questions	How to construct a comparative essay
	THEMES	Love through the Ages	Love through the Ages	Love through the Ages	Love through the Ages	Love through the Ages	Love through the Ages
YEAR 13	CONTENT	Set prose text: Regeneration	Set prose text: Regeneration	Set play: The Wipers Times	Set poetry anthology: Wilfred Owen		
	SKILLS	How to analyse authorial methods	How to analyse authorial methods	How to analyse a play written for performance	How to analyse poetry and how to link and compare with literature of another genre	How to answer the different styles of exam questions	
	THEMES	WW1 and its Aftermath	WW1 and its Aftermath	WW1 and its Aftermath	WW1 and its Aftermath	WW1 and its Aftermath	