

Bishop Stopford's School

Curriculum Map Year GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE - EDEXCEL

Autumn 1 Literature: Paper 1 - Modern Play - Literature: Paper 1 - Modern Play - Christmas Carol - 19th Century text * maintaining a critical style and providing well informed providing well informed * maintaining a critical style and providing well informed * maintaining a critical style and providing well informed * maintaining a critical style and providing well informed * maintaining a critical style and providing well informed * maintaining a critical style and providing well informed * coherently	er 2 Language Paper 1 and 2/Literature embedding - analysis and evaluation of fictional and non-fictional texts	Summer 2 Language Paper 1 and 2/Literature embedding - analysis and evaluation of fictional and non-fictional texts
• maintaining a critical style and • maintaining a critical style and • maintaining a critical style and • communicating ideas	analysis and evaluation of	analysis and evaluation of
• maintaining a critical style and • maintaining a critical style and • maintaining a critical style and • communicating ideas		
maintaining a critical style and maintaining a critical style and maintaining a critical style and communicating ideas	fictional and non-fictional texts	
maintaining a critical style and maintaining a critical style and maintaining a critical style and communicating ideas		Inchonal and non-netional texts
providing well informed judgements providing well informed providing well informed coherently	maintaining a critical style and	· maintaining a critical style and
providing well informed judgements (providing well informed providing well informed [conferently	providing well informed	providing well informed
• selecting and synthesising evidence judgements judgements • using structural devices sur	ch judgements	judgements
from different texts to support • selecting and synthesising • selecting and synthesising as sentence forms and	 selecting and synthesising 	 selecting and synthesising
opinions evidence from different texts to evidence from different texts to paragraphing for effect	evidence from different texts to	evidence from different texts to
• Understanding of relationship support opinions support opinions support opinions • using lingustic devices to si	uit support opinions	support opinions
between text and contexts in which • Understanding of relationship • Understanding of relationship audience, purpose and to cre	eate • Understanding of relationship	 Understanding of relationship
they were written between text and contexts in between text and contexts in effects	between text and contexts in	between text and contexts in
Critical thinking which they were written which they were written Make judgements	which they were written	which they were written
Analysis of uses of language, form Critical thinking Critical thinking Make arguments	 Critical thinking 	Critical thinking
and structure to create meanings • Analysis of uses of language, • Analysis of uses of language, • Draw informed decisions	 Analysis of uses of language, 	 Analysis of uses of language,
• Critical evaluation form and structure to create form and structure to create • Synthesis of information	form and structure to create	form and structure to create
Critical evaluation Symptosis of information from and structure to create Symptosis of information from and structure to create meanings meanings Critical evaluation Synthesis of information Revision of grammar and spelling Synthesis of information Revision of grammar and spelling	meanings	meanings
information from texts • Critical evaluation • Critical evaluation • Critical evaluation • spelling	Critical evaluation	Critical evaluation
• comparing how ideas and perspectives are conveyed across information from texts information from texts • selecting and synthesising information from texts	 selecting and synthesising information from texts 	 selecting and synthesising information from texts
texts •comparing how ideas and •comparing how ideas and	•comparing how ideas and	•comparing how ideas and
identifying and interpreting implicit perspectives are conveyed perspectives are conveyed	perspectives are conveyed	perspectives are conveyed
and obvious information across texts across texts	across texts	across texts
Oracy	identifying and interpreting	identifying and interpreting
Numeracy implicit and obvious information implicit and obvious information	implicit and obvious information	implicit and obvious information
Oracy Oracy	Oracy	Oracy
Numeracy Numeracy	Numeracy	Numeracy
Understanding of the plight and	nd An amalgamation of all	An amalgamation of all
experience of refugees and Victorian Britain / London and conflict i.e. in terms of warfare non-fiction texts to consolidate	te knowledge acquired from KS2 to	knowledge acquired from KS2 to
immigrants in Britain and also themes such as equality and but also identity, class and understanding of how lingus		KS3.
Immigrants in Britain and also exploration of the Care system and exploration of the Care system and how this affects the lives of young people. Making connections between the context of texts and the intention between the context of texts and the intention to convey messages to the lives of texts and the convey and compare how poetic to aid in creating of the convey and compare how poetic to aid in creating of the convey and compare how poetic to the convey and compare how poetic to aid in creating of the convey and compare how poetic to aid in creating of the convey and compare how poetic to aid in creating of the convey and compare how poetic to aid in creating of the convey an		
how this affects the lives of young explain how Dickens uses convey and compare how poetic to aid in creating effects whe	:n	
people. Making connections between language and structural devices devices are used to portray crafting writing.		
the context of texts and the intention of the playwright for the audience. reader. particular ideas in one or more poems.		
of the playwright for the addience.		
Formative assessment - analysis of Formative assessment - analysis Formative assessment - Formative - Formative assessment - Formative - Formativ	tive Relevant mark schemes and	Relevant mark schemes and
character from the play with focus on of how Dickens uses language comparative analysis of how writing and transactional pie		past papers or exam-style
how Sissay makes connections and structure to portray a poets have used language and followed by DIRT (Directed	questions used to assess	questions used to assess
hatween character and the context of character followed by DIPT structure to convey magning for Improvement Polloction Tim	e) application of ability and	application of ability and
the play. Students will complete a Summative assessment - the reader followed by DIRT. of teacher feedback and	knowledge.	knowledge.
DIRT task afterwards and then a exploration of how Dickens Summative assessment - Summative assessment - sec	ond	
Summative which assess the same presents a specific theme assesses same skill but with creative and transactional		
the play. Students will complete a bull complete a bull complete a context in classes sense and then a summative assessment - sexploration of how Dickens Summative which assess the same skill but in relation to theme from another part of the play. Also in-class self and peer assessment. Summative assessment - sexploration of how Dickens presents a specific theme assesses as as skill but with different poems. In class self and peer assessment too. Summative assessment - sexploration of transactional different poems. In class self and peer assessment too. Summative assessment - sexploration of the play in relation different poems. In class self and peer assessment too. Summative assessment - sexploration of teacher feedback and Summative assessment - sexploration of the play in relation to theme of the play in relation to the part of the play. Also in-class self and peer assessment too.		
another part of the play. Also in-class to plot, theme, character and and peer assessment too. assessments use images and		
self and peer assessment. context. In class self and peer concepts from the scheme a	\$	
assessment too stimulus. Also seir and peer		
assessment of classwork.		
w Year 9 Autumn Term 2 Year 9 Summer Term 1 Year 9 Spring Term 2 Year 9 Autumn Term 1 and	Whole KS3 curriculum	Whole KS3 curriculum
Spring Term 1		
Spring Term 1		
Spring Term 1		