



Bishop Stopford's School

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Literature: Paper 1 - Modern Play - Refugee Boy	Literature: Paper 2 - A Christmas Carol - 19th Century text	Literature: Paper 2: Poetry Anthology - Conflict	Language: Paper 1 and Paper 2 Creative Writing and Transactional Writing	Language Paper 1 and 2/Literature embedding - analysis and evaluation of fictional and non-fictional texts	Language Paper 1 and 2/Literature embedding - analysis and evaluation of fictional and non-fictional texts
Core Skills	<ul style="list-style-type: none"> maintaining a critical style and providing well informed judgements selecting and synthesising evidence from different texts to support opinions Understanding of relationship between text and contexts in which they were written Critical thinking Analysis of uses of language, form and structure to create meanings Critical evaluation selecting and synthesising information from texts comparing how ideas and perspectives are conveyed across texts identifying and interpreting implicit and obvious information Oracy Numeracy 	<ul style="list-style-type: none"> maintaining a critical style and providing well informed judgements selecting and synthesising evidence from different texts to support opinions Understanding of relationship between text and contexts in which they were written Critical thinking Analysis of uses of language, form and structure to create meanings Critical evaluation selecting and synthesising information from texts comparing how ideas and perspectives are conveyed across texts identifying and interpreting implicit and obvious information Oracy Numeracy 	<ul style="list-style-type: none"> maintaining a critical style and providing well informed judgements selecting and synthesising evidence from different texts to support opinions Understanding of relationship between text and contexts in which they were written Critical thinking Analysis of uses of language, form and structure to create meanings Critical evaluation selecting and synthesising information from texts comparing how ideas and perspectives are conveyed across texts identifying and interpreting implicit and obvious information Oracy Numeracy 	<ul style="list-style-type: none"> communicating ideas coherently using structural devices such as sentence forms and paragraphing for effect using linguistic devices to suit audience, purpose and to create effects Make judgements Make arguments Draw informed decisions Synthesis of information Revision of grammar and spelling 	<ul style="list-style-type: none"> maintaining a critical style and providing well informed judgements selecting and synthesising evidence from different texts to support opinions Understanding of relationship between text and contexts in which they were written Critical thinking Analysis of uses of language, form and structure to create meanings Critical evaluation selecting and synthesising information from texts comparing how ideas and perspectives are conveyed across texts identifying and interpreting implicit and obvious information Oracy Numeracy 	<ul style="list-style-type: none"> maintaining a critical style and providing well informed judgements selecting and synthesising evidence from different texts to support opinions Understanding of relationship between text and contexts in which they were written Critical thinking Analysis of uses of language, form and structure to create meanings Critical evaluation selecting and synthesising information from texts comparing how ideas and perspectives are conveyed across texts identifying and interpreting implicit and obvious information Oracy Numeracy
Core Knowledge	Understanding of the plight and experience of refugees and immigrants in Britain and also exploration of the Care system and how this affects the lives of young people. Making connections between the context of texts and the intention of the playwright for the audience.	Drawing upon knowledge of Victorian Britain / London and themes such as equality and redemption. Being able to explain how Dickens uses language and structural devices to convey messages to the reader.	Exploration of various types of conflict i.e. in terms of warfare but also identity, class and relationships. Being able to convey and compare how poetic devices are used to portray particular ideas in one or more poems.	Reading a variety of fiction and non-fiction texts to consolidate understanding of how linguistic and structural devices are used to aid in creating effects when crafting writing.	An amalgamation of all knowledge acquired from KS2 to KS3.	An amalgamation of all knowledge acquired from KS2 to KS3.
Assesment & Feedback	Formative assessment - analysis of character from the play with focus on how Sissy makes connections between character and the context of the play. Students will complete a DIRT task afterwards and then a Summative which assess the same skill but in relation to theme from another part of the play. Also in-class self and peer assessment.	Formative assessment - analysis of how Dickens uses language and structure to portray a character followed by DIRT. Summative assessment - exploration of how Dickens presents a specific theme throughout the play in relation to plot, theme, character and context. In class self and peer assessment too	Formative assessment - comparative analysis of how poets have used language and structure to convey meaning for the reader followed by DIRT. Summative assessment - assesses same skill but with different poems. In class self and peer assessment too.	Formative assessment - Creative writing and transactional pieces followed by DIRT (Directed Improvement Reflection Time) of teacher feedback and Summative assessment - second creative and transactional writing pieces. Both assessments use images and concepts from the scheme as stimulus. Also self and peer assessment of classwork.	Relevant mark schemes and past papers or exam-style questions used to assess application of ability and knowledge.	Relevant mark schemes and past papers or exam-style questions used to assess application of ability and knowledge.
Link to prior learning	Year 9 Autumn Term 2	Year 9 Summer Term 1	Year 9 Spring Term 2	Year 9 Autumn Term 1 and Spring Term 1	Whole KS3 curriculum	Whole KS3 curriculum