



Pendle Community High School & College
Curriculum Map for KS3 and KS4 English

Yr grp	Autumn	Spring	Summer
Yr 7	<p style="text-align: center;">Autumn 1 'All About Me'</p> <p style="text-align: center;"><u>Vehicle Text: Stone Age Boy</u></p> <p style="text-align: center;">Fiction – Personal Experience Narrative</p> <p style="text-align: center;">Non Fiction – Diary entry</p> <p style="text-align: center;">Autumn 2 'Saving Our Planet'</p> <p style="text-align: center;"><u>Vehicle Text: The Great Kapok Tree</u></p> <p style="text-align: center;">Fiction – Persuasive narrative</p> <p style="text-align: center;">Non Fiction – Letter to Miss Grogan</p>	<p style="text-align: center;">Spring 1 'Snow and Ice'</p> <p style="text-align: center;"><u>Vehicle Text: The Polar Bear Son</u></p> <p style="text-align: center;">Fiction – Descriptive Narrative</p> <p style="text-align: center;">Non Fiction – Information leaflet (Arctic)</p> <p style="text-align: center;">Spring 2 'Myths, Legends and Fairytale with a Twist'</p> <p style="text-align: center;"><u>Vehicle Text: Selection of classic stories and modern day versions with a twist</u></p> <p style="text-align: center;">Fiction – Myth Narrative</p> <p style="text-align: center;">Non Fiction - Newspaper</p>	<p style="text-align: center;">Summer 1 'Literature from Other Cultures'</p> <p style="text-align: center;"><u>Vehicle Text: Gregory Cool</u></p> <p style="text-align: center;">Fiction: Understanding plot</p> <p style="text-align: center;">Non Fiction: Instructional writing, Caribbean Recipes</p> <p style="text-align: center;">Summer 2 'Macbeth – The Witches Scenes'</p> <p style="text-align: center;"><u>Vehicle Text: The Song of the Witches.</u></p> <p style="text-align: center;">Drama –song of the Witches by William Shakespeare</p> <p style="text-align: center;">Poetry – write a rhyming cauldron poem.</p>

Yr 8 & 9 Cycle 1 (22/23)	<p>Autumn 1 ‘Historical Fiction – World Wars’</p> <p><u>Vehicle Texts</u> <u>The Bear who went to war – Ribble / Darwen</u> <u>The Lion and The Unicorn – Wyre</u></p> <p>Fiction – Quest / return narrative</p> <p>Non Fiction – informal letters / postcards</p>	<p>Spring 1 ‘Shakespeare: A Midsummer Night’s Dream’</p> <p><u>Vehicle Text: A Midsummer Nights Dream</u> <u>(Orchard Classics)</u></p> <p>Focusing on listening to, reading, writing and performing scenes; understanding setting, character and plot</p> <p>Writing & Drama – write and perform a scene.</p>	<p>Summer 1 ‘Contemporary Fiction – Diaries’</p> <p><u>Vehicle Texts</u> <u>The diary of a Killer Cat –Wyre</u> <u>The Diary of a Wimpy Kid - Ribble / Darwen</u></p> <p>Fiction – Diary of a character</p> <p>Non-Fiction debating topics: Animals in captivity Hunting Animal Rights</p>
	<p>Autumn 2 ‘Pre-1914 Literature’</p> <p><u>Vehicle Text</u> <u>The Selfish Giant – Ribble / Darwen</u> <u>The Selfish Giant and other stories – Wyre</u></p> <p>Fiction – understanding character linked to the giant.</p> <p>Non Fiction – Balanced argument, speaking and listening (debate).</p> <p>Poetry – write a poem to create a giant using a suggested repeating initial first line.</p>	<p>Spring 2 ‘Contemporary Fiction – strong female protagonists’</p> <p><u>Vehicle Texts</u> <u>Manya Learns to Roar – Wyre</u> <u>Mirette on the High Wire – Ribble / Darwen</u></p> <p>Fiction - Focus on character description, building character.</p> <p>Non-fiction: fact file, women who have made history.</p>	<p>Summer 2 ‘The Language of Travel Writing’</p> <p><u>Vehicle Texts</u> <u>Around the World in 80 Days (abridged) - Wyre</u> <u>The Snail and the Whale – Ribble / Darwen</u></p> <p>Fiction – Descriptive Narrative</p> <p>Non-fiction – Travel Blog</p>

Yr 8/9 Cycle 2 (23/24)	<p style="text-align: center;">Autumn 1 ‘Stories about Education’</p> <p style="text-align: center;"><u>Vehicle Text</u> <u>Counting on Katherine – Ribble / Darwen</u> <u>If I Built a School - Wyre</u></p> <p style="text-align: center;">Non-Fiction debating topics: Mobile phones in school School uniform: yes or no? How do we stop bullying in schools?</p> <p style="text-align: center;">Link to non-chronological report</p> <p style="text-align: center;">Autumn 2 ‘Pre 1914 Literature – Treasure Island’ Abridged</p> <p style="text-align: center;">Focus on character, setting (creating atmosphere) and plot.eg sequencing, prediction, character description, inference.</p> <p style="text-align: center;">Exploring non-fiction books about pirates</p>	<p style="text-align: center;">Spring 1 ‘Shakespeare: Romeo and Juliet’</p> <p style="text-align: center;"><u>Vehicle Text: Romeo and Juliet (Orchard Classics)</u></p> <p style="text-align: center;">Focusing on the language of Shakespeare: listening to, reading, writing and performing scenes; understanding setting, character and plot</p> <p style="text-align: center;">Writing & Drama – write and perform a scene.</p> <p style="text-align: center;">Spring 2 ‘Contemporary Fiction – Featuring Other Cultures’</p> <p style="text-align: center;"><u>Vehicle Text</u> <u>When Stars are Scattered by Victoria Jamieson - Wyre</u> <u>Grandad Mandela by Zindze Mandela – Ribble / Darwen</u></p> <p style="text-align: center;">Fiction: cultural narrative based on our own cultures.</p> <p style="text-align: center;">Non-fiction: Fact File on Nelson Mandela History of Segregation and Apartheid</p>	<p style="text-align: center;">Summer 1 ‘Poetry’</p> <p style="text-align: center;"><u>Choose from:</u> <u>Kenning, Haiku, Nonsense, Shape, Limerick, Calligram, Tanka</u></p> <p style="text-align: center;">Focus on reading, discussing, understanding poetic technique and devices; act out, read aloud, appreciate and analyse poems.</p> <p style="text-align: center;">Summer 2 ‘Contemporary Fiction - Fantasy’</p> <p style="text-align: center;"><u>Vehicle Text</u> <u>How to Train your Dragon?</u> <u>The Boy Who Grew Dragons?</u> <u>Zog – Ribble / Darwen</u></p> <p style="text-align: center;">Fiction: Imaginative and creative fantasy writing</p> <p style="text-align: center;">Non Fiction - Poster</p>
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Year 10/11 Cycle 1 (22/23)	<p>Autumn 1 & 2 (P/B) Step Up To English</p> <p><u>Crime (component 2)</u></p> <ul style="list-style-type: none"> • read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken English effectively. 	<p>Spring 1 & 2 (P/B) Step Up To English</p> <p><u>Leisure (component 1)</u></p> <ul style="list-style-type: none"> • read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken English effectively. 	<p>Summer 1 & 2 (P/B) Step Up To English</p> <p><u>Science Fiction (component 2)</u></p> <ul style="list-style-type: none"> • read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken English effectively.
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	<p style="text-align: center;">Autumn 1 (S/D) Our House</p> <p style="text-align: center;"><u>Vehicle Text: If I built a house</u></p> <p>Focus:</p> <ul style="list-style-type: none"> • Writing to argue and persuade • Responding to information <p style="text-align: center;">Autumn 2 Crime</p> <p style="text-align: center;"><u>Vehicle Text: The Three Robbers</u></p> <p>Focus:</p> <ul style="list-style-type: none"> • Understanding the actions of the Robbers • Character profile. • Missing poster <p style="text-align: center;">Or The Titanic</p> <p style="text-align: center;"><u>Vehicle Text: The night the Titanic Sank by Caryl Jenner</u></p> <p>Focus:</p> <ul style="list-style-type: none"> • Diary entry from the point of view of a survivor. • Group discussions and / or simple film review/ <p>AQA units with reading, writing or Oracy foci will be chosen or written to suit the needs of the individual groups.</p>	<p style="text-align: center;">Spring 1 (S/D) Leisure</p> <p style="text-align: center;"><u>Vehicle Text: selection of texts that link to hobbies ie. Recipe books, knitting, sewing, colouring, craft.</u></p> <p>Focus:</p> <ul style="list-style-type: none"> • Instructional writing linked to hobbies i.e recipes / how to cards. <p style="text-align: center;">Spring 2 Leisure cont....</p> <p style="text-align: center;"><u>Vehicle Text – explore a range of media sources i.e leaflets / online for leisure activities</u></p> <p>Focus:</p> <ul style="list-style-type: none"> • Create a class magazine advertising chosen leisure activities. <p>AQA units with reading, writing or Oracy foci will be chosen or written to suit the needs of the individual groups.</p>	<p style="text-align: center;">Summer 1 & 2 (S/D) Science Fiction</p> <p style="text-align: center;"><u>Vehicle Text: Lights on Cotton Rock</u></p> <p>Focus:</p> <ul style="list-style-type: none"> • Narrative writing, focus on plot. Beginning, Middle and End. <p style="text-align: center;">Summer 2 Science Fiction cont.....</p> <p style="text-align: center;"><u>Vehicle Text: The Science Spell book, magical experiments for kids.</u></p> <p>Focus</p> <ul style="list-style-type: none"> • instructional writing for own experiment. • Science spell poems <p>AQA units with reading, writing or Oracy foci will be chosen or written to suit the needs of the individual groups.</p>
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<p>Year 10/11 Cycle 2 (23/24)</p>	<p>Autumn 1 & 2 Step Up To English</p> <p><u>Holidays (component 1)</u></p> <ul style="list-style-type: none"> • read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken English effectively. 	<p>Spring 1 & 2 Step Up To English</p> <p><u>Music (component 1)</u></p> <ul style="list-style-type: none"> • read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken English effectively. 	<p>Summer 1 & 2 Step Up To English</p> <p><u>Myths and Legends (component 2)</u></p> <ul style="list-style-type: none"> • read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken English effectively.
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	<p>Autumn 2 Holidays cont....</p> <p>AQA units with reading, writing or Oracy foci will be chosen or written to suit the needs of the individual groups.</p>	<p>Spring 2 Music cont.... inc Earth Day (April)</p> <p>AQA units with reading, writing or Oracy foci will be chosen or written to suit the needs of the individual groups.</p>	<p>Summer 2 Myths and legends cont.....inc Stories that rhyme</p> <p>AQA units with reading, writing or Oracy foci will be chosen or written to suit the needs of the individual groups.</p>