

English Curriculum Intent

- To equip students with the tools to articulate themselves and communicate effectively with the world around them in a myriad of contexts
- To instil a love of literature that enables an appreciation of texts that they may not otherwise encounter, including those from the literary canon and modern, diverse voices
- To provide a curriculum that is inspiring and develops students' understanding of the human condition so that they can empathise with others and act with kindness
- To facilitate creativity within lessons and extracurricular opportunities leading to expression through the mediums of debate, written word, and multiple interpretations of texts
- To empower all students through a challenging, academically rigorous and inclusive education in English that offers a platform for critical thinking and unlocks other areas of the school curriculum



English Curriculum Intent

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Tolworth Girls' School Curriculum Map

Y7 English



Y7 7 Hours Per Fortnight Brief Overview: <i>At the end of Year 7 students should be able to understand the processes of storytelling and form their own creative, opinion and analytical writing.</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Myths and Folktales	A Monster Calls	A Monster Calls	Eco Poetry	Representations in the Media	Women in Performance
Knowledge Genre conventions and evolution of myths and folktales. Approaches to narrative and descriptive writing.	Knowledge Secure knowledge of Ness' A Monster Calls- its plot, characters and key themes.	Knowledge Continue to develop knowledge of the text through exploration of wider themes such as grief, friendship, the supernatural.	Knowledge Significant poetic voices from the 18th century to the modern day. How poets use the form to highlight and respond to social issues.	Knowledge How social groups are represented in the media and the ways that this can be improved. Different text types, purposes and methods to communicate opinions.	Knowledge Conventions of Shakespeare's tragedies, comedies and history plays. Features of a monologue.	
Skills Creating an engaging plot Writing descriptions of character and setting Using language devices effectively	Skills Making inferences about characters Selecting appropriate quotations Analysing the writer's choices	Skills Making links within a text Understanding authorial intention Exploring different layers of meaning	Skills Identifying and analysing poetic devices Exploring the connotations of word choices Explaining the poets' intentions	Skills Writing effective letters, speeches and articles for a range of purposes Exploring rhetorical devices Writing to express an opinion	Skills Analysing writer's methods Writing a successful monologue Developing performance skills	
Assessment Opportunities	<i>Creative writing piece</i>	ASSESSMENT PERIOD 1 <i>Writing a folktale or myth</i>	<i>A Monster Calls response</i>	<i>Response to a studied poem</i>	ASSESSMENT FORTNIGHT 2 <i>Writing to advise/persuade</i>	<i>Write and perform a monologue</i>
Wider Learning 	<p>PSHE: Gender stereotypes, grief, bullying, family relationships, navigating friendships, social responsibility</p> <p>CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics</p> <p>Enrichment: Library and Let's Think lessons once a fortnight. Students are gifted a 'Read Up' book during transition which is discussed in Library lessons. Whole School Curriculum Day poetry workshop.</p>					<p>Cross Curricular: History links to the Elizabethan era and 18th/19th centuries, links to Drama through performing monologues</p> <p>Literacy & Numeracy: Key words, spelling, grammar, punctuation, structuring of essays, developing writing and reading skills</p> <p>Diversity: Celebrating different cultures through myths and folktales, exploring a range of diverse voices including Maya Angelou, Benjamin Zephaniah, analysing representations of gender and same-sex relationships</p>



Tolworth Girls' School Curriculum Map

Y8 English



Y8 7 Hours Per Fortnight	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Brief Overview: <i>At the end of Year 8 students should be able to understand the processes of writing that is used to challenge societal conventions. They should be able to craft their writing effectively.</i>	Introduction to rhetoric / Animal Farm Knowledge The art of crafting a powerful speech . This knowledge will then be applied to Orwell's political allegory Animal Farm .	Animal Farm Knowledge Secure knowledge of Orwell's Animal Farm– its plot, characters, key themes , and the socio-political influences on the author.	Love and Relationships poetry Knowledge Different types of love and why poetry is chosen as a format to express different types of emotion and identity .	Telling Stories – genre study Knowledge Range of genre conventions and understanding of how to craft their writing.	Much Ado About Nothing Knowledge Secure knowledge of the play including an understanding of the comedic genre , key characters , key themes , and historical contexts .
	Skills Appreciating the author's craft Understanding authorial intention Crafting writing for a specific audience and purpose	Skills Analysing writers' methods Evaluating contextual factors Choosing textual references thoughtfully	Skills Comparing poems in multiple ways Analysing poetic methods Making links	Skills Identifying generic conventions Constructing narrative and descriptive writing Building effective characterisation Using language devices effectively	Skills Analysing writer's methods Evaluating contextual factors Choosing textual references thoughtfully	Skills Analysing writer's methods Evaluating contextual factors Choosing textual references thoughtfully
Assessment Opportunities	<i>Speech-writing assessment Animal Farm response</i>	<i>AF1 – Animal Farm response</i>	<i>Comparative poetry response</i>	<i>Creative writing task</i>	<i>Analytical response</i>	<i>AF2 – Much Ado About Nothing response</i>



Wider Learning 	<p>PSHE: social responsibility, consent, family relationships, dealing with intense emotions, social hierarchy, gender expectations, class divide</p> <p>CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics</p> <p>Enrichment: Library and Let's Think lessons once a fortnight. Students are able to participate in opportunities like The Windmill magazine, Creative Writing club, Librarian duties, and book group</p>	<p>Cross Curricular: History links to the Russian Revolution, and attitudes in the Elizabethan era</p> <p>Literacy & Numeracy: Key words, spelling, structuring of essays, developing writing skills, constructing an argument with supporting material</p> <p>Diversity: poetry by a range of voices through the comparative love and relationships poetry unit e.g. Nick Makoha, Grace Nichols, Rupri Kaur, Nikita Gill</p>
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Tolworth Girls' School Curriculum Map

Y9 English



<h1>Y9</h1> <p>8 Hours Per Fortnight</p>  <p>Brief Overview:</p>  <p>At the end of Year 9 students should be able to understand the processes of writing that explores the human condition. They will progress to the next stage of their GCSE course with confidence.</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	We need to talk about...non-fiction study	Macbeth	Macbeth	Macbeth	Navigating Narratives	Introduction to GCSE Poetry	GCSE Power and Conflict poetry
	<p>Knowledge</p> <p>The essay form alongside exploring themes such as privilege and neurodiversity. How to craft a powerful piece of opinion writing.</p>	<p>Knowledge</p> <p>Secure knowledge of 'Macbeth' including a contextual understanding of Jacobean society, key characters, the plot and tragedy genre.</p>	<p>Knowledge</p> <p>Continue to develop knowledge of the text including key themes such as greed, power, fate, corruption and explore character development.</p>	<p>Knowledge</p> <p>Narrative structure and techniques. The importance of characterisation in a narrative piece of writing.</p>	<p>Knowledge</p> <p>The various types of poetic form and key tropes through the study of unseen poetry. Understanding of poetic devices that are used for effect.</p>	<p>Knowledge</p> <p>Students will be introduced to the Power and Conflict anthology and secure an in-depth knowledge of the first 8 poems.</p>	
	<p>Skills</p> <p>Structuring opinion essays in a creative way Craft a piece of writing for a specific purpose and audience</p>	<p>Skills</p> <p>Analysing writers' methods Choosing textual references thoughtfully Exploring authorial intent</p>	<p>Skills</p> <p>Constructing arguments about the presentation of characters and themes Selecting judicious references from the whole play</p>	<p>Skills</p> <p>Constructing narratives with a clear focus on structure Building effective characterisation</p>	<p>Skills</p> <p>Interpreting unseen poems using inference skills Comparing poems and drawing links</p>	<p>Skills</p> <p>Comparing poems thematically Refining analytical skills Exploring authorial intention</p>	
Assessment Opportunities	<i>Writing an essay on a chosen topic</i>	ASSESSMENT TASK <i>Response to Macbeth</i>	ASSESSMENT FORTNIGHT 1 <i>Response to Macbeth</i>	ASSESSMENT TASK <i>GCSE style descriptive or narrative response</i>	Unseen poetry response	ASSESSMENT FORTNIGHT 2 <i>Language Paper 1 response</i>	

<p>Wider Learning</p> 	<p>PSHE: Body image, neurodiversity, privilege, relationships, gender stereotypes, conflict, social class</p> <p>CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics</p> <p>Enrichment: GCSE 'STAR' lessons once a fortnight- preparing students for English Language. World Class Schools essay writing competition, The Windmill</p>	<p>Cross Curricular: History- the autobiography of Mary Seacole, Jacobean society, WW1 and WW2. Drama links to the study of Macbeth.</p> <p>Literacy & Numeracy: Key words, spelling, structuring of essays, developing writing skills, grammar, punctuation</p> <p>Diversity: Celebration of neurodiversity and writers of colour including Zadie Smith, Mary Seacole, Amanda Gorman</p>
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Tolworth Girls' School Curriculum Map

Y10 English



Y10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 Hours Per Fortnight Brief Overview: <i>At the end of Year 10 students should be able to analyse texts through exploring writers' methods and evaluating the influence of contextual factors</i>	Poetry Knowledge Final poems of the power and conflict anthology begin in year 9 Students will also learn methods to approaching unseen poetry	19 th Century Novel Knowledge Students will develop a secure knowledge of their 19 th century novel – its plot, characters, key themes, and the society that influenced its author	19 th Century Novel Knowledge Continue to develop knowledge of the text and 19th century society alongside the exam requirements for this unit Language Paper 1	Modern Text Knowledge Key contextual issues e.g. 1912 and 1945 Britain Concepts of capitalism and socialism, crowd mentality Plot, character, themes	Modern Text Knowledge Consolidation of context and text Memorisation of key quotations and patterns across the text Language Paper 1
	Skills Comparing poems in multiple ways Analysing poetic methods Making links	Skills Analysing writers' methods Evaluating contextual factors Choosing textual references thoughtfully	Skills Synthesising textual references Constructing a critical, conceptual response to an exam question	Skills Exploring characters as constructs Evaluating authorial intent through contextual lenses	Skills Constructing an argument Selecting textual references judiciously with no text in exam responses	Skills Comparison Evaluation Structuring transactional writing Using language devices effectively
Assessment Opportunities	Poetry anthology Poetry unseen	AF 1 exam style poetry response	19th century novel	Modern Text response	End of year exams – Literature & Language	Speaking and Listening (GCSE)



Wider Learning 	<p>PSHE: social responsibility, consent, family relationships, dealing with intense emotions, social hierarchy, gender expectations, class divide</p> <p>CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics</p> <p>Enrichment: students are able to participate in opportunities like The Windmill magazine, Creative Writing club, Librarian duties, and book group</p>	<p>Cross Curricular: History links to changing society pre ww1 to post ww2, 19th century London, Psychology links with exploration of herd mentality</p> <p>Literacy & Numeracy: Key words, spelling, structuring of essays, developing writing skills, constructing an argument with supporting material</p> <p>Diversity: poetry by a range of voices through the unseen unit and power and conflict poetry e.g. John Agard, Carol Ann Duffy, Maya Angelou, Imtiaz Dharker. Diverse extracts when studying the Language Paper</p>
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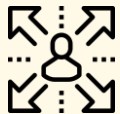


Tolworth Girls' School Curriculum Map

Y11 English



Y11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>9 Hours Per Fortnight</p> <p> Brief Overview:</p> <p></p> <p><i>At the end of Year 11 students should be able to respond to their Literature and Language papers confidently and knowledgeably</i></p>	Romeo and Juliet	Romeo and Juliet	Language Paper 1	Language Paper 2	Revision
<p>Knowledge</p> <p>Students will develop a secure knowledge of the play– its plot, characters, key themes, and the society that influenced its playwright</p> <p>Dramatic irony & tragedy</p>	<p>Knowledge</p> <p>Continue to develop knowledge of the text and Elizabethan society alongside the exam requirements for this unit</p> <p>Dramatic irony & tragedy</p>	<p>Knowledge</p> <p>Revisit Paper 1 requirements and refine reading strategies</p> <p>Students will continue to read and interpret a range of fiction texts and write their own</p>	<p>Knowledge</p> <p>Revisit Paper 2 requirements and refine reading strategies</p> <p>Students will continue to read and interpret a range of non-fiction texts and write their own</p>	<p>Knowledge</p> <p>Students will revisit their Literature texts and deepen their knowledge through consolidation and synthesis</p> <p>Students will continue to build exam stamina</p>		
<p>Skills</p> <p>Analysing writer’s methods</p> <p>Evaluating contextual factors</p> <p>Choosing textual references thoughtfully</p>	<p>Skills</p> <p>Synthesising textual references</p> <p>Constructing a critical, conceptual response to an exam question</p>	<p>Skills</p> <p>Analysis Evaluation</p> <p>Structuring descriptive & narrative writing</p> <p>Using language devices effectively</p>	<p>Skills</p> <p>Comparison Evaluation</p> <p>Structuring transactional writing</p> <p>Using language devices effectively</p>	<p>Skills</p> <p>Synthesis Analysis Evaluation Comparison</p> <p>Application of textual and contextual knowledge</p>		
Assessment Opportunities	AF1 Romeo and Juliet exam response	AF 2 Lit Paper 1 & Lang Paper 1	Language Paper 1	AF 3 Lit Paper 2 & Lang Paper 2	Timed exam practise	EXAMS
Wider Learning	<p>PSHE: social responsibility, consent, family relationships, dealing with intense emotions, social hierarchy, love & infatuation, friendships, gender expectations</p> <p>CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics</p> <p>Enrichment: students are able to participate in opportunities like The Windmill magazine, Creative Writing club, Librarian duties, and book group</p> <p>Cross Curricular: History – Elizabethan society as well as other contexts through Language Papers (including 19th century)</p> <p>Literacy & Numeracy: Key words, spelling, structuring of essays, developing writing skills, constructing an argument with supporting material</p> <p>Diversity: extracts curated for Language Papers from both the exam board and external sources</p>					





Tolworth Girls' School Curriculum Map

Y12 English Literature



Y12

8 Hours Per
Fortnight



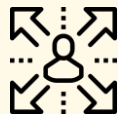
Brief Overview:



At the end of Year 12 students should be able to analyse texts by exploring writers' methods, considering contextual factors as well as knowledge of the genre 'literature of love'

Assessment Opportunities

Wider Learning



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Paper 1 Othello The Awakening	Paper 1 Othello The Awakening	Paper 1 Othello Poetry Anthology	Paper 1 Unseen Poetry Poetry Anthology	Unseen Poetry & NEA Comparative writing	Revision End of Year 12 Exams
Knowledge Students will develop a secure knowledge of the novel/play– its plot, characters, key themes, and the society that influenced its author/playwright. Introduction of key exam requirements including two new AOs .	Knowledge Students will continue to develop knowledge of the texts – with focus on reading them through a lens of love, considering how characters develop and their relationships with each other.	Knowledge Students will finish their study of Othello and should critique the text and apply wider criticism to the text. The study of the poetry anthology sees the continuation of rigorous analysis of a wide range of poetry.	Knowledge Students will explore Unseen Poetry and will analyse writers' methods in detail. The study of the poetry anthology will allow the students to experience a diverse range of literature.	Knowledge Students will learn about the coursework element of the course and continue to analyse unseen poetry. They will hone their writing through the comparison of The Awakening and the poetry.	Knowledge Students will revisit their Literature texts and deepen their knowledge through consolidation and synthesis . Students will continue to build exam stamina through practice questions.
Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding
AW1 Othello AW1 The Awakening	Othello The Awakening	Othello Comparison of The Awakening and Poetry	AW2 Unseen Poetry AW2 Comparison of The Awakening and Poetry	Unseen Poetry Comparison of The Awakening and Poetry	End of Year 12 Exam: Full Paper 1

PSHE: social responsibility, consent, racism, family relationships, dealing with intense emotions, social hierarchy, gender expectations, class divide, different types of love

CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics

Enrichment: students are able to participate in opportunities like The Windmill magazine. Othello trip planned for February 2023. Introduction of English Subject Prefect where students will be required to help on keys dates like World Book Day and will be encouraged to run a club.

Cross Curricular: History – Multiple different eras and societies are discussed at length due the fact we look at literature across the ages

Literacy & Numeracy: Structuring of essays, developing writing skills, developing interpretations, constructing arguments, using wider critics to support arguments

Diversity: Unseen Poetry gives students the opportunity to explore a range of texts. In-depth discussion and recognition of Othello's race and his treatment because of it




Tolworth Girls' School Curriculum Map


Y12 English Language & Literature



Y12
8 Hours Per Fortnight



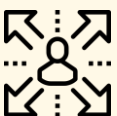
Brief Overview:



At the end of Year 12 students should be able to examine analytical methods across a range of literary and non-literary texts and should have developed knowledge of a range of texts across different genres.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Paper 1 Intro to Course (Vocab) Duffy Poetry The Handmaid's Tale	Paper 1 Duffy Poetry The Handmaid's Tale	Paper 1 Paris Anthology	Paper 1 Paris Anthology	Paper 1 Paris Anthology	Paper 1 Paris Anthology NEA introduction
	Knowledge Students to gain understanding of key terminology that underpins the analysis of set texts. Students then begin work on Duffy Poetry alongside The Handmaid's Tale , developing their point of view and genre in prose.	Knowledge Continuation of Duffy work on Duffy Poetry alongside The Handmaid's Tale examining language and the forms and functions of poetic voice . Students will be given extracts to analyse from THT with focus on in-depth examination of language.	Knowledge Students begin work on the Paris Anthology looking at representations of people and place . The focus will be on a mixture of spoken and written language analysis .	Knowledge Continuation of the Paris Anthology looking at representations of people and place . Mixture of spoken and written language analysis .	Knowledge Continuation of the Paris Anthology looking at representations of people and place . Mixture of spoken and written language analysis .	Knowledge Continuation of the Paris Anthology looking at representations of people and place . Mixture of spoken and written language analysis. Introduction of NEA.
	Skills Create Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Create Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Create Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Create Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Create Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Create Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding
Assessment Opportunities	<i>AW1 Duffy Poetry</i> <i>AW1 The Handmaid's Tale</i>	<i>Duffy Poetry x2</i> <i>The Handmaid's Tale</i>	<i>Paris Anthology x3</i>	<i>AW2: Paper 1, Duffy, THT, Paris</i>	<i>Paris Anthology x3</i>	<i>End of Year 12 Exam: Full Paper 1</i>

Wider Learning



PSHE: social responsibility, consent, racism, family relationships, dealing with intense emotions, social hierarchy, gender expectations, class divide, different types of love, morality

CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics

Enrichment: students are able to participate in opportunities like The Windmill magazine. Potential Paris trip. Introduction of English Subject Prefect where students will be required to help on keys dates like World Book Day and will be encouraged to run a club.

Cross Curricular: History – Multiple different eras and societies are discussed at length due the fact we look at literature across the ages

Literacy & Numeracy: Structuring of essays, developing writing skills, developing interpretations, constructing arguments, using wider critics to support arguments

Diversity: study of different representations and different places including different cultures





Tolworth Girls' School Curriculum Map

Y12 Media Studies

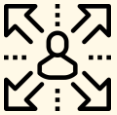


Y12
8 Hours Per Fortnight


Brief Overview:


At the end of Year 12 students should be able to incorporate theoretical framework into their writing and should be able to analyse media texts in relation to media language, audiences, representation and media industries.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C1 Theory C2 Theory	C1 Advertisements C2 Television	C1 Music Videos C2 Television	C1 Films C2 Television	C1 Radio C2 Magazines	C1 & C2 Revision C3 launch
Knowledge Students will explore the required theoretical framework and learn how to apply it to a range of media texts. This includes knowledge of the four key areas: Media Language, Audiences, Representation and Media Industries .	Knowledge Students will study set texts including advertisements for Tide , the Super . Human. Tokyo 2020 Paralympic Games and Kiss of the Vampire with specific focus on advertising and marketing . They will also study the television show The Returned focusing on all four key areas of the framework.	Knowledge Students will begin the study of music videos including Beyoncé's Formation and Vance Joy's Riptide with focus on Media Language and Representation . Continuation of analysing The Returned and beginning Black Mirror	Knowledge Students will study two set films including Black Panther and I, Daniel Blake , incorporating their knowledge of Media Industries and Audiences . Students will continue the study of Black Mirror with specific focus on its dystopian and postmodern attributes.	Knowledge Students will study a form of Radio including podcasts: Woman's Hour analysing Media Industries and Audiences. Students will begin the study of Magazines including Woman with a focus on 1960s historical context and Adbusters where they will explore its alternative approach.	Knowledge Students will be revising what they have learnt across the year, consolidating their learning through practice questions, quizzing, etc. The C3 Coursework unit will also be launched.
Skills Applying theories to multiple media texts. Analysing media texts. Evaluating theory.	Skills Exploring new advertisements and television. Analysing media texts. Constructing critical arguments in an exam style response.	Skills Understanding music videos and exploring the subtext and subtle nuances of media. Evaluating artist intent through contextual lenses.	Skills Exploring film and characters as constructs . Evaluating directorial intent in reference to contextual factors.	Skills Comparing radio podcasts. Evaluating content and how it appeals to audiences.	Skills Comparison Evaluation Analysis Creativity
Assessment Opportunities	AW1 C1: Audiences AW1 C2: Representation	C1: Tide C2: The Returned C2: The Returned	C1: Formation C1: Riptide C2: The Returned	AW2 C1: 2 x 15 markers AW2 C2: 2 x 15 markers	C1: Woman's Hour C2: Woman End of Year 12 Exams

Wider Learning


PSHE: social responsibility, political divides, racism, family relationships, dealing with intense emotions, gender expectations, class divide, police brutality
CEIAG: careers within media and the arts such as a writer, publisher, journalist, broadcaster, PR, etc.
Enrichment: students are able to participate in opportunities like English Prefect, Clinic, Morris Society. Potential trip to the BFI.

Cross Curricular: History – We look at historical events that underpin and influence media texts as well as how historical events are depicted within the media
Literacy & Numeracy: Structuring of essays, developing writing skills, developing interpretations, constructing arguments, using wider theory to support arguments
Diversity: This course gives students the opportunity to explore a range of texts. **Black Panther**, for example, allows students to study a text with a predominantly black cast and what this meant for the film industry.



Tolworth Girls' School Curriculum Map

Y13 English Literature



Y13

9 Hours Per Fortnight



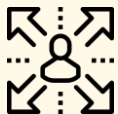
Brief Overview:



At the end of Year 13 students should be able to critically analyse texts by exploring writers' methods, considering contextual factors as well as knowledge of the WW1 literature genre

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Paper 2 & NEA Section A Regeneration Section B The Wipers Times	Paper 2 & NEA Section A Regeneration Section B TWP & Poetry	Paper 2 & NEA Section A Regeneration Section B comparison & unseen	Revision	Revision	Public Exams
	Knowledge Students to gain knowledge of Paper 2, analysing both The Wipers Times and Regeneration . Students will learn about the historical context of WW1 needed to underpin their analysis .	Knowledge Students to continue their study of Regeneration . Students will continue to learn about The Wipers Time , but First World War Poetry will also be interwoven. Student to be working on their NEA alongside study of set texts.	Knowledge Students to begin studying the Unseen aspect of Paper 2. Students will build upon their analysis skills and understand the requirements for the unseen section. NEA hand-in.	Knowledge Revision will begin for both Paper 1 and Paper 2 completing practice questions and refining the key skills below in preparation for exams.	Knowledge Students will revisit their Literature texts and deepen their knowledge through consolidation and synthesis . Students will continue to build exam stamina through practice questions.	
	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	
Assessment Opportunities	AW1 Regeneration AW1 The Wipers Times	AW2/December Mocks Paper 1 & 2	Paper 2 Regeneration Paper 2 Unseen	AW3 Mocks Paper 1 & Paper 2	Paper 1 & 2	Exams

Wider Learning



PSHE: social responsibility, consent, racism, family relationships, dealing with intense emotions, social hierarchy, gender expectations, class divide, different types of love

CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics

Enrichment: students are able to participate in opportunities like The Windmill magazine. Othello trip planned for February 2023. Introduction of English Subject Prefect where students will be required to help on keys dates like World Book Day and will be encouraged to run a club.

Cross Curricular: History – Multiple different eras and societies are discussed at length due the fact we look at literature across the ages

Literacy & Numeracy: Structuring of essays, developing writing skills, developing interpretations, constructing arguments, using wider critics to support arguments

Diversity: Unseen Poetry gives students the opportunity to explore a range of texts. In-depth discussion and recognition of Othello's race and his treatment because of it



Tolworth Girls' School Curriculum Map

Y13 English Language & Literature



Y13

9 Hours Per
Fortnight



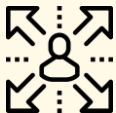
Brief Overview:



At the end of Year 13 students should be able to engage creatively, critically and independently with a wide range of texts using literary and linguistic concepts and a range of modes and genres.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Paper 2 A Streetcar Named Desire The Great Gatsby NEA	Paper 2 The Great Gatsby A Streetcar Named Desire	Paper 2 The Great Gatsby A Streetcar Named Desire	Revision	Revision	Public Exams
	Knowledge Students begin study of A Streetcar Named Desire and The Great Gatsby and work on NEA element of the course. Students will examine how Williams represents natural speech features in his work and how he uses language to create distinctively different characters.	Knowledge Students continue study of The Great Gatsby and of A Streetcar Named Desire . For Gatsby students will explore the presentation of people present people: their points of view and their relationships with others among narrative structure.	Knowledge Students continue the study of The Great Gatsby and A Streetcar Named Desire . Students will continue to develop their knowledge of writing critical commentaries, etc.	Knowledge Students will revisit their set texts and deepen their knowledge through consolidation and synthesis . Students will continue to build exam stamina through practice questions.	Knowledge Students will revisit their set texts and deepen their knowledge through consolidation and synthesis . Students will continue to build exam stamina through practice questions.	
	Skills AO5: Creative writing Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills AO5: Creative writing Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills AO5: Creative writing Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills AO5: Creative writing Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	Skills AO5: Creative writing Reflect Comparison Critiquing Synthesising Analysing Consolidating Evaluating Exploring Understanding	
Assessment Opportunities	AW1 Streetcar The Great Gatsby	AW2/December Mocks Paper 1 & 2	Streetcar The Great Gatsby x2	AW3 Paper 1 & 2	Paper 1 Paper 2	Exams

Wider Learning



PSHE: social responsibility, consent, racism, family relationships, dealing with intense emotions, social hierarchy, gender expectations, class divide, different types of love, morality

CEIAG: careers within the arts such as a writer, publisher, journalist as well as law and politics

Enrichment: students are able to participate in opportunities like The Windmill magazine. Potential Paris trip. Introduction of English Subject Prefect where students will be required to help on keys dates like World Book Day and will be encouraged to run a club.



Cross Curricular: History – Multiple different eras and societies are discussed at length due the fact we look at literature across the ages
Literacy & Numeracy: Structuring of essays, developing writing skills, developing interpretations, constructing arguments, using wider critics to support arguments
Diversity: study of different representations and different places including different cultures

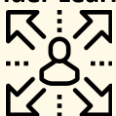


Tolworth Girls' School Curriculum Map

Y13 Media Studies



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<h1>Y13</h1> <p>9 Hours Per Fortnight</p>  <p>Brief Overview:</p>  <p>At the end of Year 13 students should be able to fully interrogate media texts with seamless application of the full range of theoretical framework studied. Students should be able to compare and contrast these texts with reference to relevant context.</p>	C1 Gaming & C3 Coursework C2 Adbusters	C3 Coursework C2 Zoella	C1 Newspapers C2 Attitude	C1 Revision C2 Revision	C1 Revision C2 Revision	Public Exams	
	Knowledge Students will study the gaming franchise Assassin's Creed , incorporating their knowledge of Media Industries and Audiences .	Knowledge Students will create their own cross media production including written communication and an audio-visual product.	Knowledge Students will analyse newspapers , and explore their political contexts and bias.	Knowledge Students will revisit their Media texts and deepen their knowledge through consolidation and synthesis . Students will continue to build exam stamina through practice questions.	Knowledge Students will revisit their Media texts and deepen their knowledge through consolidation and synthesis . Students will continue to build exam stamina through practice questions.		
	Skills Exploring film and characters as constructs . Evaluating directorial intent in reference to contextual factors.	Skills Creating a media production Analysing media texts. Constructing critical arguments in an exam style response.	Skills Understanding the medium of music videos. Exploring the subtext and subtle nuances of media. Evaluating artist intent through contextual lenses.	Skills Comparing Analysing Consolidating Evaluating Exploring Understanding Applying theoretical framework	Skills Comparing Analysing Consolidating Evaluating Exploring Understanding Applying theoretical framework		
	Assessment Opportunities	AW1 C1: Section A (45 marks) AW1 C2: Section B (30 marks)	AW2 December mocks: C1 and C2 papers	C1: The Daily Mirror C2: Zoella/Attitude	AW3 Easter mocks: C1 and C2 full papers	N/A	Exams

Wider Learning 	<p>PSHE: social responsibility, political divides, racism, family relationships, dealing with intense emotions, gender expectations, class divide, police brutality</p> <p>CEIAG: careers within media and the arts such as a writer, publisher, journalist, broadcaster, PR, etc.</p> <p>Enrichment: students are able to participate in opportunities like English Prefect, Clinic, Morris Society. Potential trip to the BFI.</p>	<p>Cross Curricular: History – We look at historical events that underpin and influence media texts as well as how historical events are depicted within the media</p> <p>Literacy & Numeracy: Structuring of essays, developing writing skills, developing interpretations, constructing arguments, using wider theory to support arguments</p> <p>Diversity: This course gives students the opportunity to explore a range of texts. Black Panther, for example, allows students to study a text with a predominantly black cast and what this meant for the film industry.</p>
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