Why does the curriculum look like this?

The curriculum is driven by complex knowledge v Topics/ text choices are chosen to fit the knowledge and curriculum goals have been carefully tracked thr each year group.

Year 7 forms the bedrock of knowledge webs (but mastery from Year 6 curriculum) which are then const referred to and layered up in increasing complexity in year group.

All writing forms and reading forms are constantly rol round in each term. The principle knowledge webs of writer's craft: inference and writer's intention and reflection in writing are studied and explored each ter so all knowledge webs are on a rolling interleaved programme.

Writing to argue

Writing to argue

Year 9 A Writer's

Arsenal of

Techniques

Writers'

purposes

Developing a

critical voice

What a writer

What a writer

How a reader

responds

Setting

Character

Context/theme

Narrative with

complex

structures

Creation of

contrasting

characters

Interpretation

of character

and theme

across time

periods Analytical essay

wants us to

think

does on

purpose

Year 8 What a

writer does

on purpose

wants us to

What a

writer

think

How a

reader

Setting

Context

Narrative

variation of

Interpretati

Comparison

Analytical

Writing to

promote

essay

structure

with

on

Year 7

Setting

Character

Context

Setting

voice writing

Narrative

Creating

character

Persuasio

n & Raise

awareness

Writer's

Inference

intention Crafting

writing:

Writing

audience

purpose

for

and

Writer's

craft:

responds

Character

his?			Year 13 Depth and
ledge webs.			breadth:
wledge webs			challenging texts
cked through		Year 12	alongside classical traditions.
		The influence of	The influence of
ebs (building		historical, social and cultural	historical, social and cultural
en constantly		factors.	factors.
lexity in each		Comparison to illuminate	Comparison to illuminate
		interpretation.	interpretation.
		Incorporating	Incorporating
antly rotated	Year 11	scholarship to a cogent response.	scholarship to a cogent response.
webs of	The writer's	The writer's craft	The writer's craft
i and each term –	craft in crafting	in crafting	in crafting
aved	writing Mastering a	academic writing Mastering a	academic writing Mastering a
	critical voice	critical and	critical and
		perceptive voice	perceptive voice
Year 10	Mastering skills	Mastering skills	Mastering skills
Social criticism	Social criticism	Social criticism	Social criticism
Power and Control	Power and Control	Power and Control	Power and Control
Using your	Using your	Using your critical	Using your critical
critical voice	critical voice	voice	voice
A Writer's Arsenal of	A Writer's Arsenal of	A Writer's Arsenal of Techniques	A Writer's Arsenal of Techniques
Techniques	Techniques	orreeningues	orreeninques
Writers'	Writers'	Writers'	Writers'
purposes	purposes	purposes	purposes
Developing a critical voice	Developing a critical voice	Developing a critical voice	Developing a critical voice
What a writer does on	What a writer does on	What a writer does on purpose	What a writer does on purpose
purpose	purpose		
M(bot	W/bot o writer	M/bot c	What a suit -
What a writer wants us to	What a writer wants us to	What a writer wants us to think	What a writer wants us to think
think	think		
How a reader	How a reader	How a reader	How a reader
How a reader responds	How a reader responds	responds	responds
Setting	Setting	Setting	Setting
Character Context/theme	Character Context/ theme	Characterisation Context/ theme	Characterisation Context/ theme
and message	and message	and message and	and message and
0	and reception	reception	reception
Narrative with	Narrative with	Considering	Including
complex	complex	others'	scholarship
structures	structures	interpretations	Academic writing
Considering	Considering		
others'	others'	Academic writing	
interpretations	interpretations		
Writing to orgue	Writing to orgue		