








CHSL English Foundational Concepts Mapping								
Use in consultation with 'Foundational Concept Overviews'								
Foundational Concepts		Year 6 <i>From DfE English PoS KS2: Y5-6</i>	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 <i>Using DfE LIT/LANG Subject Content / Eduqas Syllabus</i>
Individual Units <i>(In Y7-Y8, embed LANG CISA skills when able to)</i>	Shakespeare's Craft 	Selection from PoS descriptors: •Read wide range of plays (including from Literary Heritage) •Discuss themes and conventions •Draw inferences of characters' thoughts, feelings and emotions	The Bard (SL) <i>Much Ado About Nothing</i> Context: Elizabethan Society Genre: Comedies Allusions: Cupid, Hercules Themes: Love + Deception	When Disaster Strikes <i>Macbeth</i> Context: Kingship + Power Genre: Tragedies (hamartia) Allusions: Hecate, Neptune Themes: Power + Leadership	The Merchant of Venice (SL) Context: Colonialism + Empire Genre: Tragicomedy Allusions: Pound of flesh Themes: Justice + Revenge	Romeo & Juliet Context: Gender Expectations Genre: Tragedy Features (hubris) Allusions: Dian, Cupid, Heaven/ Hell Themes: Love + Loyalty + Gender	Romeo & Juliet Context: Satire Genre: Tragedy Features (anagnorisis) Allusions: Queen Mab, Creatures Themes: Conflict (individual + society)	•Read widely + independently •Engage critically •Apply knowledge of Lit analysis •Explore contexts "Study at least one Shakespeare play" LIT C2A: Shakespeare
	The Art of Poetry 	Selection from PoS descriptors: •Identify how language, structure and presentation contribute to meaning •Learn a wider range of poetry by heart •Prepare poems to read aloud	Globe Trotters Context: Other cultures + tradi- tions Form/Structure: Rhythm devices Lit Devices: Simile, Metaphor, Ono- matopoeia, Personification, Composition: 'I Come From' poem	Tales Through Time Context: Conflict/War poetry Form/Structure: Sonnets & Ballads Lit Devices: Symbolism + Motif Composition: Narrative poem	Relationships Poetry Context: Love & Romantics Form/Structure: Metre + Rhyme Lit Devices: Contrast Devices e.g. oxymoron Composition: Slam/Perform poem	Poetry Anthology & Unseen Context: Varied 15th – 21st Centu- ry F/S: Advanced Metre + Rhyme Lit Devices: Zoomorphism, Anthro- pomorphism, Conceit Composition: Protest song/poem	Poetry Anthology & Unseen Context: Varied 15th - 21st Century Form/Structure: Application Lit Devices: Recap and application of all prior literary devices. Composition: A modern sonnet	•Read widely + independently •Engage critically •Apply knowledge of Lit analysis •Explore contexts "Explore a wide range of poetry" LIT C1A: Pre-1900 LIT C1B: Post 1900 LIT C3B: Unseen Poetry
	Dramatic & Theatrical Expression 	Selection from PoS descriptors: •Gain knowledge, and skills in the artistic practice of drama. •Adopt, create and sustain a range of roles for different audiences. •Devise and script drama and respond to drama and theatre performances.	Heroes & Villains Dramatic Features: Introduction to play structure and features, Greek Theatre (origins + key terms) Context: Six Stages of English	Dickensian (SL) Dramatic Features: Structure and features of 18th Cen. Play (extracts), musical theatre Context: Victorian Era + Dickens	Take the Stage Dramatic Features: Modern Play (Inc. Cyclical Structure, Staging, Props, Dramatic Irony, Script) Context: Capitalism vs Socialism / Edwardian, Georgian Post-War England	Blood Brothers Dramatic Features: Tragic Structure, Musicals, Pastiche, Dichotomy, Paralinguistics. Context: Musical Genre / Folklore / Marilyn Monroe / Recession	Blood Brothers Dramatic Features: Register, Pragmatics, Language & Identity (gender, etc), Maxim Context: British Culture - Liverpool, Postmodern Britain.	•Read widely + independently •Engage critically •Apply knowledge of Lit analysis •Explore contexts "Explore a wide range of drama" LIT C2: Drama NB: Pre-1900s LIT C2 Drama NB: Post-1900s
	Prosaic Form & Conventions 	Selection from PoS descriptors: •Read widely, books from different cultures, traditions and genres •Make predictions and comparisons across books •Reader / Viewpoint - provide justifica- tions for ideas <i>NB: KS2 SATs has a comprehension paper with two fiction extracts.</i>	The Fantastical Prose Features: Narrative Voice (1st, 2nd, Omniscient) and Conven- tions (SNoT, Story Arc, Suspension of Disbelief), Fantasy Genre Context: Slavic Folklore & Fair- ytales	Dystopia & Utopia Prose Features: Genre: Dystopia, Utopia + Bildungsroman, Narrative Hooks, Narrative Structures & Char- acterisation Context: Dystopian and Utopian	Gothic Chronicles Prose Features: Verisimilitude, Cyclical Structure, Stream of Con- sciousness Context: Victorian Era (Revolutions), Gothic & Romantics	A Christmas Carol Prose Features: Diatribe, Allegory, Allusions, Morality, Metafiction Context: Victorian Era (Empire, Social Reform, Women, Christianity, Dickens' Biography).	A Christmas Carol Prose Features: Intertextuality, Dichotomy, Paradox Context: Masques, Utilitarianism, Malthus, Poor Laws / Workhouses / Cadburys / Ragged Schools, Proustian, Gin Lane	•Read widely + independently •Engage critically •Apply knowledge of Lit analysis •Explore contexts "Explore a wide range of prose" LIT C4: Prose Study NB: Pre-2000 LIT C4: Prose Study NB: Post-2000
Woven Units (Mapped)	Exploring Non- Fiction Texts 	Selection from PoS descriptors: •Read a range of non-fiction, autobiog- raphies •Distinguish between fact and opinion •Retrieve and record information <i>NB: KS2 SATs has a comprehension paper with 1 non-fiction extract</i>	Globe Trotters Heroes & Villains Recap Basic Word Class Introduction AFORREST Introduce SCZ	When Disaster Strikes Dystopia & Utopia Identify/Use Word Class Inc. Commentary Verbs Analytical Terminology Identifying Ambitious Persuasion	Voicing the Voiceless Magazine Mania Retrieve/Use Word Class Inc. Analytical Verbs Selecting Ambitious Persuasion	Component 2 Past Papers Speculative & Tentative Language Sophisticated Subject Terminology Ambitious Linguistics: Pastiche, Anadiplosis, Antimetabole, Dysphemism, Euphemism	Component 2 Past Papers Speculative & Tentative Language Sophisticated Subject Terminology Analytical & Evaluative Verbs	•Concepts for the analysis of language •Explore data of language in use •Engage creatively and critically •Language producers/interpreters skills LANG C2A: Language Change Over Time LANG C2B: English in the 21st Century
	Writing for Impact: Imagination & Rhetoric 	Selection from PoS descriptors: •Plan by identifying PAF of task and drawing on own reading for narrative •Draft and write by selecting apt vocabulary, settings and cohesion •Edit and proofread effectively <i>NB: KS2 SATs has 2 SPaG papers (question paper + verbal spelling test).</i>	<u>CW (Wfl: Imagination)</u> The Fantastical <u>TW (Wfl: Rhetoric)</u> The Bard	<u>CW (Wfl: imagination)</u> Tales Through Time <u>TW (Wfl: Rhetoric)</u> Dickensian	<u>CW (Wfl: Imagination)</u> Haunted <u>TW (Wfl: Rhetoric)</u> VtV, MM + IAAA	<u>CW (Wfl: Imagination)</u> <i>Covered with all Language Component 1 Content</i> <u>TW (Wfl: Rhetoric)</u> <i>Covered with all Language Component 2 Content</i>	<u>CW (Wfl: Imagination)</u> <i>Covered with all Language Component 1 Content</i> <u>TW (Wfl: Rhetoric)</u> <i>Covered with all Language Component 2 Content</i>	•Concepts for the analysis of language •Explore data of language in use •Engage creatively and critically •Language producers/interpreters skills LANG C3: Creative & Critical Use of Language NB: LANG C4: Language and Identity (subtle links in curriculum)
	Spoken Language 	KS2 Spoken Language based on Reading descriptors (discuss, debate + drama).	Spoken Language is mapped across Y7—Y10 (SL) <i>In Y9, delivered through 'It's All An Act'. In Y10, it is formally assessed in Summer 2 - catch up in Y11.</i>					LANG C1A: Spoken Language