

Curriculum Map

English Nurture Groups A, B & C : 2020-2021



The nature of our context means that many of our students have either been alienated from learning within or from mainstream classrooms and often both. Their willingness to read and write is often limited and their fluency is invariably poor. They lack confidence and typically are convinced that they can't do English or that it is pointless. The content is tied to The Hub's 'Theme of the Week' in order to try to make it relevant. Our aim is to bolster confidence by ensuring that they can use English in a variety of different contexts and there are opportunities to read, write, speak and listen each week, if not in each lesson. While this map outlines a broad journey that all of the students will embark on, there will be many diversions along the way. And everyone will travel at different speeds.

Term	Knowledge (Related to Themes for the Week)	Skills (Literacy, Social, AOs)	Understanding
Autumn Term 1	International Literacy Jeans for Genes Black History Month International Space Week Anti-Slavery Week	<p>Reading Writing Speaking Listening</p> <p>Empathy Opinion-forming Analysis Expressing ideas Imagining Making sense of the world and their relationship to it</p> <p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using</p>	Baseline Oak 1

		relevant subject terminology to support their views	
Autumn Term 2	<p>Martin Luther King Day Remembrance All Different, All Equal Body Image World AIDS Day Human Rights Homelessness</p>	<p>Reading Writing Speaking Listening</p> <p>Empathy Opinion-forming Analysis Expressing ideas Imagining Making sense of the world and their relationship to it</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p>	<p>Functional Skills Level 1 Oak 2</p>
Spring Term 1	<p>Resolutions Vegan Awareness Holocaust Memorial Day LGBTQ+ Fair Trade World Book Day</p>	<p>Reading Writing Speaking Listening</p> <p>Empathy Opinion-forming Analysis</p>	<p>Functional Skills Level 2 Oak 3</p>

		<p>Expressing ideas Imagining Making sense of the world and their relationship to it</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	
<p>Spring Term 2</p>	<p>International Women’s Day Maths for a Better World Science and Engineering Week Autism Awareness Week Local History Week Malaria Awareness</p>	<p>Reading Writing Speaking Listening</p> <p>Empathy Opinion-forming Analysis</p>	<p>GCSE practice papers Oak 4</p>

		<p>Expressing ideas Imagining Making sense of the world and their relationship to it</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>	
Summer Term	EXAMS	EXAMS	EXAMS

Knowledge: What content do students need to know?

Skills: What cognitive skills are learned/used and are they being developed sequentially?

Understanding: How will you know that students have been successful and that the knowledge and skills have impact?