



English Curriculum Map

Curriculum Intent Overview

The English curriculum is designed to develop confident, analytical and articulate readers, writers and communicators who can engage critically with a wide range of literary and non-fiction texts from different time periods, cultures and perspectives. Across KS3, KS4 and KS5, pupils build the knowledge, vocabulary and disciplinary skills needed to interpret texts thoughtfully, construct well-supported arguments and communicate effectively in both written and spoken forms.

Pupils study a broad and ambitious range of literature including Shakespeare, nineteenth-century fiction, modern drama, poetry, Gothic literature, dystopian fiction and diverse contemporary voices. Through this, students develop an understanding of key themes such as power, identity, conflict, morality, prejudice and social responsibility while exploring how writers use language, structure and form to shape meaning.

Alongside literary study, pupils strengthen their creative, transactional and analytical writing skills, learning to adapt tone, style and structure for different audiences and purposes.

The curriculum builds cultural capital by exposing students to significant literary works, historical contexts and global perspectives that deepen their understanding of society, culture and human experience. Pupils explore texts and ideas linked to social justice, war, gender, class, race, morality and political change, enabling them to become informed, reflective and empathetic individuals. Opportunities for discussion, debate, performance and independent reading further develop confidence, oracy and intellectual curiosity.

The curriculum is carefully sequenced to prepare pupils for success at GCSE, A-Level and beyond. KS3 establishes the foundations of close analysis, interpretation, comparison and extended writing, which are developed further through GCSE study of literature and language. At KS5, students refine conceptual thinking, critical interpretation and comparative analysis while engaging with increasingly challenging texts and literary theory. These transferable skills prepare students for higher education, employment and active participation in society by developing resilience, creativity, critical thinking and effective communication.

A Grade 7/B student in English demonstrates independence, perceptive interpretation and conceptual understanding. They analyse writers' methods in detail, construct sophisticated arguments supported by precise evidence and explore alternative interpretations with confidence. Their writing is fluent, technically accurate and thoughtfully structured, using ambitious vocabulary and subject terminology effectively. They engage critically with texts, context and ideas while communicating insightful personal responses in both spoken and written forms.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 7	Unit: <u>Intro to Shakespeare</u> Knowledge: - Understand the language - Study of selected plays - Understand genre: Tragedy, Comedy, Histories, Roman Plays, Romance plays. - Context Skills: - I can analyse texts thoughtfully and explain my ideas with evidence.	Unit: <u>Gothic Writing</u> Knowledge: - Understand the Genre - Study of selected Gothic texts, e.g. Poe's Raven, excerpts from Frankenstein, Woman in Black - Key terminology Skills: - I can analyse texts thoughtfully and explain my ideas with evidence. - I can read carefully and uncover deeper	Unit: <u>Frankenstein</u> Knowledge: - Understand the form (playscript conventions: stage directions etc) - Key terminology - Context Skills: - I can think critically about texts, exploring ideas and supporting my views with evidence. - I can read closely, noticing how writers use language and	Unit: <u>Non-Fiction + Media</u> Knowledge: - Understand the various forms (websites, magazines, newspapers. Speeches, film and TV) - Context Skills: - I can think critically about texts, exploring ideas and supporting my views with evidence.	Unit: <u>Poetry</u> Knowledge: - Understand the various forms of poetry (Haiku, Sonnet, Ballad, Free Verse, Dramatic Monologue) - Context (knowledge of wider world) - Non-canonical writers Skills: - I can understand and appreciate different perspectives, showing empathy for	Unit: <u>Private Peaceful</u> Knowledge: - Context (knowledge of WW1 – justice system, moral values, religion and faith, recruitment, treatment of people with learning disabilities) - Terminology – propaganda, guilt, Skills: - I can understand and appreciate different perspectives, showing empathy for the experiences of others.	By the end of year pupils can... - Explain how writers use language and structure to create meaning and effects, using quotations to support ideas. - Write clear paragraphs about characters, themes and important ideas in a text. - Compare different texts and poems by exploring similarities and differences in ideas, themes and writer's methods. - Write creative pieces that use interesting vocabulary, varied sentence types and effective description to create atmosphere and engage the reader. - Understand how context, genre and audience affect

	Macbeth style question	CW (LP1 Q5)	AIC Style Question	CW (LP2 Q5)	P&C Style question	ACC style question	
Year 8	Unit: <u>Romeo and Juliet</u>	Unit: <u>Dystopian Fiction</u>	Unit: <u>Noughts and Crosses</u>	Unit: <u>Travel Writing</u>	Unit: <u>Protest Poetry</u>	Unit: <u>Coraline (TBC)</u>	By the end of year pupils can... - Analyse how writers use language, structure and form to shape meaning and influence the reader, selecting relevant quotations and exploring their effects in detail. - Write well-structured analytical responses that develop clear interpretations of characters, themes and ideas across a range of texts. - Compare texts, poems and viewpoints confidently by exploring similarities and differences in methods, messages and perspectives. - Craft imaginative and purposeful creative writing that uses ambitious vocabulary, varied structural techniques and controlled tone to engage the reader. - Explain how context, genre and audience influence meaning in Shakespeare, dystopian fiction, drama, poetry and non-fiction texts. - Read increasingly challenging texts independently, developing thoughtful interpretations and contributing confidently to discussions using evidence to justify ideas.
	Knowledge: In this unit, students will continue to develop their understanding of Shakespeare. Students will study themes such as love, conflict, fate, family loyalty and violence, while also exploring the context of Elizabethan society and Shakespearean theatre. Students will learn how to read, understand and decode a Shakespearean text. As part of this unit, students will continue to develop their analytical skills through analysis of language, structure and form.	Knowledge: This unit explores dystopian fiction and how writers create unsettling worlds to warn readers about problems in society. Students will study themes such as power, control, fear, inequality, survival and rebellion through extracts. Students will learn how writers use language and structure to create atmosphere, tension and character viewpoints. They will also build on their understanding of analysing fiction extracts and planning creative writing responses.	Knowledge: This unit explores the playscript version of Noughts & Crosses by Malorie Blackman. Students will study themes such as prejudice, power, inequality, friendship, identity and conflict, while exploring how discrimination is presented through drama. Students develop their knowledge of how playwrights use stage directions, dialogue and dramatic structure to communicate ideas and emotions. They will also build on their understanding of characterisation, social context and analysing themes within a play.	Knowledge: In this unit students will study how writers present places, cultures and personal experiences, exploring themes such as adventure, discovery, perspective and identity. Students will learn how writers use language, tone and structure to present viewpoints and engage readers. Students will do this by including viewpoint, perspective, bias, tone, anecdote, imagery and emotive language.	Knowledge: In this unit students will explore a range of protest poem, from <i>The Caged Bird</i> by Maya Angelou to <i>We are not Responsible</i> by Harryette Mullens, that challenge injustice, inequality, discrimination, and power. They will examine how poets use language and structure to express strong viewpoints and influence readers. Students will build on their understanding of poetic techniques from Year 7 by analysing how writers present emotions, opinions, and social issues. They will also learn about the historical and social contexts behind different protest movements and poems.	Knowledge: Students will study <i>Coraline</i> by Neil Gaiman and explore themes such as bravery, identity, family, temptation and the dangers of curiosity. They will examine how fantasy conventions are used to create suspense, tension and atmosphere, while considering how the novel reflects childhood fears and imagination. Students will build on their understanding of characterisation, setting and narrative structure by analysing how writers create mood and develop conflict. They will also learn about Gothic fiction conventions, symbolism and how descriptive language shapes reader response. Vocabulary such as atmosphere, symbolism, foreshadowing, tension, motif, protagonist, antagonist, imagery, suspense and contrast will be used in their analytical and creative writing.	
	Skills: - I can read and perform key scenes from the play - I can analyse important quotations and language choices - I can explore character motives and relationships - I can write analytical paragraphs about themes and characters - I can complete creative writing tasks such as diary entries and speeches	Skills: - I can analyse unseen dystopian fiction extracts - I can annotate language devices and writer's methods - I can compare characters, settings and themes - I can explore how atmosphere and tension are created - I can write dystopian descriptions and narrative pieces - I can plan and structure creative writing responses - I can participate in reading and discussion activities	Skills: - I can read and perform key scenes from the play - I can analyse characters, relationships and key themes - I can explore important quotations and dramatic moments - I can write analytical paragraphs and creative responses - I can participate in discussion and group activities	Skills: - I can identify persuasive techniques in non-fiction texts - I can analyse writers' viewpoints and attitudes - I can compare ideas and perspectives in travel writing - I can write travel articles, blogs and descriptive pieces - I can explore how language creates tone and atmosphere - I can participate in reading and discussion activities - I can develop transactional writing skills for different	Skills: - I can annotate poems for language and structural techniques - I can compare writers' viewpoints and messages - I can explore themes, tone and poetic methods - I can write analytical paragraphs using evidence from poems - I can create original protest poems and speeches	Skills: - I can annotate extracts for language and structural techniques - I can track character development throughout the text - I can discuss how suspense and atmosphere are created	

	- I can create modern adaptations of scenes - I can develop confidence in analysing Shakespearean language - I can explore dramatic methods and their effects on the audience - I can use textual evidence to support interpretations - I can link ideas in the play to historical and social context Prior/Future links: This unit prepares students for GCSE English Literature by developing skills in analysing Shakespeare, exploring themes and writing structured analytical essays. It also supports GCSE English Language skills through close reading, interpretation and extended written responses.	- I can develop inference and analytical skills - I can use ambitious vocabulary and figurative language in writing Prior/Future links: This unit prepares students for GCSE English Language Paper 1 (Q5) by developing skills in analysing fiction extracts and writing creative narratives. It also strengthens exam skills such as explaining writer's methods, selecting evidence and structuring extended responses.	- I can develop confidence in analytical writing - I can explore dramatic methods and performance choices - I can interpret social themes and issues within the text - I can consider different viewpoints and perspectives through drama - I can use evidence from the play to support interpretations Prior/Future links: This unit prepares students for GCSE English Literature by developing skills in analysing a modern play text. Building on analytical essay writing skills, interpretation of themes and understanding of dramatic techniques. It also strengthens skills in comparing viewpoints, analysing writers' methods and responding critically to texts.	audiences and purposes - I can use persuasive and descriptive language effectively - I can plan and structure extended writing response Prior/Future links: This unit prepares students for GCSE English Language Paper 2 by developing skills in analysing and comparing non-fiction texts and writing transactional responses. It strengthens students' ability to explain viewpoints, compare ideas and use persuasive writing techniques effectively.	- I can participate in reading and discussion activities - I can develop confidence in analysing poetry - I can use persuasive and emotive language effectively - I can explore how writers communicate ideas and emotions - I can complete creative and analytical writing tasks Prior/Future links: This unit prepares students for GCSE English Literature by developing the analytical and comparative skills needed for the unseen poetry component and Power and Conflict poetry unit at KS4. Students will gain confidence in interpreting unfamiliar poems, selecting evidence and analysing writers' methods in greater depth.	- I can write analytical paragraphs using textual evidence - I can complete creative writing inspired by the novel - I can explore themes and Gothic conventions - I can develop retrieval and inference skills - I can build confidence in reading a full novel independently - I can analyse how writers sustain tension across longer texts - I can explore symbolism and motifs in greater depth - I can evaluate how structural choices shape the reader's response Prior/Future links: This unit supports GCSE preparation by strengthening students' analytical writing, inference and close language analysis skills. The focus on atmosphere, symbolism and extract analysis also prepares students for GCSE fiction reading and creative writing tasks.	
	Assessment: Macbeth style question	Assessment: CW (LP1 Q5)	Assessment: AIC Style Question	Assessment: CW (LP2 Q5)	Assessment: P&C Style question	Assessment: ACC style question	
Year 9	Unit: <u>Othello (Reading focus)</u> Knowledge: In this unit, students will explore Shakespeare's Othello, examining how jealousy, power,	Unit: <u>Crime Writing (Writing focus)</u> Knowledge: In this unit, students will explore a range of crime and mystery writing, examining	Unit: <u>The Crucible (Reading focus)</u> Knowledge: In this unit, students will continue to explore themes of gender, power, and	Unit: <u>Language Paper 2 (Writing Focus)</u> Knowledge: Pupils will look at all the skills inherent in the Language Paper in terms of	Unit: <u>Voice Poetry (Reading Focus)</u> Knowledge: Pupils will have a clear understanding of the ways in which a diverse range of	Unit: <u>Woman in Black</u> Knowledge: Pupils will look at a whole fiction text in which they will understand the context of the Gothic as well as the	By the end of year pupils can... Analyse in detail how writers use language, structure and dramatic methods to present ideas, viewpoints and themes, exploring multiple interpretations and the effects on the audience.

	manipulation, and prejudice shape characters and events. They will analyse the tragic downfall of Othello alongside the influence of characters such as Iago and Desdemona, considering themes of race, gender, reputation, loyalty, and betrayal. Through studying the play within its Jacobean and Venetian context, students will develop an understanding of how Shakespeare presents human weakness, relationships, and the consequences of deception. Students will explore key themes such as jealousy, appearance versus reality, racism, power, honour, manipulation, and love. Students will learn about Shakespearean tragedy, Jacobean attitudes towards race and gender, and the social expectations of the time. Students will analyse character development, dramatic structure, and Shakespeare's use of language and imagery. Students will build knowledge of key literary terminology including: • tragedy • soliloquy • manipulation • motif • hamartia • dramatic irony • patriarchy • honour • reputation • prejudice Skills:	how writers create suspense, develop atmosphere, and engage readers through structure and language choices. Students will analyse extracts from detective fiction, gothic literature, and modern crime narratives while developing their own descriptive and narrative writing skills. Through studying how writers present crime, tension, morality, and human behaviour, students will learn how to craft effective creative responses using purposeful vocabulary and structural techniques. Students will explore key themes such as crime, justice, fear, tension, secrecy, morality, and human behaviour. Students will learn how writers use structural devices to build suspense and engage readers. Students will study methods used in descriptive and narrative writing, including setting, characterisation, dialogue, and atmosphere. Students will build knowledge of language and structural terminology including: • foreshadowing • symbolism • cyclical structure • foreboding • tension • dubious • red herring • pathetic fallacy • juxtaposition • alibi • semantic field • suspense	identity within the historical backdrop of the Salem witch trials. They will examine how societal norms and gender roles shape characters' actions and fates, particularly focusing on the persecution of women accused of witchcraft. Through the play's portrayal of power dynamics and the abuse of authority by figures like Judge Danforth, students analyse broader themes of social hierarchy and the consequences of moral choices on individual Identity. Students will explore key themes such as hysteria, power, reputation, justice, fear, integrity, authority, and betrayal. Students will learn about the historical context of the Salem witch trials and Arthur Miller's links to McCarthyism and the Red Scare. Students will analyse dramatic structure, stagecraft, and character development within a modern tragedy. Students will examine how Miller presents social conflict, gender expectations, and abuse of power. Students will build knowledge of literary and dramatic terminology including: • allegory • hysteria • reputation • authority • conflict	reading skills but will mostly focus on Question 5, the writing question Prior/Future links:	poets use their 'voice' to express their experience of the world and also to challenge it (linking back to the 'protest' poetry in Year 8). Pupils will look at specific terminology linking to poetry that will assist them in their analysis of poetry at KS4. For example: • Caesura • Enjambment • Rhyme scheme • Stanza Skills: • I can carry out word level analysis where I can explain the connotations of meaning in a single word • I can carry out line level analysis where I can look at how different types of sentences (simple, compound and complex) add meaning • I understand how to look at different poems and use comparative techniques Prior/Future links:	time period in which the novel was written in, exploring the key ideas of feminism and why there was a resurgence of an interest in the Gothic in this time period. Skills: Analysis of fiction in a key element for the whole of KS3 and for future links to KS4. Skills include, but are not limited to: • I can carry out word level analysis where I can explain the connotations of meaning in a single word • I can carry out sentence level analysis where I can look at how different types of sentences (simple, compound and complex) add meaning • I can carry out paragraph level analysis where I can understand how a writer creates a paragraph for effect • Extract analysis: I can build on prior skills of analysis • I can analyse how one extract then link to other parts of novel Prior/Future links: Prior: Pupils will have studied whole texts in <i>Private Peaceful</i> and <i>Coraline</i>. Pupils will also be familiar with the	• Write developed and conceptual analytical responses that construct clear arguments about characters, themes and writer's intentions using embedded quotations and precise subject terminology. • Compare texts and poems critically, evaluating similarities and differences in methods, perspectives, context and messages across a range of genres. • Produce sophisticated creative and transactional writing that is carefully structured, uses ambitious vocabulary deliberately and adapts tone and style for different audiences and purposes. • Explain confidently how social, historical and cultural context shapes meaning in Shakespeare, modern drama, Gothic fiction, poetry and non-fiction texts. • Read challenging texts independently and critically, offering perceptive interpretations, justifying ideas with evidence and engaging thoughtfully in discussion, debate and evaluation.
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	- I can analyse Shakespeare's language, structure, and dramatic methods. - I can develop analytical paragraphs using evidence and interpretation. - I can compare characters, themes, and relationships across the play. - I can explore how context influences audience understanding. - I can present arguments through extended analytical writing and discussion. - I can use quotations effectively to support interpretations. - I can complete a variety of reading and writing tasks including: - close language analysis - essay writing - dramatic performance and speaking activities - debate and discussion - creative responses - comparative tasks. Prior/Future links: Students will build on prior learning from Year 7 and 8 about Shakespeare,	Skills: - I can analyse how writers use language and structure to create meaning and tension. - I can develop descriptive and narrative writing for effect. - I can craft engaging openings, climaxes, and endings in creative writing. - I can select ambitious vocabulary and varied sentence structures to shape atmosphere. - I can plan and structure extended creative responses. - I can build analytical writing skills through close reading of fiction extracts. - I can build Language Paper 1 skills. Prior / Future Links: Students will build on KS3 reading and writing skills including inference, language analysis, and narrative structure. The unit develops key GCSE English Language skills needed for Paper 1 reading and creative writing tasks. Students will strengthen their ability to analyse unseen fiction extracts and produce original descriptive and narrative responses under timed conditions.	- stage directions - dramatic irony - morality - persecution - tension - integrity Skills: - I can analyse how Miller uses language, structure, and dramatic methods to present ideas. - I can develop analytical paragraphs supported by evidence and interpretation. - I can explore character motivations, relationships, and conflicts. - I can evaluate how context shapes audience understanding of the play. - I can construct clear arguments in discussion and extended writing. - I can use quotations effectively to support interpretations. - I can develop speaking and listening skills through debate, performance, and discussion activities. - I can complete a variety of reading			key skills of analysis in the previous unit but also in many of the units in Years 7 and 8 including poetry and Shakespeare. Future: The concept of the Gothic links with parts of A Christmas Carol and the studying of a whole text links directly with the KS4 GCSE texts. The assessment itself parallels the GCSE Literature Paper 1.	
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	character analysis, and thematic exploration. The study of Othello supports GCSE English Literature skills including analysis of writer's methods, exploration of context, and construction of critical arguments. Themes such as power, conflict, identity, and morality will link to future study of texts including Macbeth, An Inspector Calls, and the Power and Conflict poetry anthology. The unit develops transferable skills in analytical writing, interpretation, and evaluation needed for GCSE assessments.	Skills developed in this unit will support future study of literary texts through improved analytical writing, vocabulary choices, and understanding of writer's methods. Themes of morality, justice, conflict, and human behaviour link to future GCSE Literature study and wider reading of fiction texts.	and writing tasks including: - close language analysis - essay writing - dramatic reading and performance - contextual research tasks - evaluative responses - creative and reflective writing - comparative discussion activities. Prior/Future links: Students will build on prior KS3 study of drama, conflict, and thematic analysis. The unit supports GCSE English Literature skills including analysis of writer's methods, exploration of context, and development of critical arguments. Themes such as power, morality, prejudice, and social responsibility connect to future study of texts including Macbeth, An Inspector Calls, and modern prose texts. Students will strengthen transferable skills in analytical writing, interpretation, evaluation, and structured argument needed for GCSE assessments and wider academic study.				
	Assessment: Macbeth style question	Assessment: CW (LP1 Q5)	Assessment: AIC Style Question	Assessment: CW (LP2 Q5)	Assessment: P&C Style question	Assessment: ACC style question	
Year 10	<u>Unit:</u> Macbeth	<u>Unit:</u> A Christmas Carol	<u>Unit:</u> Language Paper 1	<u>Unit:</u>	<u>Unit:</u> Language Paper 2	<u>Unit:</u> Speaking and Listening and Power and Conflict Poetry:	By the end of year pupils can... • Read and understand a wide range of fiction and

Knowledge: In this unit, students will learn about the themes of power, gender, and identity through the lens of Shakespeare’s most famous tragedy. They will explore how the pursuit of power leads to ambition, corruption, and moral downfall, as seen in Macbeth's transformation from a noble warrior to a tyrannical ruler. They will also explore the theme of gender; particularly through Lady Macbeth's manipulation and subversion of Jacobean gender norms. Additionally, students will analyse how characters struggle with their identities, as Macbeth's sense of self deteriorates under guilt and paranoia. Skills: • I can write about historical context and how this shapes writer’s meaning and message • I can plot character development • I can construct an argument • I can write about layers of meaning Prior/Future links: Students will have previously studied the conventions of a tragedy in their study of Othello and	Knowledge: In this unit, students will utilise their developing critical analysis skills to explore the Victorian novella <i>A Christmas Carol</i>. Students will examine how Dickens presents transformation and redemption through the journey of Scrooge, considering the development of characterisation and the structure of the narrative. Students will explore key contextual influences, including Victorian attitudes towards poverty, social responsibility and the impact of the Industrial Revolution. Students will purposefully unpick extracts and Dickens’ use of language and symbolism in order to comment on the construction of an intentional message and practise the skill of drawing links between the extract and the novella as a whole. Skills: • I can write about historical context and how this shapes writer’s meaning and message • I can construct an argument • I can write about layers of meaning. • I can explore themes and concepts throughout the play Prior/Future links:	Knowledge: In this unit, students will develop essential skills in reading and writing. They will learn to analyse and interpret unseen fiction texts, focusing on understanding the writer's use of language, structure, and form to create effects and convey meaning. Additionally, students will practice descriptive and narrative writing, honing their ability to craft engaging, coherent, and imaginative pieces. This unit enhances critical thinking and comprehension which will also serve them in their study of the literature texts. It will also allow them to use their imagination and express themselves creatively; an essential skill both in the classroom and beyond. Skills: • I can write analytically about a fiction text • I can understand how to explain the effect of the writer’s language and structural choices • I can formulate opinions and argue them using evidence • I can construct language for effect Prior/Future links:	Power and Conflict Poetry: Power Knowledge: In this unit, students will be exposed to a variety of poetry ranging from 17th century to modern day. They will explore how poets use form, structure and language to express themselves and convey ideas around the central theme of power. Students will gain an understanding of the context in which a poem is written and why a writer might choose to write in this particular time period. They will build upon their knowledge of context from previous texts and their understanding of poetic features. Skills: • I can read for meaning • I can understand a writer’s intention • I can write about a text as a construct • I can learn how language shapes meaning • I can understand how form and structure can be used to shape meaning • I can learn how to compare the perspective of different poets	Knowledge: In this unit, students will develop critical skills in analysing and comparing non-fiction texts. They will learn to identify and evaluate the writer's viewpoints and perspectives, understanding how language and structure are used to influence and inform readers. Additionally, students will practice writing to present their own viewpoints, crafting well-structured arguments, letters, articles, and other persuasive texts. This preparation enhances their ability to critically engage with real-world issues, improve their argumentative writing, and become more effective communicators. Skills: • I can read and decode non-fiction texts • I can identify key language features in a text • I can synthesise and summarise information across texts • I can identify similarities and differences in perspectives and opinions • I can use language and structure to present their viewpoints/convey their message	Conflict Knowledge: Students will begin this term planning, preparing and delivering their speaking and listening presentations for the AQA Spoken Language endorsement. This will allow students to put their persuasive writing skills into practise and develop their presentational skills. Students will then go on to complete the conflict portion of their Power and Conflict poetry anthology focusing on the central theme of conflict: physical conflict (war), mental conflict (PTSD), effects of conflict on others (family, citizens) Skills: • I can compose a presentational speech • I can increase my fluency in presentational speech • I can read for meaning • I can understand a writer’s intention • I can write about a text as a construct • I can understand how language shapes meaning • I can understand how form and structure can be used to shape meaning • I can compare and contrast the perspective of different poets	non-fiction texts with confidence and independence. • Identify explicit and implicit meanings and support ideas with carefully selected quotations. • Analyse how writers use language, structure and form to create meanings and effects. • Explore the impact of individual words, phrases and structural choices on a reader. • Explain how social, historical and cultural context influences texts and readers. • Develop a critical and personal interpretation of a text using accurate subject terminology. • Structure analytical responses in a clear, logical and conceptual way. • Track the development of key characters such as Macbeth and Lady Macbeth across the play. • Explain how Dickens presents redemption, social responsibility and poverty in <i>A Christmas Carol</i>. • Make links between key extracts and the novella as a whole. • Analyse how poets present themes such as power, war, memory, identity and nature in the Power and Conflict anthology. • Compare similarities and differences between poems using relevant quotations and terminology.
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	will have been exposed to Shakesperean language and audience interpretations	Students will be able to draw on their previous knowledge of analysing texts	Students will be able to build on their skills of analysis from Year 9 in particular	Prior/Future links: Students will have already been exposed to a variety of different poems through their KS3 curriculum and would have been taught how to analyse for language and structure techniques which they will be able to build on	Prior/Future links: Students can draw on their writing units in KS3 and continue to develop their writing style. Students can also draw on their experience of comparing texts across different centuries from previous units.	Prior/Future links: Students will have already been exposed to a variety of different poems through their KS3 curriculum and would have been exposed to look for language and structure techniques	• Infer and interpret ideas from texts and support responses with evidence. • Analyse how writers use language and structure to engage readers. • Communicate clearly and confidently in spoken presentations. • Use spoken language effectively to express ideas and influence an audience. • Listen and respond appropriately to questions and the viewpoints of others. • Demonstrate confidence, organisation and clarity in formal speaking and listening tasks as part of the Spoken Language Endorsement.
	Assessment: GCSE style question	Assessment: GCSE style question	Assessment: Q1-4	Assessment: GCSE style question	Assessment: Q1-4	Assessment: End of year exams	Assessment:
Year 11	<u>Unit:</u> <u>An Inspector Calls</u> Knowledge: In this unit, students will learn about the themes of class, gender and equality through the lens of Priestley's political play. Students will use their understanding of the historical context of the play, alongside their understanding of key political concepts to evaluate the treatment and attitude of characters within the play. They will learn how to evaluate the actions of certain characters and then apply this to our modern day society by considering: what makes a fair society? What actions	<u>Unit:</u> <u>Unseen Poetry/Exam Preparation</u> Knowledge: Students will be revisiting aspects of Macbeth, A Christmas Carol, Language Papers 1 and 2 and attempting to plan and answer the most challenging questions in preparation for their mock examinations. Students will also look at unseen poetry and work on unpicking poems for meanings, identifying language and structure devices in poems and synthesising the key ideas explored across poems with a common theme.	<u>Unit:</u> <u>Language and Literature Revision</u> Knowledge: Students will be interleaving all Language and Literature topics and will be working through practice questions based on the weakest areas identified from mock examinations/in class assessments.	<u>Unit:</u> <u>Language and Literature Revision</u> Knowledge: Students will be interleaving all Language and Literature topics and will be working through practice questions based on the weakest areas identified from mock examinations/in class assessments.		<u>Unit:</u> <u>Exams</u>	• By end of year pupils can... Compare writers' ideas, perspectives and methods across texts. • Evaluate how effectively writers communicate their viewpoints and messages. • Develop increasingly conceptual and evaluative interpretations of texts. • Select and integrate precise quotations fluently into analytical writing. • Write extended responses which are critical, exploratory and well-structured. • Analyse Shakespeare's methods in relation to audience response and authorial intention. • Develop conceptual responses to themes and

	are considered just/unjust? They will practise the skill of weaving this contextual knowledge into their analysis of how a character is presented and whether they change across a text. Skills: - I can write about historical context and how this shapes writer's meaning and message - I can plot character development - I can construct an argument - I can write about layers of meaning. - I can explore themes, character development and concepts throughout the play Prior/Future links: Students will be able to build on their analytical skills gained from previous units as well as looking at character development which they learn through all novels studied in Years 7-10.	Skills: - I can read for meaning - I can understand a writer's intention - I can write about a text as a construct - I can understand how language shapes meaning - I can understand how form and structure can be used to shape meaning - I can compare the perspective of different poets Prior/Future links: Units covered will link to previous units from the start of Year 10 followed by the final unit to be covered in English Literature as part of the GCSE requirement.					character relationships in <i>Macbeth</i>. - Evaluate Dickens' methods and intentions in A Christmas Carol. - Develop detailed responses linking extracts to the novella as a whole. - Compare poets' methods and perspectives across the Power and Conflict anthology in a conceptual and comparative way. - Evaluate the effectiveness of poetic methods and the influence of context. - Use embedded quotations and subject terminology fluently in comparative essays. - Craft ambitious and original creative writing with deliberate structural choices. - Write sustained transactional pieces with a clear sense of audience and purpose. - Edit and refine writing independently to improve clarity, accuracy and sophistication.
	Assessment: GCSE style question	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Year 12	Unit: <u>Poems of the Decade Poetry/Dracula</u> Knowledge: The Poems of the Decade unit explores poetry from a variety of different contexts and poets in the modern	Unit: <u>Poems of the Decade Poetry/Dracula</u> Knowledge: The Poems of the Decade unit explores poetry from a variety of different contexts and poets in the modern	Unit: <u>Othello/Beloved</u> Knowledge: Othello is studied in the Edexcel A-Level English Literature tragedy component, focusing on Othello's downfall through	Unit: <u>Othello/Beloved</u> Knowledge: Othello is studied in the Edexcel A-Level English Literature tragedy component, focusing on Othello's downfall through	Unit: <u>Duchess of Malfi/Prose Comparisons</u> Knowledge: The Duchess of Malfi is studied in the Edexcel A-Level English Literature tragedy component,	Unit: <u>Duchess of Malfi/Comparative NEA</u> Knowledge: The Duchess of Malfi is studied in the Edexcel A-Level English Literature tragedy component, focusing	By end of year pupils can... (Link to Grade 7/B)

period and explores themes of identity, relationships, memory, conflict, place, gender, race and power while considering how contemporary contexts shape meaning and interpretation. Skills: • I can analyse how contemporary poets use language, form and structure to present ideas and emotions. • I can compare poems by exploring similarities and differences in themes, perspectives and poetic methods. • I can develop critical interpretations supported by precise textual evidence and literary terminology. • I can explore how social, cultural and political context influences meaning and reader response. • I can write conceptual and well-structured comparative essays expressing independent interpretations. Prior/Future links: This work builds directly on GCSE foundations in literary analysis and prepares	period and explores themes of identity, relationships, memory, conflict, place, gender, race and power while considering how contemporary contexts shape meaning and interpretation. Skills: • I can analyse how contemporary poets use language, form and structure to present ideas and emotions. • I can compare poems by exploring similarities and differences in themes, perspectives and poetic methods. • I can develop critical interpretations supported by precise textual evidence and literary terminology. • I can explore how social, cultural and political context influences meaning and reader response. • I can write conceptual and well-structured comparative essays expressing independent interpretations. Prior/Future links: This work builds directly on GCSE foundations in literary analysis and prepares students for A-level exams by strengthening synoptic thinking and comparative	themes such as jealousy, power, race, gender, love, manipulation and betrayal. Students explore the play's tragic conventions, including hamartia, fate and moral decline. They analyse Shakespeare's dramatic methods, language and structure, alongside Jacobean social and historical context, particularly attitudes to race, gender and honour. The course also encourages different critical interpretations of characters like Othello, Iago and Desdemona. Students develop advanced essay-writing skills, using textual analysis, context and critical viewpoints to prepare for A-Level assessment. Skills: • I can analyse Shakespeare's use of language, dramatic structure and tragedy conventions to present themes, characters and conflict. • I can explore multiple interpretations of characters and events using critical viewpoints and contextual understanding. • I can evaluate how themes such as power, jealousy,	themes such as jealousy, power, race, gender, love, manipulation and betrayal. Students explore the play's tragic conventions, including hamartia, fate and moral decline. They analyse Shakespeare's dramatic methods, language and structure, alongside Jacobean social and historical context, particularly attitudes to race, gender and honour. The course also encourages different critical interpretations of characters like Othello, Iago and Desdemona. Students develop advanced essay-writing skills, using textual analysis, context and critical viewpoints to prepare for A-Level assessment. Skills: • I can analyse Shakespeare's use of language, dramatic structure and tragedy conventions to present themes, characters and conflict. • I can explore multiple interpretations of characters and events using critical viewpoints and contextual understanding. • I can evaluate how themes such as power, jealousy, race, gender and	focusing on the Duchess's downfall and the play's exploration of power, corruption, gender, and revenge. It is examined through tragic conventions such as fate, hamartia, moral decay, and conflict. Students analyse Webster's dramatic techniques, language, and structure, alongside Jacobean context, including attitudes towards authority, class, and female agency. The play is also explored through different critical interpretations of characters such as the Duchess, Ferdinand, and the Cardinal. Students develop advanced essay-writing skills, combining textual analysis, contextual understanding, and critical perspectives for A-Level assessment. Skills: • I can interpret Webster's language, imagery, and dramatic techniques in detail. • I can apply Jacobean ideas about gender, power, religion, and social hierarchy. • I can engage with different readings of characters and themes. • I can develop clear, conceptual essays with a strong line of argument. • I can analyse elements such as	on the Duchess's downfall and the play's exploration of power, corruption, gender, and revenge. It is examined through tragic conventions such as fate, hamartia, moral decay, and conflict. Students analyse Webster's dramatic techniques, language, and structure, alongside Jacobean context, including attitudes towards authority, class, and female agency. The play is also explored through different critical interpretations of characters such as the Duchess, Ferdinand, and the Cardinal. Students develop advanced essay-writing skills, combining textual analysis, contextual understanding, and critical perspectives for A-Level assessment. Skills: • I can interpret Webster's language, imagery, and dramatic techniques in detail. • I can apply Jacobean ideas about gender, power, religion, and social hierarchy. • I can engage with different readings of characters and themes. • I can develop clear, conceptual essays with a strong line of argument. • I can analyse elements such as	
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	students for A-level exams by strengthening synoptic thinking and comparative judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	race, gender and manipulation are presented across the play. - I can construct detailed and conceptual analytical essays using precise quotations and subject terminology. - I can develop independent interpretations by linking contextual influences, audience response and Shakespeare's intentions. Prior/Future links: This work builds directly on GCSE foundations in literary analysis and prepares students for A-level exams by strengthening synoptic thinking and comparative judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	manipulation are presented across the play. - I can construct detailed and conceptual analytical essays using precise quotations and subject terminology. - I can develop independent interpretations by linking contextual influences, audience response and Shakespeare's intentions. Prior/Future links: This work builds directly on GCSE foundations in literary analysis and prepares students for A-level exams by strengthening synoptic thinking and comparative judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	revenge, corruption, fate, and moral decline. Prior/Future links: This work builds directly on GCSE foundations in literary analysis and prepares students for A-level exams by strengthening synoptic thinking and comparative judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	fate, and moral decline. Prior/Future links: This work builds directly on GCSE foundations in literary analysis and prepares students for A-level exams by strengthening synoptic thinking and comparative judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	
	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
Year 13	Unit: <u>Rossetti Poetry</u> <u>/Comparative NEA (<i>The Great Gatsby</i> and <i>The Picture of Dorian Gray</i>)</u> Knowledge: The poetry unit explores Christina Rossetti's poetry in its Victorian context, focusing on themes such as	Unit: <u>Rossetti Poetry</u> <u>/Comparative NEA (<i>The Great Gatsby</i> and <i>The Picture of Dorian Gray</i>)</u> Knowledge: The poetry unit explores Christina Rossetti's poetry in its Victorian context, focusing on themes such as	Unit: <u>Rossetti Poetry</u> Knowledge: The poetry unit explores Christina Rossetti's poetry in its Victorian context, focusing on themes such as religion, mortality, love, and gender.	Unit: <u>Revision</u> Knowledge: The unit revises all core texts across drama, prose, and poetry, focusing on key themes such as power, gender, morality, identity, oppression, and society,	Unit: <u>Exams</u>	Unit: <u>Exams</u>	By the end of the year, students will have a secure and comprehensive understanding of all set texts across drama, prose, and poetry, including <i>Othello</i> , <i>The Duchess of Malfi</i> , <i>Frankenstein</i> , <i>The Handmaid's Tale</i> , <i>Poems of the Decade</i> , and <i>Rossetti poetry</i> , alongside their comparative coursework on <i>The Great Gatsby</i> and <i>The Picture of Dorian Gray</i> . They will be able to confidently

	religion, mortality, love, and gender. The comparative NEA of a topic of the student's choice in <i>The Great Gatsby</i> and <i>The Picture of Dorian Gray</i> forms 20% of their A-Level. This will be written independently but studied in lesson. Skills: Students will develop close reading, comparative analysis, and essay-writing skills across poetry and prose, using structured arguments and critical interpretations in line with A-level assessment objectives. Prior/Future links: This work builds directly on Year 12 foundations in literary analysis and prepares students for A-level exams by strengthening synoptic thinking and comparative judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	religion, mortality, love, and gender. The comparative NEA of a topic of the student's choice in <i>The Great Gatsby</i> and <i>The Picture of Dorian Gray</i> forms 20% of their A-Level. This will be written independently but studied in lesson. Skills: Students will develop close reading, comparative analysis, and essay-writing skills in poetry, using structured arguments in line with A-level assessment objectives. Prior/Future links: This work builds directly on Year 12 foundations in literary analysis and prepares students for A-level exams by strengthening synoptic thinking and comparative judgement. It also develops skills useful for university-level English study, particularly in constructing nuanced, evidence-based critical arguments.	as well as relevant contexts like Renaissance tragedy, Gothic fiction, dystopia, and modern poetry. Students consolidate key critical vocabulary and interpretations, strengthening understanding of authorial methods and textual connections. Skills: Students refine exam skills including comparative analysis, essay structuring, and timed responses across all question types, while developing synthesis across genres and periods. New emphasis is placed on selecting and linking evidence efficiently, while building on earlier analytical and contextual skills developed throughout the course. Prior/Future links: This unit consolidates all Year 12 and 13 learning to prepare directly for Edexcel A Level exams, ensuring students can confidently apply integrated critical, contextual, and comparative skills. It also supports progression to			analyse, compare, and evaluate texts in relation to form, genre, context, and key themes such as power, identity, gender, and morality, while demonstrating strong exam skills in structured, critical, and timed essay writing ready for the public exams in May-June.
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