



CURRICULUM MAP: ENGLISH

“We believe that every one of our students, regardless of background, is entitled to encounter the best that has been thought, said and done through a broad and ambitious curriculum.”

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 11 Units	Macbeth (Shakespeare)	A Christmas Carol (Dickens)	Revision	Revision	Revision and GCSE Examinations	Revision and GCSE Examinations
Texts	<i>Macbeth</i> - Full text	<i>A Christmas Carol</i> - Full text	N/A	N/A	N/A	N/A
Key concepts	<ul style="list-style-type: none"> Tragic hero Hamartia Regicide Divine right of kings Great chain of being Jacobean society 	<ul style="list-style-type: none"> Class Divides Society in Victorian England Capitalism Socialism Gothic conventions 	All GCSE Content/ AOs	All GCSE Content/ AOs	All GCSE Content/ AOs	All GCSE Content/ AOs
Builds on	<ul style="list-style-type: none"> Shakespearean society Y9 Conventions of tragedy Y8/9 	<ul style="list-style-type: none"> Victorian society Y7/9 Gothic conventions Y7/9 Archetypes of heroes and villains Y7/8/9/10 	All previously taught content	All previously taught content	All previously taught content	All previously taught content
Leads to	GCSE Literature Paper 1 Exam 2025	GCSE Literature Paper 1 Exam 2025	GCSE Language and Literature Exams 2025	GCSE Language and Literature Exams 2025	GCSE Language and Literature Exams 2025	GCSE Language and Literature Exams 2025
Year 10 Units	Blood Brothers (Russell)	Engaging Openings	Viewpoints and Perspectives	Power and Conflict Poetry	Power and Conflict Poetry	Revision and End of Year Examinations
Texts	<i>Blood Brothers</i> - Full text	Anthology: <ul style="list-style-type: none"> Albom: <i>The Five People you Meet in Heaven</i> Du Maurier: <i>Rebecca</i> Sebold: <i>The Lovely Bones</i> Niffenegger: <i>Time Traveller's Wife</i> DeLillo: <i>Falling Man</i> Owens: <i>Where the Crawdads Sing</i> Allende: <i>City of the Beasts</i> 	Anthology: <ul style="list-style-type: none"> Source topic: First jobs 21st century: Blog entry- 'Fishing with my dad' 19th Century: Diary entry- 'Stoneleigh Workhouse' Source topic: Nursing <ul style="list-style-type: none"> 21st century: Article- 'The Other NHS Crisis' 19th century: Letter- 'Trained Nurses for the Sick Poor' Source topic: Capital punishment <ul style="list-style-type: none"> 21st century: Article- 'A return to capital punishment?' 19th century: Article- Dickens' account of a public execution Source topic: Prison life <ul style="list-style-type: none"> 21st century: Letters- 'Death Row Diary' 19th century: Letter- 'De Profundis'- Wilde Source topic: Climates and places <ul style="list-style-type: none"> 21st century: Article- 'Coping with extreme weather' 	Anthology (AQA): <ul style="list-style-type: none"> Shelley: 'Ozymandias' Blake: 'London' Browning: 'My Last Duchess' Dharkar: 'Tissue' Wordsworth: 'The Prelude' (Extract) Heaney: 'Storm on the Island' Owen: 'Exposure' Hughes: 'Bayonet Charge' Tennyson: 'Charge of the Light Brigade' Armitage: 'Remains' Duffy: 'War Photographer' Garland: 'Kamikaze' Weir: 'Poppies' Rumens: 'The Emigree' Agard: 'Checking Out Me History' 	Anthology (AQA): <ul style="list-style-type: none"> Shelley: 'Ozymandias' Blake: 'London' Browning: 'My Last Duchess' Dharkar: 'Tissue' Wordsworth: 'The Prelude' (Extract) Heaney: 'Storm on the Island' Owen: 'Exposure' Hughes: 'Bayonet Charge' Tennyson: 'Charge of the Light Brigade' Armitage: 'Remains' Duffy: 'War Photographer' Garland: 'Kamikaze' Weir: 'Poppies' Rumens: 'The Emigree' Agard: 'Checking Out Me History' 	N/A



			<ul style="list-style-type: none"> 19th century: Journal- 'London's weather' 			
Key concepts	<ul style="list-style-type: none"> Class Divides English society 1950-1980 Conventions of tragedy Conventions of drama and musicals 	<ul style="list-style-type: none"> Language techniques (word class and devices) Structural techniques (narration, exposition, in medias res) Genre conventions 	<ul style="list-style-type: none"> Language techniques (word class and devices) Victorian society Modern issues and debates 	<ul style="list-style-type: none"> Language techniques (word class and devices) Poetic techniques including form and structure Poets' context including the Romantic era, French Revolution and WW1. 	<ul style="list-style-type: none"> Language techniques (word class and devices) Poetic techniques including form and structure Poets' context including the Romantic era, French Revolution and WW1. 	All previously taught content in Y10
Builds on	<ul style="list-style-type: none"> Conventions of tragedy (<i>Julius Caesar</i> in Y9/ <i>Noughts and Crosses</i> Y8) 	<ul style="list-style-type: none"> Extract based fictional units and full Literature texts studied from Y7 	<ul style="list-style-type: none"> Persuasive writing in <i>Julius Caesar</i> Y9 	<ul style="list-style-type: none"> 'WW1 Poetry' Y8 and 'Powerful Voices in Poetry' Y9 	<ul style="list-style-type: none"> 'WW1 Poetry' Y8 and 'Powerful Voices in Poetry' Y9 	All previously taught content in Y10
Leads to	GCSE Literature Paper 2 Exam 2025	GCSE Language Paper 1 Exam 2025	GCSE Language Paper 2 Exam 2025	GCSE Literature Paper 2 Exam 2025	GCSE Literature Paper 2 Exam 2025	GCSE Language and Literature Exams 2025
Year 9 Units	Villains, Monsters and Wicked Deeds	Animal Farm (Orwell)	Write Around the World	Powerful Voices in Poetry	Julius Caesar (Shakespeare)	<i>An Inspector Calls</i> (Priestley)
Texts	<p>Anthology:</p> <ul style="list-style-type: none"> Stoker: <i>Dracula</i> (Count Dracula) Stevenson: <i>Jekyll and Hyde</i> (Hyde) Rowling: <i>Harry Potter & GoF</i> (Voldemort) Armitage: 'Hitcher' Rossetti: 'Goblin Market' Duffy: 'Human Interest' Browning: 'Porphyria's Lover' Dahl: 'The Landlady' Dahl: 'Lamb to the Slaughter' 	<i>Animal Farm</i> - Full text	<p>Anthology:</p> <ul style="list-style-type: none"> Golding: <i>Lord of the Flies</i> (Beach and jungle) Owens: <i>Where the Crawdad's Sing</i> (Marsh/ swamp) Shelley: <i>Frankenstein</i> (mountains) Pullman: <i>Northern Lights</i> (Arctic landscape) Defoe: <i>Robison Crusoe</i> (Dangerous seas) <p><i>Mutiny</i>- Channel 4 Documentary (Dangerous seas)</p>	<p>Anthology:</p> <ul style="list-style-type: none"> Blake: 'Chimney Sweeper' (P1/2) Browning: 'The Laboratory' Duffy: 'Medusa' Duffy 'Havisham' Owen 'Anthem for Doomed Youth' Shears: 'Mametz Wood' Armitage: 'The Manhunt' Agard: 'Half-Caste' Hughes: 'Hawk Roosting' Scannell: 'Nettles' 	<p>Extracts:</p> <ul style="list-style-type: none"> A1S2 Cassius' manipulation of Brutus A2S1: Brutus persuades the conspirators to act with honour A2S2: Portia/Calpurnia attempt to persuade their husbands A2S2: Decius Brutus persuades Caesar A3S2: Brutus' funeral speech A3S2: Antony's funeral speech 	<i>An Inspector Calls</i> - Full text
Key concepts	<ul style="list-style-type: none"> Language techniques Archetype of the villain and modern subversions. Gothic genre conventions. Poetic conventions. Writing for audience and purpose. 	<ul style="list-style-type: none"> Orwell's life and values Capitalism vs socialism Writer's intention: Allegory Context: Russian Revolution and class divides Power of rhetoric Themes: Power and manipulation 	<ul style="list-style-type: none"> Language techniques Structural techniques Language comprehension Geographical locations 	<ul style="list-style-type: none"> Language techniques (word class and devices) Poetic techniques including form and structure Poets' context including the Romantic era, French Revolution and WW1. 	<ul style="list-style-type: none"> Shakespeare's society Context: Roman Republic- Power and corruption Characterisation of heroes and villains Conventions of tragedy Power of rhetoric Themes: Power and manipulation 	<ul style="list-style-type: none"> Class Divides English society 1900-1950 Socialism vs capitalism Writer's message Conventions of drama
Builds on	<ul style="list-style-type: none"> 'Heroes and Villains'/'Things That Go Bump in the Night'/'Detective School' Y7 	<ul style="list-style-type: none"> Themes of power and corruption in <i>The Hunger Games</i>- Y7 	<ul style="list-style-type: none"> Extract based fictional units and full Literature texts studied from Y7 onward 	<ul style="list-style-type: none"> 'WW1' poetry and <i>Journey's End</i> Y8 	Themes of power and corruption in <i>Animal Farm</i> Y9 and <i>The Hunger Games</i> - Y7	<ul style="list-style-type: none"> Conventions of drama (<i>Julius Caesar</i> in Y9/ <i>Journey's End</i> Y8) Writer's message (<i>Noughts and Crosses</i> Y8) Spoken language skills Y7 and 8
Leads to	Exploration of villains in GCSE texts: <i>Blood</i>	Exploration of the themes of power, corruption and	'Engaging Openings' Y10 T2 and GCSE Language Paper 1	'Power and Conflict Poetry' Y10 T4/5 and	Exploration of the themes of power, corruption and	<i>Blood Brothers</i> Y10 T1 and GCSE Literature Paper 2 Exam



	<i>Brothers, A Christmas Carol and Macbeth</i>	manipulation in <i>Macbeth</i> Y11		GCSE Literature Paper 2 Exam	manipulation in <i>Macbeth</i> Y11
Year 8 Units	It's the End of the World	World War I	<i>Treasure Island</i> (Stevenson)	Introduction to film: <i>Billy Elliot</i>	<i>Noughts and Crosses</i> (Blackman)
Texts	<p>Anthology:</p> <ul style="list-style-type: none"> James: <i>Children of Men</i> (setting) McCarthy: <i>The Road</i> (setting) Orwell: <i>1984</i> (atmosphere) Byron: 'Darkness' (atmosphere) Lowry: <i>The Giver</i> (atmosphere) Dashner: <i>The Maze Runner</i> (fear) Higson: <i>The Enemy</i> (survivor) Bradbury: 'The Pedestrian' (setting, atmosphere and character) 	<p>Anthology: Poetry</p> <ul style="list-style-type: none"> Pope: 'Who's for the Game?' Owen: 'Dulce et Decorum Est' Owen: 'Disabled' Sassoon: 'Suicide in the Trenches' Sassoon: 'Dreamers' <p><i>Journey's End</i> (Sherriff)</p> <ul style="list-style-type: none"> Act 1 Scene 1 Act 2 Scene 1 Act 2 Scene 2 Act 3 Scene 1 Act 3 Scene 2 <p><i>Journey's End</i> (Film 2017)</p>	<p><i>Treasure Island</i>- Full text</p>	<ul style="list-style-type: none"> <i>Billy Elliot</i>- Full film/ script 	<p><i>Noughts and Crosses</i>- Full text</p>
Key concepts	<ul style="list-style-type: none"> Characterisation and setting Language and structural techniques Conventions of dystopian genre 	<ul style="list-style-type: none"> Characterisation WW1 poets and terminology Conventions of tragedy Poetic conventions Writer's message 	<ul style="list-style-type: none"> Conventions of writing to describe: character and setting Using ambitious techniques Plot, character, theme and structure Writer's intentions 	<ul style="list-style-type: none"> Social class divides in 1980s Britain Attitudes towards gender in 1980s Britain Conventions of film Film terminology Evaluation of writer's intentions Themes: Class divides 	<ul style="list-style-type: none"> Characterisation and setting Language and structural techniques e.g dual narration Conventions of dystopian genre Conventions of tragedy Racism in society Class and privilege
Builds on	<ul style="list-style-type: none"> <i>The Hunger Games</i> Y7 	<ul style="list-style-type: none"> 'Heroes and Villains' / 'Things That Go Bump in the Night' Y7 	<ul style="list-style-type: none"> 'Heroes and Villains' / 'Things That Go Bump in the Night' Y7 	<ul style="list-style-type: none"> <i>The Hunger Games</i> Y7 	<ul style="list-style-type: none"> 'It's the End of the World' / <i>Of Mice and Men</i> Y8 <i>The Hunger Games</i> Y7
Leads to	<p><i>Noughts and Crosses</i> Y8 T6</p> <p>Study of character and setting across GCSE Literature texts.</p>	<p>'Powerful Voices in Poetry' Y9 T4</p> <p>'Power Conflict Poetry' Y10 T4/5</p> <p>GCSE Literature Paper 2 Exam</p>	<p>'Write around the World' Y9 and 'Engaging Openings' Y10 T2</p>	<p>An Inspector Calls Y9 T6</p> <p>GCSE Literature texts: <i>Blood Brothers</i>, <i>Macbeth</i> and <i>A Christmas Carol</i></p>	<p><i>An Inspector Calls</i> Y9 T5/6</p> <p>GCSE Literature texts: <i>Blood Brothers</i>, <i>Macbeth</i> and <i>A Christmas Carol</i> (themes: divides in society/ injustice/ power and corruption/ tragedy)</p>
Year 7 Units	Heroes and Villains	<i>The Tempest</i> (Shakespeare)	Things That Go Bump in the Night	Detective School	<i>The Hunger Games</i> (Collins)
Texts	<p>Anthology:</p> <ul style="list-style-type: none"> Horowitz: 'The Mares of Diomedes' (Hercules and Hades) Horowitz: 'The Gorgon's Head' (Perseus and Medusa) <i>The Bible</i>: The Fall of Humanity- Genesis 3 (The Devil) Horowitz: 'Beowulf' (Grendel) Tennyson: 'The Kraken' Tennyson: 'Lady of Shallot' (Lancelot) Brothers Grimm: 'Little Red Riding Hood' (Red vs the wolf) 	<p><i>The Tempest</i>- Extracts:</p> <ul style="list-style-type: none"> Act 1 Scene 2 (Prospero) Act 1 Scene 2 (Caliban) Act 1 Scene 2 (Miranda) Act 2 Scene 1 (Antonio) Act 3 Scene 2 (Caliban) Act 3 Scene 3 (Prospero) Act 5 Scene 1 (Prospero) <p><i>The Tempest</i> (Film 2010)</p>	<p>Anthology:</p> <ul style="list-style-type: none"> Stoker: <i>Dracula</i> (Dracula's castle) Bronte: <i>Jane Eyre</i> (The Red Room) Hill: <i>The Woman in Black</i> (Eel Marsh House) De la Mare: 'The Listeners' (forest/castle) Shelley: <i>Frankenstein</i> (Monster) Dickens: <i>Great Expectations</i> (Magwitch) Poe: 'The Raven' (paranoia) Gaiman: <i>Coraline</i> (fear) Wells: 'The Red Room' (fear and 	<p>Anthology:</p> <ul style="list-style-type: none"> Conan Doyle: <i>The Adventure of the Speckled Band</i> Conan Doyle: <i>The Man with the Twisted Lip</i> <p><i>Enola Holmes</i> (Film 2020)</p>	<p><i>The Hunger Games</i>- Full text</p>



	<ul style="list-style-type: none"> • Tolkien: <i>The Hobbit</i> (Bilbo and Smaug) • Tolkien: <i>The Lord of the Rings</i> (Frodo and Sam) • Rowling: <i>Harry Potter & TPS</i> (Snape and Harry) 		paranoia/ setting/ character)		
Key concepts	<ul style="list-style-type: none"> • Archetypes of the hero and villain. • Language techniques (word class and devices) • Conventions of Storytelling: <ul style="list-style-type: none"> - Fables - Myths and legends - The Bible - Fairy tales - Modern fantasy fiction 	<ul style="list-style-type: none"> • Characterisation and setting • Shakespearean society • Conventions of drama • Conventions of fantasy storytelling • Spoken language skills 	<ul style="list-style-type: none"> • Characterisation and setting • Conventions of the gothic • Poetic techniques • Victorian context 	<ul style="list-style-type: none"> • Characterisation and setting • Conventions of the gothic • Writing for audience and purpose • Language techniques (word class and devices) 	<ul style="list-style-type: none"> • Characterisation and setting • Conventions of the dystopian genre • Language techniques (word class and devices) • Spoken language skills
Builds on	<ul style="list-style-type: none"> • All prior knowledge or storytelling and reading 	<ul style="list-style-type: none"> • 'Heroes and Villains' T1 	<ul style="list-style-type: none"> • 'Heroes and Villains' T1 	<ul style="list-style-type: none"> • 'Heroes and Villains' T1 • 'Things That Go Bump in the Night' T3 	<ul style="list-style-type: none"> • All prior knowledge or storytelling and reading • Spoken language skills in T2.
Leads to	<ul style="list-style-type: none"> • The study of all characters across the curriculum 	<ul style="list-style-type: none"> • Shakespeare texts: Y9 T5 <i>Julius Cesar</i> and Y11 T1 <i>Macbeth</i> • Racism explored in Y8 <i>Noughts and Crosses</i> T5/6 	<ul style="list-style-type: none"> • 'Villains, Monsters and Wicked Deeds' Y9 T1 • <i>A Christmas Carol</i> Y11 T2 	<ul style="list-style-type: none"> • 'Villains, Monsters and Wicked Deeds' Y9 T1 • <i>A Christmas Carol</i> Y11 T2 	<ul style="list-style-type: none"> • Novels in Y8 T3/5/6 • <i>An Inspector Calls</i> Y9 T6 • GCSE Literature texts: <i>Blood Brothers</i>, <i>Macbeth</i> and <i>A Christmas Carol</i> (themes: divides in society/ injustice/ power and corruption/ tragedy)