

CURRICULUM MAP - English

Summer 2 Revision and Exams TBC

Summer 1 Revision and Exams TBC

Spring 2

A Christmas Carol Revision

- Context of Victorian London, including; the education system, Christmas traditions attitudes towards the poor and the supernatur Malthus' Theory of Population Growth
- Outline all the themes within the novella, including the theme of family, memory
- and redemption

 Analysing the effect of language devices including metaphors, similes, alliteration
- Understanding how structure can be used to create meanings and effect dentifying textual references within a text to support critical responses

Writing Creatively – English Language Paper 1

Students will write creatively using a range of descriptive techniques whilst also aiming to use varied vocabulary and punctuation choices. They will use various extracts from a range of fictional texts to see how different writers use language and structure techniques to create specific effects. They will then use these techniques in their own writing and continue to develop their creative writing skills to create specific effects.

Summer 1

An Inspector Calls – English Literature Paper 2 – Section A Modern Prose or Drama

Students will study Priestley's play, focusing on themes and authorial intent using the political and social context. They will look at the character progression, structure, and literary techniques.

Spring 1

MacBeth – English Literature Paper 1 – Section A –

Students will gain key knowledge of the plot, characters, and major themes. They will understand techniques, explore context, and learn key quotations

Summer 2

Transactional writing

Students will develop their ability to write for real-life purposes and audiences, focusing on formal letters, articles, speeches, and reviews. They will learn how to structure their writing clearly, use persuasive techniques, and adapt their tone and language to suit different contexts. This unit will help students prepare for Paper 2 of the AQA English Language exam, where they will be expected to produce a piece of transactional writing in response to a given statement or

The Strange Case of Dr. Jekyll and Mr Hyde – English Literature Paper 1 – Section B 19th Century Novel (AO1, AO2, AO3)

characters, themes, and events, linking them to Victorian context. They will explore how he develops key themes

Autumn 1

Poetry - Power and Conflict Poems

- Specifically focussing on themes and how they can link to current affairs and society.
- Analysing context on 3 of the poems in Power and conflict
- Revising key quotations from each poem

Autumn 2

Speaking and Listening

- Research and create a presentation about a chosen topic.
- Record a 10-minute presentation to an audience.
- Answer questions about a chosen topic.

Spring 1

English Language Paper 1 and 2

- Pupils will use their creative writing skills to develop a style and tone towards the reader
- Further develop the five senses for Language Paper 1 Q5
- Further develop structural Devices
- Further develop Language Devices
- Forming an opinion to write a debate
 - Fine tune Technical Accuracy

Shakespeare

Shakespeare's use of language and dramatic to support critical analysis and informed interpretation in exam responses.

Students will analyse Stevenson's presentation of through language and structure to build tension and reveal the mystery of Dr Jekyll.

Autumn 1

Poetry Anthology – English Literature Paper 2 – Section B Poetry (A01, A02, A03)

Students will read through various poems looking at the connecting theme of power and conflict between nature and man. They will study poetic techniques and explore the use of language and structure in each poem whilst comparing on the thematic links between them.

Y10

rious Incident of the Dog in the Nighttime

idents study The Curious Incident of the Dog in the Nightme to explore themes of family, identity, and difference. They lyse narrative style and character development while ling skills in interpretation, discussion, and creative writing.

s to GCSE: English Language AO1-AO6

on-fiction Unit

udents study a range of non-fiction texts to develop skills in ading, analysis, and writing. They explore different text types nd purposes, focusing on techniques like argument, persuasion, nd factual reporting to prepare for GCSE-style tasks.

nks to GCSE: English Language AO1, AO2, AO4, AO5 & AO6

Summer 1

Midsummer Night's Dream - Shakespeare

Students explore A Midsummer Night's Dream to develop an understanding of Shakespeare's language, characters, and themes like love, magic, and confusion. They learn to read and interpret the play while analysing key scenes and characters.

Links to GCSE: English Literature AQ1, AQ2, AQ3 & A05

Spring 2

speeches by learning how to structure arguments and use techniques like emotive language, rhetorical questions, and facts to convince an audience. They also practise confident speaking

Summer 2

Identity and Perspective

Students study Of Mice and Men to explore identity and perspective. They develop an understanding of how characters are shaped by their experiences and how the author presents different viewpoints on topics like friendship, loneliness, and dreams.

Links to GCSE: English Literature AO1, AO2, AO3, AO5

Comparative and Unseen Fiction

Students study comparative and unseen fiction to develop skills in analysing different texts. They learn to compare themes, characters, and styles, while practising close reading and interpretation of unfamiliar texts.

Links to GCSE: English Language & Literature AO1, AO2, AO4

Autumn 2

A Christmas Carol

Students study A Christmas Carol to explore themes like redemption, social justice, and compassion. They analyse Dickens' use of language, characters, and Victorian context while developing skills in reading, writing, and critical thinking.

The Tempest – Shakespeare

Students study The Tempest to explore themes of power forgiveness, and magic. They analyse Shakespeare's language, characters, and dramatic techniques while developing skills in interpretation, discussion, and creative writing.

Dystopian Fiction

Students study dystopian fiction to explore themes like control, freedom, and society. They analyse how authors create imaginat worlds and develop skills in critical reading, analysis, and creative

Links to GCSE: English Language & Literature AO1, AO2, AO4, AO5 &

Persuasive Speeches

Students develop an understanding of persuasive

Links to GCSE: English Language AO4, AO5 & AO6

Spring 1

Students study Trash to explore themes of poverty, corruption, and justice. They build reading, inference, and writing skills through analysis, discussion, and creative or critical responses.

Links to GCSE: English Language and Literature AO1 – AO6

Autumn 2

War Poetry

Students study poetry to build analytical skills and explore themes of conflict and emotion. They learn to identify poetic techniques, develop personal responses, and prepare for GCSEstyle reading tasks.

Links to GCSE: English Literature AO1, AO2 & AO3

Autumn 1

Gothic and Mystery_Fiction

Students study Gothic writing to explore key conventions and historical context. Through analysis and writing tasks, they build confidence and develop skills in a structured, engaging, and exam-focused way

Links to GCSE: English Language AO4, AO5 & AO6

Summer 2

Poetry from Across the World

Students study a range of global voices, cultures, and experiences through poetry. They develop poetry-analysis and interpretation skills to prepare for higher-level literacy tasks

.Links to GCSE: English Literature AO1, AO2 & AO3

Summer 1

Travel Writing

Students study travel writing to develop expertise in nonfiction writing by exploring its conventions—such as descriptive style, persuasive elements, personal voice, and audience awareness. They build foundational reading and writing skills in preparation for GCSE English Language Paper 2.

Links to GCSE: English Language AO1, AO2, AO4, A05 & A06

Autumn 1

Students study speculative storytelling to explore futuristic, scientific, and imaginative concepts. They develop skills in

Autumn 2

"Hidden Figures" Autobiographies and Biographies

Students study *Hidden Figures* to explore themes of perseverance, equality, and overcoming barriers. They engage with the inspiring true story of the women behind NASA's space missions to develop understanding and critical thinking.

Links to GCSE: English Literature AO1 & AO2, English Language AO5

Spring 1

Romeo and Juliet - Shakespeare

Students study Romeo and Juliet to explore Shakespearean language, characters, themes, and dramatic structure. They develop skills in reading, comprehension, speaking, and writing about literature

Links to GCSE: English Literature AO1, AO2 & AO3

Spring 2

Myths and Legends

Students study traditional storytelling to build understanding of cultural heritage and narrative structure. They develop essential literacy skills including reading comprehension, creative writing, and oral storytelling

Links to GCSE: English Language AO1, AO5 & AO6

reading, analysis, and creative writing. inks to GCSE: English Language A01 – A06

KEY STAGE 2 Year 3 and 4- LKS2 Year 5 and 6- UKS2

SUMMER 2 Lego Story (Video Clip)

Purpose — Writing to inform, Non-Fiction. Outcome-Nonchronological report. Writing- pupils will use brackets, dashes, or commas to indicate parenthesis. Reading- Retrieve, record, and present information from non-fiction texts. Spoken Language combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. (School production)

Link to KS3 Newspaper reports/Power and conflict

SUMMER 1 Snow White in New York

Purpose – Writing to inform, Fiction. Outcome - newspaper report.
Writing - Proofread and edit work by removing repetition, and irrelevant details and proposing changes to VGP to enhance the impact and clarify meaning. Reading - Read a wide range of genres, identifying the characteristics and differences of text types. Spoken Language engage in longer and sustained discussions about a range of topics.

Link to KS3 Newspaper reports/Power and conflict

SPRING 2 Highway Man

Purpose – Writing to entertain. Outcome- Narrative Poem. Writingpupils will use the passive voice and recognise synonyms and antonyms. Pupils will plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Reading-Analyse the use of language. Spoken Language To participate in discussions and performances

Link to KS3: Poetry/Themes/Power and Conflict

SPRING 2 Poetry for kids: William Shakespeare-

Purpose – Writing to entertain.

Outcome- writing a sonnet. Writingpupils will use the passive voice
and recognise synonyms and
antonyms. Pupils will plan their
writing by identifying the audience
for and purpose of the writing,
selecting the appropriate form
and using other similar writing as
models for their own. ReadingAnalyse the use of language.

Spoken Language To participate in
discussions and performances

Link to KS3: Poetry/Themes/Power and Conflict

SUMMER 1 The Tree Little Pigs Project

Purpose – Writing to inform, Fiction. Outcome – newspaper report. Writing – Proofread and edit work by removing repetition, and irrelevant details and proposing changes to VGP to enhance the impact and clarify meaning. Reading – Read a wide range of genres, identifying the characteristics and differences of text types. Spoken Language engage in longer and sustained discussions about a range of tonics.

Link to KS3 Newspaper reports/Power and conflict

SUMMER 2 Can we save the Tiger?

Purpose — Writing to inform, Non-Fiction. Outcome-Nonchronological report. Writing- pupils will use brackets, dashes, or commas to indicate parenthesis. Reading-Retrieve, record, and present information from non-fiction texts. Spoken Language combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. (School production)

Link to KS3 Newspaper reports/Power and conflict

AUTUMN 1 Titanium

Purpose — Writing to inform, Fiction. Outcome- Narrative. Writing-Pupils will use relative clauses beginning with a relative pronoun. Pupils will use a range of adverbs and modal verbs to indicate degrees of possibilities. Reading- pupils will Draw inferences from characters' feelings, thoughts and motives. Spoken Language To ask relevant questions to extend their understanding and knowledge.

Link to KS3: Language papers

AUTUMN 2 Stonewall Uprising

Purpose – Writing to persuade. Outcome- Persuasive letter. Writing-Pupils will link ideas across paragraphs to build cohesion and use the subjunctive form in formal writing. Reading - pupils will recognise themes and participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Spoken Language Read aloud their own writing using appropriate intonation, volume and tone.

Link to KS3: Power and Conflict

SPRING 1 How to Train your Dragon

Purpose – Writing to entertain. Outcome_Diary Entry Writing- pupils will use dialogue toconveyacharacterand to advance the action. Pupils will describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Reading - Pupils will explain and discuss their understanding of what they have read. Spoken Language To articulate and justify answers, arguments and opinions.

Link to KS3: ACC and R+J

SPRING 1 Paradise Sands

Purpose – Writing to entertain. Outcome Fiction/Non-Fiction:
Narrative. Writing- pupils will use dialogue to conveyacharacterand to advance the action. Pupils will describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Reading - Pupils will explain and discuss their understanding of what they have read. Spoken Language To articulate and justify answers, arguments and opinions.

Link to KS3: ACC and R+J

AUTUMN 2 The Promise

Purpose – Writing to persuade. Outcome- Persuasive letter. Writing-Pupils will link ideas across paragraphs to build cohesion and use the subjunctive form in formal writing. Reading - pupils will recognise themes and participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Spoken Language Read aloud their own writing using appropriate intonation, volume and tone.

Link to KS3: Power and Conflict

AUTUMN 1 The Arrival

Purpose – Writing to inform, Fiction. Outcome- diary entry. Writing-Pupils will use relative clauses beginning with a relative pronoun. Pupils will use a range of adverbs and modal verbs to indicate degrees of possibilities. Reading- pupils will Draw inferences from characters' feelings, thoughts and motives. Spoken Language To ask relevant questions to extend their understanding and knowledge.

Link to KS3: Language papers

SUMMER 2 Significant people

Purpose – Writing to inform, Non-fiction. Writing pupils will use organisational devices, use modelled examples to plan their writing and use a/a correctly throughout a piece of writing Reading- pupils will retrieve and record information from non-fiction and identify how language, structure, and presentation contribute to meaning. Spoken Language: To ask relevant questions to extend their understanding and knowledge.

Link to KS3: Elizabethan Era

SUMMER 1 Matilda

Purpose – Writing to entertain; Outcome: Playscript writing- Pupils will write a range of fiction and non-fiction pieces of writing- pupils will proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Reading- pupils will recognise, listen to and discuss a wide range of fiction, textbooks and plays. Spoken Language: participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions

Link to KS3: Scriptwriting/Shakespeare.

SUMMER 1 Soar

Purpose — Writing to entertain; Outcome: Playscript writing- Pupils will write a range of fiction and non-fiction pieces of writing- pupils will proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Reading- pupils will recognise, listen to and discuss a wide range of fiction, textbooks and plays . Spoken Language: participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions

 $\label{link to KS3: Scriptwriting/Shakespeare.} Link to KS3: {\it Scriptwriting/Shakespeare}.$

SPRING 2 -

Jim, A cautionary Tale (Fiction) Purpose – Writing to entertain; Outcome –Poetry writing- Pupils will write calligrams, explore similes, read/perform a poem and recognise powerful verbs. Reading- recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Spoken Language: Read aloud their own writing using appropriate intonation, volume and tone.

Link to KS3: Poetry and the use of the 5 senses

SUMMER 2 Informative writing- diary

Purpose – Writing to inform, Non-fiction. Writing pupils will use organisational devices, use modelled examples to plan their writing and use a/a correctly throughout a piece of writing Reading- pupils will retrieve and record information from non-fiction and identify how language, structure, and presentation contribute to meaning. Spoken Language: To ask relevant questions to extend their understanding and knowledge.

Link to KS3: Elizabethan Era

AUTUMN 1 — Lost and Found by Oliver Jeffers

Purpose – Writing to entertain; Outcome – Diary Entry and mid

Writing - Pupils will develop their descriptive writing skills by using expanded noun phrases, fronted adverbials, prepositions, adverbs and past/present tense. Reading - Inference, identify main ideas. Spoken Language - verbally retelling stories and recounting with description and following instructions

Link to KS3: Travel/Journey Writing

AUTUMN 2 – The day the crayons quit by Oliver Jeffers

Purpose – Writing to persuade; Outcome – debate /speech.
Writing –Debates, posters, speech. Pupils will learn how to use emotive language, rhetorical questions, facts/opinions, paragraphs, subordinate clauses, standard English and a range of pronouns. Reading – recognise themes of identity/pride, text type features and begin to use dictionaries. Spoken Language – justify opinions, debate issues clearly, listening and responding within discussions.

Link to KS3: Speaking and listening/debates.

SPRING 1 - Rocketeer (video Clip)

Purpose – Writing to entertain; Outcome – Narrative
Writing – Pupils will create their own story based upon the book Traction
Man learning the basic linear story structure and applying
previous learning in Autumn. They will create settings, characters
and plot for a story, punctuate speech accurately, use apostrophes
for possession. Reading – Predict, discuss vocabulary, read
different structured books, identify different stages of a plot.

Spoken Language: Create settings, characters and plots in
parratives

Link to KS3: Heroes and Villains

SPRING 2 -

Joseph Coelho **Purpose** – Writing to entertain; **Outcome** – Poetry writing- Pupils will write calligrams, explore similes, read/perform a poem and recognise powerful verbs. **Reading**- recognise and discuss some different forms of poetry (a.g. free years or parrative poetry). **Spekin Legisland**

poetry (e.g. free verse or narrative poetry). **Spoken Language:**Read aloud their own writing using appropriate intonation, volume and tone.

Link to KS3: Poetry and the use of the 5 sense

SPRING 1 - Traction Man (Fiction)

Purpose – Writing to entertain; Outcome –Narrative
Writing – Pupils will create their own story based upon the book Traction Man
learning the basic linear story structure and applying previous learning in
Autumn. They will create settings, characters and plot for a story,
punctuate speech accurately, use apostrophes for possession. Reading –
Predict, discuss vocabulary, read different structured books, identify
different stages of a plot. Spoken Language: Create settings, characters
and plots in narratives

Link to KS3: Heroes and Villains

AUTUMN 2 - Pride: The story of Harvey Milk and the rainbow flag (Non-fiction) Purpose – Writing to persuade; Outcome – debate /speech. Writing –Debates, posters, speech. Pupils will learn how to use emotive language, rhetorical questions, facts/opinions, paragraphs, subordinate clauses, standard English and a range of pronouns. Reading – recognise themes of identity/pride, text type features and begin to use dictionaries. Spoken Language – justify opinions, debate issues clearly, listening and responding within discussions.

Link to KS3: Speaking and listening/debates.

AUTUMN 1 – Taking flight (Literacy shed video clip – fiction)
Purpose – Writing to inform; Outcome – Diary Entry
Writing – Pupils will develop their descriptive writing skills by
using expanded noun phrases, fronted adverbials, prepositions,
adverbs and past/present tense. Reading – Inference, identify
main ideas. Spoken Language – verbally retelling stories and
recounting with description and following instructions

Link to KS3: Travel/Journey Writing