

ENGLISH LITERATURE CURRICULUM MAP - links to Careers Education are in PURPLE			
A. FORMAL KEY STAGE FIVE ENGLISH LITERATURE ADVANCED LEVEL CURRICULUM			
Core Threads		By the end of key stage FIVE we want all students of English Literature to know and do the following things: analyse literary texts closely; recall/evaluate critical theory; cogent argument; independent extended essay; research and wider reading independently; referencing and footnotes; knowledge of high-level comparison and synthesis of sources and texts; knowledge of how to apply contextual factors	
Prior Knowledge		In KS5, students of English Literature will build on the following prior learning : GCSE skills of analysis; evaluation; grammatical concepts; language devices; writing for different audiences; and understanding social/historical context	
Future Knowledge		The Curriculum in KS5 Literature will prepare students for the following future learning : How to be interpret Literature. Undergraduate-level readings and arguments. Managing a research project with a substantial word count and a variety of sources.	
Year 12	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Social and historical context in set texts. Knowledge of tragic genre in Modern Literature. Essay writing: building argument. Key concepts, such as hubris, hamartia, structure of a tragedy, noble hero. Subversion of literary genre.	Interpretive essay on a play and prose text Analytical essay based on poetry
	T2	Build knowledge of narratology in Prose. Introduce second prose text, linking ideas about science, context, themes, character representation, to first text. Comparison of poems. Develop knowledge of plot and structure in tragedy. Embedding context in interpretation.	Comparative essay based on prose extracts Contemporary poetry analysis comparing POD
	T3	Continue to build knowledge of narratology in prose; building knowledge of Science and Society considering different eras Consolidate thematic developments in a whole tragedy text. Building skills of cogent argument. Critical material.	Whole Past Paper One Question – ‘Streetcar’ Initial prose comparison essay
	T4	Introduction of unseen poetry. High-level comparison of unseen poems with POD. Complete second prose text continuing to link ideas about science, context, themes, character representation, to first text.	Comparison of POD with unseen poetry Whole past paper 2 question - prose
	T5	Commence study of comparative coursework in earnest: different Gothic texts for each teacher of English Literature. Commence the study of Shakespearean Tragedy: ‘Othello’. Building concepts around tragedy. Knowledge of critics.	Compare openings of c/wk texts essay Character study – link to prior learning essay
	T6	Following exams: Students write their comparative coursework draft. Embed knowledge of interpretation, critics etc Following exams: Building on students’ individual areas of strength to consolidate knowledge of tragedy genre.	Year 12 Examination: hybrid of Paper 1 - modern drama, and Paper 2 – prose.
Year 13	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Study the Romantics. Romantic sensibilities. Knowledge of literary movement; context. Romantic Poetry. Completion of comparative coursework. Demonstrating independence in comparison, analysis, interpretation, argument.	Critical essay on Shakespeare text. Respond to first draft NEA feedback
	T2	Complete and consolidate study of Shakespearean tragedy. Synthesise ideas and concepts linked to the Romantics. Complete and consolidate study of ‘Poems of the Decade’. Practise recalling and utilising knowledge of literary forms. Mock examination preparation.	Comparative essay on Romantic Poems. Respond to second draft NEA feedback
	T3	Revision of ‘A Streetcar Named Desire;’ Romantic Poetry; Shakespearean Tragedy; revise aspects of tragedy. Commit key quotations to long term memory. Hone personal strategies for retaining and recalling course content.	Year 13 Mock Examinations: all 3 papers. Final submission of completed NEA folder.
	T4	Revision of all parts of Paper One (Drama) Paper Two (Prose) and Paper Three (Poetry). Recall key terms and concepts. Reflecting on individual strengths and areas to develop. Students evaluate areas of focus for final period of revision. Recall from long memory, critical ideas & research. Prepare for open book examinations. Audit of students’ knowledge.	Practice questions for: Paper 1; Paper 2; Paper 3
	T5	Students further develop their knowledge of where to focus their own revision efforts and VESPA <i>Practices</i>	Final Examinations Commence
B. WIDER KEY STAGE FIVE ENGLISH LITERATURE CURRICULUM			
- Teachers to use the careers links slide at the beginning of each unit, highlighting which skills will be developed during the programme of study and specific careers to which they are applicable. - Study of critical ideas and lectures on the English and Media Centre; Massolit and JStor - Independent progress through the published wider-reading list, including critical texts and journal articles - Where appropriate, external events, such as theatre visits, and Literature workshops. Digital theatre and digital performances.			

ENGLISH LANGUAGE CURRICULUM MAP			
A. FORMAL KEY STAGE FIVE ENGLISH LANGUAGE ADVANCED LEVEL CURRICULUM			
Core Threads		By the end of key stage FIVE we want all students of English Language to know and do the following things: analyse texts closely; recall/evaluate linguistic theory; write powerfully; independent language investigation; research independently; referencing and footnotes	
Prior Knowledge		In KS5, students of English Language will build on the following prior learning : GCSE skills of analysis; evaluation; grammatical concepts; language devices; writing for different audiences; and understanding social/historical context	
Future Knowledge		The Curriculum in KS5 Language will prepare students for the following future learning : How to be a skilled linguist. Undergraduate-level research skills. Writing convincingly for the real world. Manage research project with a substantial word count.	
Year 12	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Paper 1. Language Levels inc. lexis, grammar, graphology. Representations. Context. Paper 2. Language and Gender. Diversity.	Paper One Section A Paper Two Sec A: Language & Gender
	T2	Paper 1. Develop grammatical and linguistic knowledge. Spontaneous speech. Multimodality. Paper 2. Knowledge of language Diversity developed inc. accent & dialect, age, occupation, ethnicity.	Paper One Section A Paper Two Sec A: Accent and Dialect
	T3	Paper 1. Further develop skill of writing to analyse, using language levels, referencing context & representations Paper 2. Language Change. Further develop evaluative writing skills. Revise and recall linguistic theory.	Paper One Section A - Q1 only Paper Two Sec A: Different Englishes
	T4	Paper 1. Following Exams: introduction to Child Language; introduction to Language Investigation coursework Paper 2. Following Exams: introduction to Language Change; introduction to original writing coursework	Year 12 Examination: Paper One Section A Year 12 Examination: Paper One Section A
	T5	Paper 1. Creating a bibliography for NEA: sourcing, reading, and summarising wider reading for coursework Paper 2. Opinion article writing for Paper Two and for the NEA. Revise and embed writing.	Paper One Section A – Child Language Paper Two Section B – Language and Technology
	T6	Paper 1. Develop knowledge of Child Language: phonetics, lexical devt, syntax, morphology, pragmatics Paper 2. Develop knowledge of Language Change and Discourses surrounding Language and Language Change	Draft of first parts of Language Investigation NEA. Draft of first parts of Original Writing NEA.
Year 13	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Paper 1. Knowledge of perspectives for child language explored, inc. for Reading and Writing. Independent research. Paper 2. Explore further the debates and discourses surrounding language. Write powerfully.	Detailed verbal feedback on Lang Investigation NEA Detailed verbal feedback on Original Writing NEA
	T2	Paper 1. Explore multimodality in terms of child language. Develop knowledge of speaking, reading, and writing Paper 2. Knowledge of high-level evaluative writing skills: comparative analyses of two articles; and opinion articles	Paper One Section B: Acquisition Question Paper Two Section B: Question 3 and 4 Respond to second draft NEA feedback
	T3	Paper 1. Revision of all parts of Paper One. Revise and Recall Yr12 knowledge from long term memory for Paper One. Paper 2. Revision of all parts of Paper Two: Revise and Recall Yr12 knowledge from long term memory for Paper Two	Year 13 Mock Examinations – Whole Paper 1 and 2. Final hand in for NEA folders.
	T4	Paper 1. Revision of all parts of Paper One: Sections A and B. Reflecting on individual strengths and areas to develop. Paper 2. Revision of all parts of Paper Two: Sections A and B. Reflecting on individual strengths and areas to develop.	Short, learning checkpoint responses based on the individual group's needs and targets.
	T5	Paper 1. Students further develop their knowledge of where to focus their own revision efforts and VESPA <i>Practices</i> Paper 2. Students further develop their knowledge of where to focus their own revision efforts and VESPA <i>Practices</i>	Final Examinations Commence
B. WIDER KEY STAGE FIVE ENGLISH LANGUAGE CURRICULUM			
- Teachers to use the careers links slide at the beginning of each unit, highlighting which skills will be developed during the programme of study and specific careers to which they are applicable. - Students have login details to the English and Media Centre, Babel magazine, Massolit, and JSTOR academic resources and articles. This provides challenging wider-reading materials - Links with real writers, including journalists, where this is relevant to their Original Writing Coursework - English and Media Centre educational visits - Visits to theatre adaptations of set texts when available: Hamlet in 2026.			

ENGLISH LANGUAGE AND LITERATURE CURRICULUM MAP			
A. FORMAL KEY STAGE FOUR ENGLISH LANGUAGE AND LITERATURE GCSE LEVEL CURRICULUM			
Core Threads	By the end of key stage FOUR we want all students of English Language and Literature to know and do the following key things: analyse texts closely; apply a comprehensive toolkit for deconstructing language and structure; evaluate texts critically; write coherently and creatively for challenging audiences; recall and apply relevant contextual knowledge; communicate verbal ideas coherently with aplomb		
Prior Knowledge	In KS4, students of English Language and English Literature will build on the following prior learning : Key Stage Three skills of analysis; interpretation; inference; writing for different audiences; understanding of literary context		
Future Knowledge	The Curriculum in KS4 Language and Literature will prepare students for the following future learning : Evaluation of literature and language at A Level; Communicating convincingly, verbally and in writing; Write extended essays/pieces with a clear argument		
Year 10	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Language Paper 1: Extracts from Nineteenth Century Fiction with Paper 1 reading skills Literature Paper 2: Nineteenth Century Novel with Language Paper 1 key reading skills. Analyse closely. Context.	Literature Paper 2, Section A Language Paper 1, Question 4
	T2	Language Paper 1: Writing skills. Write descriptively employing effective devices. Literature Paper 2: Nineteenth Century Novel with Language Paper 2 key reading skills. Critical appreciation of texts.	Literature Paper 2, Section A Language Paper 1, Question 5/6
	T3	Language Paper 1: Writing skills. Write descriptively employing effective devices. Literature Paper 1: Modern Prose/Drama: Developing understanding of narrative perspectives; character representation; implied and ambiguous meanings.	Literature Paper 1, Section B Language Paper 1, Question 5/6
	T4	Introduce Language Paper 2: Key reading skills. Analysing and articulation effects of language and structural devices. Literature Paper 1: Finish Modern Prose/Drama, before beginning Shakespeare. Knowledge of Tragedy and Comedy genres. Explore complex contextual factors.	Literature Paper 1, Section B Language Paper 2, Question 7a/7b
	T5	Following end of year examination, Literature Paper 2: Poetry. Knowledge of how to infer and deduce meaning to achieve a coherent reading. Spoken Language Endorsement: teachers introduce the SL presentation and requisite skills.	Year 10 End of Year Examinations: Full Language Paper 1 Combined Literature Paper 1 and Paper 2
	T6	Literature Paper 2: Poetry. Building knowledge of how to interpret and offer a cogent argument. Poetic devices. , before beginning Shakespeare. Knowledge of Tragedy and Comedy genres. Explore complex contextual factors.	Literature Paper 1, Section B (Anthology) Non-Examined Spoken Assessment
Year 11	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Literature Paper 1: Shakespeare. Deconstruct examination questions, planning for effective evaluative, critical responses. Language Paper 2: Writing skills. Write descriptively employing effective devices.	Literature Paper 1, Section A Language Paper 2, Section B
	T2	Literature Paper 1: Shakespeare. Sharply contextualise extracts in light of the structure of the whole play. Revision of Literature Paper 1, Section A and Section B and Language Paper 2. Consolidate knowledge required for Mock examinations. Students reflect on their personal areas of strength and areas for focused revision.	Year 11 Mock Examinations: Full Language Paper 2 Combined Literature Paper 1 and Paper 2
	T3	Literature: Revision of Paper 2, Sections A and B. Synthesise knowledge of core skills in different papers. Language: Consolidation of Paper 2 writing skills.	Literature Paper 2 Unseen Poetry
	T4	Literature: Revision of both papers, reflecting on individual strengths and areas to develop. Honing VESPA <i>practices</i> . Language: Revision of both papers, reflecting on individual strengths and areas to develop. Honing VESPA <i>practices</i> .	Literature and Language short assessments targeted to individual group needs
	T5	Revision, consolidation. Additional support sessions for individuals. Practice paper answers continue to be composed. Managing and making links between knowledge and concepts. Managing the challenge of public examinations.	Final examinations
B. WIDER KEY STAGE FOUR LANGUAGE AND LITERATURE ENGLISH CURRICULUM			
- Teachers to use the careers links slide at the beginning of each unit, highlighting which skills will be developed during the programme of study and specific careers to which they are applicable. Specific careers lesson from My Learning, My Future to be delivered during National Careers Week. - Cross-curricular links with Drama (Modern prose/drama) and History - Year 11 trip to Poetry Live - National theatre live, and appropriate versions of plays shown to students to enhance their understanding of drama - MASSOLIT lectures shown to students to prepare them for A Level and university-style teaching			

ENGLISH CURRICULUM MAP

A. FORMAL KEY THREE ENGLISH CURRICULUM

Core Threads	By the end of key stage THREE we want all students of English to know and do the following things: Analyse textual features independently; confidently write in different forms for different audiences; coherent understanding of our literary heritage. Decode, deconstruct, process challenging material. Knowledge of how to infer and deduce information in a range of challenging texts. Speak confidently, with clarity, in groups, and in front of larger audiences.
Prior Knowledge	In KS3, students of English will build on the following prior learning : Confidence and ability in reading developed in KS2; an enjoyment of and appetite for reading for pleasure; sentence control and knowledge of sentence types, punctuation & text organisation. Communicate ideas effectively, in writing and verbally.
Future Knowledge	The Curriculum in KS3 English will prepare students for the following future learning : Knowledge of how to be accomplished speakers, readers, and writers – who enjoy and embrace the spoken and written word, and English Studies as an academic discipline.

Year 7	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Build from KS2 experiences of imaginative creative writing. Powerful vocabulary. Sentence control. Punctuation.	Writing a creative narrative and extract analysis.
	T2	Knowledge of narratives construction. Analysing character, setting, narrative perspective, writers' meaning.	Analysis of language, form, and structure in a novel
	T3	Building knowledge of poetic features independently. Learn the skills of embedding quotes. Write own poems.	Analysis of language, form and structure in a poem
	T4	Build knowledge of Elizabethan England; Shakespeare in Performance; social/historical context. Audiences.	Presentation of life and times of Shakespeare
	T5	Knowledge of forms of non-fiction in the twenty-first century. Sentence composition/control. Writing purposes	Autobiographical writing and deliver a speech
	T6	Knowledge of diverse voices in literature: how to infer and deduce, offering interpretations of unfamiliar texts	English Language-focused end of Yr 7 Examination
Year 8	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Create a convincing narrative, experimenting with perspective, character construction, and vocabulary.	Write the opening of a short story extract and analysis
	T2	How an extract fits into the context of a whole novel. Revise and develop knowing a range of contextual factors.	Analysis of language, form, and structure in a novel
	T3	Developing knowledge of poetic features independently. Practising embedding quotes. Knowledge of comparison	Analysing and comparing poems
	T4	Exploring structure, dramatic form, & literary heritage when exploring significant sections of a Shakespeare play	Spoken language presentation on the Shakespeare play.
	T5	Speaking persuasively with confidence. Knowledge of the media and rhetorical devices.	Persuasive article or letter
	T6	Knowledge of diverse voices in literature: how to infer and deduce, offering interpretations of unfamiliar texts	English Language-focused end of Yr 8 Examination
Year 9	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, LEARNT, REVISED, AND REVISITED.	Common Assessment End Points
	T1	Knowledge of how to approach the deconstruction and interpretation of challenging novel, building an argument	Offer a comprehensive interpretation of a novel
	T2	Language Paper 2: Writing skills. Write descriptively employing effective devices: articles, speeches, travel writing	English Language Paper 2 focused writing task.
	T3	Mastering knowledge of poetic features independently. Revise narrative construction and context	Evaluation of language, form, and structure in a poem/piece
	T4	Revise knowledge of structure, dramatic form and literary heritage when exploring a whole Shakespeare play	Spoken language presentation on the Shakespeare play.
	T5	Consolidation of how to infer and deduce; interpreting unfamiliar, challenging, unseen texts (GCSE Lang skills)	End of Year examination: writing task modelled on Lang P2
	T6	Transition to GCSE: evaluating & consolidating knowledge of poetic, non-fiction, & prose features independently	Compose an argument in response to challenging poems

B. WIDER KEY STAGE THREE ENGLISH CURRICULUM

- Teachers to use the careers links slide at the beginning of each unit, highlighting which skills will be developed during the programme of study and specific careers to which they are applicable. Specific careers lesson from My Learning, My Future to be delivered during National Careers Week.
- Key Stage Three Creative Writing Club
- Targeted English and School-wide support for Yr 7 students with lower Reading ages following GL Assessment Group Reading Age Test conducted in English
- Year 8 visit to Stratford
- Library lessons in Yr7, Yr8, Yr9; and lists of wider reading, created and coordinated by the School Librarian.