



English Curriculum Map

Curriculum Intent

The English curriculum at The Ongar Academy is designed to develop confident, knowledgeable, and thoughtful readers, writers, and communicators. At its heart is a commitment to deep disciplinary knowledge, ensuring that students secure a rich understanding of literature, language, and the world around them through sustained study and mastery of key concepts.

Our bespoke Programme of Study, designed by subject experts specifically for The Ongar Academy, provides a coherent and carefully sequenced journey from Year 7 to Year 11. Through ambitious and challenging texts from a range of literary traditions, students encounter powerful ideas, diverse perspectives, and complex themes that broaden their understanding of human experience. Reading sits at the centre of our curriculum, serving as the foundation for academic success, cultural capital, and lifelong learning.

The curriculum is deliberately structured to build knowledge cumulatively, enabling students to make meaningful connections across topics, texts, and year groups. Strong curriculum links are woven both vertically between key stages and horizontally across subjects, allowing students to transfer knowledge and deepen their understanding. Dedicated transition curricula in Years 7 and 9 ensure that students successfully bridge key stages, secure essential knowledge, and are fully prepared for the increasing demands of the next phase of learning.

Rather than prioritising coverage, our curriculum prioritises depth and mastery. Students revisit, refine, and extend their understanding over time, developing the ability to think critically, write with precision, speak with confidence, and engage thoughtfully with complex ideas. Through discussion, debate, reading, and writing, students learn not only how language works, but also how it can be used to question, challenge, create, and influence.

Ultimately, we aim to cultivate articulate, compassionate, and intellectually curious young people who recognise the power of literature and language in shaping both their own lives and the wider world. By fostering a love of reading and a commitment to scholarship, the English curriculum prepares students for success in further education, employment, and as active participants in society.



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Half Term	Year 7	Year 8	Year 9
1	Identity, Friendship and Belonging in <i>All About Me</i> All About Me is our transition scheme of work, designed to help students explore who they are and how they connect with the world around them. Through a range of engaging reading, discussion and writing activities, students will explore themes of identity, friendship, family, belonging and understanding. They will reflect on their own experiences and perspectives while developing empathy for others, building confidence as readers, writers and speakers as they begin their secondary school journey. Love, Loyalty and the Human Cost of War in Michael Morpurgo's <i>Private Peaceful</i> In this scheme of work, students will explore <i>Private Peaceful</i> through key themes such as conflict, power, identity, love and loyalty, while developing their understanding of important contexts including the First World War, family relationships and life on the home front. Students will build their reading skills through inference and deduction, comprehension and evaluation, learning how writers communicate ideas and messages. Alongside studying the novel, they will engage with a range of non-fiction texts from the period, including propaganda posters, recruitment materials and soldiers'	Hope, Courage and Resilience in Morris Gleitzman's <i>Once</i> In this scheme of learning, students will study Morris Gleitzman's <i>Once</i>, building on key concepts explored in Year 7 through <i>Private Peaceful</i>, including conflict, survival, friendship and courage. Students will deepen their understanding of war by exploring the historical context of the Second World War and the Holocaust, considering the impact of prejudice, persecution and resilience on individuals and communities. The scheme provides regular opportunities to practise and refine the analytical skills developed in Year 7, revisiting the P.E.T.A.L. scaffold to produce increasingly detailed and perceptive responses. Students will also develop their creative and discursive writing skills, crafting imaginative viewpoints and exploring complex ideas through thoughtful written arguments. Alongside the novel, students will engage with a range of fiction and non-fiction texts to broaden their understanding of key themes and contexts, while regular discussion, debate and reading activities will further strengthen their oracy, comprehension and critical thinking skills.	Fear, Isolation and the Supernatural in Susan Hill's <i>The Woman in Black</i> The study of <i>The Woman in Black</i> builds upon the analytical foundations established through the exploration of Year 7 and Year 8 novels, enabling students to further develop and master their analytical and evaluative skills through increasingly sophisticated responses. Using the P.E.T.A.L. (Point, Evidence, Technique, Analysis, Link) framework, students will refine their ability to construct perceptive interpretations and evaluate the writer's methods, intentions and effects. The novel provides a rich context for exploring significant social and historical issues, including the rigid expectations of Edwardian society, the stigma surrounding unmarried motherhood and the devastating consequences of social exclusion. Through Susan Hill's presentation of Arthur Kipps' rational worldview and its conflict with seemingly supernatural events, students will also examine the tension between scientific logic and the unknown. As a modern Gothic novel, the text introduces students to the key conventions of Gothic literature—including isolation, suspense, the uncanny, settings of decay and supernatural terror—while exploring the wider purpose of the Gothic tradition as a means of expressing societal fears and anxieties. Alongside literary analysis, the scheme provides opportunities for students to master creative writing skills first developed at Key Stage 3, drawing on Gothic techniques to craft atmospheric and engaging narratives, as well as strengthening their discursive writing through the exploration of moral, social and thematic



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	letters, to deepen their understanding of the historical context. Students will also develop their creative writing by writing from the perspectives of different characters and crafting imaginative responses inspired by the text. Throughout the unit, they will be introduced to our P.E.T.A.L. analysis scaffold, helping them to structure clear, detailed and evidence-based analytical responses.		debates raised by the text. Throughout the scheme, reading and oracy remain central, with students engaging in purposeful discussion, debate, performance and close textual analysis, developing the confidence and fluency required to articulate increasingly nuanced interpretations of literature.
2	Love, Loyalty and the Human Cost of War in Michael Morpurgo's <i>Private Peaceful</i> In this scheme of work, students will explore <i>Private Peaceful</i> through key themes such as conflict, power, identity, love and loyalty, while developing their understanding of important contexts including the First World War, family relationships and life on the home front. Students will build their reading skills through inference and deduction, comprehension and evaluation, learning how writers communicate ideas and messages. Alongside studying the novel, they will engage with a range of non-fiction texts from the period, including propaganda posters, recruitment materials and soldiers' letters, to deepen their understanding of the historical context. Students will also develop their creative writing by writing from the perspectives of different characters and crafting imaginative responses inspired by the text. Throughout the unit, they will be introduced to our	Hope, Courage and Resilience in Morris Gleitzman's <i>Once</i> In this scheme of learning, students will study Morris Gleitzman's <i>Once</i>, building on key concepts explored in Year 7 through <i>Private Peaceful</i>, including conflict, survival, friendship and courage. Students will deepen their understanding of war by exploring the historical context of the Second World War and the Holocaust, considering the impact of prejudice, persecution and resilience on individuals and communities. The scheme provides regular opportunities to practise and refine the analytical skills developed in Year 7, revisiting the P.E.T.A.L. scaffold to produce increasingly detailed and perceptive responses. Students will also develop their creative and discursive writing skills, crafting imaginative viewpoints and exploring complex ideas through thoughtful written arguments. Alongside the novel, students will engage with a range of fiction and non-fiction texts to broaden their understanding of key themes and contexts, while regular	Fear, Isolation and the Supernatural in Susan Hill's <i>The Woman in Black</i> The study of <i>The Woman in Black</i> builds upon the analytical foundations established through the exploration of Year 7 and Year 8 novels, enabling students to further develop and master their analytical and evaluative skills through increasingly sophisticated responses. Using the P.E.T.A.L. (Point, Evidence, Technique, Analysis, Link) framework, students will refine their ability to construct perceptive interpretations and evaluate the writer's methods, intentions and effects. The novel provides a rich context for exploring significant social and historical issues, including the rigid expectations of Edwardian society, the stigma surrounding unmarried motherhood and the devastating consequences of social exclusion. Through Susan Hill's presentation of Arthur Kipps' rational worldview and its conflict with seemingly supernatural events, students will also examine the tension between scientific logic and the unknown. As a modern Gothic novel, the text introduces students to the key conventions of Gothic literature—including isolation, suspense, the uncanny, settings of decay and



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	P.E.T.A.L. analysis scaffold, helping them to structure clear, detailed and evidence-based analytical responses.	discussion, debate and reading activities will further strengthen their oracy, comprehension and critical thinking skills.	supernatural terror—while exploring the wider purpose of the Gothic tradition as a means of expressing societal fears and anxieties. Alongside literary analysis, the scheme provides opportunities for students to master creative writing skills first developed at Key Stage 3, drawing on Gothic techniques to craft atmospheric and engaging narratives, as well as strengthening their discursive writing through the exploration of moral, social and thematic debates raised by the text. Throughout the scheme, reading and oracy remain central, with students engaging in purposeful discussion, debate, performance and close textual analysis, developing the confidence and fluency required to articulate increasingly nuanced interpretations of literature.
3	Identity, Voice and Perspective in Character and Voice Poetry In this scheme of work, students will explore a diverse range of character and voice poems, examining key themes such as identity, relationships, conflict, belonging and self-expression. Through studying a variety of poems that present different voices, perspectives and experiences, students will develop their understanding of how poets craft distinctive speakers and communicate ideas, emotions and messages. Students will build their reading skills through inference and deduction, comprehension and evaluation, while learning how writers use language, form and structure to shape meaning. Alongside their study of poetry, students will engage closely with a range of poetic techniques, including	Identity, Diversity and Human Experience in Cultures and Perspectives Poetry Building on the foundations established in the Year 7 Character and Voice Poetry unit, this scheme of work encourages students to broaden their understanding of how poetry can represent diverse experiences, cultures and viewpoints. Through the study of a range of poems from different contexts and traditions, students will explore key themes such as identity, heritage, belonging, conflict and community, while considering how poets use their work to communicate ideas, challenge assumptions and shape readers' perspectives. Students will further develop their reading skills through inference and deduction, comprehension and evaluation, deepening their ability to recognise how meaning is influenced by both context and viewpoint.	Love, Relationships and the Complexity of Human Connections Through Poetry Building on the knowledge and skills developed through the Character and Voice Poetry unit in Year 7 and the Cultures and Perspectives Poetry unit in Year 8, this transitional scheme of work introduces students to the deeper analytical demands of GCSE poetry study. Through the exploration of a range of poems centred on love, relationships, loss, memory and human connection, students will consider how poets present complex emotions, experiences and viewpoints. Students will continue to strengthen their reading skills through inference and deduction, comprehension, analysis and evaluation, while developing a more sophisticated understanding of how writers use language, form and structure to shape meaning and communicate intentions.



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	imagery, metaphor, personification, repetition and rhyme, exploring how these methods create impact and convey voice. They will also develop their creative writing by crafting their own character and voice poems, experimenting with different viewpoints and styles. Throughout the unit, students will practise using our P.E.T.A.L. analysis scaffold, helping them to structure clear, detailed and evidence-based analytical responses while demonstrating a growing understanding of how poets present character and perspective.	As the unit progresses, students will extend their knowledge of poetic techniques, examining how language, form and structure work together to create specific effects and convey deeper meanings and intentions. Through regular practice of our P.E.T.A.L. analysis scaffold, students will move beyond identifying techniques to exploring the impact of writers' choices with greater precision and confidence. They will also build on their creative writing skills by crafting their own poems inspired by cultural experiences and personal perspectives, experimenting with voice, imagery and structure to communicate ideas effectively and thoughtfully.	As students engage with a variety of poems, they will deepen their understanding of poetic techniques and their effects, moving beyond identifying methods to evaluating how and why poets make particular choices. The scheme places a strong emphasis on comparative analysis, encouraging students to draw connections between texts, explore similarities and differences in themes and methods, and construct thoughtful comparative responses. Through regular use of our P.E.T.A.L. analysis scaffold, students will refine their ability to produce detailed, evidence-based interpretations and develop the confidence required for GCSE-style literary analysis. Alongside analytical study, students will also have opportunities to craft their own poetry, applying their growing knowledge of poetic techniques and authorial choices. As a result, this unit provides a strong foundation for the GCSE poetry components, preparing students for the increased challenge, independence and critical thinking required at Key Stage 4.
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4	Character, Setting and Storytelling in Narrative Writing As a core writing scheme in Year 7, this unit places creativity and storytelling at the heart of the English curriculum. Through an extended independent writing project, students will create their own original narrative, developing it lesson by lesson as they explore the key elements of effective storytelling. Students will learn how writers craft engaging plots, build vivid settings, create memorable characters and use dialogue, description and narrative structure to captivate readers. Drawing inspiration from a range of literary models, they will develop their ideas through planning, drafting, editing and redrafting, refining their work as they progress. The scheme culminates in a polished final narrative, helping students to develop the imagination, confidence and technical writing skills needed for success across Key Stage 3 and beyond.	Monsters, Mystery and the Macabre in Gothic Writing In this captivating scheme of work, students will explore the dark and imaginative world of Gothic writing. Through the study of key texts from the genre, they will investigate how writers create suspense, fear and intrigue using classic Gothic conventions such as mysterious settings, supernatural elements, sinister characters and foreboding atmospheres. Students will analyse the language, structure and stylistic techniques used by Gothic authors before applying these features in their own creative writing. By the end of the unit, students will have developed a deeper understanding of the genre and produced their own original Gothic narratives inspired by the texts they have studied.	Ideas, Influence and Challenge in Iconoclastic Writing As a key writing-focused scheme in Year 9, this unit builds upon the composition skills developed in Years 7 and 8, challenging students to use writing as a tool for expressing ideas, influencing others and questioning accepted viewpoints. Through the study of a range of iconoclastic and thought-provoking texts, students will explore how writers communicate powerful opinions, construct persuasive arguments and challenge social conventions through carefully crafted language and structure. Students will analyse the methods writers use to engage, persuade and provoke their audiences before applying these techniques in their own writing, developing greater control over tone, style and rhetorical devices. Through discussion, debate and extended writing activities, students will strengthen their ability to articulate complex viewpoints and construct convincing arguments, establishing strong foundations for the opinion and transactional writing skills required for success at GCSE and beyond.
5	Power, Identity and Freedom in William Shakespeare's <i>The Tempest</i> In this scheme of work, students will explore William Shakespeare's <i>The Tempest</i> through key themes such as power, identity, freedom, authority and forgiveness, while building on the knowledge of the history of language and literature developed in Key Stage 2. Through the study of Shakespeare's complete play, students will deepen their	Identity, Prejudice and Self-Discovery in Benjamin Zephaniah's <i>Face</i> As the second novel study in Year 8, this scheme of work places reading at the heart of the English curriculum, recognising the transformative power of whole-text study in developing both academic success and personal understanding. Through Benjamin Zephaniah's <i>Face</i>, students will explore key themes such as identity, prejudice, friendship, appearance and self-discovery, while engaging	Power, Manipulation and Tragedy in William Shakespeare's <i>Othello: An Introduction to Shakespearean Tragedy</i> As the second Shakespeare text studied in Key Stage 3, this Year 9 scheme of work introduces students to the conventions of Shakespearean tragedy through the powerful and enduring play <i>Othello</i>. Placing reading, literary analysis and critical thinking at the heart of the curriculum, the scheme explores how Shakespeare



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	understanding of drama as a literary form, examining how playwrights construct characters, shape relationships and use purposeful language to communicate ideas and influence audiences. Students will engage with Shakespeare's Early Modern English, developing confidence in interpreting unfamiliar vocabulary and exploring how language has evolved over time. They will also consider how the play reflects the social and historical context in which it was written, gaining a greater appreciation of the connections between texts and the societies that produce them. Alongside reading and studying the play, students will explore the impact of <i>The Tempest</i> in performance, considering how staging, movement, tone and delivery can shape meaning and bring characters to life for an audience. They will develop their analytical skills through inference, comprehension, analysis and evaluation, learning how Shakespeare's methods contribute to characterisation, themes and dramatic effect. Students will also build their writing composition skills through a range of creative and analytical tasks inspired by the play, while regular discussion, performance and presentation activities will provide opportunities to strengthen their oracy skills. Through engagement with both the text and its performance, students will develop a richer understanding of Shakespeare's craft and the enduring power of drama.	with a rich and contemporary text that encourages empathy, reflection and critical thinking. In anticipation of the proposed introduction of a Reading Test in Year 8 in the coming years, the scheme acknowledges the importance of reading complete novels that not only provide valuable cultural and literary experiences but also offer sustained opportunities to develop comprehension, inference, analytical and evaluative skills. Students will examine how writers construct characters, shape narratives and use language purposefully to communicate ideas and messages, while considering the social contexts that influence both the text and its readers. Alongside developing their understanding of the novel, students will strengthen a range of essential literacy and communication skills through discussion, debate, analytical writing and creative composition. They will build confidence in reading increasingly challenging texts, deepen their ability to analyse writers' methods and intentions, and develop their own written responses through both imaginative and critical tasks. Regular opportunities for collaborative discussion and formal oracy activities will support students in articulating ideas clearly, listening actively to the perspectives of others and presenting well-reasoned viewpoints. As a result, this scheme provides a strong foundation for the demands of upper Key Stage 3 and beyond, equipping students with the reading, analysis, writing and communication skills needed for future success in English.	constructs tragic narratives and develops complex characters whose choices ultimately lead to their downfall. Students will investigate key tragic concepts including the tragic hero, the tragic villain (antagonist) and the ways in which these characters evolve across the structure of the play. Through close analysis of <i>Othello</i> and <i>Iago</i>, students will develop an understanding of important literary and dramatic terminology such as <i>hamartia</i>, <i>hubris</i>, <i>peripeteia</i>, <i>anagnorisis</i> and <i>catharsis</i>, considering how these features contribute to the audience's experience of tragedy. Alongside exploring Shakespeare's language, form and structure, students will examine the social, historical and cultural contexts that shaped the play, including attitudes and beliefs in Elizabethan Britain, ideas surrounding race, gender, status and power, and how these influence both the characters and the audience's interpretation of events. Alongside developing their understanding of Shakespearean tragedy, students will strengthen a range of essential literacy and communication skills through discussion, debate, analytical writing and creative responses. They will build confidence in reading increasingly challenging literary texts, develop their ability to interpret Shakespeare's language and deepen their understanding of how writers craft meaning through characterisation, dramatic structure and thematic development. Regular opportunities for collaborative discussion and formal oracy activities will enable students to articulate informed interpretations, evaluate different viewpoints and support their ideas with precise textual evidence. Through studying <i>Othello</i>, students will refine the analytical skills required for upper Key Stage 3 and GCSE English, while broadening their literary knowledge and cultural understanding. As a result, this scheme
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			provides a strong foundation for future study by equipping students with the reading, analysis, writing and communication skills necessary for success in English and beyond.
6	Heroes, Myths and the Origins of English Literature – Oracy Focus In this scheme of work, students will explore the origins of English Language and English Literature, tracing their development through some of the most influential stories and traditions in literary history. Through the study of texts such as <i>Beowulf</i>, <i>The Canterbury Tales</i> by Geoffrey Chaucer and a range of Greek myths, students will discover how heroes, villains and legendary figures have shaped storytelling across centuries. As they engage with these foundational texts, students will develop their understanding of characterisation, writers’ methods and authorial intentions, while exploring how literature reflects the values, beliefs and social contexts of the societies in which it was created. Students will build their reading skills through inference and deduction, comprehension and evaluation, learning how language and storytelling have evolved over time. Alongside their study of these texts, students will examine the relationship between literature and history, considering how cultural and historical contexts influence both the creation and interpretation of stories. The scheme places a strong emphasis on oracy, providing students with opportunities to develop their speaking and	People, Power and Progress in Hidden Histories: Historical Figures - Oracy Focus Building on the oracy, analytical and contextual skills developed in the Year 7 <i>Heroes, Myths and the Origins of English Literature</i> unit, this scheme of work invites students to explore the lives and legacies of significant historical figures whose stories have often been overlooked or underrepresented. Through engaging with a range of biographical, autobiographical and non-fiction texts, students will examine how individuals have challenged conventions, influenced society and contributed to social, scientific, cultural and political progress. As they encounter diverse voices and experiences from different periods of history, students will deepen their understanding of characterisation, authors’ methods and intentions, while continuing to explore the relationship between texts and their wider historical and social contexts. The scheme places a strong emphasis on oracy, encouraging students to use discussion, debate, questioning and presentation to develop their confidence as articulate and thoughtful communicators. Building on the speaking and listening foundations established in Year 7, students will learn how to construct well-reasoned arguments, evaluate different viewpoints and communicate ideas clearly to a range of audiences. Through collaborative inquiry, formal presentations and structured debates, students will develop the critical thinking, persuasion and active listening skills	Opinion, Perspective and Influence in <i>In the News</i> - Oracy Focus Building upon the oracy, analytical and critical thinking skills developed throughout Key Stage 3, particularly in the Year 7 <i>Heroes, Myths and the Origins of English Literature</i> and Year 8 <i>People, Power and Progress in Hidden Histories</i> units, this transitional scheme of work encourages students to explore how opinions, perspectives and messages are communicated within the media. Through the study of a range of contemporary and historical news articles, opinion pieces, speeches, interviews and digital media texts, students will examine how language is used to inform, persuade and influence audiences. Students will deepen their understanding of writers’ methods and intentions, learning to evaluate the effectiveness of different viewpoints while considering how texts reflect wider social, political and cultural contexts. Through inference, analysis and evaluation, students will develop increasingly sophisticated critical reading skills, enabling them to identify bias, distinguish between fact and opinion, and assess the impact of language choices on readers and listeners. The scheme places a strong emphasis on oracy, providing frequent opportunities for students to discuss current issues, debate competing perspectives and present



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	listening skills through discussion, debate, collaborative inquiry and formal presentations. Through these activities, students will learn to communicate ideas clearly, justify their opinions with evidence and respond thoughtfully to the views of others, fostering the confidence and critical thinking skills that underpin successful study in English.	needed to engage with complex ideas, while gaining a greater appreciation of the individuals whose stories have helped shape the modern world.	informed arguments to a range of audiences. Building on the speaking and listening skills developed earlier in Key Stage 3, students will learn how to structure and deliver effective presentations, respond thoughtfully to questions and engage confidently in formal discussion. As a transitional unit, the scheme begins to prepare students for the GCSE Spoken Language Endorsement, introducing many of the core skills required for successful performance, including research, organisation, argument construction, audience awareness and confident delivery. Through a combination of critical reading, collaborative discussion and independent presentation, students will develop the communication skills, confidence and intellectual curiosity needed for success at Key Stage 4 and beyond.
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Half Term	Year 10	Year 11
1	A Christmas Carol: Society, Responsibility and Redemption in a 19th-Century Novel As students' first GCSE Literature text, this scheme builds upon the analytical and literary skills developed through the extensive novel studies of Key Stage 3, introducing students to the greater depth and sophistication required for the study of a nineteenth-century text. Through a close exploration of <i>A Christmas Carol</i>, students will examine the significance of Victorian society and Dickens' purpose in writing the novella, considering how his concerns about poverty, social inequality and moral responsibility shape the messages at the heart of the text. Students will analyse how Dickens crafts character, setting and narrative structure to convey these ideas, while tracking the development of key themes, motifs and symbols across the novella. They will also engage in increasingly detailed analysis of Dickens' writer's craft, exploring how language, structure and form influence readers' responses and communicate meaning. Through discussion, analytical writing and the study of relevant historical context, students will develop a secure understanding of the text while building the knowledge and critical skills required for success in GCSE English Literature and beyond.	Macbeth: Ambition, Power and Tragedy in Shakespearean Drama As the culmination of students' Shakespeare studies in Key Stage 3 and a direct progression from the Year 9 introduction to Shakespearean tragedy, this scheme develops students' understanding of Shakespeare as both a playwright and social commentator. Through a close study of <i>Macbeth</i>, students will explore the conventions of tragic drama, examining how Shakespeare crafts a compelling narrative of ambition, power, fate and moral corruption. Students will investigate the significance of both the literary and historical contexts of the play, considering how Jacobean beliefs, the Divine Right of Kings, witchcraft and attitudes towards gender influence Shakespeare's presentation of ideas and shape audience responses. Through detailed analysis, students will explore Shakespeare's construction of settings, characters, themes and motifs, tracking the development of key ideas across the play while evaluating the meanings and messages conveyed through dramatic action. Increasingly sophisticated analysis of Shakespeare's language, structure and dramatic methods will enable students to deepen their critical understanding and develop the textual knowledge and analytical skills required for success in GCSE English Literature and beyond.
2	A Christmas Carol: Society, Responsibility and Redemption in a 19th-Century Novel Continuation of HT1 scheme. A Christmas Carol: Crafting Compelling Narratives Building on students' study of <i>A Christmas Carol</i> in GCSE English Literature, this creative writing scheme uses Dickens' novella as a springboard for developing the composition skills required for GCSE English Language Paper 1, Section B. Students will explore how Dickens crafts settings, characters, atmosphere and narrative structure, using these as inspiration for their own imaginative writing.	Analysing Perspectives and Viewpoints in Non-Fiction Texts As a key component of GCSE English Language Paper 2, Section A, this scheme develops students' ability to analyse and evaluate writers' viewpoints and perspectives across a range of non-fiction texts. Responding directly to areas identified through previous Question Level Analysis, particular emphasis is placed on Questions 2 and 4, helping students to understand the specific demands of these challenging tasks through the explicit teaching of success criteria, question frameworks and effective response structures. Through the study of a diverse selection of non-fiction extracts, students will learn how writers use language, tone and methods to communicate ideas and influence readers, while developing the evaluative skills required to form well-supported judgements. Worked examples, live modelling and



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	Through a series of focused workshops, students will develop an understanding of both the macro and micro choices that underpin successful narrative writing, considering how writers shape whole-text elements such as structure, perspective, pacing and plot, alongside the deliberate crafting of language, imagery, syntax and descriptive detail. Drawing on the Gothic influences, symbolism and rich characterisation of the novella, students will experiment with a range of narrative techniques before applying them in their own original compositions. Through planning, drafting, editing and redrafting, students will refine their work and develop the confidence, control and creativity needed to produce engaging and effective narratives at GCSE and beyond.	WAGOLs (What A Good One Looks Like) will be used extensively to build understanding, confidence and independence, enabling students to see the thinking processes behind successful responses. Alongside developing analytical precision, students will focus on examination timings, resilience and writing stamina through carefully sequenced practice activities, helping them to build the confidence, efficiency and exam readiness required for success in GCSE English Language.
3	An Inspector Calls: Society, Responsibility and Social Change in Modern Drama Building on students' study of plays and modern texts throughout Key Stage 3, this scheme develops the analytical and evaluative skills required for the study of a GCSE modern drama text. Through a close exploration of J.B. Priestley's <i>An Inspector Calls</i>, students will examine how Priestley constructs the play as a modern morality play, using its characters, structure and dramatic methods to expose social injustice in Edwardian Britain and advocate for greater social responsibility from the ruling classes. Students will explore the significance of both the Edwardian and post-war contexts, considering how Priestley's political and social beliefs shape the messages at the heart of the play. Through detailed analysis, students will track the development of key characters, themes and motifs across the structure of the drama, evaluating how meanings and ideas evolve and how audiences are influenced to respond to questions of class, gender, power and responsibility. Combining macro analysis of the play's wider structure and intentions with micro analysis of Priestley's language and dramatic craft, students will develop increasingly sophisticated interpretations and construct compelling arguments about social injustice, prejudice and power in this pivotal period of British history, preparing them for success in GCSE English Literature and beyond.	Evaluating Writers' Craft in Fiction As a key component of GCSE English Language Paper 1, this scheme consolidates and extends students' understanding of fiction analysis, preparing them for the demands of Section A of the examination. Building on the study of Questions 2 and 3 at the end of Year 10, students will revisit and refine their knowledge of language and structural analysis, recalling and strengthening the analytical skills required to explore how writers shape meaning and influence readers. Particular emphasis will be placed on Question 4, the twenty-mark evaluative response, where students will learn to combine their understanding of language and structure to evaluate a critical statement and construct a well-supported argument. Through the study of a range of literary extracts, students will develop clear response frameworks, planning strategies and evaluative techniques, learning how to select and analyse evidence with precision while justifying their interpretations. Worked examples, live modelling and guided practice will support students in developing increasingly sophisticated responses, while regular exam-style practice will focus on improving timings, resilience, writing stamina and confidence. By the end of the scheme, students will have developed the critical thinking, evaluative skills and exam readiness required to tackle one of the most demanding components of GCSE English Language successfully.



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4	Power and Conflict: Voices, Perspectives and the Human Experience in Poetry As a key component of GCSE English Literature, this scheme introduces students to the fifteen core poems in the <i>Power and Conflict</i> anthology while developing the analytical and comparative skills required for success in Literature Paper 2. Through the study of a diverse range of poetic voices and experiences, students will explore how poets use form, structure and language to present ideas about power, identity, memory, war and the human condition. Students will track connections between poems, comparing themes, perspectives and methods while evaluating the effects of writers' choices and the messages they convey. Alongside their anthology study, students will prepare for Section C of the examination through the exploration of unseen poetry, developing confident and transferable approaches to analysing previously unfamiliar texts. They will learn to identify and evaluate poetic methods, explore themes, attitudes and meanings, and construct well-developed analytical responses using clear and effective essay structures. Students will also prepare for the eight-mark comparison question, refining their ability to compare methods and their effects across two unseen poems. Through both detailed textual analysis and wider thematic exploration, the scheme will equip students with the knowledge, confidence and critical skills required for success in GCSE English Literature and beyond.	Literature Revision: Mastering GCSE English Literature As the culmination of students' GCSE English Literature studies, this scheme provides a structured and rigorous programme of revision for the key components of Literature Papers 1 and 2. Students will revisit their set texts through the lens of the assessment objectives, developing a secure understanding of what examiners are looking for and how to meet the demands of the mark schemes consistently and effectively. Through the explicit teaching of success criteria, response frameworks and planning strategies, students will refine their ability to construct compelling, analytical arguments supported by precise textual evidence and contextual understanding. A range of models of excellence, worked examples and exemplar responses will be used to explore the features of high-level answers, while regular opportunities for self and peer assessment will encourage students to evaluate and improve their own work. Alongside revising key knowledge of texts, characters, themes and contexts, students will develop effective revision techniques, exam timings and planning routines, building the resilience, stamina and confidence required to succeed across both examination papers. Through a combination of retrieval practice, extended writing and targeted exam preparation, this scheme equips students with the knowledge, skills and exam readiness needed to perform at their very best in GCSE English Literature.
5	Opinions, Perspectives and the Power of Argument Building on the <i>Ideas, Influence and Challenge in Iconoclastic Writing</i> scheme studied in Year 9, this unit develops the writing and critical thinking skills required for GCSE English Language Paper 2, Section B. Through the exploration of a wide range of contemporary issues and current affairs topics, students will consider how writers and speakers communicate opinions, challenge viewpoints and influence audiences. Students will develop effective approaches to the	Examinations



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	examination question, focusing on the importance of clear organisation, coherent argument and precise expression, while making thoughtful crafting choices to adapt their writing to different forms, purposes and audiences. Through the study and production of speeches, articles, letters and essays, students will refine their use of rhetorical devices, tone and structure to create convincing and engaging responses. The scheme also prepares students for the Spoken Language Endorsement, enabling them to plan, deliver and evaluate an extended speech for an audience of their peers, strengthening their confidence in both written and spoken communication. Alongside these assessed tasks, students will consolidate the knowledge and skills needed for their June mock examinations, developing the independence, control and adaptability required for success in GCSE English Language and beyond.	
6	Language and Structure: Exploring Writer's Craft in Fiction As an integral component of GCSE English Language Paper 1, this scheme develops students' ability to analyse how writers use language and structure to shape meaning and influence readers. Through exposure to a wide range of challenging literary extracts, students will explore how authors craft vivid descriptions, create atmosphere, develop character and build tension through deliberate language choices and structural techniques. Focusing specifically on Questions 2 and 3 of the examination, students will learn clear analytical frameworks to help them structure successful responses, identifying methods and evaluating their effects with increasing precision and sophistication. Through worked examples, live modelling and guided practice, students will develop confidence in both micro analysis of language and macro analysis of structural choices, considering how writers organise and sequence ideas to engage their audience. Regular opportunities for peer assessment and self-assessment using GCSE mark schemes will encourage students to reflect critically on the strengths of their responses, refine their analytical writing and	Examinations



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	develop the independence and evaluative skills required for success in GCSE English Language and beyond.	
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