

The English Department at Wexham School
English Curriculum Map



Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Unit 1: <i>Survivors</i> - True stories of resilience and survival. Skills/key concepts: Write clearly, effectively and imaginatively Use a range of vocabulary and sentence structures for clarity and purpose.	Unit 1: Novel Study, <i>The Boy at the Top of the Mountain</i> by John Boyne The impact of structure and narrative voice Exploration of the way a writer presents a changing character throughout a novel. Evaluation of how subtle structural features can be used to powerful effect.	Unit 1: <i>The Knife Of Never letting Go</i> by Patrick Ness. Further exploration of a dystopian novel. Exploration of the way a writer creatively constructs the dystopian world. Creatively writing the next chapter. Competition.	AQA GCSE Literature Paper 2- Section B and C Unseen Poetry and the start of the Power and Conflict cluster.	AQA GCSE Literature Paper 2 Section A Set Text – ‘An Inspector Calls’ by J.B. Priestley or ‘DNA’ Kelly. Plot, characters and themes of chosen text. Writer’s craft - relevant literary devices used by chosen author. Dramatic techniques – drama texts only. Contextual information. Key quotations.	Edexcel A Level Literature: Drama Paper 1 Tragedy: Shakespeare’s <i>Othello</i>. Plot, characters and themes of ‘Othello’. Shakespeare’s craft - relevant literary and dramatic devices. The conventions of tragedy. Contextual information – Elizabethan England and Venetian culture. Critical viewpoints relevant to the text.	Drama paper 1: ‘A Streetcar Named Desire’ by Tennessee Williams. Developing an interpretation of the texts, its characters and themes. Applying context to the interpretation of the text. Constructing consistent, well-supported argument using fluently embedded examples. Selecting and applying appropriate literary concepts and terminology.
Autumn 2	Unit 2: Novel Study – <i>The Alchemist</i> Skills/Key concepts: Show your understanding of texts. Explain the effect of the writer’s use of language or structure Develop an understanding of how a text relates to the time in which it was written.	Unit 2: <i>Modern Issues Poetry</i> A collection of poems for the modern age. Written analysis of how ideas are presented in the poems. Discussion around the subject matter leading to assessed transactional writing persuasive task.	Unit 2: <i>War poetry and Lyrics</i> Focus on the comparative differences between anti-war and pro-war poetry. Poetic techniques in poetry and songs: language and structure. Differing perspectives of conflict.	Literature paper 1 Section B 19 th Century Prose: A Christmas Carol by Charles Dickens. Interpreting the text - making links and connections across the novel and connecting to the writer’s intent. Analysing the writer’s craft. Applying contextual understanding. Writing formally and critically about a literary text.	Language Paper 2 Section A Q1-4 Guided annotation of key nonfiction texts. Focus on questions 2 and 4, the comparative perspective questions. Literature Paper 2: Section B: Power and Conflict poetry. Complete study of remaining poems, using the arranged clusters as advised. Using the remaining time to work on Unseen Poetry.	Paper 2: Prose - Science and Society ‘The Handmaid’s Tale’ by Margaret Atwood Plot, characters and themes of ‘The Handmaid’s Tale’. Atwood’s craft - relevant literary devices. Contextual information – Reagan’s America and contemporary culture.	Coursework- Essay Writing skills Revision and Exam Skills Format and rubric of all papers. Mark scheme of exams.

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Spring 1	Unit 3: <i>Paint Me A Poem</i> This unit follows poet Grace Nichols as she writes poetry about exhibits in the Tate modern gallery. Skills/Key concepts: How to compare art and poetry. What is figurative language and how is it used in poetry?	Unit 3: <i>Julius Caesar by William Shakespeare.</i> Plot, character and themes of the play. Exploration of the dramatic techniques. Exploration of Aristotle's ideas on rhetoric. Understanding the impact of the use of rhetoric, irony and repetition. Structuring a persuasive argument to perform in class.	Unit 3: <i>Dystopian Genre: Using Literary Extracts to focus on aspects of GCSE language Paper 1.</i> Generic conventions of the genre Developing an understanding of the specific style in which these texts are written. Applying this understanding to their own creative writing. Links to GCSE language Paper 1 Q1- Q5.	Language paper 1 Q1-5 Reading complex texts for explicit and implicit understanding. Analysing writer's craft – language and structural techniques. Evaluating the writer's intent. Planning and writing to address a particular purpose.	Language Paper 1 Revision. Reading complex texts for explicit and implicit understanding. Analysing writer's craft – language and structural techniques. Evaluating the writer's intent. Making and sustaining comparative links between texts. Planning and writing to address a particular purpose.	Prose - <i>Science and Society 'Frankenstein' by Mary Shelley</i> Developing an interpretation of the texts, its characters and themes. Applying context to the interpretation of the text. Constructing consistent, well-supported argument using fluently embedded examples. Selecting and applying appropriate literary concepts and terminology. Making critical comparisons with 'The Handmaid's Tale'.	Independent Coursework due. Revision and Exam Skills Format and rubric of all papers. Mark scheme of exams. Retrieve relevant knowledge. Manage time in exam conditions. Write responses that meet requirements of the mark scheme.
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Spring 2	Unit 4: Introduction to Shakespeare – Shakespeare’s Villains Skills/Key concepts: Where, how and by whom Shakespeare's plays were performed. Historical and social context- Elizabethan England Character traits of heroes and villains Types of Shakespeare's plays Characteristics of Shakespearean language	Unit 4: Horror and the Gothic Generic conventions of gothic, horror and terror writing. Exploration of seminal texts in the genre (basic plot and significance) Focus on the application of contextual knowledge to our understanding of the texts themselves; how is the mood of the time being communicated? Use of figurative language in student writing Use of motif, symbolism and sensory language	Unit 4: Shakespeare’s women: Direct comparison between female character constructs alongside cultural context. Exploration of extracts from multiple plays. Developing understanding of the generic conventions of genres and how this has an impact on the characters presented. Comparisons between the language used to present the characters and a selected range of female characters for a wider comparison for Elizabethan/ Jacobean context. The language of respectful debate.	Literature Paper 1 Section A Shakespeare play: Macbeth. Plot, characters and themes of ‘Macbeth’ Shakespeare’s craft - relevant literary devices. Dramatic techniques. Contextual information. Key quotations.	Literature paper 1 Revision. Revision of the literature texts, with a key focus on the needs of your class. Macbeth The love and relationships poetry cluster The modern text (either Animal Farm or An Inspector Calls) Unseen Poetry A Christmas Carol	Poetry Paper 3: Poems of the Decade and Unseen Poetry Content and themes of each poem. Key features of craft – language and structure – for each poem. Rhythm, rhyme and meter – formal patterns and terminology.	
Summer 1	Unit 5: Fractured Fairy Tales Skills/Key concepts: Definition of genre and its role in the evolution of storytelling. Fairy tale conventions Character types and functions Grammar for writing preparing students for their own creative writing task.	Unit 5: Novel study, Where the River Runs Gold Generic conventions of the dystopian novel. Exploration of the way a writer presents a changing character throughout a novel Evaluative exploration of a character’s development within the dystopian world.	Unit 5: Modern Play Harriet or Noughts and Crosses play script. Plot, characters and themes of a play text. Dramatic techniques; their purpose and their effect. Social context.	Language Paper 2 Q5 Summarising and comparing points of view and perspectives Writing to present a viewpoint. Writing for information/explanation .	Exams Begin	Poetry Paper 3 – The Romantic Movement. Develop an interpretation of each poem. Evaluate writer’s craft and apply to interpretation. Select and apply appropriate literary concepts and terminology. Construct consistent, well-supported argument using fluently embedded examples. Explore how context is significant and influential.	Exams Begin

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Summer 2	Unit 6: <i>Oliver Twist</i> Understanding how context influences a text. Narrative viewpoints, theme and character. Understanding how a writer uses language and structure to make a particular effect. Diorama scene creation competition.	Unit 6: <i>Social and Protest writing/The Colour of Humanity 'The Colour of Humanity' by Bali Rai 'Terror Kid' by Benjamin Zephaniah (extracts)</i> The history of writing for protest and social change, how real-life events can inspire writers. The style of writing a newspaper report.	Unit 6: <i>The Flowers by Alice Walker.</i> Study of a short story based on a real event. Contextual understanding of the civil rights movement. Language and structure analysis, tone mood and turning point. Links to end of year assessment based on Language paper 1. Unit 7: <i>War of the Worlds, HG Wells,</i> extract based creative writing science fiction unit. Links to multimedia production of the musical and film genres.	GCSE Speaking and Listening endorsement. Speaking to engage, inform and persuade. Listening and responding to questions. Continue with Power and Conflict cluster poetry.		Component 3: NEA course work starts. Independent research of critical viewpoints, contextual information and critical topics. Construct consistent, well-supported argument using fluently embedded examples. Explore how context is significant and influential. Make precise and detailed links between contexts and texts. Analyse comparisons between texts. Produce a developed exploration of different interpretations and alternative readings and integrate into argument	
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