

English Curriculum Map 2025/26

Intent:

Our students will be active participants in a knowledge-rich and diverse curriculum that, regardless of their starting points, is challenging for all. Over the course of their 5- or 7-year journey at KC, students will develop a critical voice in both their reading and writing pathways, a breadth of knowledge and skills, and a lasting understanding and appreciation of literature and language.

Through their curriculum journey, our students will explore the origins and development of the English literature canon, engaging with “the best of what has been thought and said.” However, our students will also engage with a wealth of diverse texts which allow students to see and celebrate themselves within the prose, poetry and drama they study – and empower them to see beyond their own context to the world around them. Within the study of English language, our students will forge their own identities as writers and be encouraged to engage with the way that meaning is shaped in texts across time.

By the time they leave us, our students will have been shaped by a challenging, empowering and exciting curriculum that will have fostered a life-long appreciation and love of literature and language. They will be ready to engage with – and help to shape – the great conversations of our time.

	<u>Autumn Half Term 1</u>		<u>Autumn Half Term 2</u>		<u>Spring Half Term 1</u> <u>1</u>		<u>Spring Half Term 2</u>		<u>Summer Half Term 1</u>		<u>Summer Half Term 2</u>	
Year 7 KS3	<u>GROWING UP POETRY</u> Time, Relationships, Voice Reading (poetry): Comprehension, inferences and analysis. Identification of poetic techniques and symbols and consideration of effects – reading for meaning. Ability to select appropriate quotations. Oracy: discussion of ideas on writer’s meanings and imagery. Reciting of poetry. Foundational knowledge: Inference; analysis; comparison		<u>FREEDOM</u> Tragedy, Voice Reading: articles, reviews, extracts from fiction and non-fiction texts; song lyrics; poetry. Comprehension and analysis of writer’s intentions through figurative language/language to create atmosphere/repetition/ structure of texts. Writing: Speech writing. Oracy: discussion of ideas on writer’s viewpoints and perspectives; pair sharing and group work; encouraging students to build upon and challenge other’s ideas; debating opportunity. Foundational knowledge: Writing for purpose; SPaG; inference; analysis		<u>ANSWERS IN THE PAGES</u> Time, Relationships, Voice Reading (prose): Commenting on structural choices and their effects on meaning and understanding. Ability to select appropriate quotations. Ability to discuss different perspectives and feelings with some evaluation. Writing: Speech and letter writing. Oracy: scaffolding discussion around tolerance and how to offer opinions and views appropriately. Foundational knowledge: Inference; analysis; evaluation		<u>SURVIVAL</u> Tragedy, Relationships, Voice Reading: Fiction and non-fiction survival and war related texts. Comprehension and analysis of writer’s intentions through motifs/sensory imagery/vivid imagery/2 nd person narrative setting descriptions/building tension/use of verbs/colloquialisms. Writing: Descriptive writing. Oracy: Presentation on surviving in the outback Foundational knowledge: Writing for purpose; inference; analysis		<u>REVENGE</u> Tragedy, Voice Reading: Fiction and non-fiction revenge. Comprehension and analysis of writer’s intentions through structural elements of narrative writing/powerful openings/character description/dialogue/building tension/fan fiction/using humour/dialogue. Writing: Descriptive writing. Oracy: Expert and in class reading – applying different tones for effect Foundational knowledge: Writing for purpose; inference; analysis		<u>THE MAGIC OF SHAKESPEARE</u> Relationships Reading (play): Key Text: A Midsummer Night’s Dream. Decoding Shakespearean language. Understanding of characterisation and comparing character motivations. Understanding of genre. Evaluating the ways that characters are represented and identifying similarities within the genre. Writing: Writing in character: dialogue and narrative. Oracy: Reading aloud from scripts, whole class discussion Foundational knowledge: Writing for purpose; Inference; Evaluation; Comparison	
	<u>Tier 2 Vocab</u> Coming of age Inheritance Potential Empathy Sympathy	<u>Tier 3 Vocab</u> Structure Intention Metaphor Connotation Voice Anaphora Symbolism Stanza Colloquial	<u>Tier 2 Vocab</u> Tragedy Oppression Liberty Suffrage Humanity Imprison Hardship Restraint To police Ally Perpetrator Bias Injustice Prejudice Retribution	<u>Tier 3 Vocab</u> Juxtaposition Tone Perspective Autobiography	<u>Tier 2 Vocab</u> Inclusion Protest Committee Censorship Petition Rally Homosexual Heterosexual Tolerance	<u>Tier 3 Vocab</u> Narrative structure Intersecting Parallel Ellipsis Protagonist Frame Semantic field Climax	<u>Tier 2 Vocab</u> No man’s land Ominous Camaraderie	<u>Tier 3 Vocab</u> Motif Flashback Cyclical structure Implicit Explicit Tension Climax	<u>Tier 2 Vocab</u> Vengeful	<u>Tier 3 Vocab</u> Pathetic Fallacy Antagonist Antithesis Extended metaphor	<u>Tier 2 Vocab</u> Supernatural Superstition Apparition Tempest Avenge Prophecy Mortal Otherworldly Charm Elope Sin Traitor Elizabethan	<u>Tier 3 Vocab</u> Contemporary audience Rhyming couplet Epilogue Conventions Prose Verse Genre

Year 8 KS3	<u>RELATIONSHIPS POETRY</u> Time, Relationships		<u>SHAKESPEAREAN LOVE</u> Tragedy, Relationships		<u>HEROES</u> Tragedy, Voice		<u>JOURNEY'S END</u> Tragedy, Relationships		<u>REBELLION & REVOLUTION</u> Time, Tragedy, Voice		<u>ANIMAL FARM</u> Tragedy, Relationships, Voice	
	<p>Reading (poetry): inference and analysis, including connotations of individual words. Identification of structural poetic techniques and comment on effect (including rhyme schemes and rhythm). Recognition of big ideas/themes. Simple comment on writer's intention.</p> <p>Oracy: reciting on poetry with emphasis on rhythm, enjambment and caesura. Discussion of techniques.</p> <p>Foundational knowledge: Inference; analysis; comparison</p>		<p>Reading (play – Romeo & Juliet): Reading: Writing: Oracy:</p>		<p>Reading: extracts from fiction texts, extracts from plays, articles, speeches. Inference and analysis, including of rhetoric.</p> <p>Writing: Descriptive and narrative writing.</p> <p>Oracy: Justification of ideas. Group and paired discussion.</p> <p>Foundational knowledge: Inference; analysis; SPaG; writing for purpose</p>		<p>Reading (play): whole play; poem. Inference. Identification of structural techniques, particularly rising tension, and comment on effect. Analysis of language, including connotations of individual words. Simple comment on writer's intentions.</p> <p>Writing: diary entry and letter writing.</p> <p>Oracy: debate; group and paired discussion.</p> <p>Foundational knowledge: Inference; analysis; comparison; writing for purpose</p>		<p>Reading: letters; articles. Summarising texts. Identifying tone. Understanding perspectives. Analysis of language, including connotations of individual words. Application of context to texts. Comparison of texts.</p> <p>Writing: Letter writing.</p> <p>Oracy: debating right to vote and right to strike. Group and paired discussion.</p> <p>Foundational knowledge: Inference; analysis; comparison; writing for purpose; SPaG.</p>		<p>Reading: whole text. Analysis of language, including connotations of individual words and effect of devices. Application of context to text. Simple comment on writer's intentions.</p> <p>Writing: Speech writing.</p> <p>Oracy: class discussion regarding the benefits and consequences of different political systems.</p> <p>Foundational knowledge: Inference; analysis; evaluation; writing for purpose.</p>	
	<u>Tier 2 Vocab</u> Closure Subconscious Immortal Defiance Complexity Conflict	<u>Tier 3 Vocab</u> Enjambment Caesura Assonance Sonnet Iambic Pentameter Volta Sibilance Meter Biblical allusion Anaphora	<u>Tier 2 Vocab</u> Fate Destiny Feud Naive Virtue	<u>Tier 3 Vocab</u> Stage directions Foreshadowing Prologue	<u>Tier 2 Vocab</u> Demonstration (protest) Equitable Inherent Morality Adversity Compassion	<u>Tier 3 Vocab</u> Hamartia Rhetoric Epic Anti-hero Tragic hero	<u>Tier 2 Vocab</u> Trench Commander Battalion Cowardly Shells	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u> Rebel Revolution	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u> Democracy Dictatorship Capitalism Communism Proletariat Equality Propaganda Purge Hierarchy Totalitarian	<u>Tier 3 Vocab</u> Fable Allegory Anthropomorphism Satire Epiphora Irony Ethos Pathos Logos
Year 9 KS3	<u>ILLUSION & REALITY</u> Time, Tragedy, Voice		<u>Gothic</u> Voice, Relationships, Time		<u>TIME</u> Time, Relationships		<u>A VIEW FROM THE BRIDGE</u> Tragedy, Relationships		<u>SPOKEN LANGUAGE</u> Voice		<u>SHAKESPEAREAN TRAGEDY</u> Time, Tragedy, Relationships	
	<p>Reading (whole book): poetry; articles; prose. Understanding genre conventions. Language analysis in different types of texts. Context informed analysis.</p> <p>Writing WWW paragraphs; creative writing; comparing fiction and non-fiction.</p> <p>Oracy: Group debate surrounding control and whether dystopian texts have a sense of reality to them.</p> <p>Foundational knowledge: Inference, analysis, evaluation, writing for purpose; SPaG; comparison</p>		<p>Reading: poetry; 19th century novels (extracts), American and English literature. Understanding genre conventions. Language analysis, including of alternative viewpoints. Critical theory. Context-informed analysis. Writing WWW paragraphs. Comparison of poetry and novel. Explained comment on writer's intentions.</p> <p>Writing: Creative writing.</p> <p>Oracy: Group discussion surrounding all aspects of the gothic and its development over time.</p>		<p>Reading: poetry; articles; prose. Language analysis, including alternative viewpoints. Explanation of effect of structural and linguistic poetic techniques. Identify and explain structural features.</p> <p>Writing: Creative writing.</p> <p>Oracy: Discussion of poetry. Group task justifying connections. Evaluative discussion. Group presentation.</p> <p>Foundational knowledge: Inference; analysis; evaluation; writing for purpose; SPaG</p>		<p>Reading: poetry; biography whole play. Understanding genre conventions. Language analysis, including of alternative viewpoints. Context-informed analysis. Writing WWW paragraphs. Comparison of play and biography. Explained comment on writer's intentions.</p> <p>Writing: Letter writing.</p> <p>Oracy: Class court. Group discussion surrounding immigration.</p> <p>Foundational knowledge:</p>		<p>Reading: articles; speeches; leaflets. Identify and explain effect of structural features. Language analysis, including of alternative viewpoints. Context-informed analysis.</p> <p>Writing: Speech writing.</p> <p>Oracy: Performing speeches. Experimenting with prosodics.</p> <p>Foundational knowledge: Inference; analysis; writing for purpose; SPaG.</p>		<p>Key Text: Macbeth</p> <p>Reading: extracts from plays. Application of genre conventions to different plays. Comprehending Shakespearean language. Explaining characterisation and comparing character motivations. Analysing the ways that characters are represented and identifying similarities within the genre. Explained comment on writer's intentions.</p> <p>Writing: Persuasive writing.</p>	

			Foundational knowledge: Inference; analysis; comparison; writing for purpose; SPaG.				Inference; analysis; comparison; writing for purpose; SPaG.				Oracy: Discussion of female stereotypes. Justifying ideas. Group/paired discussion. Foundational knowledge: Inference; analysis; comparison; evaluation; writing for purpose.	
	Tier 2 Vocab Psychological manipulation Physical manipulation Misinformation Doublethink Resistance Individualism Urban decay	Tier 3 Vocab Dystopian Narrative voice Linear timeline	Tier 2 Vocab Passivity Synonym Antonym Repression Prominent Primitive Duality	Tier 3 vocabulary Psychoanalysis Macabre Grotesque Uncanny Symbolism Physiognomy	Tier 2 Vocab Intimacy Woe Sublime Carpe diem Tempus fugit Motto Paradox	Tier 3 Vocab Analepsis Syntax Aphorism Asyndetic listing Foreboding End stopping Direct address	Tier 2 Vocab Brazen Exile Commemorate Dominance Subservience Earning	Tier 3 Vocab Literary allusion Character placement	Tier 2 Vocab	Tier 3 Vocab Concession Rebuttal Discourse marker Anecdote	Tier 2 Vocab Patriarchy Duel Banish Natural order Jacobean Subvert	Tier 3 Vocab Dramatic Irony Catharsis Poetic justice Soliloquy Trochaic tetrameter

Year 10 KS4	<u>MACBETH</u> Time, Tragedy, Relationships Reading: Comprehension of Shakespearean language, making inferences about themes and characters, linking big ideas with writer's intentions and social and historical context, analytical writing considering different perspectives Writing: Whole essay structuring, thesis writing and conclusions, planning for writing, extract to whole text literature essays Oracy: Whole class discussion and debate around themes and characters from the text Foundational knowledge: Inference; analysis; evaluation; SPaG	<u>LANGUAGE PAPER 1 WRITING</u> Relationships, Voice Reading: reading a wide range of texts, fluently and with good understanding, reading critically and using knowledge gained from wider reading to inform and improve understanding and writing, evaluating ideas in a text and selecting appropriate quotations to support Writing: Planning, proofreading and editing, writing of description and short narratives, integrating ambitious vocabulary and punctuation. Oracy: Whole class feedback and discussion in pairs as well as, as a group Foundational knowledge: Inference; analysis; evaluation; writing for purpose; SPaG	<u>A CHRISTMAS CAROL</u> Relationships, Tragedy, Time Reading: Analysing specific language and structural choices made by Dickens, making inferences about themes and characters, linking big ideas with writer's intentions and social and historical context, analytical writing considering different perspectives Writing: Whole essay structuring, thesis writing and conclusions, planning for writing, extract to whole text literature essays Oracy: Whole class discussion and debate around themes and characters from the text Foundational knowledge: Inference; analysis; evaluation	<u>LANGUAGE PAPER 1 READING</u> Voice, Time Reading: reading a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary nonfiction, read and evaluate texts critically, analysing specific language choices and making comparisons between texts, synthesise information Oracy: Whole class feedback and discussion in pairs as well as, as a group Foundational knowledge: Inference; analysis; evaluation; comparison	<u>POWER & CONFLICT POETRY</u> Relationships, Voice, Time, Tragedy Reading: Understanding of key themes and messages in an anthology of poetry from the 19 th , 20 th and 21 st Century. Using and social and historical context to enhance discussion of language choices and comparing the presentation of content across the anthology Writing: Structuring a comparative analytical essay including a thesis and conclusion, using appropriate discourse markers. Oracy: Whole class discussion around themes and from the poems Foundational knowledge: Inference; analysis; evaluation; comparison	<u>SPOKEN LANGUAGE ENDORSEMENT</u> Voice Oracy: expressing ideas information and feelings using a wide vocabulary and formal, standard English, organising and structuring a presentation using strategies to engage the audience, listening to questions and responding appropriately by elaborating on ideas with further information Foundational knowledge: Evaluation	<u>LANGUAGE PAPER 2 WRITING</u> Voice, Time Reading: exploring style models of transactional writing, looking at persuasive features and innovative use of form Writing: planning for and writing transactional pieces: speeches, letters and articles. Ensuring use of appropriate features for audience on purpose, proofreading and editing, and ambitious and varied use of sentence structures, punctuation and vocabulary Oracy: Discussion and debate of a range of issues including complex ideas linked to societal and world experiences, forming a point of view and formulating an argument Foundational knowledge: Writing for purpose; SPaG
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<u>Tier 2 Vocab</u> Usurp Tyrant Duplicitous Androgynous Regicide Lineage Legacy Nihilistic	<u>Tier 3 Vocab</u> Equivocal Hubris Trope Peripeteia Aside Foil Divine Right of Kings Great Chain of Being	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u> In medias res	<u>Tier 2 Vocab</u> Redemption Dehumanise Misanthropic Workhouse	<u>Tier 3 Vocab</u> Didactic Diatribe Stave Malthusian Principle Socialism Melodrama	<u>Tier 2 Vocab</u> <u>Tier 2 Vocab</u> Colonisation Eurocentric Industrialisation Objectification Patriotism Transient Anonymity Futility	<u>Tier 3 Vocab</u> Romanticism Dactylic dimeter Collective pronouns Patois Dialect Phonetic spelling	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u> Blank verse Free verse Oxymoron	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>		
<u>AN INSPECTOR CALLS</u> Time, Relationships, Tragedy Reading: Analysing specific language and structural choices made and with reference to the form of a play, making inferences about themes and characters, linking big ideas with writer’s intentions and social and historical context, analytical writing considering different perspectives Writing: Whole essay structuring, thesis writing and conclusions, planning for writing Oracy: Whole class discussion and debate around themes and characters from the text, reading of the text as a play – true to form Foundational knowledge: Inference; analysis; evaluation; SPaG				<u>REVISION OF LIT Paper 2 and Language PAPER 1 for November trial exams then REVISION OF LIT Paper 1 and Language PAPER 2 for March trial exams</u> Voice, Time, Relationships, Tragedy Reading: comparing and exploring ideas in literary nonfiction, analysing specific language choices and looking at patterns and motifs, synthesising information and understanding different perspectives and viewpoints Writing: Transactional writing, writing for purpose and audience, ensuring a high level of accuracy in formal writing Oracy: Whole class feedback and discussion in pairs as well as, as a group Foundational knowledge: Inference; analysis; comparison; comparison; SPaG				<u>UNSEEN POETRY COMPARISON</u> Voice, Time Reading: analysing key features of poetry with regards to structure and use of language using appropriate poetic terminology and comparing this across poems. Writing: Comparative analytical paragraphs Oracy: Whole class discussion around themes and from the poems Foundational knowledge: Inference; analysis; comparison				<u>REVISION</u> Voice, Time, Relationships, Tragedy Reading: Revision of a range of both literature and literary nonfiction texts, comparing, evaluating and synthesising information and analysing language and structure to form views about writers’ intentions and messages Writing: Structuring analytical essays, including those with comparative elements, ensuring that essays are cohesive and well-planned. Writing of both creative (narrative and descriptive) writing and original transactional writing, all with a high level of accuracy and increasing complexity in the presentation of ideas. Oracy: Debate and discussion around themes and big ideas presented in texts Foundational knowledge: Inference; analysis; evaluation; comparison; writing for purpose; SPaG			
<u>Tier 2 Vocab</u> Interject Accountability Complacent Callous Culpable Hypocrisy Façade Exploit Vice	<u>Tier 3 Vocab</u> Microcosm Refrain Morality play Angel in the House New Woman Seven Deadly Sins	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>		

Year 13 KS5 Lang	<u>CHILD LANGUAGE ACQUISITION</u> Voice, Relationships Case studies and theory relating to written and spoken acquisition of language from birth to full language. Considering factors which can limit language development. Building to writing evaluative essays. Foundational knowledge: Inference; analysis; evaluation		<u>LANGUAGE CHANGE</u> Voice, Time Concepts and processes of language change, tracking the English language from its inception to the modern day. Looking at prescriptivist and descriptivist discourses and considering ways that the language has been shaped. Building to writing evaluative essays. Foundational knowledge: Inference; analysis; evaluation		<u>PAPER 2 COMPARISON</u> Voice Comparing language choices representing different viewpoints about language issues. Bringing together skills from across the course to examine discourses presented. Foundational knowledge: Inference; analysis; evaluation; comparison		<u>OPINION ARTICLES</u> Voice Original writing of opinion articles based on aspects of language discourses, using theory, concepts, research and case studies to support their ideas, but presenting them in a way which is accessible to a non-specialist audience. Foundational knowledge: Evaluation; writing for purpose; SPaG		<u>REVISION</u> Voice, Time, Relationships Revision of all KS5 Language content with a close focus on essay writing skills and evaluating concepts, case studies, research and theory. Foundational knowledge: Inference; analysis; evaluation; comparison; writing for purpose; SPaG	
	<u>Tier 2 Vocab</u> Interaction	<u>Tier 3 Vocab</u> Zone of proximal development (ZPD) More knowledgeable other (MKO) Holophrastic Gestalt	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>	<u>Tier 2 Vocab</u>	<u>Tier 3 Vocab</u>
Year 13 KS5 Lit	<u>Unseen poetry - Poetry in context - biweekly comparison poetry lessons to December</u> Love through the ages Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose, comparison <u>NEA to Christmas with unseen prose</u> World War 1 and its aftermath Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose, comparison				<u>Engaging with the writer's methods (AO2) to Feb half term</u> Love through the ages Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose, comparison <u>Literary criticism (AO5 perspectives and debate) to Feb half term</u> WW1 and its aftermath Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose			<u>Revision rotation</u> Love through the ages; WW1 and its aftermath Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose, comparison		