

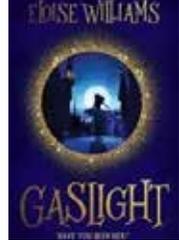
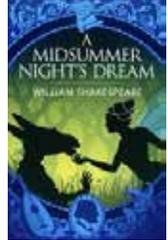
The Quality of Education: **English - Curriculum Map**



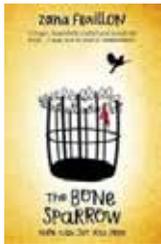
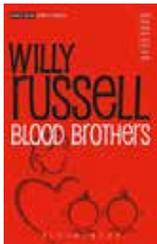
St Christopher's:
A Church of England Academy

English - Curriculum Map

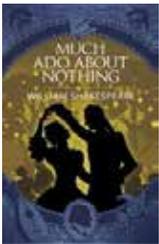
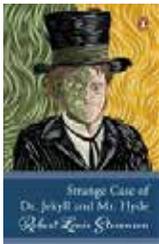
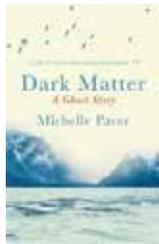
Key Stage 3

Year 7	Half-term 1	Half-term 2	Half-term 3 and 4	Half-term 5	Half-term 6
Topic	Memory: Transition and Education Poetry 	Dystopia: Dystopian Fiction 	Concealment: Gaslight 	Comedy: Shakespeare's A Midsummer Night's Dream 	Fantasy vs Reality: Disney and Real Life 
	Specified Poems: <ul style="list-style-type: none"> The Schoolboy by William Blake In Mrs Tilscher's Class by Carol Ann Duffy First Day at School by Roger McGough 	Specified Texts: <ul style="list-style-type: none"> War of the Worlds Harrison Bergeron The Hunger Games 			
Rationale	An anthology of poems based on education to encourage empathy and perspective of different school based viewpoints. Students have the opportunity to reflect on their own school experiences and write them in the memoir style.	Study of a range of dystopian texts to engage students with themes of power, justice, and societal issues, promoting empathy and creativity.	Our whole year group read – the dark Dickensian influenced thriller that brings to life the streets of Victorian Cardiff. An intriguing read with a likeable protagonist.	Our first encounter of a Shakespearean play at St Christopher's – a story of love, identity, and transformation. Fostering critical thinking through Shakespeare's use of comedy, symbolism, and poetic structure. Students will have an opportunity to explore drama and the conventions of script writing.	An exploration into Walt Disney's problematic past through the study of representation, gender and stereotypes. Students forensically study the effect of language and explore the steps taken to address outdated themes of power and misrepresentation.
Assessment	<ul style="list-style-type: none"> First person memoir writing piece Independent poetry response 	<ul style="list-style-type: none"> Draft and develop a first person narrative piece 	<ul style="list-style-type: none"> Tracking character development Review writing 	<ul style="list-style-type: none"> Close analysis of an extract, exploring character. 	<ul style="list-style-type: none"> Persuasive writing

Key Stage 3

Year 8	Half-term 1	Half-term 2	Half-term 3	Half-term 4 and 5	Half-term 6
Topic	Fear: The Gothic 	Compassion: The Bone Sparrow 	Exploration: Poetry from other cultures 	Inequality: Blood Brothers 	Journeys: Travel writing 
	Specified texts: <ul style="list-style-type: none"> Frankenstein Northanger Abbey Dracula Literary link: <ul style="list-style-type: none"> The Tell Tale Heart by Edgar Allen Poe 		Specified texts: <ul style="list-style-type: none"> The British by Benjamin Zephaniah Windrush Child by Jon Agard I Know Why The Caged Bird Sings by Maya Angelou Thirteen by Caleb Femi 		Specified texts: <ul style="list-style-type: none"> Charles Darwin 'Voyage of the Beagle' Charles Dickens 'The Streets Of London' George Orwell 'Marrakech' Bill Bryson 'Notes from a Small Island'
Rational	Studying Gothic fiction builds critical thinking and creativity through exploration of fear, mystery, and the supernatural. It deepens cultural and historical understanding, examines human psychology, and engages students with themes of isolation, morality, and societal anxieties.	Our chosen novel for Y8 students - studying The Bone Sparrow promotes empathy, critical thinking, and global awareness. It explores themes of identity, resilience, and human rights, engaging students with refugee experiences while fostering discussion on justice, compassion, and cultural understanding.	Studying multicultural poetry promotes empathy, inclusivity, and global awareness. It explores diverse voices and traditions, fostering cultural understanding while enhancing language skills, creativity, and critical thinking through varied perspectives and poetic forms.	Our modern play choice - Studying Blood Brothers develops critical thinking, empathy, and social awareness. It explores themes of class, fate, and family, engaging students with dramatic structure and characterisation while fostering discussion on inequality and moral choices.	By exploring different locations across the world, travel writing enhances observation, cultural awareness, and descriptive language skills. It fosters creativity and critical thinking by exploring diverse perspectives, encouraging reflection on identity, place, and experience through vivid, engaging narratives of journeys and exploration.
Assessment	<ul style="list-style-type: none"> The Tell Tale Heart: Evaluative comprehension question 	<ul style="list-style-type: none"> Newspaper article writing on the uprising in camp 	<ul style="list-style-type: none"> Independent analysis and response to one of the poems from the cluster 	<ul style="list-style-type: none"> Character development essay Formal letter 	<ul style="list-style-type: none"> Travel writing guide draft

Key Stage 3

Year 9	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5 and 6
Topic	Deception: Much Ado About Nothing 	Duality: Jekyll and Hyde 	Relationships: Unseen poetry 	Purpose: Rhetoric into Speaking and Listening 	Unreliability: Dark Matter 
Rationale	Our comedic Shakespeare play choice for Year 9 - it explores themes of love, deception, and honour through witty dialogue and dramatic irony, engaging students with Shakespeare's humour and complex character relationships.	Jekyll and Hyde explores themes of duality, morality, and identity, engaging students with Gothic conventions and Victorian social anxieties while fostering discussion on human nature and ethical choices.	Our chosen poetry cluster for Year 9 - studying relationships poetry by exploring themes of love, family, and human connection, enhancing analytical skills and creativity through diverse poetic forms and perspectives.	Exploring how language influences audiences, fostering awareness of argument structure, tone, and purpose while empowering students to craft effective, impactful messages across contexts.	Our KS3 into KS4 text 'Dark Matter' explores themes of isolation, fear, and the supernatural, enhancing understanding of psychological tension while fostering analysis of setting, atmosphere, and narrative perspective.
Assessment	<ul style="list-style-type: none"> Relationships based extract response – the characters of Beatrice and Benedick 	<ul style="list-style-type: none"> Jekyll and Hyde extract into essay piece. Descriptive writing 	<ul style="list-style-type: none"> Independent poetry analysis of one poem from the anthology. Write a guide to relationships for a teenage audience 	<ul style="list-style-type: none"> Draft and deliver a speech to your classmates on a topic of your choice. 	<ul style="list-style-type: none"> Language analysis in preparation for GCSE. Narrative writing

Key Stage 4

Year 10	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Language	<p>Component 1A: 20th century fiction and literary comprehension</p> <p>Component 1B: Narrative writing – linked to A Christmas Carol</p>	<p>Component 2B: Speech writing – linked to A Christmas Carol</p>	<p>Interleaving reading and writing skills through the study of literature.</p> <p>Work experience (2 weeks)</p>	<p>Interleaving reading and writing skills through the study of literature.</p>	<p>Component 1 – Narrative writing – recap ready for PPE</p> <p>Component 2B Letter Writing - Linked to An Inspector Calls</p>	<p>Component 2B: Articles and Reviews</p>
Rationale	<p>Develops AO1–AO3 reading skills; introduces narrative craft based on Dickens; focuses on analysis and accurate written communication.</p>	<p>Practises persuasive writing (AO5–6); develops rhetorical skills and audience awareness using Dickensian social themes.</p>	<p>Students continue to build comprehension and analytical skills through their study of a complex text.</p>	<p>Students continue to develop written accuracy and expression through essay writing.</p>	<p>Refines narrative technique, structure, linguistic accuracy and exam-ready style. Practises formal tone, structure and argumentation in line with AO5–6 expectations</p>	<p>Pupils develop versatile transactional writing styles with clear organisation and precise tone. Pupils have the opportunity to familiarise themselves with a range of non-fiction text examples</p>
Literature	<p>Component 2B: A Christmas Carol</p>	<p>Component 2B: A Christmas Carol</p> <p>Component 1B: Poetry Anthology:</p> <ul style="list-style-type: none"> - Loneliness - <i>The Schoolboy</i> - Nostalgia - <i>I Shall Return</i> - Suffering - <i>Remains</i> - Regret - <i>Disabled</i> - Poverty - <i>Decomposition</i> 	<p>Component 1A: Shakespeare – Macbeth, or Romeo and Juliet</p>	<p>Component 1A: Shakespeare – Macbeth, or Romeo and Juliet</p> <p>Component 1B: Love:</p> <ul style="list-style-type: none"> - Cousin Kate - Sonnet 29 	<p>Component 2A: An Inspector Calls</p>	<p>Component 1B: Anthology poetry</p> <p>Conflict:</p> <ul style="list-style-type: none"> - Kamikaze - War Photographer - Dusting the Phone - Drummer Hodge
Rationale	<p>Pupils analyse themes, characterisation and allegory; build AO1–AO3 skills for extract-to-whole responses.</p>	<p>Pupils analyse poetic methods, form and structure; develop comparison and contextual understanding. Pupils have the opportunity to develop key themes studied this year.</p>	<p>Develops confidence with archaic language, dramatic structure, themes, and extract-based analysis.</p>	<p>Strengthens AO1–AO2 analysis; introduces thematic comparison and poetic form.</p>	<p>Explores social themes, dramatic techniques, and context for AO1–AO2 exam responses.</p>	<p>Builds analysis, comparison, and thematic interpretation skills essential for both Component 1 and Component 2 poetry topics.</p>

Assessment	<ul style="list-style-type: none"> • Language Component 1A: 20th century fiction and literary comprehension (summative) • Language Component 1B: Narrative Writing (formative) 	<ul style="list-style-type: none"> • Literature Component 2B – A Christmas Carol • Language Component 2B: Speech writing 	<ul style="list-style-type: none"> • Literature: Formative assessment of understanding plot, character and key themes. 	<ul style="list-style-type: none"> • PPE preparation 	<ul style="list-style-type: none"> • PPEs • Language – Full Component 1 • Literature – Shakespeare and A Christmas Carol 	<ul style="list-style-type: none"> • Formative assessment of An Inspector Calls and anthology poetry
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Key Stage 4

Year 11	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Language	Non-fiction texts and Comprehension	Practise PPE Skills as required	<i>PPE examinations</i> Revision and Review	Revision	Revision	<i>Public examinations</i>
Literature	Shakespeare Play	Shakespeare Play	Finish Poetry Anthology and Revise Texts	Finish Poetry Anthology and Revise Texts	Revision	
Assessment	Shakespeare Assessment	PPE – Lang C2 & Lit C2	PPE – Lang C1 and Lit C1	At teachers' discretion		

Key Stage 5 - English Literature

Year 12

What is drama and poetry?

Autumn Term 1 title: Drama and Poetry	Spring Term 1 title: Drama and Poetry	Summer Term 1 title: The Novel
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Introduction to Literature Analysis of Fairy Tales Analysis of dramatic forms and structures Introduction to Poetry Study of Doctor Faustus (drama) Study of Philip Larkin (Poetry)	Enron (Drama) - introduce, read, analysis and evaluate the text. Meantime (Poetry) - introduce, analyse and explore the central themes.	Consolidation of knowledge and preparation for PPE. Introduction to Coursework. Begin both Atonement and The Great Gatsby
Summative assessment:	Summative assessment:	Summative assessment:
Multiple past examination questions focused on themes such as the passage of time and the nature of a tragic hero.	Multiple past examination questions focused on forms such as tragedies and morality plays together with a close study of poetic technique.	Review tasks on the Great Gatsby and Atonement. Practice essays on drama and poetry in preparation for the PPE.
Autumn Term 2 title: Poetry and Drama	Spring Term 2 title: Poetry and Drama	Summer Term 2 title: The Novel
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Critical study and analysis of both The Whitsun Weddings and Faustus in terms of context, theme, structure, language and critical opinion.	Study both poets in parallel and hone the structural requirements of parallel arguments and comparisons. Study both dramatists and their plays in parallel and hone the structural requirements of parallel arguments and comparisons.	Coursework Introduction Reviewing exemplar materials Areas of Study Continue with both novels.
Summative assessment:	Summative assessment:	Summative assessment:
Multiple past examination questions PPEs	A variety of written assignments covering a range of mediums and genres.	Completion of first hypothesis.

Key Stage 5 - English Literature

Year 13

Establishing a Deeper Understanding of Literature

Autumn Term 1 title: Coursework	Spring Term 1 title: Shakespeare	Summer Term 1 title: Rossetti and Unseen Analysis
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Coursework Completion of both novels Analysis of Realism, Modernism and Post-Modernism Completion of first and second drafts	Introduction to Shakespeare Context Themes and structure Analysis of text	Study of Rossetti in terms of Victorian Context, form and language and key themes. and key themes. Analysis of unseen texts from the Modernist period –1918 to 1939.
Summative assessment:	Summative assessment:	Summative assessment:
Completion of second draft of Coursework. Both drafts	Essay questions relating to form, character and theme. Analysis of selected passages. Multiple past examination questions	Written essays focusing on modernist tropes and the form language and structure of Rossetti's poems. Multiple past examination questions
Autumn Term 2 title: Poetry	Spring Term 2 title: Unseen Texts	Summer Term 2 title: Revision
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Rossetti Poems - themes contexts and tropes Analysis of texts Preparation for PPEs	Context. Realism and Modernism review. Themes and structure of narrative writing Review of poetic technique and forms Analysis of a range of 19th and 20th century texts	Revision of all course components
Summative assessment:	Summative assessment:	Summative assessment:
Multiple past examination questions focusing on themes and form, language, and structure.	Multiple past examination questions focusing on the context and genre of modernist writing.	Past examination questions encompassing Components One, Two and Three.

Key Stage 5 - English Language

Year 12

English Language and the nature of Linguistics

Autumn Term 1 title: Language Issues	Spring Term 1 title: Language Issues and Creative Writing	Summer Term 1 title: Creative Writing and Coursework
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Language Issues <ul style="list-style-type: none"> • Introduction to Linguistics with a focus on contextual analysis. • Technical terminology and analysis. CLA (Child Language Acquisition) <ul style="list-style-type: none"> • Introduction • Analysis • Theory 	SE (Standard English) <ul style="list-style-type: none"> • Introduction • Theory • Analysis 	Consolidation of knowledge of Language Issues and practicing Creative Writing skills in preparation for the PPE
Summative assessment:	Summative assessment:	Summative assessment:
Multiple past examination questions focused on the stages of acquisition and the key theories.	Multiple past examination questions based on the key theories, relevant history, and contexts.	Multiple past examination questions encompassing a variety of creative written tasks.
Autumn Term 2 title: Language Issues Part 2	Spring Term 2 title: Creative Writing	Summer Term 2 title: Beginning Coursework
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Language and Power <ul style="list-style-type: none"> • Introduction • Theory • Analysis 	Creative Writing <ul style="list-style-type: none"> • Introduction • Purpose • Medium/Genre • Audience • Technique 	Coursework <ul style="list-style-type: none"> • Introduction • Reviewing exemplar materials • Titles • Data gathering • Begin Investigations
Summative assessment:	Summative assessment:	Summative assessment:
Multiple past examination questions focused on theory and practice.	A variety of creative written assignments covering a range of mediums and genres.	Completion of first hypothesis.

Key Stage 5 - English Language

Year 13

English Language. How contexts shape meaning.

Autumn Term 1 title: Language and Identity	Spring Term 1 title: Language Change	Summer Term 1 title: Language Change
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Coursework. "Language and Identity". Completion of first and second drafts.	Language Change. Introduction and historical contexts. Analysis of early Modern English.	Language Change. Diachronic Language Change. Theory.
Summative assessment:	Summative assessment:	Summative assessment:
Final draft of the coursework which will be moderated by the English Department and then sent to EDUQAS.	Analysis of five Early Modern English texts across a range of genres.	Analysis of four sets of texts which range from Early Modern English to Present Day English.
Autumn Term 2 title: Spoken English	Spring Term 2 title: 21st Century English	Summer Term 2 title: Revision
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Analysis of all the grammatical and discoursal features of spoken English in a range of contexts, Analysis and application of theory. Analysis of a variety of transcribed conversations.	Analysis of English as used on a range of electronic mediums. <ul style="list-style-type: none"> • Theory. • Terminology. • Cultural contexts. 	Revision of all aspects of the contents of Components One, Two, and Three.
Summative assessment:	Summative assessment:	Summative assessment:
Written essays on a range of transcriptions featuring spoken interactions.	Written essays in response to texts taken from electronic mediums.	Past exam questions from all the Components written in exam conditions.

Key Stage 5: AQA English Language and Literature

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
12	<p>SEPT/OCT Paper 1: Poetic Voice Poetry Anthology – Carol Ann Duffy</p> <p>Language Frameworks study Introduction of key terminology and skills to be woven through all modules through the year.</p>	<p>NOV/DEC Paper 1: Poetic Voice Poetry Anthology – Carol Ann Duffy</p> <p>Paper 2: Exploring Conflict A Streetcar Named Desire</p> <p>PPE Paper 1 Section C Paper 2 Section B</p>	<p>JAN/FEB Paper 1: Remembered Places (Paris Anthology)</p> <p>Paper 2: Exploring Conflict A Streetcar Named Desire.</p>	<p>MARCH/ APRIL Paper 1: Remembered Places (Paris Anthology)</p> <p>Paper 2: Exploring Conflict A Streetcar Named Desire.</p>	<p>MAY/JUNE Paper 1 – Telling Stories Revise Anthology texts taught so far.</p> <p>Paper 1 – Imagined Worlds The Handmaid’s Tale</p>	<p>JUNE/JULY Paper 1 – Telling Stories Prepare for PPE</p> <p>Paper 1 – Imagined Worlds The Handmaid’s Tale</p> <p>PPE Paper 1 Paper 2 Section B</p>
13 2026 Exam	<p>SEPT/OCT Paper 1: Remembered Places (Paris Anthology) Complete study of Paris Anthology Texts</p> <p>Paper 2: Exploring Conflict The Great Gatsby - Communicate stylistic analysis.</p>	<p>NOV/DEC Paper 1: Remembered Places (Paris Anthology) Complete study of Paris Anthology Texts. Prepare for PPE in January.</p> <p>NEA – Making Connections Guide students through NEA</p> <p>Assess AO1,2,3&4 Paper 2: Exploring Conflict The Great Gatsby</p>	<p>JAN/FEB Paper 1 Complete all outstanding content. Regular exam style questions to develop skills</p> <p>Paper 2: Exploring Conflict The Great Gatsby</p>	<p>MARCH/APRIL Review and revise all key skills required for Paper 1 and Paper 2 with particular emphasis on the students learning to use their own and examples and applying context to their analysis.</p>	<p>MAY/JUNE Review and revise all key skills and AOs required for Paper 1 and Paper 2 with particular emphasis on exam technique.</p>	
13 2027 Exam	<p>SEPT/OCT NEA – Making Connections Coursework element</p> <p>Paper 2: Exploring Conflict The Great Gatsby</p>	<p>NOV/DEC NEA – Making Connections Coursework element</p> <p>Paper 2: Exploring Conflict The Great Gatsby</p>	<p>JAN/FEB Paper 1 Completion of content.</p> <p>Paper 2: Exploring Conflict The Great Gatsby</p> <p>NEA Coursework deadline.</p>	<p>MARCH/APRIL Review and revise all key skills required for Paper 1 and Paper 2 with particular emphasis on the students learning to use their own and examples and applying context to their analysis.</p>	<p>MAY/JUNE Review and revise all key skills and AOs required for Paper 1 and Paper 2 with particular emphasis on exam technique.</p>	