

CURRICULUM PLAN

Department: English

Vision Statement:

The English Department seeks to strengthen the education of students by developing a deepened understanding of language and literacy, the value of critical reading and effective writing, and the richness of literature, past and present.

Strapline: Read Deeply, Write Clearly, Think Critically

Curriculum Story:

We build our skills through looking at a series of texts ranging from *Boy, Everywhere* in Year 7 to *The Bloody Chamber* on our A Level. Our curriculum builds in a spiral form to ensure that analytical and creative skills are taught explicitly and then developed throughout the whole curriculum.

Skills Developed:

Our English curriculum develops pupils' skills in critical thinking, creativity, and effective communication. Through reading, writing, and discussion, students learn to analyse language, interpret complex ideas, and express themselves clearly. They gain empathy by exploring diverse perspectives and build confidence in articulating informed opinions both orally and in writing.

Year 7: Origins and Identity

The Year 7 English curriculum explores identity, culture, and storytelling through contemporary fiction, ancient mythology, and Shakespeare, building empathy, analytical thinking, and confident communication.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> Origins of Identity						
Boy, Everywhere by A. M. Dassu	To explore identity, belonging, and what it means to be human regardless of background. The novel develops	Builds on the primary school curriculum which often focuses on building empathy	Prepares students for Ancient Origins, introducing the idea of universal	Analytical writing (what–how–why), empathy, inference, creative writing, discussion and	Expands students' global awareness by examining contemporary Syrian culture, migration	Supports whole-school focuses on diversity, inclusion, and global citizenship.

	empathy and understanding of global issues such as migration and displacement, while strengthening analytical and creative writing skills.	and discovering identity.	human stories and moral journeys. Builds thematic links to A Midsummer Night's Dream through transformation, conflict, and understanding of others.	debate, comparing perspectives.	routes, and life in the UK. Develops social, moral, and cultural understanding through empathy with lived experiences different from their own.	Reinforces literacy, resilience, and empathy—core values across subjects. Encourages critical thinking, respectful debate, and understanding of human rights and cultural identity.
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Autumn 2 Origins of Identity

Boy, Everywhere by A. M. Dassu	To explore identity, belonging, and what it means to be human regardless of background. The novel develops empathy and understanding of global issues such as migration and displacement, while strengthening analytical and creative writing skills.	Builds on the primary school curriculum which often focuses on building empathy and discovering identity.	Prepares students for Ancient Origins, introducing the idea of universal human stories and moral journeys. Builds thematic links to A Midsummer Night's Dream through transformation, conflict, and understanding of others.	Analytical writing (what–how–why), empathy, inference, creative writing, discussion and debate, comparing perspectives.	Expands students' global awareness by examining contemporary Syrian culture, migration routes, and life in the UK. Develops social, moral, and cultural understanding through empathy with lived experiences different from their own.	Supports whole-school focuses on diversity, inclusion, and global citizenship. Reinforces literacy, resilience, and empathy—core values across subjects. Encourages critical thinking, respectful debate, and understanding of human rights and cultural identity.
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Spring 1 Origins of the World

Ancient Origins	To introduce mythology and the origins of storytelling across cultures. Students explore archetypes, moral lessons, and recurring symbols that underpin later	Builds on Boy, Everywhere by linking personal and cultural identity to universal human	Leads into Introduction to Shakespeare, showing how classical myths and archetypes	Interpretation of symbolism and archetypes, comparative analysis, comprehension of mythic structures,	Enhances knowledge of Greek, Roman, and world mythologies, enriching understanding of cultural history and	Connects to history and religious studies through exploration of ancient cultures and belief systems. Promotes critical
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	literature, developing interpretive and comparative skills.	stories. Strengthens skills in analysing themes and moral journeys.	influence Elizabethan literature and drama.	creative storytelling, vocabulary building.	shared human narratives. Encourages curiosity about ancient civilisations and their moral frameworks.	thinking, ethical reflection, and understanding of the evolution of human storytelling.
Spring 2 Origins of the World						
Ancient Origins	To introduce mythology and the origins of storytelling across cultures. Students explore archetypes, moral lessons, and recurring symbols that underpin later literature, developing interpretive and comparative skills.	Builds on Boy, Everywhere by linking personal and cultural identity to universal human stories. Strengthens skills in analysing themes and moral journeys.	Leads into Introduction to Shakespeare, showing how classical myths and archetypes influence Elizabethan literature and drama.	Interpretation of symbolism and archetypes, comparative analysis, comprehension of mythic structures, creative storytelling, vocabulary building.	Enhances knowledge of Greek, Roman, and world mythologies, enriching understanding of cultural history and shared human narratives. Encourages curiosity about ancient civilisations and their moral frameworks.	Connects to history and religious studies through exploration of ancient cultures and belief systems. Promotes critical thinking, ethical reflection, and understanding of the evolution of human storytelling.
Summer 1 Introduction to Shakespeare						
Introduction to Shakespeare: A Midsummer Night's Dream	To develop confidence in reading and interpreting Shakespearean language while exploring themes of love, identity, and transformation. Builds appreciation for drama, performance, and the enduring relevance of Shakespeare's ideas.	Builds on Ancient Origins through shared themes of transformation, magic, and human folly. Connects back to Boy, Everywhere through exploration of identity and belonging.	Lays foundations for future study of Shakespeare's tragedies and historical plays, deepening understanding of structure, character, and context.	Language analysis, dramatic interpretation, speaking and listening through performance, essay writing, understanding of character and theme.	Provides access to one of Britain's most influential cultural figures. Develops understanding of Elizabethan theatre, social norms, and the roots of English literary heritage.	Supports whole-school aims of cultural literacy, confidence in public speaking, and appreciation of performance arts. Reinforces analytical writing, collaboration, and historical understanding.
Summer 2 Introduction to Shakespeare						

Introduction to Shakespeare: A Midsummer Night's Dream	To develop confidence in reading and interpreting Shakespearean language while exploring themes of love, identity, and transformation. Builds appreciation for drama, performance, and the enduring relevance of Shakespeare's ideas.	Builds on Ancient Origins through shared themes of transformation, magic, and human folly. Connects back to Boy, Everywhere through exploration of identity and belonging.	Lays foundations for future study of Shakespeare's tragedies and historical plays, deepening understanding of structure, character, and context.	Language analysis, dramatic interpretation, speaking and listening through performance, essay writing, understanding of character and theme.	Provides access to one of Britain's most influential cultural figures. Develops understanding of Elizabethan theatre, social norms, and the roots of English literary heritage.	Supports whole-school aims of cultural literacy, confidence in public speaking, and appreciation of performance arts. Reinforces analytical writing, collaboration, and historical understanding.
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Year 8: Exploring Genre

The Year 8 curriculum focuses on exploring the genres of dystopia, gothic and tragedy in detail while developing confidence, analysis and critical thinking.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> Exploring Dystopia						
The Hunger Games by Suzanne Collins	To examine themes of power, inequality, and survival, encouraging students to question social justice and morality. The novel builds critical understanding of dystopian fiction and the influence of media and authority.	Builds on previous study of identity and human resilience, extending analysis to societal structures and	Leads into Women in Shakespeare's Tragedies by exploring human motivation, conflict, and the cost of rebellion.	Comparative analysis, critical thinking, persuasive writing, evaluation of authorial intent, and exploration of symbolism.	Introduces dystopian literature as social commentary, offering insight into political control, rebellion, and the power of storytelling.	Connects with PSHE and citizenship through themes of ethics, justice, and power. Encourages debate and independent thinking.

		moral decision-making.				
Autumn 2 Exploring Dystopia						
The Hunger Games by Suzanne Collins	To examine themes of power, inequality, and survival, encouraging students to question social justice and morality. The novel builds critical understanding of dystopian fiction and the influence of media and authority.	Builds on previous study of identity and human resilience, extending analysis to societal structures and moral decision-making.	Leads into Women in Shakespeare's Tragedies by exploring human motivation, conflict, and the cost of rebellion.	Comparative analysis, critical thinking, persuasive writing, evaluation of authorial intent, and exploration of symbolism.	Introduces dystopian literature as social commentary, offering insight into political control, rebellion, and the power of storytelling.	Connects with PSHE and citizenship through themes of ethics, justice, and power. Encourages debate and independent thinking.
Spring 1 Exploring Gothic Fiction						
Gothic Fiction	The Gothic introduces students to an important literary genre. Through a range of Gothic extracts, students explore how writers create fear, suspense and mystery while considering themes such as power, morality, the unknown and human nature. This unit broadens students' reading experience and prepares them for more challenging texts in Key Stage 4.	Students build on the analytical skills developed in A Midsummer Night's Dream by exploring how writers use language and structure to create meaning. They also revisit themes such as identity, power and conflict explored in Boy, Everywhere.	The unit prepares students for Romeo and Juliet, where they continue to explore conflict, tragedy and human relationships. It also introduces ideas and techniques that reappear in GCSE texts such as Macbeth and A Christmas Carol.	Students develop analytical reading, inference and comparison skills. They learn to explain the effects of language and structure, analyse atmosphere and setting, use subject terminology confidently and produce both analytical and creative writing.	Students study extracts from classic Gothic writers such as Mary Shelley, Edgar Allan Poe, Bram Stoker and Robert Louis Stevenson. They learn about Victorian society, scientific discovery and changing attitudes towards the supernatural and morality.	Supports whole-school priorities of reading, vocabulary and critical thinking. Students also make links with History through Victorian Britain, Science through scientific ethics, and PSHE and Religious Studies through discussions of morality, fear and belief.
Spring 2 Exploring Gothic Fiction						

Gothic Fiction	The Gothic introduces students to an important literary genre. Through a range of Gothic extracts, students explore how writers create fear, suspense and mystery while considering themes such as power, morality, the unknown and human nature. This unit broadens students' reading experience and prepares them for more challenging texts in Key Stage 4.	Students build on the analytical skills developed in A Midsummer Night's Dream by exploring how writers use language and structure to create meaning. They also revisit themes such as identity, power and conflict explored in Boy, Everywhere.	The unit prepares students for Romeo and Juliet, where they continue to explore conflict, tragedy and human relationships. It also introduces ideas and techniques that reappear in GCSE texts such as Macbeth and A Christmas Carol.	Students develop analytical reading, inference and comparison skills. They learn to explain the effects of language and structure, analyse atmosphere and setting, use subject terminology confidently and produce both analytical and creative writing.	Students study extracts from classic Gothic writers such as Mary Shelley, Edgar Allan Poe, Bram Stoker and Robert Louis Stevenson. They learn about Victorian society, scientific discovery and changing attitudes towards the supernatural and morality.	Supports whole-school priorities of reading, vocabulary and critical thinking. Students also make links with History through Victorian Britain, Science through scientific ethics, and PSHE and Religious Studies through discussions of morality, fear and belief.
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Summer 1 Exploring Tragedy

Women in Shakespeare's Tragedies (Focus on Romeo and Juliet)	To explore the representation of women and gender dynamics in Shakespeare's tragedies, developing an understanding of historical context, language, and dramatic form.	Builds on earlier study of morality and human motivation, linking to themes of power, identity, and societal expectation.	Prepares students for GCSE study through deeper literary analysis of Shakespearean tragedy and contextual understanding.	Language and structure analysis, essay writing, performance and interpretation, contextual research, and critical argument.	Provides access to canonical British literature, fostering appreciation of Elizabethan society, theatre, and gender roles.	Supports whole-school goals of equality, oracy, and historical literacy. Builds resilience in tackling challenging texts and complex ideas.
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Summer 2 Exploring Tragedy

Women in Shakespeare's Tragedies (Focus on Romeo and Juliet)	To explore the representation of women and gender dynamics in Shakespeare's tragedies, developing an understanding of historical context, language, and dramatic form.	Builds on earlier study of morality and human motivation, linking to themes of power, identity, and societal expectation.	Prepares students for GCSE study through deeper literary analysis of Shakespearean tragedy and contextual understanding.	Language and structure analysis, essay writing, performance and interpretation, contextual research, and critical argument.	Provides access to canonical British literature, fostering appreciation of Elizabethan society, theatre, and gender roles.	Supports whole-school goals of equality, oracy, and historical literacy. Builds resilience in tackling challenging texts and complex ideas.
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Year 9: Conflict and the Power of Voice

In Year 9, students explore conflict, morality, and social responsibility through diverse voices and forms, developing empathy, critical thinking, and the analytical skills needed for GCSE study.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> War and Conflict						
Journey's End by R. C. Sherriff	To introduce students to war literature and the human experience of conflict, exploring courage, fear, and friendship.	Builds on prior exploration of power, morality, and human	Leads into Long Way Down through themes of trauma, loss, and	Analytical essay writing, contextual analysis, empathy, dramatic	Develops historical awareness of World War I and its human impact, linking to	Supports whole-school values of respect, empathy, and resilience. Links

	Encourages empathy and historical understanding through character-driven drama.	motivation, extending analysis to historical and social contexts.	moral decision-making.	interpretation, and evaluation of character and theme.	remembrance, sacrifice, and resilience.	to history and PSHE through reflection on war and emotional wellbeing.
<u>Autumn 2</u> War and Conflict						
Journey's End by R. C. Sherriff	To introduce students to war literature and the human experience of conflict, exploring courage, fear, and friendship. Encourages empathy and historical understanding through character-driven drama.	Builds on prior exploration of power, morality, and human motivation, extending analysis to historical and social contexts.	Leads into Long Way Down through themes of trauma, loss, and moral decision-making.	Analytical essay writing, contextual analysis, empathy, dramatic interpretation, and evaluation of character and theme.	Develops historical awareness of World War I and its human impact, linking to remembrance, sacrifice, and resilience.	Supports whole-school values of respect, empathy, and resilience. Links to history and PSHE through reflection on war and emotional wellbeing.
<u>Spring 1</u> Revenge						
Long Way Down by Jason Reynolds	To explore modern poetry and verse narrative through the lens of grief, revenge, and moral choice. Introduces a contemporary voice addressing universal human emotions.	Builds on previous study of human conflict and emotional response, using modern poetic form to deepen interpretation and empathy.	Leads into An Inspector Calls through ethical dilemmas, societal responsibility, and moral consequence.	Poetry analysis, inference, creative response, interpretation of structure and voice, and understanding of form and rhythm.	Expands understanding of modern urban contexts, family relationships, and the impact of violence on young people.	Connects with citizenship and wellbeing education, encouraging discussion about grief, cycles of violence, and moral responsibility.
<u>Spring 2</u> Revenge						
Long Way Down by Jason Reynolds	To explore modern poetry and verse narrative through the lens of grief, revenge, and moral choice. Introduces a contemporary voice addressing universal human emotions.	Builds on previous study of human conflict and emotional response, using modern poetic form to deepen interpretation and empathy.	Leads into An Inspector Calls through ethical dilemmas, societal responsibility, and moral consequence.	Poetry analysis, inference, creative response, interpretation of structure and voice, and understanding of form and rhythm.	Expands understanding of modern urban contexts, family relationships, and the impact of violence on young people.	Connects with citizenship and wellbeing education, encouraging discussion about grief, cycles of violence, and moral responsibility.

Summer 1 An Inspector Calls

Introduction to GCSE: An Inspector Calls by J. B. Priestley	To prepare students for GCSE study through exploration of social responsibility, class, and morality. Introduces the structure, context, and analytical approach needed for exam success.	Builds on moral and ethical themes explored in Long Way Down, linking to the impact of choices and collective responsibility.	Lays foundations for GCSE literature and language, including 19th- and 20th-century texts, unseen analysis, and persuasive writing.	Essay structure, contextual understanding, quotation analysis, exam technique, and critical interpretation.	Provides insight into post-war Britain and the rise of social consciousness. Enhances understanding of class, gender, and justice.	Reinforces school aims of social awareness, equality, and accountability. Develops independence, critical thinking, and exam readiness.
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<u>Summer 2</u> An Inspector Calls

Introduction to GCSE: An Inspector Calls by J. B. Priestley	To prepare students for GCSE study through exploration of social responsibility, class, and morality. Introduces the structure, context, and analytical approach needed for exam success.	Builds on moral and ethical themes explored in Long Way Down, linking to the impact of choices and collective responsibility.	Lays foundations for GCSE literature and language, including 19th- and 20th-century texts, unseen analysis, and persuasive writing.	Essay structure, contextual understanding, quotation analysis, exam technique, and critical interpretation.	Provides insight into post-war Britain and the rise of social consciousness. Enhances understanding of class, gender, and justice.	Reinforces school aims of social awareness, equality, and accountability. Develops independence, critical thinking, and exam readiness.
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Year 10: Voices, Power and Perspective

In Year 10, students explore how writers use language and literature to challenge inequality, reveal human nature, and inspire empathy, while developing the analytical and writing skills needed for GCSE success.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
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Autumn 1 A Christmas Carol and Language Paper 1

Literature – A Christmas Carol by Charles Dickens / Language – AQA Paper 1: Explorations in Creative Reading and Writing	To explore morality, compassion, and social responsibility through Dickens’ portrayal of Victorian society, while developing narrative and descriptive writing skills.	Builds on Year 9 study of social responsibility and morality in An Inspector Calls, reinforcing empathy and awareness of social inequality.	Prepares students for Macbeth by deepening understanding of moral transformation and human nature. Builds narrative skills for Paper 1 exam responses.	Analytical essay writing, contextual understanding, creative writing techniques, inference, and evaluation.	Deepens understanding of Victorian Britain, social reform, and the origins of modern compassion and charity.	Supports values of kindness, responsibility, and moral reflection. Reinforces literacy, creativity, and analytical precision across subjects.
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Autumn 2 A Christmas Carol and Language Paper 1

Literature – A Christmas Carol by Charles Dickens / Language – AQA Paper 1: Explorations in Creative Reading and Writing	To explore morality, compassion, and social responsibility through Dickens’ portrayal of Victorian society, while developing narrative and descriptive writing skills.	Builds on Year 9 study of social responsibility and morality in An Inspector Calls, reinforcing empathy and awareness of social inequality.	Prepares students for Macbeth by deepening understanding of moral transformation and human nature. Builds narrative skills for Paper 1 exam responses.	Analytical essay writing, contextual understanding, creative writing techniques, inference, and evaluation.	Deepens understanding of Victorian Britain, social reform, and the origins of modern compassion and charity.	Supports values of kindness, responsibility, and moral reflection. Reinforces literacy, creativity, and analytical precision across subjects.
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Spring 1 Macbeth and Language Paper 2

Literature – Macbeth by William Shakespeare / Language – AQA Paper 2: Writers’ Viewpoints and Perspectives	To examine ambition, power, and consequence while analysing Shakespearean language and structure. Paper 2 develops comparison, analysis, and persuasive writing skills.	Builds on themes of morality and social order in A Christmas Carol, extending analysis to human psychology and ambition.	Leads into Power and Conflict Poetry through exploration of human weakness, corruption, and moral choice. Strengthens critical writing for GCSE exams.	Comparative analysis, rhetoric, persuasive writing, contextual interpretation, and argument structure.	Enhances understanding of the Jacobean era, monarchy, and gender roles. Develops appreciation for Shakespeare’s enduring relevance.	Promotes oracy, ethical reflection, and historical literacy. Strengthens confidence in argument and evaluative thinking.
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Spring 2 Macbeth and Language Paper 2

Literature – Macbeth by William Shakespeare / Language – AQA Paper 2: Writers’ Viewpoints and Perspectives	To examine ambition, power, and consequence while analysing Shakespearean language and structure. Paper 2 develops comparison, analysis, and persuasive writing skills.	Builds on themes of morality and social order in A Christmas Carol, extending analysis to human psychology and ambition.	Leads into Power and Conflict Poetry through exploration of human weakness, corruption, and moral choice. Strengthens critical writing for GCSE exams.	Comparative analysis, rhetoric, persuasive writing, contextual interpretation, and argument structure.	Enhances understanding of the Jacobean era, monarchy, and gender roles. Develops appreciation for Shakespeare’s enduring relevance.	Promotes oracy, ethical reflection, and historical literacy. Strengthens confidence in argument and evaluative thinking.

Summer 1 Power and Conflict and Writing Skills

Literature – Power and Conflict Poetry Anthology / Language – Writing Skills and Examination Practice	To explore themes of conflict, identity, and power across diverse voices and contexts, while refining writing for purpose and audience.	Builds on analysis of power and morality in Macbeth and empathy developed through Long Way Down and Journey’s End.	Consolidates learning in preparation for GCSE exams, focusing on comparison, cohesion, and independent interpretation.	Comparative analysis, exam technique, poetry comparison, synthesis of ideas, and crafting effective written expression.	Broadens cultural understanding through global and historical perspectives on conflict, resilience, and human experience.	Reinforces empathy, communication, and resilience. Supports school priorities of reflection, tolerance, and personal growth through literature and expression.
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Summer 2 Power and Conflict and Writing Skills

Literature – Power and Conflict Poetry Anthology / Language – Writing Skills and Examination Practice	To explore themes of conflict, identity, and power across diverse voices and contexts, while refining writing for purpose and audience.	Builds on analysis of power and morality in Macbeth and empathy developed through Long Way Down and Journey’s End.	Consolidates learning in preparation for GCSE exams, focusing on comparison, cohesion, and independent interpretation.	Comparative analysis, exam technique, poetry comparison, synthesis of ideas, and crafting effective written expression.	Broadens cultural understanding through global and historical perspectives on conflict, resilience, and human experience.	Reinforces empathy, communication, and resilience. Supports school priorities of reflection, tolerance, and personal growth
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						through literature and expression.
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Year 11: Mastery and Meaning

In Year 11, students consolidate their understanding of key literary themes and language techniques, refining analytical and writing skills to demonstrate confidence, independence, and depth in their final GCSE examinations.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> Poetry and Language Paper 1 Revision						
Literature – Power and Conflict & Unseen Poetry / Language – Revision of AQA Paper 1: Explorations in Creative Reading and Writing	To consolidate understanding of how poets present conflict and identity while practising analysis of unseen poems. Language Paper 1 revision strengthens creative and analytical writing.	Builds on Year 10 exploration of power, identity, and morality, reinforcing comparative and evaluative skills.	Leads into thematic revision of Macbeth and A Christmas Carol, connecting poetic and prose representations of human struggle.	Comparative analysis, evaluation of language and structure, creative writing, and exam planning.	Deepens understanding of human experience through historical and modern poetry, enhancing empathy and critical perspective.	Reinforces creativity, resilience, and reflection. Encourages precision in written expression and interpretation.
<u>Autumn 2</u> Poetry and Language Paper 1 Revision						
Literature – Power and Conflict & Unseen Poetry / Language – Revision of AQA Paper 1: Explorations in Creative Reading and Writing	To consolidate understanding of how poets present conflict and identity while practising analysis of unseen poems. Language Paper 1 revision strengthens creative and analytical writing.	Builds on Year 10 exploration of power, identity, and morality, reinforcing comparative and evaluative skills.	Leads into thematic revision of Macbeth and A Christmas Carol, connecting poetic and prose representations of human struggle.	Comparative analysis, evaluation of language and structure, creative writing, and exam planning.	Deepens understanding of human experience through historical and modern poetry, enhancing empathy and critical perspective.	Reinforces creativity, resilience, and reflection. Encourages precision in written expression and interpretation.

Spring 1 Literature Paper 1 Revision and Language Paper 2 Revision						
Literature – Revision of Macbeth and A Christmas Carol (Themes) / Language – Revision of AQA Paper 2: Writers’ Viewpoints and Perspectives	To strengthen thematic understanding and contextual knowledge across key GCSE texts, linking moral messages to authorial intent.	Builds on poetic themes of power and morality, extending to prose and drama.	Prepares students for An Inspector Calls and final comparative revision of moral and social ideas.	Analytical essay structure, synthesis of ideas, comparison of texts, persuasive and transactional writing.	Reinforces knowledge of moral transformation, justice, and human consequence within historical contexts.	Supports oracy, ethical reflection, and social awareness. Links to PSHE and history through moral decision-making and justice.
Spring 2 Literature Paper 2 Revision and Language Paper 2 Revision						
Literature – Revision of An Inspector Calls, Power and Conflict Poetry & Unseen Poetry (Themes) / Language – Continued Revision of AQA Paper 2	To consolidate understanding of thematic and structural links across all GCSE texts while refining analytical and comparative writing.	Builds on thematic revision of Macbeth and A Christmas Carol, reinforcing moral and social interpretations.	Leads into focused revision on character and motivation to strengthen essay depth and cohesion.	Thematic synthesis, exam timing, comparative analysis, and interpretation of tone and perspective.	Builds a comprehensive view of social justice, power, and human empathy across eras.	Reinforces whole-school emphasis on equality, empathy, and critical thinking. Develops confident, well-supported arguments.
Summer 1 Final Revision						
Literature – Final Revision/ Language – Final AQA Language Revision and Exam Readiness	To consolidate all learning, ensuring confidence in theme, character, and context while mastering timing and structure for both literature and language exams.	Builds on detailed character and thematic revision, integrating all skills.	Leads directly into GCSE examinations, ensuring preparedness and independence.	Timed writing, synthesis, self-reflection, and evaluation of interpretations.	Reinforces understanding of how literature reflects society and humanity’s moral choices.	Embeds resilience, independence, and responsibility. Promotes excellence, reflection, and high aspirations for final exams.

Summer 2 Exams**Year 12:** Power and the Human Condition

In Year 12, students explore how writers across time question identity, morality, and power through poetry, drama, and Gothic fiction, developing critical insight, comparative analysis, and an appreciation of literary context and ideology.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Rossetti compared to A Doll's House and The Bloody Chamber						
Teacher 1 – OCR Collection of Rossetti Poetry compared to A Doll's House / Teacher 2 – The Bloody Chamber by Angela Carter	To explore the representation of gender, morality, and identity through poetry and drama, while developing comparative analysis skills. Carter's text complements this through its subversion of fairy tales and feminist critique.	Builds on GCSE study of morality, social responsibility, and character motivation in texts like An Inspector Calls and Macbeth, extending analysis to form, ideology, and context.	Prepares students for deeper exploration of power, corruption, and psychological complexity in Hamlet and Gothic fiction.	Comparative essay writing, interpretation of form and structure, close reading, feminist and contextual analysis, critical perspectives.	Expands understanding of Victorian and modernist gender roles, feminism, and the evolution of literary voice.	Promotes critical thinking, empathy, and awareness of gender and societal constructs. Links to PSHE and history through exploration of social reform and equality.
Autumn 2 Rossetti compared to A Doll's House and The Bloody Chamber						
Teacher 1 – OCR Collection of Rossetti Poetry compared to A Doll's House / Teacher 2 – The Bloody Chamber by Angela Carter	To explore the representation of gender, morality, and identity through poetry and drama, while developing comparative analysis skills. Carter's text complements this through its subversion of fairy tales and feminist critique.	Builds on GCSE study of morality, social responsibility, and character motivation in texts like An Inspector Calls and Macbeth, extending analysis to form, ideology, and context.	Prepares students for deeper exploration of power, corruption, and psychological complexity in Hamlet and Gothic fiction.	Comparative essay writing, interpretation of form and structure, close reading, feminist and contextual analysis, critical perspectives.	Expands understanding of Victorian and modernist gender roles, feminism, and the evolution of literary voice.	Promotes critical thinking, empathy, and awareness of gender and societal constructs. Links to PSHE and history through exploration of social reform and equality.

<u>Spring 1</u> Hamlet and Dracula						
Teacher 1 – Hamlet by William Shakespeare / Teacher 2 – Dracula by Bram Stoker	To analyse complex ideas of revenge, corruption, and human frailty, and to explore Gothic anxieties around power, science, and otherness.	Builds on thematic study of identity and morality in Rossetti, Ibsen, and Carter. Reinforces exploration of how form and context shape meaning.	Leads into continued study of Hamlet and Frankenstein, allowing for cross-textual comparison of Gothic, tragic, and moral conventions.	Close textual analysis, argument building, application of literary theory, intertextual comparison, and evaluation of critical interpretations.	Develops appreciation for Renaissance and Victorian worldviews, engaging with existential and Gothic ideas that underpin Western literature.	Encourages philosophical reflection, historical awareness, and moral debate. Reinforces resilience and intellectual curiosity.
<u>Spring 2</u> Hamlet and Dracula						
Teacher 1 – Hamlet by William Shakespeare / Teacher 2 – Dracula by Bram Stoker	To analyse complex ideas of revenge, corruption, and human frailty, and to explore Gothic anxieties around power, science, and otherness.	Builds on thematic study of identity and morality in Rossetti, Ibsen, and Carter. Reinforces exploration of how form and context shape meaning.	Leads into continued study of Hamlet and Frankenstein, allowing for cross-textual comparison of Gothic, tragic, and moral conventions.	Close textual analysis, argument building, application of literary theory, intertextual comparison, and evaluation of critical interpretations.	Develops appreciation for Renaissance and Victorian worldviews, engaging with existential and Gothic ideas that underpin Western literature.	Encourages philosophical reflection, historical awareness, and moral debate. Reinforces resilience and intellectual curiosity.
<u>Summer 1</u> Hamlet and Frankenstein						
Teacher 1 – Hamlet (continued study) / Teacher 2 – Frankenstein by Mary Shelley	To deepen understanding of tragedy and the human condition in Hamlet, while exploring creation, ambition, and consequence in Frankenstein.	Builds on study of Dracula and earlier moral conflicts, reinforcing Gothic and philosophical exploration of human limitation and control.	Prepares students for Year 13 comparative coursework and unseen analysis, developing synthesis across genres and time periods.	Synthesis of ideas, comparative evaluation, critical essay writing, examination technique, and sustained analytical focus.	Strengthens understanding of Romanticism, science, and morality in literature. Cultivates insight into timeless questions of identity, responsibility, and creation.	Links to science, philosophy, and ethics. Encourages reflection on innovation, consequence, and humanity's moral boundaries.

Summer 2 Hamlet and Frankenstein

Teacher 1 – Hamlet (continued study) / Teacher 2 – Frankenstein by Mary Shelley	To deepen understanding of tragedy and the human condition in Hamlet, while exploring creation, ambition, and consequence in Frankenstein.	Builds on study of Dracula and earlier moral conflicts, reinforcing Gothic and philosophical exploration of human limitation and control.	Prepares students for Year 13 comparative coursework and unseen analysis, developing synthesis across genres and time periods.	Synthesis of ideas, comparative evaluation, critical essay writing, examination technique, and sustained analytical focus.	Strengthens understanding of Romanticism, science, and morality in literature. Cultivates insight into timeless questions of identity, responsibility, and creation.	Links to science, philosophy, and ethics. Encourages reflection on innovation, consequence, and humanity's moral boundaries.
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<u>Year 13:</u> Refinement and Reflection

In Year 13, students consolidate their understanding of literature through contextual revision, critical interpretation, and comparative analysis, developing independence, sophistication, and confidence in preparation for A Level examinations and university study.

[illegible]

Teacher 1 – Revision and Contextual Development of Hamlet / Teacher 2 – Revision and Contextual Development of Dracula and Frankenstein	To deepen contextual and theoretical understanding of tragedy, Gothic conventions, and human psychology, refining comparative and evaluative skills for examination.	Builds on earlier exploration of tragedy, morality, and Gothic themes from Year 12, strengthening analytical and intertextual skills.	Leads to final essay practice and independent critical response work in preparation for A Level examinations.	Evaluation of critical interpretations, synthesis of contexts, comparative essay writing, and exploration of philosophical and Gothic motifs.	Expands cultural literacy through study of Renaissance thought, Romantic ideals, and Victorian fears of science and identity.	Encourages intellectual curiosity, resilience, and independent interpretation. Promotes interdisciplinary thinking across literature, philosophy, and history.
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Spring 2 Hamlet, Dracula and Frankenstein

Teacher 1 – Revision and Contextual Development of Hamlet / Teacher 2 – Revision and Contextual Development of Dracula and Frankenstein	To deepen contextual and theoretical understanding of tragedy, Gothic conventions, and human psychology, refining comparative and evaluative skills for examination.	Builds on earlier exploration of tragedy, morality, and Gothic themes from Year 12, strengthening analytical and intertextual skills.	Leads to final essay practice and independent critical response work in preparation for A Level examinations.	Evaluation of critical interpretations, synthesis of contexts, comparative essay writing, and exploration of philosophical and Gothic motifs.	Expands cultural literacy through study of Renaissance thought, Romantic ideals, and Victorian fears of science and identity.	Encourages intellectual curiosity, resilience, and independent interpretation. Promotes interdisciplinary thinking across literature, philosophy, and history.
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Summer 1 Essay writing practice

Essay Writing Practice	To consolidate knowledge of all set texts through focused essay practice, building precision, confidence, and independence in written argument for final examinations.	Builds on cumulative study of genre, context, and theory across Years 10–12, applying all analytical and evaluative skills.	Leads directly into A Level examinations and supports transition to university-level analytical writing.	Extended essay planning, timed writing, argument coherence, synthesis of critical perspectives, and reflective editing.	Strengthens appreciation for how literature shapes and reflects human experience and intellectual thought.	Reinforces school values of excellence, independence, and reflection. Prepares students for higher education and lifelong analytical learning.
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Summer 2 Exams

Appendix A: Whole-school Curriculum Vision

OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

- 1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)**
- 2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)**
- 3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)**
- 4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)**
- 5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)**
- 6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)**
- 7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)**
- 8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)**

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.