

English Curriculum Mapping

<u>Year</u>	<u>Introduction</u>	<u>Gateway 500/ Tier 3 Vocabulary</u>						
10	<p>At KS4, students build on prior learning through a spaced and interleaved curriculum, deepening knowledge and refining key skills in preparation for GCSE, Entry Level, and Functional Skills qualifications.</p> <p>Reading, writing, and oracy are embedded across all units, with a continued focus on vocabulary, grammar, and text structure, in line with the National Curriculum. Students engage with a broad range of texts and tasks that support both academic success and real-life communication. As an SEMH setting, we place high value on oracy, providing regular opportunities for students to develop confidence in speaking and listening. A colour-coded key distinguishes between English Language and Literature, with all learning aimed at equipping students for both exams and life beyond school. To ensure full coverage and reinforce learning, language revision, targeted tasks, and regular recall activities are woven into the literature units. This integrated approach supports retention, builds connections between skills, and prepares students thoroughly for assessment of all qualifications.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d8bfd8;">Literature</th> <th style="background-color: #ffcc99;">Language</th> <th style="background-color: #90ee90;">Knowledge Bombs</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>At KS4, students engage critically with a range of set texts from the AQA GCSE English Literature syllabus, including <i>Macbeth</i>, <i>A Christmas Carol</i>, <i>Lord of the Flies</i>, and the poetry cluster on <i>Power and Conflict</i>.</p> <p>In line with the National Curriculum, students develop skills in analysis, interpretation, and evaluation of language, form, and structure. They explore themes, characterisation, and context to deepen their understanding of each text. The curriculum supports students to express informed personal responses, develop close reading skills, and build confidence in written and verbal communication. Our SEMH approach emphasises accessibility and relevance, ensuring students are prepared for examination requirements and broader life skills.</p> </td> <td style="padding: 5px;"> <p>At KS4, students develop the reading and writing skills needed for GCSE, Entry Level, and Functional Skills qualifications. In line with the National Curriculum, they learn to read a wide range of texts with understanding, exploring language, structure, and purpose.</p> <p>Writing is taught alongside reading, with students learning to express ideas clearly, accurately, and appropriately for different audiences and purposes. They are supported to plan, draft, and edit their work, building confidence and control over tone, structure, and grammar.</p> <p>Across all pathways, the focus is on developing effective communication—both analytical and creative—while preparing students for real-world literacy demands beyond the classroom.</p> </td> <td style="padding: 5px;"> <p>The 'Knowledge Bomb' delivers powerful knowledge that enriches cultural capital and exposes students to big ideas, influential literature, and essential concepts across subjects. These 'Knowledge Bombs' help our curriculum tell the 'Story of English' from famous speeches to famous and influential texts. They're designed to enhance knowledge, stretch thinking, and give students access to the academic depth and cultural awareness. Through high-level content and cross-curricular links, it equips students to engage confidently with the world around them.</p> </td> </tr> </tbody> </table>	Literature	Language	Knowledge Bombs	<p>At KS4, students engage critically with a range of set texts from the AQA GCSE English Literature syllabus, including <i>Macbeth</i>, <i>A Christmas Carol</i>, <i>Lord of the Flies</i>, and the poetry cluster on <i>Power and Conflict</i>.</p> <p>In line with the National Curriculum, students develop skills in analysis, interpretation, and evaluation of language, form, and structure. They explore themes, characterisation, and context to deepen their understanding of each text. The curriculum supports students to express informed personal responses, develop close reading skills, and build confidence in written and verbal communication. 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Through high-level content and cross-curricular links, it equips students to engage confidently with the world around them.</p>	<p>Students revisit and build on key vocabulary from earlier years, with a focus on understanding and using language confidently across all pathways – GCSE, Entry Level, and Functional Skills. Vocabulary is taught in a clear, supportive way and applied in real-life and exam contexts, helping students communicate effectively and prepare for life beyond school.</p>
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<u>Our Topics</u>	<u>Key Knowledge</u>	<u>Key Skills</u>	
<p>Poetry 1st Visit Part 1 Literature Paper 2</p>	<p>Students will be introduced to the key messages and themes presented across the first half of the AQA Poetry Anthology. They will gain an initial understanding of the historical and cultural contexts surrounding the poems, helping to frame the poets' intentions and the significance of their work.</p>	<p>Students will develop skills in exploring and summarising thematic content and key ideas within poetry. They will practise contextual analysis by linking background information to the poems' meaning and begin to engage in discussion and personal response to deepen comprehension, touching on PEEZL style analysis.</p>	<p>3 Word Sentence</p> <p>Adjectives</p> <p>Alliteration</p> <p>Anaphora</p> <p>Author</p> <p>Camera Angles</p> <p>Characterisation</p> <p>Cliff-hanger</p> <p>Colon</p> <p>Context</p> <p>Contrast</p> <p>Conventions</p> <p>Diegetic</p> <p>Direct Address</p> <p>Diveable Image</p> <p>Ellipsis</p> <p>Emotive Language</p> <p>Evidence</p> <p>Exaggeration</p> <p>Expert Opinion</p> <p>Fact</p> <p>Foreboding</p> <p>Foreshadowing</p> <p>Genre</p>
<p>Lord of the Flies 1st Visit Literature Paper 2</p>	<p>Students will explore key characters, themes, and symbols in <i>Lord of the Flies</i>, including Jack's transformation within the context of Golding's intentions and WWII. They will learn about the five main characters and their leadership styles, understand the basic plot, and focus on important moments such as Simon's death to examine the theme of savagery. Four key symbols—fire, island, conch, and Simon—will also be introduced and analysed.</p>	<p>Students will develop skills in analysing images, clips, and text to understand character, theme, and symbolism. They will link characters to leadership styles and use evidence to support their ideas. Discussion and questioning will build confidence in articulating their understanding clearly.</p>	
<p>Poetry 1st Visit Part 2 Literature Paper 2</p>	<p>Students will be introduced to the key messages and themes presented across the second half of the AQA Poetry Anthology. They will gain an initial understanding of the historical and cultural contexts surrounding the poems, helping to frame the poets' intentions and the significance of their work.</p>	<p>Students will develop skills in exploring and summarising thematic content and key ideas within poetry. They will practise contextual analysis by linking background information to the poems' meaning and begin to engage in discussion and personal response to deepen comprehension, touching on PEEZL style analysis.</p>	
<p>Functional Skills (ARRESTED) Non-fiction textual analysis and application Language Paper 2 Functional Skills</p>	<p>Students consolidate prior learning by firmly recalling the ARRESTED techniques before introducing new concepts such as expert opinion and anecdote. The Battenberg of Power window is introduced as a tool to focus on four key areas: ambitious techniques, vocabulary, sentence styles, and punctuation, supporting structured and balanced responses.</p>	<p>Through modelling and scaffolded planning—from teacher-led (I), to guided (WE), to independent (YOU)—students develop confidence in planning and writing extended responses, with a clear focus on the Battenberg framework.</p>	

<p><u>Lord of the Flies</u> 2nd Visit Literature Paper 2</p>	<p>Students deepen their knowledge of how key symbols (fire, the conch, and the island itself) reflect the breakdown of civilisation and the theme of innate human savagery. Key events, including the deaths of Simon and Piggy, highlight the loss of innocence and reveal Golding's view of human nature. Biblical references, the idea of the "beast within," and contrasting leadership styles deepen students' understanding of character, theme, and authorial intent.</p>	<p>Students continue to build analytical skills by examining language devices such as metaphor, juxtaposition, and imagery. They develop close reading skills through focused analysis of key passages and deepen their ability to link character, theme, and symbolism. Discussion and written responses encourage personal interpretation, supported with evidence. Students also begin to explore the author's intent and the novel's moral and philosophical questions.</p>	<p>Gothic Hyperbole Imagery Imply Interpretation Juxtaposition Metaphor Motif Narrative Narrator Non-diegetic Sound Nouns Onomatopoeia Opinion Pace Paradox Pathetic Fallacy Personification Quotation Quote Repetition Rhetoric Rhetorical Question Rule of 3 Semantic Field Senses Short Sentence Simile</p>
<p><u>A Christmas Carol</u> 1st Visit Literature Paper 1</p>	<p>Students will be introduced to the context of Victorian England and Charles Dickens' purpose in writing <i>A Christmas Carol</i>. They will explore key themes such as poverty, social responsibility, and redemption, alongside an overview of the story's basic plot and main characters.</p>	<p>Students will develop skills in summarising plot and character information using visual and textual supports. They will practise identifying key themes and ideas, supported by guided discussion and annotation of selected extracts. Listening and comprehension skills will be developed through engaging with audio-visual materials where appropriate.</p>	
<p><u>Language</u> SEEMS REAL Language Paper 1 Functional Skills</p>	<p>Students will deepen their understanding of the SEEMS REAL techniques by exploring how each technique functions to enhance writing. They will study the purpose and effect of these devices and apply them to their own writing.</p>	<p>Students will practise applying SEEMS REAL techniques with increasing precision and creativity in their writing. They will refine their ability to select the most effective techniques for purpose and audience.</p>	
<p><u>Macbeth</u> 1st Visit Literature Paper 1</p>	<p>Students will develop a clear understanding of the basic plot of <i>Macbeth</i> through guided use of visual aids, including PowerPoint slides and animated retellings. They will be introduced to key themes such as ambition and power, with an initial discussion of the portrayal of misogyny within the play's context.</p>	<p>Students will practise summarising and sequencing plot events using visual prompts. They will develop listening and comprehension skills and critical thinking is encouraged through guided discussions about thematic elements like misogyny, ensuring sensitive support throughout.</p>	
<p><u>Knowledge Bomb – Churchill</u> Text in Time – Non-fiction Exploration of the historical</p>	<p>Students will explore the historical context of Churchill's speeches during WWII, understanding the role of leadership and rhetoric in times of crisis. They will learn how language was used to</p>	<p>Using the ARRESTED framework, students will develop skills in identifying and analysing rhetorical devices, ambitious techniques, and sentence structures. They will practise evaluating how these features influence</p>	

<p>context and persuasive language in Churchill's speech.</p>	<p>inspire resilience and unity, focusing on how persuasive techniques serve specific purposes for particular audiences.</p>	<p>the audience and contribute to the overall impact of non-fiction texts using PEEZL.</p>	<p>Soliloquy Statistics Suggestion Active Reading Stanza Suspense Symbolism Tension Thesaurus Writer Zooming Zoomorphism</p>
<p><u>Lord of the Flies</u> 3rd Visit Literature Paper 2</p>	<p>Students examine how language and symbolism reveal the novel's darker themes, including the loss of innocence and the destruction of civilisation. Key imagery such as "scar," "dark," and zoomorphic descriptions highlight mankind's impact on nature and inner savagery. Repetition and monosyllabic language reflect regression and conditioning, while the destruction of characters and symbolic items signal the complete breakdown of order.</p>	<p>Students further develop close language analysis, focusing on imagery, symbolism, repetition, and word choice. They practise linking language techniques to wider themes and authorial intent. Through discussion and written responses, students build their ability to interpret deeper meanings, explore abstract concepts, and express supported personal viewpoints through PEEZL.</p>	
<p><u>Macbeth</u> 2nd Visit Literature Paper 1</p>	<p>Students will explore Macbeth's growing violence and internal conflict, focusing on themes of loyalty, betrayal, and power. Key motifs like sleep and blood, and symbols such as the dagger and knocking, will be studied to understand guilt and psychological tension. Context of the Great Chain of Being and gender roles will also be introduced.</p>	<p>Students will practise analysing using PEEZL with a focus on language, imagery, and dramatic techniques to interpret character and theme. They will develop skills in linking context to the text and explaining Shakespeare's use of foreshadowing and internal conflict.</p>	
<p><u>A Christmas Carol</u> 2nd Visit Literature Paper 1</p>	<p>Students will deepen their understanding of key themes such as redemption, social injustice, and transformation. They will explore Dickens' use of symbolism and the role of the supernatural, focusing on key events that develop Scrooge's character.</p>	<p>Students will practise analysing language and structure to explain how Dickens conveys themes and character change. They will develop skills in close reading, using evidence to support interpretations, and linking context to the text. PEEZL will be applied to our analysis to frame our ideas and explore writer's authorial intent.</p>	
<p><u>Poetry</u> 2nd Visit Literature Paper 2</p>	<p>Students will consolidate their understanding of all poems in the anthology by focusing on five carefully selected quotations. These quotations are chosen to highlight key contextual elements and thematic concerns, deepening students' appreciation of the poets' intentions and the</p>	<p>Students will develop close reading skills by 'exploding' quotations—breaking down language, structure, and form. They will apply the PEEZL (Point, Evidence, Explanation, Zoom, Link) technique to analyse writer's intent systematically, strengthening their ability to construct detailed, evidence-based responses.</p>	

		social or historical background influencing the texts.		
	Media: Jaws Language Paper 1 Exploration and application of 'Pyramids of Power' through media stimuli	Students revisit and build on prior learning of SEEMSREAL techniques, incorporating additional elements such as motifs, rhetorical questions, and varied sentence starters. They deepen their understanding of how tension is deliberately constructed and escalated across paragraphs, culminating in a climax. The unit reinforces key concepts like ambitious sentence styles and varied paragraph structures, essential for GCSE Paper 1, Question 5.	Students develop their writing skills through modelling and pre-teaching of advanced sentence techniques, including rhetorical questions, varied sentence lengths, and the 'Pyramids of Power' approach. They practise embedding multiple examples per paragraph, using the 'Battenberg window' method to ensure variety and balance. This systematic approach supports students in crafting coherent responses that build tension and meet exam criteria.	
11	Language Show Don't Tell Language Paper 1 Functional Skills	Students will develop a thorough understanding of the 'Show Don't Tell' technique, learning how to use vivid sensory details, actions, and dialogue to convey emotions, settings, and character traits indirectly. They will explore how this approach creates more immersive and engaging writing by allowing readers to experience the story rather than being simply told.	Students will practise crafting descriptive and dynamic writing that 'shows' rather than 'tells'. They will refine their ability to select specific details, use precise vocabulary, and incorporate varied sentence structures to evoke mood and develop character.	
	Knowledge Bomb – 1984 Text in Time / Dystopian Fiction and Historical Context Exploration of the dystopian society in <i>1984</i> , within its historical and political context.	Students will build on their understanding of dystopian writing by identifying how violence and fear are conveyed in the extract. They will recall key features of dystopian societies, such as surveillance, oppression, and control, and how these create a threatening atmosphere.	Students will practise annotating the text to highlight words and phrases that evoke violence and fear. They will apply the SEEMS REAL writing techniques to analyse how Orwell creates mood and tension. This reinforces their ability to connect language choices to purpose and effect.	
	Poetry Live Mock Literature Paper 2	Students revisit the key themes, contexts, and poetic techniques across the AQA <i>Power and Conflict</i> cluster, deepening their understanding of how poets present ideas such as power, war, identity, and human resilience. They consolidate comparisons between poems and refine their knowledge of key quotations and poet intentions, ensuring readiness for unseen and comparative poetry tasks.	Students practise responding to exam-style poetry questions using PEEZL through live mocks, focusing on planning, comparison, and analytical writing. They are guided in selecting appropriate poems, identifying relevant evidence, and structuring a coherent argument. Through modelling, discussion, and feedback at each stage of the task, students strengthen their confidence, timing, and ability to interpret and compare poems independently.	

	<p>Language Jack the Ripper Exploration in texts about Jack the Ripper. Language Paper 1 Language Paper 2</p>	<p>Students will understand how writers use language and structural features to create effects such as suspense, mood, and characterisation. They will focus on techniques relevant to Language Papers, including imagery, tone, contrast, and viewpoint.</p>	<p>Students will practise identifying and analysing language and structural techniques, selecting precise evidence, and explaining how these shape meaning and influence the reader.</p>
	<p>Language Metaphorical Writing Language Paper 1 Functional Skills</p>	<p>Students will deepen their understanding of metaphor as a powerful literary device that conveys complex ideas and emotions through figurative language. They will explore different types of metaphors, including extended and mixed metaphors, and how metaphors enrich meaning and create vivid imagery.</p>	<p>Students will practise crafting metaphors to enhance their writing, experimenting with originality and clarity. They will refine their ability to integrate metaphors into varied contexts, using them to evoke emotion and add layers of meaning</p>
	<p>Lord of the Flies Live Mock Literature Paper 2</p>	<p>Students consolidate their understanding of <i>Lord of the Flies</i> by revisiting key themes, symbols, and characters through the lens of Golding's message about human nature. They select and apply relevant textual evidence to explore ideas such as the loss of innocence, the capacity for savagery, and the fragility of civilisation. This final stage reinforces core interpretations and prepares students for exam-style responses.</p>	<p>Students develop exam skills through structured planning, evidence selection, and analytical writing using PEEZL. They practise constructing clear arguments supported by four key pieces of evidence. Through live modelling, discussion, and feedback before, during, and after writing, students build confidence, accuracy, and independence in responding to extended questions.</p>
	<p>Knowledge Bomb – A Handmaid's Tale Text in Time / Dystopian Fiction and Feminist Context Examining how language and context influence meaning</p>	<p>Students will understand the defining features of a dystopian society as presented in <i>The Handmaid's Tale</i>. They will identify elements such as oppressive control, loss of individual freedom, and societal restrictions reflected in the extract. Contextual understanding of dystopian themes will help frame their reading.</p>	<p>Students will practise close reading by highlighting language, imagery, and descriptions that reveal dystopian characteristics. They will develop skills in identifying textual evidence and explaining how it contributes to the portrayal of the dystopian setting, enhancing their ability to analyse purpose and effect.</p>
	<p>Speaking & Listening Freedom Writers GCSE & Functional Skills Spoken Language Components</p>	<p>Students will explore the key themes and messages from <i>Freedom Writers</i>, understanding how personal stories and social issues can be</p>	<p>Students will practise planning and writing persuasive speeches using stimuli linked to <i>Freedom Writers</i>. They will develop skills in crafting strong openings, using</p>

		communicated powerfully. They will learn about the structure and features of persuasive speeches and how to engage an audience effectively.	rhetorical devices (such as rhetorical questions, repetition, and emotive language), and structuring arguments logically. Additionally, they will be given tools to build confidence in delivering speeches with clarity, tone, and appropriate body language.
	<u>A Christmas Carol</u> Live Mock Literature Paper 1	Students consolidate their understanding of <i>A Christmas Carol</i> , focusing on key themes such as redemption, social responsibility, and inequality. They revisit key events, characters, and contextual links—particularly Victorian attitudes to poverty and morality—and reinforce key quotations to support detailed analysis in response to exam-style questions.	Students develop exam skills through structured planning, evidence selection, and analytical writing using PEEZL. They practise constructing clear arguments supported by four key pieces of evidence. Through live modelling, discussion, and feedback before, during, and after writing, students build confidence, accuracy, and independence in responding to extended questions.
	<u>Language</u> Metaphorical Writing – Part 2 Language Paper 1 Functional Skills	Students will further explore the effects of metaphor in different texts, examining how metaphor shapes tone, mood, and theme.	Students will further practise creating sophisticated and layered metaphors in their own writing and will work on varying metaphor types to suit different purposes and audiences.
	<u>Language</u> Planning Practice Language Paper 1 & 2	Students will understand the different demands of the reading and writing sections of the GCSE Language papers. For reading, they will focus on analysing texts critically, identifying language, structure, and form techniques, and understanding how these create meaning and effect. For writing, students will learn how to plan responses that address purpose, audience, and form with clarity and coherence.	Students will practise annotation and evidence selection to support analysis in reading tasks. They will develop skills in structuring written responses, including planning introductions, developing paragraphs with relevant quotations or examples, and crafting purposeful conclusions. For writing tasks, students will apply planning strategies to organise ideas, use varied sentence structures, and incorporate persuasive or descriptive techniques suited to the task.
	<u>Macbeth</u> Live Mock Literature Paper 1	Students consolidate their understanding of <i>Macbeth</i> , focusing on key themes such as ambition, power, guilt, and fate. They revisit major characters, key scenes, and Shakespearean context, including ideas about kingship and the supernatural. Students reinforce key quotations and dramatic techniques to support close analysis in exam-style responses.	Students develop exam skills through structured planning, evidence selection, and analytical writing using PEEZL. They practise constructing clear arguments supported by four key pieces of evidence. Through live modelling, discussion, and feedback before, during, and after writing, students build confidence, accuracy, and independence in responding to extended questions.

