

English Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	English Language Teacher 1					
	Regional Variety and Social Groups	Regional Variety and Social Groups	NEA	Global English	NEA	
Year 12	Students explore language in its wider social, geographical and temporal contexts. Students study social attitudes to, and debates about, language diversity and change from a wide range of texts and studies.	Students explore language in its wider social, geographical and temporal contexts. Students study social attitudes to, and debates about, language diversity and change from a wide range of texts and studies	Students explore and analyse language data independently and develop and reflect upon their own writing expertise. Students to carry out two different kinds of individual research: A language investigation and a piece of original writing and commentary	How language varies because of geographical and temporal contexts: why language varies and changes, understanding different views and explanations and attitudes.	Students explore and analyse language data independently and develop and reflect upon their own writing expertise. Students to carry out two different kinds of individual research: A language investigation and a piece of original writing and commentary	

English Language Teacher 2

	Language Levels	Meanings and Representations	Occupation & Gender	Trial Revision	NEA
	Language levels studied and practiced before starting to look at methods of language analysis to explore concepts of audience, purpose, genre, mode and representation.	This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation.	How language varies because of personal and social contexts: why language varies and changes, understanding different views and explanations and attitudes. How language is used to enact relationships. How language varies because of personal and social contexts: why language varies and changes, understanding different views and explanations and attitudes. How language is used to enact relationships.	Work to revise the units taught in prep for Trial 2 assessment – exam question prep and revision lessons	Students explore and analyse language data independently and develop and reflect upon their own writing expertise. Students to carry out two different kinds of individual research: A language investigation and a piece of original writing and commentary



We provide a supportive and challenging environment to ensure our students achieve academic excellence.



We have the highest expectations for academic excellence and personal development and work hard to achieve them.



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	English Language Teacher 1					
	Language Change		NEA Final Completion	Revision		
	Explore language diversity and change over time. How language varies because of personal, social, and temporal contexts. Why language varies and changes, developing critical knowledge and understanding of different views and explanations, attitudes to language variation and change.		Complete final NEA pieces – share marks and submit. Begin revision process towards trial 2 and exams	Work to revise the units taught in prep for exams – exam question focusses and prep and revision lessons on all topics		
	English Language Teacher 2					
	Child Language Acquisition			Revision		
	Introducing students to the study of children’s language development, exploring how children learn language and how they are able to understand and express themselves through language. Includes both learning to speak unit and learning to write. Begin revision process towards trial 2 and exams			Work to revise the units taught in prep for exams. – exam question focus and prep and revision lessons on all topics		



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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	English Literature Teacher 1					
	Othello	Othello	Exam Prep	NEA	Blake	Exam prep, Blake and NEA
Year 12	Explore the concept of tragedy and develop an understanding of the elements of tragedy in Othello. Develop a good working knowledge of the first three acts of the play. Develop a detailed knowledge of the assessment objectives. Develop the ability to write an extract based essay in line with AQA's expectations. Learn words relating to Tragedy: hamartia, catharsis, hubris, anagnorisis, peripeteia, irony, pathos, in media res and how to use them when answering questions.	Begin to explore the play using a thematic approach. Explore contextual approaches in more detail. Develop a good working knowledge of the last two acts of the play. Develop the ability to write a Part B essay response to the play. Know how to write in line with the 'to what extent' element (AO5) of the specification. Begin to explore wider reading and critical theory and how it has changed over time. Reading around authorial intent and reader response. Learn how to prepare presentations on a specific scene or character.	Complete the reading of the play. Work on revision techniques Work on exam techniques with work on past papers. Mark their own work using the assessment objectives to understand where marks are awarded. Timed essays to practise writing under timed conditions.	To understand the coursework component of the course. To study the critical anthology provided by AQA and learn to apply this to literary texts. To explore possible approaches and choose a prose text for their coursework. To read and annotate their chosen text.	Introduction to poetry. Gain a sophisticated knowledge of poetic techniques. Develop a clear understanding of the elements of 'social and political protest' in Blake's poetry. Understand the concepts of 'The Enlightenment' and 'Romanticism'. Develop a good working knowledge of how to do both the single and connecting questions.	Further exam practice. Continue to develop a knowledge of Blake's poetry. Begin to use the language of the social and political protest lens in their writing. Group presentations on chosen poems. Submit first draft of prose NEA

English Literature Teacher 2

	English Literature Teacher 2					
	Death of a Salesman	Death of a Salesman	Exam Prep and Tess of the d'Urbervilles	Tess of the d'Urbervilles	A Doll's House	A Doll's House And exam prep
	Develop a clear understanding of the concept of tragedy and elements of modern / domestic tragedy in DOAS. Clear understanding of plot, structure, character, theme development. Clear understanding of authorial and social context. Good working knowledge of how to approach the essay question – single text response at first Detailed knowledge of the assessment objectives Ability to write an essay in line with AQA's expectations	Complete the reading of the play. Develop a more detailed understanding of how to write in line with the 'to what extent' element (AO5) of the specification. Begin to explore wider reading and critical theory and how it has changed over time. Reading around authorial intent and reader response. Learn how to prepare presentations on a specific scene, character or theme.	Work on revision techniques Work on exam techniques with work on past papers. Mark their own work using the assessment objectives to understand where marks are awarded. Timed essays to practise writing under timed conditions. Clear understanding of the concept of tragedy in Hardy's novel. Develop understanding of plot, structure, character, theme development in a prose text. Clear understanding of authorial and social Victorian context. Good working knowledge of how to do both the essay question – single text response at first then linking with other paper 1 text. (DOAS)	Complete the reading of the novel. Explore critical theory relating to Tess. Begin to connect Tess and Death of a Salesman through the lens of tragedy in preparation for the summer exams. Prepare presentations of a theme in groups. Research and wider reading are expected, particularly looking at critical theory, Hardy's nonfiction writing on the text and how its reception has changed over time. Reading around authorial intent, key 1890s context and reader response.	Develop an understanding of the social and political protest elements that are covered within the play – gender / education / class / marriage Develop a good understanding of plot, structure, character, theme development. Clear understanding of authorial and social context. Good working knowledge of how to do both the essay question – single text response and possible linking essay – pupils make choice in the exam.	Further exam practice. Complete the reading of the play. Begin to develop connecting skills in relation to Blake in preparation for the examinations. Group presentations of themes of gender/education/class/marriage.



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	English Literature Teacher 1					
	Blake – NEA poetry	Unseen	Unseen and revision	Revision of Othello	Revision	
Year 13	Complete the study of Blake's poems. Focus on exam technique, particularly on ensuring Assessment Objectives are interwoven into central debate. Focus on essay introductions. Introduce complex critical essay on 'fourfold vision' in Blake. Introduce the poetry element of the NEA. Students to choose their poet and submit a first draft after half term.	Clear understanding of the concept of Social and Political Protest in unseen extracts. Good working knowledge of how to do the extract question (whether it be prose, poetry, drama or literary non-fiction) Detailed knowledge of assessment objectives in relation to this question. Ability to write an essay in line with AQA's expectations Know how to write in line with the 'to what extent' element (AO5) of the specification even when the question does not explicitly state this. Students to work in groups and then individually in preparation for this component of the exam.	Begin comprehensive revision programme which includes group question planning and individual timed essays. Continue to hone skills on unseen texts. All NEAs to be completed and submitted.	Return to Othello and comprehensive revision programme of group essay planning and individual timed essays. Continue to work on unseen texts.	Systematic revision of Othello, Blake and Unseen. Regular timed essays	

English Literature Teacher 2

Kite Runner

Study of the social and political protest elements that are covered with the novel – gender / education / class / marriage / religion / racism / political authority and governance.
Clear understanding of plot, structure, character, theme development.
Clear understanding of authorial and social context.
Good working knowledge of how to do the single text response.
Detailed knowledge of the assessment objectives
Ability to write an essay in line with AQA's expectations
Know how to write in line with the 'to what extent' element (AO5) of the specification

Kite Runner

Complete the study of the novel.
Begin to work on connecting questions with both A Doll's House and Blake in preparation for the exam.
Group presentations on one of the elements of social and political protest within the specification.

Connecting Tragedy

Focus on the Part C connecting question.
Exam practice on connecting with Death of a Salesman using past papers.

Connecting Protest

Focus on the Part C connecting question.
Exam practice on connecting with either Blake or A Doll's House using past papers.

Revision

Systematic revision of all texts taught through group question preparation and individual timed essays.



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	English Language & Literature Teacher 1					
	NEA / Trial 1 Prep	Streetcar revision	Gatsby Revision	Carousel Revision	Carousel Revision	
Year 13	Complete final draft of NEA. The essay should: Explore how language choices shape meaning in both texts Consider context, audience, purpose, and genre Include linguistic and literary analysis (e.g., narrative voice, figurative language, grammar, discourse) Revise in and out of class for Trial 1.	Students will revise how Williams uses language and dramatic techniques to shape meaning in A Streetcar Named Desire, focusing on characterisation, dialogue, stage directions, and themes such as desire, power, identity, and mental health. Analysis will include linguistic features (e.g., deixis, modality, turn-taking) and literary elements (e.g., symbolism, structure, genre conventions), with attention to contextual influences like post-war America and Southern Gothic traditions.	Students will revise how to creatively reimagine a moment or perspective from The Great Gatsby in a different genre, form, or voice, demonstrating understanding of the original text's themes, characters, and style. In the accompanying commentary, they will analyse and evaluate their language choices, linking them to the linguistic and literary features of the original text and explaining how their re-cast reflects or transforms Fitzgerald's narrative techniques and context.	Students will revise all set texts in preparation for final exams. Students will focus on improving exam technique and confidence.	Students will revise all set texts in preparation for final exams. Students will focus on improving exam technique and confidence.	

English Language & Literature Teacher 2

Paris Anthology / Mock Prep

Students will study a diverse range of spoken, written, and multimodal texts about Paris, exploring how different voices, perspectives, and genres represent the city. They will analyse how language and literary techniques shape meaning, considering audience, purpose, mode, and context. Key skills include applying linguistic frameworks, comparing texts, and evaluating how Paris is constructed through language and discourse.

Revise in and out of class for Trial 1

Paris Anthology/Handmaids revision

Finish studying all Paris texts.

Students will revise how Atwood uses language, structure, and narrative voice to construct meaning in *The Handmaid's Tale*, focusing on themes such as power, gender, identity, and control. They will analyse the novel through both literary and linguistic lenses, examining features like narrative perspective, lexical choices, grammar, and discourse structure, while also considering the social, political, and historical contexts that shape the dystopian world of Gilead.

Poetry revision

Students will revise a selection of Robert Browning's dramatic monologues, focusing on how voice, character, and perspective are constructed through language and poetic form. They will analyse Browning's use of lexis, syntax, imagery, and structure, exploring how these elements reveal themes such as power, obsession, love, and control. Contextual understanding of the Victorian era and Browning's literary influences will support interpretations, alongside comparisons with other texts in the course.

Carousel Revision

Students will revise all set texts in preparation for final exams.

Students will focus on improving exam technique and confidence.

Carousel Revision

Students will revise all set texts in preparation for final exams.

Students will focus on improving exam technique and confidence.

