

Curriculum Map: Year 7 to Year 11 2025-2026

Key Stage 3

Year Seven

Half term 6
Literary Heritage: Poetry
Reading analysis: How does the poet present the Tom Cat?
Reading for pleasure: chosen by the class teacher.

Half term 5
Literary Heritage: Poetry
Writing: Write a speech persuading people to take action against animal cruelty.
Reading for pleasure: chosen by the class teacher.

Half term 4
Literary Heritage: A Midsummer Night's Dream
Reading analysis: Explore how relationships are impacted by the love potion.
Reading for pleasure: chosen by the class teacher.

Half term 3
Literary Heritage: A Midsummer Night's Dream
Writing: Write a description of an enchanted forest.
Reading for pleasure: chosen by the class teacher.

Half term 2
Literary Heritage: Oliver Twist
Reading analysis: How does Dickens present the character of Bill Sikes?
Reading for pleasure: chosen by the class teacher.

Half term 1
Literary Heritage: Oliver Twist
Writing: Write an article explaining the life of a Victorian child in the workhouse.
Reading for pleasure: chosen by the class teacher.

Assessment week

Assessment week



Year Eight

Half term 1
Literary Heritage: Sherlock Holmes
Writing: Write a newspaper article on Jack the Ripper.
Reading for pleasure: chosen by the class teacher.

Half term 2
Literary Heritage: Sherlock Holmes
Reading analysis: How does Conan Doyle present the character of Sherlock Holmes?
Reading for pleasure: chosen by the class teacher.

Half term 3
Literary Heritage: The Tempest
Writing: Write the opening to a story that starts with a storm.
Reading for pleasure: chosen by the class teacher.

Half term 4
Literary Heritage: The Tempest
Reading analysis: How is Caliban presented in this extract and in the rest of the play?
Reading for pleasure: chosen by the class teacher.

Half term 5
Literary Heritage: Animal Farm
Writing: Write a speech to persuade an employer to give you your dream job.
Reading for pleasure: chosen by the class teacher.

Half term 6
Literary Heritage: Animal Farm
Reading analysis: How and why does the farm fail in 'Animal Farm'?
Reading for pleasure: chosen by the class teacher.

Assessment week

Assessment week



Year Nine

Half term 6
Literary Heritage: Poetry
Reading analysis: Compare how the poets present parent and child relationships in 'Mother Any Distance' and one other poem.
Reading for pleasure: chosen by the class teacher.

Half term 5
Literary Heritage: Poetry
Writing: Bring in a photograph of a loved one and write a description.
Reading for pleasure: chosen by the class teacher.

Half term 4
Literary Heritage: Small Island
Reading analysis: Which main character changes the most by the end of 'Small Island'?
Reading for pleasure: chosen by the class teacher.

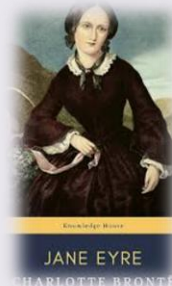
Half term 3
Literary Heritage: Small Island
Writing: Write a speech to challenge racism.
Reading for pleasure: chosen by the class teacher.

Half term 2
Literary Heritage: Jane Eyre
Reading analysis: Explore the way Bronte presents Jane's childhood experiences.
Reading for pleasure: chosen by the class teacher.

Half term 1
Literary Heritage: Jane Eyre
Writing: Write a newspaper article about the Victorian poor from the perspective of a rich man.
Reading for pleasure: chosen by the class teacher.

Assessment week

Assessment week



Year Ten

Key Stage 4 – GCSE

Half term 1
Literature: A Christmas Carol
Language: Language Paper 2 Section B

Half term 2
Literature: A Christmas Carol
Language: Language Paper 2 Section B

Half term 3
Literature: An Inspector Calls
Language: Language Paper 2 Section A

Half term 4
Literature: An Inspector Calls
Language: Language Paper 2 Section A

Half term 5
Literature: Power and Conflict
Poetry
Language: Language Paper 1

Half term 6
Literature: Power and Conflict
Poetry
Language: Language Paper 1

Assessment week

Assessment week



Year Eleven

Half term 6
Interleaved planning for Literature and Language GCSEs.

Half term 5
Interleaved planning for Literature and Language GCSEs.

Half term 4
Interleaved planning for Literature and Language GCSEs.

Half term 3
Interleaved planning for Literature and Language GCSEs.

Half term 2
Literature: Macbeth
Language: Language Paper 2

Half term 1
Literature: Macbeth
Language: Language Paper 2

Mock exams

Mock exams

Further Education/Employment

Curriculum 2025 – 2026

Rationale

English is a core subject because it develops the essential skills of reading, writing, speaking and listening that underpin all learning and communication. Through studying English, students learn to understand and interpret a wide range of texts, from classic literature to modern media, helping them to think critically and see the world from different perspectives.

Intent

Our curriculum is designed to enable students to become confident, literate readers and critical, accurate writers. This is our focus as we want all students to leave school with greater levels of social, emotional and economic wellbeing. Each unit of work deals with a range of social and cultural factors which form a core part of student discussion, broadening their understanding of the world and their place within it. By allowing students to become critical and accurate writers, we can send them out into the world as effective communicators both in the work place and in their personal lives. This in turn allows students to explore how to express themselves creatively in written and spoken form.

Implementation

The English faculty follow a five year spiral curriculum providing students with a breadth and depth of English study which is rooted in literary heritage. Each academic year in Key Stage 3, students study a 19th Century novel, a play (including two Shakespeare plays over the Key Stage) and a modern text or poetry anthology. This allows students to gain confidence in English literature whilst practicing a range of language skills which increase in difficulty and complexity over the course of their study. Underpinning this, is a wide range of reading for pleasure activities both in and outside the classroom, to engender a love of reading and expose students to a diverse range of texts. Alongside reading, students' writing is developed using a mastery approach to model accuracy and inspire creativity in all forms of writing – writing lessons take the form of grammatical activities and longer writing tasks to develop students ability to write at length. At KS4, students follow the AQA course in English Language and English Literature which builds explicitly on the knowledge and skills taught at KS3.

Impact

- To inspire successful learners who are independent and enjoy reading so that they making outstanding progress and achieve their potential.
- To expose students to a rich diet of Literary heritage texts and modern readers so that cultural capital increases over time.
- To explore the contexts of classic prose, poetry and plays so that knowledge is mastered across key stages.
- To focus on the mastery of key writing and literacy skills so that students are competent in the foundations of written English.
- To expose students to regular tier 2 vocabulary so that they widen their vocabulary.
- To encourage confident and expressive individuals who understand how English teaches us about human behaviour and society.
- To inspire and empower pupils to take next steps in English and life beyond The Westleigh School.