



The GTS English Curriculum

Our intent

“be audacious. I would encourage teachers to be brave and creative, to use your subject expertise to design curriculums that will set pupils’ minds alight”. English teachers can inspire pupils and at the same time ensure that they are successful in exams. You can have your cake and eat it – you just need to use the right recipes.”

Sarah Hubbard HMI and National Lead for English

- To ensure all pupils leave us as literate individuals, with a confidence in oracy, reading and writing.
- To inspire a genuine love of literature, encouraging pupils to appreciate the profound effects it can have on our thoughts and the way we experience the modern world.
- To use literature as a vehicle for all pupils to explore their own lives, values, politics and morals within their communities and wider worlds, both real and imagined.
- To develop pupils’ knowledge of: key authors and texts across time and cultures; the disciplinary and contextual knowledge needed for the study of literature; how to construct and justify their own interpretations of texts.
- To celebrate the many rich and diverse forms of culture, heritage, backgrounds and language expressed in fiction, non-fiction, media and performance texts – our mission is to expose pupils to the ‘best of what has been thought and said’ within our field of study, alongside much wider examples of all forms of human creativity and achievement.

Our curriculum is deliberately crafted around ‘curriculum readiness’ – aiming from Year 7 to prepare pupils for later texts that they will study, writers they will encounter and skills they will develop. We hope to help knowledge ‘manifest itself indirectly but dynamically in future learning’ as pupils progress throughout KS3 English and move on to KS4 English Language and Literature programmes of study.

Curriculum Map

	Y7	Y8	Y9	Y10	Y11
Autumn Term	Baseline writing assessment – letter of introduction Study of the play version of Frankenstein	Study of Romeo and Juliet Conflict in the media: Articles	Study of WW1 poetry Creative writing on the theme of dystopia	An Inspector Calls and essay skills Study of A Christmas Carol and revision of Victorian context	Study of Macbeth Paper 1 Preparation
Spring Term	Intro to Shakespearean England and studying a range of Shakespeare's most famous persuasive speeches and writing own speech	Animal Farm Non-fiction study - based on the suffragettes	Study of the witches in Macbeth and intro to Jacobean beliefs about witchcraft	Non-fiction Study Power and Conflict Poetry Set 1 - War	Mock exams: Paper 1 Literature and Paper 1 Language Power and Conflict Poetry Set 3 – Society and Identity
Summer Term	Poetry from other cultures Travel Writing	Study of the play Noughts and Crosses Creative writing based on prejudice and overcoming challenges	Non-fiction study – child labour GCSE bridging unit: The Power of Nature	Year 10 exams – Literature Paper 2 and Language Paper 2 S&L endorsement Power and Conflict Poetry Set 2 - Nature	Revision of all all texts and skills

Core Content Year 7

The Introducing Stage...

How can I make a strong first impression through my writing?

Baseline writing assessment and quality DIRT

- Read teacher's letter of introduction.
- Plan, draft and write an independent letter of response in the first pages of their books.
- Letter marked by teacher and pupils introduced to M&F protocols/literacy codes.
- Pupils undertake quality DIRT on their letter.

KAP: letter of introduction

Frankenstein

Who is the real monster of the story?

Study of the play Frankenstein

- Read, enjoy and respond to the play Frankenstein.
- Introduce and embed AO1 skills: identify and interpret explicit and implicit info.
- Support ideas with textual reference and quotes.
- Introduce and embed the AO2/AO4 skills needed to analyse language and evaluate texts
- Introduce evaluative skills responding to 'to what extent do you agree' questions, based on the moral/ethical issues in the play.
- Introduce key skills for creative writing especially vocab, similes/metaphors and range of punctuation

KAP Reading Debate: To what extent is Victor Frankenstein the real monster of the story?

KAP Writing: Gothic Writing

Shakespeare's Stunning Speeches

Why is Shakespeare considered one of the greatest writers of all time?

Study a range of Shakespeare's persuasive speeches

Write own persuasive speeches

Discover the facts and fun of Shakespeare – roughly two weeks of context and general knowledge about Shakespeare and The Globe.

- Read and enjoy some of Shakespeare's famous persuasive speeches from a range of plays.
- Analyse the persuasive devices employed in the speeches, teaching first two fully (Henry V and Macbeth) to use as the KAT. Use other speeches with lighter touch to reinforce persuasive techniques and lead in to writing phase).
- Introduce writing to argue and persuade skills in writing own speeches on a modern topic (choice provided).
- Develop ability to apply principles of planning, drafting, proof reading and editing

Writing KAP: Write a motivational team speech after reading Henry V speech

Reading KAP: Explain how language is used to present Lady Macbeth as a persuasive woman.

We All Came Here From Somewhere

What is the importance of cultural identity?

Study of poetry from a range of cultures

- Explore what cultural identity is and the values we and others place on it.
- Read and analyse a range of poems which explore a diverse range of cultures.
- Analyse how cultural identity is portrayed in the poems.

- Write an analytical essay exploring the experiences of a speaker within 'Island Man'.

Reading KAP: 'How does the writer explore identity in 'Checking Out Me History'?'

Travel Writing

How is culture presented in the wider world?

- Explore how a diverse range of cultures are presented in the media
- Read and analyse a range of multimedia texts with a focus on exploring countries and their culture.
- Analyse how meaning is created in different forms of travel writing
- Write an original piece of travel writing inspired by personal or learned experiences

Writing KAP: creative writing task based on a culture and country of their choice

Core Content Year 8

A Plague On Both Your Houses!

To what extent is Romeo and Juliet a play about Conflict?

Study of conflict in play

- Introduce the whole plot of the play Romeo and Juliet – 2 lessons.
- Explore the conventions of a tragedy and types of conflict.
- Read a range of extracts from the original.
- Analyse the different types of conflict throughout the play.
- Analyse the purpose of conflict in the play
- Explore the historical events that influence Shakespeare's inclusion of conflict in the play

KAP reading: How does Shakespeare present conflict throughout the play?

Animal Farm

What are the consequences of misusing power?

Study of the novella

- Read and engage with a whole text. Pupils will read the entirety of Animal Farm and demonstrate reading comprehension.
- Pupils will analyse key areas of the novella in detail
- Pupils will learn and apply knowledge of the Russian Revolution (AO3 context)
- Intro contextual knowledge needed to understand key concepts such as socialism, communism, totalitarianism etc. in preparation for An Inspector Calls and Power and Conflict poetry
- Development of pupils' understanding of power and conflict within Literature. Though this they will be exposed to key terminology that will support their study of the GCSE set texts e.g. allegory.

Reading KAP: Evaluation – Who is most to blame for what went wrong on the farm?

Deeds Not Words

How powerful is the language of protest?

Non-Fiction Study

- Read and engage with a range of non-fiction texts based on women's suffrage

- Intro the skills needed to read successfully, and which underpin the learning for Eng Lang Paper 2: understanding non-fiction texts, summarising and synthesising, analysing language, comparing writers' perspectives.
- Intro contextual knowledge needed to understand gender roles and women's rights when they tackle An Inspector Calls.

Writing KAP: write a letter to an MP about an issue they have a strong opinion on

Noughts and Crosses

Can love overcome all obstacles?

Study of a play

- Read and enjoy the play Noughts and Crosses
- Understand the links between the play and the social/historical context of civil rights and racism
- developing the skills students need for answering literature style character development questions.
- focus on include inference and deduction
- identifying, explaining and analysing writers' methods
- making meaningful contextual connections.

Reading KAP: Essay on Sephy's character change

Writing KAP: write a description based on the picture of Ruby Bridges or write a story based on overcoming an obstacle.

Core Content Year 9

Lest we forget...

Is it right and honourable to die for your country?

to read and enjoy a range of war poetry and 1 week non-fiction study

- Read and respond to a variety of 19th/20th Century war poems
- Approach all the poems as unseen texts to start with and begin by celebrating independent responses from pupils
- Intro and maintain a comparative approach between poems
- Analyse language, form and structure using appropriate terminology – embed use of SLICE/SPLICE
- (Read/study two war themed non-fiction texts and introduce exam skills for Eng. Lang AOs 1-4 (paper 2 style unit Qu. 1-4))

KAP: All do part a and some do part b

- a) Choose **one** poem you have studied during this unit.

How does the poet convey their attitude to war in your chosen poem?

- b) Choose **one other** poem you have studied. **Compare** this poem to the one you chose in part a.
What are the **similarities and differences** in the ways this poet presents their attitude to war?

Dystopian Creative Responses

What is dystopian fiction?

to enable pupils to find a voice as a creative writer and build up a toolkit to introduce the reading skills needed for Lang Paper 1

- Enrich pupils' writing through reading extracts from dystopian novels
- Develop ability to apply principles of planning, drafting, proof reading and editing
- Genre/feature conventions of writing to describe/narrate
- Use of language, structure and literary devices for effect
- Text and sentence structures
- Creating character/creating atmosphere
- Describing people and places
- Introduce Language Paper 1 style writing task. Pupils have one lesson to plan and one lesson to produce the piece of writing. Following this assessment and DIRT, pupils then create an accomplished final version for homework (for display and/or publishing).

KAP: Language paper 1 style descriptive or narrative writing using the conventions of dystopian fiction.

Fair is Foul and Foul is Fair

How are Shakespeare's Witches Represented over Time?

to read/watch and enjoy a Shakespeare text and moving image

- Understand and enjoy the plot of the whole play
- Read/analyse some key extracts from the play
- Analyse the presentation of the witches in key scenes
- Read some non-fiction texts about witches to complement

- Analyse the presentation of the witches in film versions

KAP: compare the presentation of the witches in Shakespeare's Macbeth with their presentation in Moffat's BBC adaptation.

Children At Work

What if it was me?

Non-Fiction Study

3 weeks

- Read and study a range of 19th, 20th and 21st century non-fiction texts based on the theme of child labour
- Analyse the language, form and structure of the texts using appropriate terminology.
- Focus on two texts and practice comparative skills for Lang Paper 2 Q2 and 4

3 weeks

- Pupils study the conventions/features of writing to argue.
- Develop ability to apply principles of planning, drafting, proof reading and editing
- Pupils produce a non-fiction text linked to the theme of child labour.

Reading and Writing KAP in style of GCSE English Language Paper 2

The Power of Nature

How do writers present the awesome power of nature on poetry and prose?

Fiction and Poetry Study

- Read and study a range of unseen fiction extracts on the power of nature.
- Read and study the cluster of anthology poems on the power of nature:
- To explore how writers use language and structure to achieve effects.
- To evaluate a text.
- To recap and develop creative writing skills introduced in term 1.

Reading KAP: short response to Storm on The Island

Writing KAP: Creative Writing task based on an image

Core Content Year 10

An Inspector Calls

To what extent are we "all responsible for each other"?

Entire study of the play focusing on:

- Understanding of and engagement with the plot
- Characters
- Themes
- Social and historical context
- Analysis of language and dramatic device
- Essay skills
- Planning skills

KAP: Unseen essay**A Christmas Carol**

Bah! Humbug! Can people change for the better?

Read and study the novella A Christmas Carol with a focus on:

- Understanding plot and structure
- The presentation of characters
- The themes of the play
- The social/historical context of the text

KAP: Unseen essay extract to whole text**Non-Fiction Study: Writers' Viewpoints and Perspectives**

How do writers present their voice and opinion?

3 weeks

- Read and study a range of 19th, 20th and 21st century non-fiction texts, apply learning using the AQA Specimen paper son homework
- Analyse the language, form and structure of the texts using appropriate terminology.
- Focus on two texts and practice comparative skills for Lang Paper 2 Q2 and 4

2 weeks

- Pupils study the conventions/features of writing to argue.
- Develop ability to apply principles of planning, drafting, proof reading and editing
- Pupils produce a non-fiction text linked to the theme of child labour.

KAP: Unseen Paper 2**Power and Conflict Poetry Set 1: War**

How do poets present war and conflict through poetry in different eras?

- Read and study Exposure, Bayonet Charge, The Charge of The Light Brigade, Poppies, Kamikaze, Remains, War Photographer
- Analyse key aspects of structure, language and imagery.
- Make comparisons between poems.

Year 10 Mock Exams**Speaking and Listening Endorsement**

How can I engage an audience with a convincing and powerful speech?

Speech writing and presenting

Prepare pupils for their spoken presentations focusing on: speech writing, rhetorical devices, Standard English, presenting a speech, responding to questions and feedback.

KAP: Spoken Language Assessment**Power and Conflict Poetry 2: Power of Nature**

How do poets present the awesome power of nature?

- Read and study Storm on The Island, Ozymandias, The Prelude.
- Analyse key aspects of structure, language and imagery.
- Make comparisons between poems

Core Content Year 11

Lit: Macbeth

To what extent is Macbeth a tragic hero?

to read and enjoy a Shakespeare text

- Spend one/two lessons revising what they know of the plot and characters in Macbeth – then straight into close textual study.
- Pupils study the presentation of characters and themes in the play.
- Pupils revise/understand the social/historical context of the play and how that impacts our understanding.

KAP: a response to a character/theme in a key extract then whole text – Lady Macbeth in Act 5

Language: Creative Reading and Writing

How do writers bring stories to life?

- Read and enjoy a range of unseen fiction extracts from teachit anthology
- Walk through supported paper using A Sound of Thunder
- Analyse how writers use language and structure to create effects in the extracts
- Explore evaluation questions: 'how far do you agree that...?'
- Revise creative writing skills and circular structure

Warm up practise papers: Sound of Thunder, November 2018 & The Silk Factory, June 2020, Mr Fisher Paper

KAP – Unseen Language Paper 1 Hartops

MOCK EXAMS

English Language Paper 1

English Literature Paper 1 on Macbeth and A Christmas Carol

Power and Conflict Poetry Set 3: Society and Identity

How do poets present ideas about power in society and the importance of cultural identity?

- Read and enjoy Checking Out Me History, The Emigre, Tissue, My Last Duchess, London
- Analyse key aspects of structure, language and imagery



Groupings Rationale

Year	Pathway	Rationale
Year 7	Pupils are taught in mixed ability classes for English. A whole school decision is made prior to the cohort starting as to whether there is a need for a separate class for the lowest ability learners. In English, this class would then be taught a heavily trimmed down and scaffolded version of the	Mixed ability in Years 7 and 8 allows us to get a true sense of the pupils' ability in secondary English skills. It enables all pupils to have no 'ceiling' put on their progress or any assumed barriers to their learning. All pupils are exposed to the rich discussion and insights which arise from having a mix of abilities in the room. The smaller class enables the teacher to go at a slower pace and to scaffold the learning more heavily for these pupils. PP pupils also benefit from mixed ability teaching where there is no 'cap' on progress and a broad mix of skills and backgrounds.
Year 8	Pupils stay in mixed ability classes. The low ability Year 7 class is disbanded amongst set classes which have extra TA provision.	Mixed ability in Years 7 and 8 allows us to get a true sense of the pupils' ability in secondary English skills. It enables all pupils to have no 'ceiling' or 'cap' put on their progress and aspirations, or any assumed barriers to their learning. All pupils are exposed to the rich discussion and insights which arise from having a mix of abilities in the room. PP pupils also benefit from mixed ability teaching where there is no 'cap' on progress and a broad mix of skills and backgrounds.
Year 9	Pupils are broadly setted in Year 9, with two 'top sets' created, one in each band. The other two classes in each band remain 'mixed'.	The creation of top sets gives us the opportunity to focus on really stretching those at the top end in readiness for GCSE. By mixing the middle and low ability in the other groups, the quality of discussion and engagement and pupil aspirations remain high and leads to less behaviour issues.

		PP pupils also benefit from mixed ability teaching where there is no 'cap' on progress and a broad mix of skills and backgrounds.
Year 10 and 11	Pupils are broadly setted in Year 10, with two top sets created, one in each band and the groups below One class in Year 10 is a smaller class of low ability learners, whose pathway is decided based upon the profile of the learners. This year, 2026-27, we have one class who are studying GCSE English using the 2.0 specification by Pearson which caters more specifically for lower end pupils. These pupils may also be entered for Entry Level Functional Skills.	We strongly believe that the vast majority of pupils are able to access both GCSE Lang and Lit. The two top sets allows us to teach specifically to the grades 7 - 9 to push the high attainers. By mixing the middle and low ability in the other groups, the quality of discussion and engagement and pupil aspirations remain high and leads to less behaviour issues. It enables all pupils to have no 'ceiling' or 'cap' put on their progress and aspirations, or any assumed barriers to their learning. All pupils are exposed to the rich discussion and insights which arise from having a mix of abilities in the room. The small group of the lowest attainers allows for a more supported approach and the choice of either FS or GCSE to best suit the profile of the individual cohorts.