# CIM - Curriculum Intent Map English Literature

## Exam board - GCSE: AQA  Exam board - A'Level: AQA

| | Knowledge | Skills | Understanding | Wider world |
|---|---|---|---|---|
| **Year 13** | Plot, characters, themes, structure, language, contexts, critical responses, theoretic approaches to set texts:<br>- The Wipers Times<br>- Rebecca<br>- NEA<br>- Unseen Literary extracts | - Comprehension of complex texts and ideas<br>- Developing and evaluating a range of inferences<br>- Perceptive analysis of language<br>- Perceptive analysis of structure<br>- Perceptive analysis of poetic form<br>- Exploration of themes and links across texts<br>- Exploration of context<br>- Use of complex subject terminology | - perceptive and confident engagement with debates surround the texts<br>- perceptive exploration of connections across literary texts arising out of historicist study<br>- perceptive understanding of the significance of relevant contexts<br>- perceptive understanding of authorial methods<br>- assured engagement with how meanings are shaped by the methods used<br>- assured use of literary critical concepts and terminology | Discussion of:<br>- Critical interpretations<br>- Critical theories e.g. Marxist, Feminist, Post-Colonial<br>- Intertextuality<br>- Gender and equality<br>- Power<br>- Identity<br>- Love and relationships<br><br>Cross-curricular:<br>- History (WW1, Elizabethan England)<br>- Psychology/sociology (marxism, feminism) |
| **Year 12** | Plot, characters, themes, structure, language, contexts, critical responses, theoretic approaches to set texts:<br>- Regeneration<br>- Othello<br>- Unseen Literary extract<br>- Wilfred Owen Poetry<br>- Love Poetry | | | |
| **Year 11** | Plot, characters, themes, structure, language, quotations for set texts:<br>- A Christmas Carol<br>- Power Poetry<br>- Unseen Poetry<br>Context:<br>- Dickens<br>- Victorian England, workhouses, New Poor Law, Malthus<br>- Romanticism<br>- French revolution<br>- Colonisation<br>- Emigration | - Comprehension of complex texts and ideas<br>- Developing wide range of inferences<br>- Analysis of language<br>- Analysis of structure<br>- Analysis of poetic form<br>- Exploration of effects of methods on the reader<br>- Exploration of themes<br>- Exploration of context<br>- Use of subject terminology | - Applying knowledge of poetic form, structure and language to unseen poetry<br>- Applying knowledge of context to understand choices made by a writer<br>- How to draw together knowledge of plot, character, themes, context and methods into a critical argument<br>- Judicious use of textual evidence to support arguments | **Discussion of:**<br>- Social responsibility<br>- Treatment of the poor<br>- Importance of charity<br>- Importance of identity<br>- Morality of colonisation<br>- Experience of emigrants<br>- Responsibilities of people in power<br>- Role of man vs nature<br><br>Poetry Live<br>Stage Productions of Set Texts when available<br><br>Cross-curricular:<br>- History (Victorian England, workhouses, French revolution) |
| **Year 10** | Plot, characters, themes, structure, language, quotations for set texts:<br>- An Inspector Calls<br>- Macbeth<br>- Conflict Poetry<br>Context:<br>- J B Priestley<br>- Socialism and capitalism, England from 1912-1946 | | | **Discussion of:**<br>- Social responsibility<br>- Class system<br>- Socialism vs capitalism<br>- Women's rights<br>- Suicide<br>- Abuse of power<br>- Ambition<br>- Effects of guilt |

**Extra curricular activities**  **Careers links**  **Curriculum links**

# CIM - Curriculum Intent Map English Literature

## Exam board - GCSE: AQA  Exam board - A'Level: AQA

| | | | | |
|---|---|---|---|---|
| | - Shakespeare<br>- James I, gunpowder plot, witchcraft, gender roles in Jacobean England<br>- Charge of Light Brigade, WW1, Kamikaze pilots, PTSD | | | - Morality of war, propaganda and suicide missions<br><br>Stage Productions of Set Texts when available<br><br>Cross-curricular:<br>- History (socialism, capitalism, James I, WW1) |
| **Year 9** | Plot, character, themes and context of set texts:<br>Jekyll and Hyde<br>Representations<br>Other culture poems<br>Dystopia and Narrative writing<br>Literary allusions and mythology<br>Journey's End WW1<br>Introduction to Macbeth | Comprehension of more difficult texts<br>Develop range of inferences<br>Examination of language<br>Examination of structure<br>Examination of poetic form<br>Examination of the effects of methods on the reader<br>Examination of themes<br>Examination of context<br>Use of subject terminology | Applying knowledge of context to understand choices made by a writer<br>How to draw together knowledge of plot, character, themes, context and methods into a detailed response<br>Apt use of textual evidence to support interpretations | **Discussion of:**<br>Mental illness<br>Differing personalities<br>Exploring other cultures<br>Experiences different genres<br>WW1 soldiers treatment and experiences<br>**Love of Literature:**<br>Texts chosen to engage<br><br>**Trip:**<br>Shakespeare trip to Stratford<br><br>Cross-curricular:<br>History (racism in America, communism, James I) |
| **Year 8** | Plot, character and themes of set texts:<br>Animal Farm<br>Representations of political beliefs<br>Other Cultures Prose<br>Carol Ann Duffy Poetry and persuasive writing<br>Romeo & Juliet | Comprehension and inference<br>Explanation of language<br>Explanation of structure<br>Explanation of effects of methods on the reader<br>Explanation of themes<br>Use of subject terminology | How to draw together knowledge of plot, character, themes and methods into a clear explanation of the text<br>Effective use of textual evidence to support explanation | **Discussion of:**<br>Morality, crime and punishment<br>Political opinions<br>Exploring cultural differences<br>Effects of privilege and disadvantage<br>**Love of Literature:**<br>Fortnightly LRC lesson<br>Reading for pleasure<br><br>**Trip:**<br>Southwell Workhouse to develop contextual knowledge<br><br>Cross-curricular:<br>RE (racism, prejudice)<br>History (Victorian England, workhouses) |
| **Year 7** | Plot and character of set texts:<br>Private Peaceful<br>Biography and non-fiction writing<br>Ghost stories and narrative writing<br>Biblical allusions<br>The Tempest<br>Myths & Legends | Comprehension and inference<br>Identify methods<br>Explanation of effects of methods on the reader<br>Use of subject terminology | How to select details of plot, character and methods into an explanation of the text<br>References used to support a range of relevant comments | **Discussion of:**<br>WW1 and soldiers experiences<br>Morality of war / corporal punishment<br>**Love of Literature:**<br>Fortnightly LRC lesson<br>Reading for pleasure<br>Theatre trip – The Lion, The Witch and the Wardrobe<br><br>Cross-curricular: |

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|---|---|---|---|---|
| | | | | • RE (origin stories)<br>• History (WW1) |

**At The Elizabethan Academy we offer a curriculum that:**

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

**Careers:**

The English curriculum helps students build important skills like reading, writing, speaking clearly, and thinking critically. These are not only essential for school but also for many careers—like those in media, law, teaching, and publishing. Strong communication skills are a major focus, helping students express their ideas with clarity and confidence. They also learn how to listen actively and respond thoughtfully—skills that are valuable in any personal or professional setting. Students read and discuss texts that reflect real-world issues and situations they may face in the workplace. Along the way, they develop flexible skills—like communication, creativity, and analysis—that are useful in a wide range of jobs and everyday life.

**Extra curricular activities**  **Careers links**  **Curriculum links**

# CIM - Curriculum Intent Map English Literature

## Exam board - GCSE: AQA  Exam board - A'Level: AQA

| Year 10 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|
| **Knowledge, Skills and Understanding**  | Macbeth<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader | Macbeth<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader | An Inspector Calls<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader | An Inspector Calls<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader | Power and Conflict poetry<br>- Plot<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Comparison of poems | Power and Conflict poetry and Unseen Poetry<br>- Plot<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Comparison of poems |
|  | Students will have quotations recalled in class to test their knowledge<br><br>They will have a full Macbeth exam style question based on character of theme (30 marks) | Students will have quotations recalled in class to test their knowledge<br><br>They will have a full Macbeth exam style question based on character of theme (30 marks) | Students will have quotations recalled in class to test their knowledge<br><br>They will have a full An Inspector Calls exam style question based on character of theme (30 marks) | Students will have quotations recalled in class to test their knowledge<br><br>They will have a full An Inspector Calls exam style question based on character of theme (30 marks) | Students will have quotations recalled in class to test their knowledge<br><br>They will have a full Poetry walkthrough style question to prepare fir their mock exams based on Power and Conflict | Students will have a mock exams in this period which will look at Macbeth, An Inspector Calls, Poetry and Unseen Poetry.<br><br>These will be completed in the Hall in the style of GCSE exams |
| <br>**Embed your knowledge** | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision |

**Extra curricular activities**  **Careers links**  **Curriculum links**

# CIM - Curriculum Intent Map English Literature

## Exam board - GCSE: AQA  Exam board - A'Level: AQA

| | | | | | | |
|---|---|---|---|---|---|---|
| Extend your learning  | Theatre visit to see Macbeth<br>Watch a film version of Macbeth<br>Read non-fiction around life at the time<br>Recreate key scenes – e.g. Banquet | Theatre visit to see Macbeth<br>Watch a film version of Macbeth<br>Read non-fiction around life at the time<br>Recreate key scenes – e.g. Banquet | Theatre visit to see An Inspector Calls<br>Watch a film version of An Inspector Calls<br>Read non-fiction around life at the time | Theatre visit to see An Inspector Calls<br>Watch a film version of An Inspector Calls<br>Read non-fiction around life at the time | Visit Imperial War museum<br>Read non-fiction about the different wars<br>Read news reports about the conflicts | Visit Imperial War museum<br>Read non-fiction about the different wars<br>Read news reports about the conflicts |

| Year 11 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|
| **Knowledge, Skills and Understanding**  | A Christmas Carol<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader | A Christmas Carol<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader | Power and Conflict poetry and Unseen Poetry<br>- Plot<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>Comparison of poems | Power and Conflict poetry and Unseen Poetry<br>- Plot<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Comparison of poems | Revision of all set texts<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader | |
|   | Students will have quotations recalled in class to test their knowledge<br><br>They will have a full A Christmas Carol exam style question based on character of theme (30 marks) | Students will have quotations recalled in class to test their knowledge<br><br>They will have a full A Christmas Carol exam style question based on character of theme (30 marks) | Students will have a mock exams in this period which will look at Macbeth, An Inspector Calls, Poetry and Unseen Poetry.<br><br>These will be completed in the Hall in the style of GCSE exams | Students will have a mock exams in this period which will look at Macbeth, An Inspector Calls, Poetry and Unseen Poetry.<br><br>Unseen Poetry assessments both questions | Students will have quotations recalled in class to test their knowledge | |
|  **Embed your knowledge** | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision | |

**Extra curricular activities**  **Careers links**  **Curriculum links**

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## Exam board - GCSE: AQA  Exam board - A'Level: AQA

| | | | | | | |
|---|---|---|---|---|---|---|
| Extend your learning  | Theatre visit to see A Christmas Carol<br>Watch a film version of A Christmas Carol<br>Read non-fiction around life at the time<br>Research Poor Law and Thomas Malthus<br>Visit Southwell Workhouse | Theatre visit to see A Christmas Carol<br>Watch a film version of A Christmas Carol<br>Read non-fiction around life at the time<br>Research Poor Law and Thomas Malthus<br>Visit Southwell Workhouse | Visit Imperial War museum<br>Read non-fiction about the different wars<br>Read news reports about the conflicts | Visit Imperial War museum<br>Read non-fiction about the different wars<br>Read news reports about the conflicts | | |

| Year 12 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|
| **Knowledge, Skills and Understanding**  | Love Poetry and Othello<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Critics | Rebecca and Othello<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Critics | Rebecca and Othello<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Critics | Unseen Poetry and Rebecca<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Comparison skills | NEA and Carol Ann Duffy Poetry<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Comparison skills | NEA and Carol Ann Duffy Poetry<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>Comparison skills |
|   | Baseline assessment unseen poetry | Othello<br><br>Students will have quotations recalled in class to test their knowledge<br><br>Students will have University style reading which will be discussed weekly as part of recall<br><br>They will have a full exam style question based on character of theme (25 marks) | Rebecca and Poetry<br><br>Students will have quotations recalled in class to test their knowledge<br><br>Students will have University style reading which will be discussed weekly as part of recall<br><br>They will have a full exam style question based on character of theme (25 marks) | Unseen Poetry<br><br>Students will have quotations recalled in class to test their knowledge<br><br>Students will have University style reading which will be discussed weekly as part of recall<br><br>They will have a full exam style question based on character of theme (25 marks) | Mock exam – Full Paper 1<br><br>Full Paper 1 covering Othello, Rebecca and Love Poetry, Unseen Love Poetry<br><br>This will be a full AQA Past Paper | NEA component<br><br>Completed NEA 2,500 comparison of Pre and Post 1900 texts (can be novel, play or poetry cluster)<br><br>This is assessed out of 50 marks |

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## Exam board - GCSE: AQA  Exam board - A'Level: AQA

| | | | | | | |
|---|---|---|---|---|---|---|
|  **Embed your knowledge** | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets |
| Extend your learning  | Visit to the Globe Theatre<br>Watch a version of Othello<br>Read non-fiction around life at the time<br>Read around Romantic poets<br>Read around Metaphysical poets | Visit to the Globe Theatre<br>Watch a version of Othello<br>Watch a version of Rebecca<br>Read non-fiction around life at the time<br>Read around Romantic poets<br>Read around Metaphysical poets | Visit to the Globe Theatre<br>Watch a version of Othello<br>Watch a version of Rebecca<br>Read non-fiction around life at the time<br>Read around Romantic poets<br>Read around Metaphysical poets<br>Host a Manderley dinner party | Watch a version of Rebecca<br>Read non-fiction around life at the time<br>Read around Romantic poets<br>Read around Metaphysical poets<br>Visit Stately homes<br>Research Gothic era | Research Carol Ann Duffy<br>Explore the different waves of feminism<br>Research NEA comparisons<br>- Race<br>- Sexuality<br>- Gender<br>- Mental health<br>- Crime | Research Carol Ann Duffy<br>Explore the different waves of feminism<br>Research NEA comparisons<br>- Race<br>- Sexuality<br>- Gender<br>- Mental health<br>- Crime |

| Year 13 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|
| **Knowledge, Skills and Understanding**  | The Color Purple and A Streetcar Named Desire<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Critics | The Color Purple and A Streetcar Named Desire<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Critics | The Color Purple and Unseen Literary extracts<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>- Critics | Revision of all set texts Rebecca, A Streetcar Named Desire, The Color Purple and Othello<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists | Revision of unseen Poetry and Unseen Literary extracts<br>- Plot<br>- Characters<br>- Themes<br>- Structure<br>- Language analysis<br>- Quotations<br>- Writer's purpose<br>- Effect on reader<br>- Theorists<br>Critics | |

**Extra curricular activities**  **Careers links**  **Curriculum links**

# CIM - Curriculum Intent Map English Literature

## Exam board - GCSE: AQA  Exam board - A'Level: AQA

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|---|---|---|---|---|---|---|
| | | | | - Critics | | |
|  | Unseen Prose<br><br>Students will have quotations recalled in class to test their knowledge<br><br>Students will have University style reading which will be discussed weekly as part of recall<br><br>They will have a full exam style question based on character of theme (25 marks) | Mock exam<br>Paper 1 and 2<br><br>Full Paper 1 covering Othello, Rebecca and Love Poetry, Unseen Love Poetry<br><br>Full Paper 2 covering A Streetcar Named Desire, The Color Purple and poetry, Unseen Literary extract<br><br>This will be a full AQA Past Paper | A streetcar and The Color Purple<br><br>Students will have quotations recalled in class to test their knowledge<br><br>Students will have University style reading which will be discussed weekly as part of recall<br><br>They will have a full exam style question based on character of theme (25 marks) | Mock exam<br>Paper 1 and 2<br><br>Full Paper 1 covering Othello, Rebecca and Love Poetry, Unseen Love Poetry<br><br>Full Paper 2 covering A Streetcar Named Desire, The Color Purple and poetry, Unseen Literary extract<br><br>This will be a full AQA Past Paper | Students will have quotations recalled in class to test their knowledge | |
| <br>**Embed your knowledge** | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | Create theme maps<br>Learn key quotations<br>Flash cards<br>Weekly homework to support revision<br>Chapter sheets | |
| Extend your learning<br> | Research Jim Crow laws, segregation, and the Great Migration.<br>Research Alice Walker<br>Watch film adaptations of The Color Purple<br>Explore postcolonialism<br>Visit a theatre to watch a version of A Streetcar Named Desire<br>Investigate immigration and class tension | Research Jim Crow laws, segregation, and the Great Migration.<br>Research Alice Walker<br>Watch film adaptations of The Color Purple<br>Explore postcolonialism<br>Visit a theatre to watch a version of A Streetcar Named Desire<br>Investigate immigration and class tension | Research Jim Crow laws, segregation, and the Great Migration.<br>Research Alice Walker<br>Watch film adaptations of The Color Purple<br>Explore postcolonialism | Research theorists linked to set texts<br>- Feminism<br>- Post colonialism<br>- Psychoanalysis<br>- Marxism<br>- Imperialism | Research theorists linked to set texts<br>- Feminism<br>- Post colonialism<br>- Psychoanalysis<br>- Marxism<br>- Imperialism | |

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