

Holmer Green Senior School

# English

2025-26



# Curriculum Intent

Work Hard, Be Kind, Have Passion

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We aim to engender a love of learning, inspired by a range of writers through whom students learn about themselves, others and the importance of empathising with one another. We aim to support our students to become confident, well informed, thoughtful, resilient and self-motivated people, who are able to make connections across the English curriculum, and the wider school curriculum.

We wish to encourage students to become life-long readers, equipped with the skills to read for meaning, critically respond to the use of language, form and structure, and respond to the ideas and issues raised in a text. Simultaneously, we aim to ensure all students are effective, accurate writers who are able to write for different audiences and purposes, crafting their work for effect. Students are also supported in becoming effective verbal communicators, understanding how to discuss and present their ideas with others.

We want students to enjoy English and have the opportunity to be creative. By developing a range of new skills at Key Stage 3 we hope they will feel prepared for the rigour of the GCSE course and potential further study of Literature and Language.

A decorative graphic at the bottom of the page consists of several overlapping, wavy, curved bands in shades of blue and gold, creating a modern, flowing design.

# HGSS Curriculum Map

## Year 7 English



Exam Board: N/A		Careers: writer, copywriter, journalist, teacher, analyst.			Co-Curricular: Pantomime trip.		Sequencing: Year 8- Gothic fiction, writing for a range of audiences and purposes.	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Growing Up: <i>Peter Pan</i> - writing for an audience and purpose.	Growing Up: <i>Peter Pan</i> - reading for meaning	The Green Initiative: A partnered project where students pitch green and sustainable initiatives to improve life of students at HGSS.. t.	Analysing structure and language in a text.  Writing an informal letter.	The Green Initiative: A partnered project where students pitch green and sustainable initiatives to improve life of students at HGSS..	Crime & Mystery: Detective Fiction - imaginative writing.	Crime & Mystery: Detective Fiction- reading for meaning.	Analysing structure and language.  Imaginative writing, using features of Detective Fiction.
<b>Skills:</b>	Writing for audience and purpose. Using sentence structure for impact. Using a range of effective vocabulary.  Exploring the theme of growing up.	Inference and deduction. Selecting evidence from a text. Exploring the use of language and structure  Exploring the theme of growing up..	Oracy focused.  Creating and delivering a presentation to the class.  Developing speaking and listening skills.		Oracy focused.  Creating and delivering a presentation to the class.  Developing speaking and listening skills.	Inference and deduction. Selecting evidence from a text. Exploring the use of language and structure.	Writing for audience and purpose. Using sentence structure for impact.  Using a range of effective vocabulary.	

# HGSS Curriculum Map

## Year 8 English



Exam Board: N/A		Careers: writer, copywriter, journalist, teacher, analyst.			Co-Curricular: Theatre performance		Sequencing: Year 9- Analysing plays ahead of undertaking GCSE texts	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	The Human Experience - reading a selection of Diverse Shorts	The Human Experience - reading a selection of Diverse Shorts	Power & Prophecy – <i>Macbeth</i>  analysing a text.	Analysing structure and language in a text.  Writing an article.	Power & Prophecy – <i>Macbeth</i> 21st Century learning project- staging the play.	Conflict – A selection of Poetry, Fiction & Non-Fiction  Imaginative Writing	Conflict – A selection of Poetry, Fiction & Non-Fiction  Analysing a text.	Analysing structure and language in a text.  Imaginative Writing, using features of the Gothic and Detective Fiction.
<b>Skills:</b>	Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.	Inference and deduction within poetry. Exploring the differences between prose and poetry.  Highlight poetry as an art of expression and celebration of diversity.	Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.		Creating a version of a Shakespeare play.  Presenting their staging to the class.  Developing speaking and listening.	Writing for audience and purpose. Using sentence structure for impact. Using a range of effective vocabulary.	Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.	

# HGSS Curriculum Map

## Year 9 English



Exam Board: N/A		Careers: writer, copywriter, journalist, teacher, analyst.			Co-Curricular: Theatre and Ypres Battlefields tour.		Sequencing:	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Horror - Gothic Short Stories  Imaginative Writing	Horror - Gothic Short Stories  Analysing a text	Survival - Non-Fiction Extracts  Evaluating a text	Evaluating a text.  Imaginative writing, using features of Gothic Fiction.	Survival - Non-Fiction Extracts  Research project	<i>An Inspector Calls</i>  Analysing a text	<i>An Inspector Calls</i>  Analysing a text	English Language Paper 1 Qu 8 or 9.
<b>Skills:</b>	Writing for audience and purpose.  Using sentence structure and paragraph structure for impact.  Using a range of effective vocabulary and literary devices.	Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.  Evaluating texts using SITE.	Evaluating texts using SITE. Selecting evidence from texts. Exploring the use of setting, ideas, themes and events, as well as language, structure and form.		Researching a historical event related to the 'Survival' topic.  Presenting their research/presentation to the class.  Developing speaking and listening.	Inference and deduction. Selecting evidence from a text. Exploring themes, characterisation and stagecraft.  Exploring context and historical influences on texts.	Inference and deduction. Selecting evidence from a text. Exploring themes, characterisation and stagecraft.  Exploring context and historical influences on texts.	Focused on AIC.  One character question, one theme question. Students pick one question to answer.

# HGSS Curriculum Map

## Year 10 English Language and Literature



Exam Board: N/A		Careers: writer, copywriter, journalist, teacher, analyst.			Co-Curricular: Theatre performance.		Sequencing:	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	<p>English Literature Paper 2. 19th Century Novel - <i>A Christmas Carol</i></p> <p>English Literature Paper 2. Belonging Poetry.</p>	<p>English Literature Paper 2. 19th Century Novel - <i>A Christmas Carol</i></p> <p>English Literature Paper 2. Belonging Poetry.</p>	<p>English Literature Paper 1. Shakespeare - <i>Romeo &amp; Juliet.</i></p> <p>English Literature Paper 2. Belonging Poetry.</p>	<p>English Literature Paper 1. Shakespeare Part A</p> <p>English Literature Paper 2. 19th Century Novel Paper B</p>	<p>English Literature Paper 1. Shakespeare - <i>Romeo &amp; Juliet.</i></p> <p>English Literature Paper 2. Belonging Poetry &amp; Unseen Poetry..</p>	<p>English Literature Paper 1. Shakespeare - <i>Romeo &amp; Juliet.</i></p> <p>English Literature Paper 2. Belonging Poetry &amp; Unseen Poetry.</p>	<p>English Language Paper 1 &amp; 2. Evaluation, Creative Writing, Transactional Writing.</p> <p>Spoken Language Endorsement.</p>	<p>English Literature Paper 1 and Paper 2.</p> <p>End of Year mocks.</p>
<b>Skills:</b>	<p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Exploring context and historical influences on texts.</p>	<p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Exploring context and historical influences on texts.</p>	<p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Exploring social context and historical influences on texts.</p>		<p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Exploring context and historical influences on texts.</p>	<p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Exploring context and historical influences on texts.</p>	<p>Writing for audience and purpose.</p> <p>Evaluating texts using SITE.</p> <p>Speaking &amp; Listening.</p>	

# HGSS Curriculum Map

## Year 11 English Language and Literature



Exam Board: N/A		Careers: writer, copywriter, journalist, teacher, analyst.			Co-Curricular:		Sequencing:	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	English Language	English Language	English Literature	Year 11 Mocks.	English Literature	English Literature	English Language	GCSEs.
<b>Skills:</b>	<p>Revising English Language Skills, including:</p> <p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Writing for audience and purpose. (Imaginative &amp; Transactional)</p> <p>Evaluating texts using SITE.</p> <p>Comparing texts.</p>	<p>Revising English Language Skills, including:</p> <p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Writing for audience and purpose. (Imaginative &amp; Transactional)</p> <p>Evaluating texts using SITE.</p> <p>Comparing texts.</p>	<p>Revising English Literature Skills including:</p> <p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form. Exploring social context and historical influences on texts.</p>	<p>English Language Paper 1 and Paper 2.</p>	<p>Revising English Literature Skills including:</p> <p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form. Exploring social context and historical influences on texts.</p>	<p>Revising English Literature Skills including:</p> <p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form. Exploring social context and historical influences on texts.</p>	<p>Revising English Language Skills, including:</p> <p>Inference and deduction. Selecting evidence from a text. Exploring the use of language, structure and form.</p> <p>Writing for audience and purpose. (Imaginative &amp; Transactional)</p> <p>Evaluating texts using SITE.</p> <p>Comparing texts.</p>	

# HGSS Curriculum Map

## Year 12 English Literature



Exam Board: Edexcel		Careers: writer, copywriter, journalist, teacher, analyst.		Co-Curricular: Poems of the Decade Conference		Sequencing:	
Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
Paper 1: Drama - <i>A Streetcar Named Desire</i>	Paper 1: Drama - <i>A Streetcar Named Desire</i>	Paper 1: Drama - <i>A Streetcar Named Desire</i>	Paper 1 – <i>A Streetcar Named Desire</i> .  Paper 2 - <i>The Handmaid's Tale</i>	Paper 3: Poetry – Poems of the Decade	Paper 3: Poetry – Poems of the Decade	Paper 3: Poetry – Poems of the Decade	Paper 2 - Comparing <i>The Handmaid's Tale</i> to <i>Frankenstein</i>  Paper 3 - Comparing 1 Poems of the Decade poem to an Unseen Poem
Paper 2: Prose - <i>The Handmaid's Tale</i>	Paper 2: Prose - <i>The Handmaid's Tale</i>	Paper 2: Prose - <i>The Handmaid's Tale</i>		Paper 2: Prose - <i>Frankenstein</i>	Paper 2: Prose - <i>Frankenstein</i>	Paper 2: Prose - <i>Frankenstein</i>	
Inference and deduction. Selecting evidence from a play. Exploring themes, characterisation and stagecraft.  Analysing prose. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.	Inference and deduction. Selecting evidence from a play. Exploring themes, characterisation and stagecraft.  Analysing prose. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.	Inference and deduction. Selecting evidence from a play. Exploring themes, characterisation and stagecraft.  Analysing prose. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.		Analysing poetry and prose. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.	Analysing poetry and prose. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.	Analysing poetry and prose. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.	

# HGSS Curriculum Map

## Year 13 English Literature



Exam Board: Edexcel		Careers: writer, copywriter, journalist, teacher, analyst.			Co-Curricular: Literature lecturer visit.		Sequencing:	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Paper 1: Drama - <i>Othello</i>  Paper 2: Prose - <i>Frankenstein</i>	Paper 1: Drama - <i>Othello</i>  Paper 3: Romantic Verse (Poetry)	Paper 1: Drama - <i>Othello</i>  Paper 3: Romantic Verse (Poetry)	Paper 1 – <i>Othello</i> .  Paper 2 - Comparing <i>The Handmaid's Tale</i> to <i>Frankenstein</i>	Revision of all course materials	Revision of all course materials		A Levels.
<b>Skills:</b>	Inference and deduction. Selecting evidence from a play. Exploring themes, characterisation and stagecraft.  Analysing prose. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.	Inference and deduction. Selecting evidence from a play. Exploring themes, characterisation and stagecraft.  Analysing poetry. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.	Inference and deduction. Selecting evidence from a play. Exploring themes, characterisation and stagecraft.  Analysing poetry. Exploring the use of language, structure and form.  Exploring context and historical influences on texts.					