



Curriculum Map

Subject: English Year Group: 11

GCSE English - tragedy, the Gothic/19th-century novel, Language Paper 2 and examination preparation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content	Macbeth	Language Paper 2	19th-Century Text	Language Paper 2	Cumulative revision and GCSE examinations
Skills	- Analyse the whole play - Embed quotations judiciously - Explore how context shapes meaning - Apply concepts of dramatic tragedy - Analyse patterns across a longer text - Write a clear thesis and sustain an argument	- Compare and synthesise texts from different contexts - Draw inferences - Comment on language and structural choices - Analyse perspective - Use rhetoric in transactional writing - Create convincing tone/register with accurate SPaG	- Analyse a whole 19th-century text - Select and embed quotations - Track patterns, motifs and character development - Integrate relevant context - Write a conceptual thesis - Sustain an extract-to-whole-text argument	- Compare viewpoints and perspectives - Synthesise evidence across sources - Analyse language choices precisely - Evaluate how writers shape attitudes - Craft purposeful non-fiction - Control register, structure and technical accuracy	- Retrieve quotations and concepts efficiently - Interleave Literature and Language practice - Respond to feedback and close gaps - Use timed practice strategically - Apply independent checking and exam routines
Key questions	- What does Shakespeare say about the nature of ambition? - How does Shakespeare construct the tragic hero? - How do guilt, masculinity, kingship and the supernatural shape the tragedy?	- How do writers from different contexts explore similar themes? - How do writers construct contrasting viewpoints? - How can rhetoric be adapted to audience, purpose and form?	- How does the chosen novel explore the fears and values of its period? - How are character, setting and recurring motifs used to develop central ideas? - How does the text invite readers to judge individuals and society?	- How can synthesis reveal meaningful similarities and differences? - How do tone and register shape non-fiction? - How can a writer persuade without losing control or credibility?	- Which knowledge and skills are secure, and which need targeted retrieval? - How can planning improve performance under time pressure? - How can students adapt known methods to unfamiliar questions?
Assessment	PPE1: Macbeth + Poetry + Unseen Poetry - 2 hr 15; Language Paper 2 - 1 hr 45	Language Paper 2 - 1 hr 45 - reading and transactional writing	PPE2: 19th-Century Text + An Inspector Calls - 1 hr 15; Language Paper 1 - 1 hr 15	Language Paper 2 - timed practice - reading and transactional writing	GCSE examinations - Literature and Language



Year 11 Curriculum Map - continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Literacy / SMSC / Character / Cultural Capital	Concepts: ambition, guilt, supernatural/preternatural, hegemonic masculinity, kingship, gender archetypes. Subject vocab: equivocation, paradox, foreshadowing, symbolism, tragic hero, hamartia, peripeteia, foil, aside, soliloquy. General vocab: prophetic, transgression, rebellion, moral compass, sacrilegious. Cultural capital: divine right of kings, Jacobean attitudes to women, witchcraft, Aristotle and tragedy.	Concepts: tone, rhetoric, viewpoint, context, synthesis. Subject vocab: analysis, comparison, synthesis; analytical verbs such as accentuate, highlight, celebrate, ridicule, lampoon, critique. General vocab: contrasting, supporting, context, division; precise attitude vocabulary. Cultural capital: comparing perspectives from a range of contexts and recognising that writers construct viewpoints.	Concepts vary by text: Gothic/uncanny and duality; social responsibility and redemption; gender, independence and constraint. Subject vocab: motif, symbolism, narrative perspective, Gothic, uncanny, foil, structural pattern, character arc. General vocab: hypocrisy, repression, redemption, autonomy, transgression. Cultural capital: 19th-century Britain; industrial/urban change, class, religion, science, gender and literary traditions, selected to match the chosen novel.	Concepts: tone, persuasion, differing views across contexts, synthesis. Subject vocab: rhetoric, comparison, inference, structural choice, register, counterargument. General vocab: sincere, earnest, derisory, celebratory, critical, ambivalent. Cultural capital: non-fiction voices from different periods and contexts; understanding perspective, purpose and audience.	Concepts: retrieval, independence, adaptation, precision. Subject vocab: thesis, synthesis, inference, evaluation, comparison, method. General vocab: judicious, coherent, perceptive, critical, precise. Cultural capital: drawing together the full five-year curriculum; independent reading, argument and communication in preparation for GCSE and post-16 study.

Curriculum progression: reading, writing, oracy, vocabulary and cultural knowledge are revisited with increasing independence and sophistication.