



Curriculum Map: Subject: English and Media 2025-26

Overall Department Intent:

At Abbey Park School, the application of reading and writing underpins the success of pupils in all curriculum areas. Consequently, the English and Media department has an integral role to play. We provide an inspirational and challenging learning journey which enables pupils to explore a wide range of texts and develop their enjoyment of reading for pleasure. We draw connections between the curriculum and wider world so that pupils grow into empathetic and understanding members of society, having experienced cultural exposure in the English and Media journey.

Year 7

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	GCSE links
1	Poetry: Place	How can poetry be used to present different ideas and emotions? After recapping some key poetic techniques from KS2, and introducing some additional ones for KS3, pupils will analyse how particular moods and atmospheres can be conveyed through poetry, as well as writing their own poems to demonstrate their understanding. Lower ability classes will have the opportunity to study an introduction to poetry following a differentiated scheme of work.	Main task: Newspaper article on the Flannan Isle mystery Other key task: Descriptive writing – as a leader	Analysis of a poetry Consideration of poetic devices and the ability to identify and comment on these Non-fiction writing Narrative writing
2	Fiction: Beowulf	How do texts present the time period they were written in? How do we analyse texts and write about them in a critical way? For Year 7 this unit will initially draw on knowledge from KS2 to recall what life was like for Anglo-Saxons and use this as a way into the world of Beowulf. We will also draw on any prior knowledge of the text before we introduce our 'What-How-Why' approach to writing about texts and explore how characters and ideas are presented in the story. Lower ability classes will follow this scheme using an abridged copy of the text.	Main task: Analysis of how Grendel's mother is presented in an extract Other key task: Narrative writing – describe Beowulf's fight with Grendel	Writing fiction Descriptive writing – character Analysis of a character Introduction to What? How? Why? Framework of analysis.



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3	21st Century Novel: Star by Star	How do texts present, reflect and challenge ideas and events in the 20th and 21st century? As well as discovering how characters and themes develop across the novel, pupils will consider how the text presents life post-WW1 and the struggles and aspirations that were present in this period. Pupils will also be asked to compare the views expressed between different characters in the text. Lower ability classes will follow the same skills and knowledge building through the 6 key moments of the text.	Main task: Empathy writing – a diary as Captain Reid Other key task: Analysis of an extract or character of choice	Fiction writing Audience, purpose, form Character analysis
4	Non-Fiction: Persuasive Writing	How is writing adapted to suit audience, form and purpose? Pupils will explore the difference between different forms of non-fiction writing and consider the key features of this form of writing. They will also reflect on how writers use particular features and techniques to engage readers across a range of forms and styles. Lower ability classes will follow a similar scheme through differentiated resources leading up to assessment points.	Main task: Persuasive writing – join the Suffragette movement Other key task: Newspaper article on the Spanish Flu	Writing non-fiction Persuasive writing Letter writing Newspaper writing
	Play: Shakespeare Introduction	How do Shakespeare's plays explore relationships and human feelings? After gaining an overview of the context to Shakespearean England, pupils will explore some key scenes and consider how the language and action is used to portray character relationships in both 'A Midsummer Night's Dream' and 'The Tempest'. Pupils will have the opportunity to embed further their use of the 'What-How-Why' approach to analysis, whilst furthering their knowledge of Shakespeare at KS2. Script writing allows for pupils to interpret and understand central themes and concepts from the play. Lower ability classes will have the opportunity to follow an abridged version of the plays.	Main task: Character development (of choice) Other key task: Script writing – a modern interpretation of a scene of choice	Extract analysis Introduction to Shakespeare drama script Modern and contemporary interpretation Continued application of What? How? Why? Framework of analysis.
6	World and Greek Myths	How can imaginative writing produce specific effects and tone? Pupils will have the chance to explore a range of ancient myths and legends from around the world and compare creation stories from different cultures. There will also be plenty of chances for students to produce their own versions of these tales, thinking about the tone they want to inspire. Lower ability classes will follow the myths and legends unit with a range of differentiated resources to allow them to access central ideas, themes and concepts.	Main task: Compose own creation story Other key task: Comparison of 'Pandora's Box' with 'Adam and Eve'	Writing fiction Planning process for story writing Descriptive writing – character Comparison and evaluation



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Year 8

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	GCSE links
1	Gothic Fiction: Frankenstein	How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today? Pupils will build on the reading skills covered from this term in Year 7 and begin to consider how the text reflects key concerns and ideas from the Victorian period to do with science, religion and ethics. Students explore parts of the original book alongside a play adaptation in this unit and other sources of Gothic fiction. Lower ability classes will follow a differentiated scheme of work using an abridged version of Frankenstein and other elements of gothic fiction.	Main task: To what extent is the monster to blame essay Other key task: Extract analysis from Gothic text of choice	19 th century writing analysis and evaluation Analysis of an extract Discussion essay introduction – to what extent
2	19th Century Novel: A Christmas Carol	How do texts present, reflect and challenge ideas and events in the 19th century? As well as exploring how the main characters and key themes develop across the novel, Pupils will consider how the text presents life during Victorian England for both upper and lower classes and in addition identify the struggles and aspirations that were present in this period. A close analysis of a key extract marks the main task for this text. Cross – curricular links to History are developed within this unit as well as cultural gains in the lead up to the festive period. Lower ability classes will follow the scheme of work using an abridged version of the text.	Main task: An extract analysis of a key character's feelings Other key task: Compose a letter persuading Scrooge to change his attitude – from the perspective of Fred or Bob Cratchit	19 th century writing character analysis Letter writing considering purpose, audience and form
3	Play: Macbeth	How do Shakespeare's plays explore relationships and human feelings? After gaining an overview of Macbeth as a whole, pupils will explore key scenes and consider how the language and action is used to portray character relationships, with a specific focus on Macbeth and Lady Macbeth. Pupils will also learn how to write emphatically through the perspective of a key character and debate who is most in control. Lower ability students will follow the scheme of work using an abridged version of Macbeth.	Main task: How is the character of Macbeth/Lady Macbeth presented? Other key Task: Debate: Is Macbeth in control? Is Lady Macbeth a villain?	Writing fiction Empathy writing Diary writing Evaluation Discussion essays Speaking and Listening Shakespeare



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4	Fiction: Mystery Short Stories	<p>How can imaginative writing produce specific effects and tone?</p> <p>Pupils will have the opportunity to explore and analyse a range of mystery stories from 'Sherlock Holmes' through to 'The Red Room'. There will then be the chance for pupils to take inspiration from these texts to write their own intriguing opening to a mystery story. Lower ability pupils will follow a simplified version of 'The Speckled Band' in addition to a 'Write your Own Mystery Stories' book in the lead-up to the assessment.</p>	<p>Main task: Write the opening of a mystery story</p> <p>Other key task: Analysis of an extract – Dr Roylott or Helen Stoner</p>	<p>Writing fiction Narrative writing</p> <p>Analysis of an extract</p>
5	Non-fiction: Travel and Culture	<p>How is writing adapted to suit audience, form and purpose?</p> <p>In this unit, pupils will encounter a wide and varied range of historical and modern non-fiction texts which focus on different cultures and opinions from travel writers. Extracts will relate to travel from around the world, encouraging students to consider and experience the wider world around them through the texts. This will culminate in their own travel blog, applying the skills studied throughout the topic. Lower ability pupils will follow the same scheme of work, leading up to the main assessment points.</p>	<p>Main task: Write an article for a magazine informing and describing to readers of a new destination</p> <p>Other key task: The purpose of travel is to relax and enjoy – discuss how far you agree</p>	<p>Writing non fiction Writing to inform/explain/describe Article writing – audience, purpose and form To what extent question and response</p>
6	Poetry: Contemporary	<p>How can poetry be used to present different ideas and emotions?</p> <p>By recapping some key poetic techniques and learning some new key terms, pupils will analyse how particular moods and atmospheres can be conveyed through poetry. A range of contemporary poems will be studied and compared in this unit to develop pupils' understanding. Pupils will also have the opportunity to create their own poetry. Lower ability students will follow a differentiated scheme of work on poetry.</p>	<p>Main task: Analysis of a studied poem.</p> <p>Other key task: Descriptive writing focusing on themes and ideas – a poem as prose</p>	<p>Analysis of a poem Consideration of poetic devices and the ability to identify and comment on these.</p> <p>Writing fiction Descriptive writing - setting</p>



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Year 9

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	GCSE links
1	20th Century Novel: Of Mice and Men	How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today? Pupils will continue to explore how texts reflect the time period and setting, and consider how things may now be interpreted differently in modern society. They will need to discuss how key characters and themes develop throughout the text and the impact of historical implications at the time, therefore generating cross-curricular links with Humanities. Lower ability students will use a simplified text to follow the scheme of work.	Main task: Extract question on Curley's wife Other key task: 'The reader is encouraged to feel sympathy for Lennie' to what extent do you agree? Q4 style	Q4 evaluation Analysis of an extract Developing application of What? How? Why?
2	Poetry: War	How can poetry be used to present different ideas and emotions? Continuing to build on their understanding of poetic features, pupils will analyse how particular moods and atmospheres can be conveyed through WW1 war poetry as well as analysing the effect war has on soldiers. A range of poems will be studied, with two being compared as the key piece of marked work. The focus will be on WW1 specifically, with cross curricular links made to History throughout the unit. A differentiated scheme of work will be followed by lower ability pupils leading up to assessment points.	Main task: Comparison of Owen and Pope's poems Other key task: Create a war poem inspired by Dulce et Decorum Est	Poetry comparison Consideration and identification of poetic techniques Descriptive writing based on a stimulus
3	Media: An Introduction	How are different forms of media created to influence a variation of audiences? Pupils will explore a select few examples of media products in order to better understand the industry and its relevance in the 21 st century. This includes an introduction to media language, exploring the purpose of media and comparing different examples of modern-day media. This will allow all pupils to appreciate the media form ahead of selecting their GCSE option courses for KS4.	Main task: EWR comparison of two selected film posters Other key task: Topic review quiz	Analysis of Media Language Exploration of the Media Understanding Media forms and products.



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4	Non-fiction: Speeches	How is writing adapted to suit audience, form and purpose? Pupils will explore a range of different speeches, historical and modern, and consider the way the speaker delivers his/her message in an impassioned way using a range of rhetorical devices. The unit culminates with pupils having the opportunity to write a persuasive speech on a topic of choice and deliver to the class. A differentiated scheme of work will be followed by lower ability pupils leading up to assessment points.	Main task: Write a persuasive speech on a topic of choice and deliver to the class Other key task: Analysis and evaluation of a speech of choice	Persuasive writing Writing non-fiction Analysis of language and structure
5	Play: Romeo and Juliet	How do Shakespeare's plays explore relationships and human feelings? After gaining an overview of Romeo and Juliet as a whole, pupils will explore key scenes and consider how the language and action is used to portray character relationships. pupils will also learn how to write a biased news report in favour of one of the rival families as well as analysis the significance of a key moment within the play. Lower ability students will follow the scheme of work using an abridged version of Romeo and Juliet.	Main task: Choice of two extract analysis questions (I.iii or III.i) Other key task: Compose a biased newspaper article for the Montagues or Capulets – The Verona Times	Writing non-fiction Biased writing Analysis of an extract Shakespeare
6	Fiction: Empathy Writing	How do texts present, reflect and challenge ideas and events in the 20th and 21st century? Pupils will explore key themes of empathy and character building in order to better understand the people around them. Pupils will study a range of short stories, from different perspectives and with different feelings before discussing, writing and evaluating the concept of empathy. This will then lead into a main, creative assessed task.	Main task: Using the title given, write a short story Other key task: Discussion essay: How far do you agree?	Creative writing – fiction Exploration of an evaluation question