



English Curriculum 2024/2025

Key Stage 4 - Academic

AQA GCSE English Language:

AO1: Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

AQA GCSE English Literature:

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Texts:

Shakespeare: Macbeth

The 19th-century novel: A Christmas Carol

Drama: An Inspector Calls



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Poetry: Power and Conflict Poetry							
Year 10 GCSE AQA Lit. & Lang.	Topic	Language Paper 1 and Power and Conflict Poetry	A Christmas Carol and Power and Conflict Poetry	Macbeth and Power and Conflict Poetry/Unseen Poetry	Macbeth and Power and Conflict Poetry/Unseen Poetry	An Inspector Calls and Language Paper 1 Revision	An Inspector Calls and Language Paper 2 Section B
	Knowledge	Pupils refamiliarise themselves with the language and structural methods writers can use to communicate meanings. Pupils understand how to create effective responses to specific questions by exploring mark schemes and model responses.	Pupils learn the plot, characters and structure of the novella and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.	Pupils learn the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.	Pupils learn the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.	Pupils learn the plot, characters and structure of the play and 3 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.	Pupils learn the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.
	Skills	Reading: : Identify and interpret explicit and implicit information / ideas; select and synthesise information; explore language and structural methods and meanings; evaluate texts critically; select appropriate textual references. Writing: communicate clearly, matching purpose, audience and format; use a range of structural methods; use a range of sophisticated vocabulary and punctuation; accurate spelling, punctuation and grammar.	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.	As with Summer 1 and Writing: communicate clearly, matching purpose, audience and format; use a range of structural methods; use a range of sophisticated vocabulary and punctuation; accurate spelling, punctuation and grammar.
	Key Terminology	Implicit, Explicit, Analyse, Inference, Language Device, Connotation, Quotation, Structural Method, Evaluation, Cyclical Narrative.	Redemption, Political and Social Diatribe, Social Injustice, Avarice, Philanthropic/ Misanthropic, Novella, Capitalism, Biblical, Malthusian	Hamartia, Great Chain of Being, Kingship, Tragedy, Usurp, Jacobean, Soliloquy, Hubris, Regicide, Divine Right of Kings.	Hamartia, Great Chain of Being, Kingship, Tragedy, Usurp, Jacobean, Soliloquy, Hubris, Regicide, Divine	Morality, Status, Inequality, Socialism, Social Responsibility, Exploitation, Misogyny, Dramatic Unities, Proletariat, Bourgeoisie.	Morality, Status, Inequality, Socialism, Social Responsibility, Exploitation, Misogyny, Dramatic Unities, Proletariat, Bourgeoisie.



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11 GCSE English lit. and lang.	Topic	Language Paper 2/NEA Spoken Language.	An Inspector Calls Revision and Power and Conflict Poetry.	A Christmas Carol Revision Language Paper 1.	Macbeth Revision and Power and Conflict Poetry.	Unseen Poetry and Conflict Poetry Power and and Revision.	External Exams
	Knowledge	Pupils revise the language and structural methods writers can use to communicate meanings. Pupils understand how to create effective responses to specific questions by exploring mark schemes and model responses.	Pupils revise the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.	Pupils revise the plot, characters and structure of the novella and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.	Pupils revise the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.	Pupils revise approaches to analysing both Unseen Poetry and Power and Conflict Poetry, focusing on language and structural methods. Pupils learn key vocabulary and how to structure an effective essay response.	
	Skills	Reading: Identify and interpret explicit and implicit information / ideas; select and synthesis information; explore language and structural methods and meanings; evaluate texts critically; select appropriate textual references. Writing: communicate clearly, matching purpose, audience and format; use a range of structural methods; use a range of sophisticated vocabulary and punctuation; accurate spelling, punctuation and grammar.	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.	Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.	
	Key Terminology	Research, Outline, Visual Aids, Practice, Feedback, Time Management, Speaking Skills, Question and Answer Session	Morality, Status, Inequality, Socialism, Social Responsibility, Exploitation, Misogyny, Dramatic Unities, Proletariat,	Redemption, Political and Social Diatribe, Social Injustice, Avarice, Philanthropic/ Misanthropic,	Hamartia, Great Chain of Being, Kingship, Tragedy, Usurp, Jacobean, Soliloquy, Hubris, Regicide, Divine Right	Oxymoron, Pathetic Fallacy, Colloquial, Sibilance, Juxtaposition, Caesura, Contrast, Plosive, Semantic	



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Key Stage 4 - Vocational

On the vocational pathway, pupils will study for Functional Skills qualifications. Pupils following this pathway will work towards Level 1; however, pupils who cannot access this level will follow the same curriculum, but with adjustments made to fit with Entry Level (1-3) qualification specifications.

Functional Skills Level 1

Speaking, Listening and Communicating

- L1.1 Identify relevant information and lines of argument in explanations or presentations
- L1.2 Make requests and ask relevant questions to obtain specific information in different contexts
- L1.3 Respond effectively to detailed questions
- L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics
- L1.5 Express opinions and arguments and support them with evidence
- L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
- L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
- L1.8 Respect the turn taking rights of others during discussions, using appropriate language for interjection

Reading

- L1.9 Identify and understand the main points, ideas and details in texts
- L1.10 Compare information, ideas and opinions in different texts
- L1.11 Identify meanings in texts and distinguish between fact and opinion
- L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes
- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
- L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
- L1.15 Infer from images meanings not explicit in the accompanying text
- L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
- L1.17 Read and understand a range of specialist words in context
- L1.18 Use knowledge of punctuation to aid understanding of straightforward texts

Spelling, punctuation and grammar

- L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
- L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
- L1.21 Spell words used most often in work, study and daily life, including specialist words

Writing Composition:

- L1.22 Communicate information, ideas and opinions clearly, coherently and accurately
- L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- L1.24 Use format, structure and language appropriate for audience and purpose
- L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate



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	Topic	Dystopian Fiction: Hunger Games	Transactional Writing	Travel and Tourism Writing	Biographies and Autobiographies	War Horse	Othello
Y10 FS L1	Knowledge	Pupils will study a range of challenging dystopian fiction texts (e.g., The Hunger Games). They will develop an understanding of the conventions of the genre and look closely at how writers create settings, characters and dystopian worlds/societies. They will also analyse how this is done in a media text and complete creative writing responses linked to the film.	Students will be reading and writing for a wide range of audiences and purposes; writing creatively and imaginatively. Students will be exploring a range of techniques and strategies to employ effectively when producing descriptive or narrative responses	Pupils will know that travel writing takes on various forms by looking at various forms of it such as brochures and personal travel experiences. They will know that each writer has a unique perspective that influences their style of writing and the language they use, and that rich meaning can be conveyed at word level.	Pupils will be studying various biographies and autobiographies in order to develop their understanding of organisational features and structure. They will also be extracting relevant information from these texts in order to answer FS L1 style questions.	Pupils will be exploring narrative techniques, symbolism, and the author's purpose. Students will examine the historical context of World War I and its impact on society, using "War Horse" as a lens to explore themes. Students will produce creative responses to the text.	Pupils should have knowledge and understanding of Shakespearean plays and the wider context. Pupils will study Othello by William Shakespeare. There will be a focus on plot and character as well as some themes. However, the main focus will be on developing their descriptive/narrative writing skills and their technical accuracy.
	Skills	Speaking, Listening & Communicating: L1.2, L1.3, L1.4, L1.5 Reading: L1.9, L1.10 SPaG: L1.19, L1.20 Writing Composition: L1.22, L1.25	Speaking, Listening & Communicating: L1.3, L1.4, L1.5 Reading: L1.9, L1.10, L1.11, L1.12, L1.14, L1.16, L1.17, L1.18 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.23, L1.24, L1.25	Speaking, Listening & Communicating: L1.3, L1.4, L1.5 Reading: L1.9, L1.10, L1.11, L1.12, L1.13, L1.16, L1.17, L1.18 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.23, L1.24, L1.25	Speaking, Listening & Communicating: L1.2, L1.3, L1.4, L1.5, L1.7 Reading: L1.9, L1.10, L1.11, L1.12, L1.13, L1.14, L1.15, L1.16, L1.17 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.24, L1.25	Speaking, Listening & Communicating: L1.3, L1.5 Reading: L1.9, L1.13,, L1.15, L1.18 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.23, L1.24, L1.25	Speaking, Listening & Communicating: L1.3, L1.5 Reading: L1.9, L1.13,, L1.15, L1.18 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.23, L1.24, L1.25
	Key	Dystopia, Utopia, Totalitarianism, Propaganda, Censorship,	Purpose, Audience, Format, Clarity, Tone, Register,	Destination Description, Brochure, Review, Travel	Biography, Autobiography, Primary Sources, Secondary	Trench Warfare, Cavalry,	Tragedy, Jealousy, Manipulation, Deception, Race, Misogyny,



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	Terminology	Rebellion, Environmental Degradation, Post-apocalyptic, Despotism	Opening/Closing, Layout, Formality, Accuracy, Relevance, Politeness, Directness, Persuasiveness, Purpose-Specific Conventions	Journal, Travel Blog, Travel Narrative, Travel Writing Techniques, Audience Awareness	Sources, Chronology, Context, Character Traits, Themes, Narrative Structure, Voice, Research Methods	Alliances, Military Draft, No Man's Land, Shell Shock, Narrative Structure, Symbolism, Character Development	Manipulative Language, Tragic Irony, Fate, Motive
Y11 FS L1	Topic	Science Fiction: I am Legend	Presentation and Group Discussion	Lord of the Flies	Non Fiction text types	Transactional Writing	External Exams
	Knowledge	Pupils will study a range of challenging science fiction texts (e.g., I am Legend). They will develop an understanding of the conventions of the genre and look closely at how writers create settings, characters and science fiction worlds/societies. They will also analyse how this is done in a media text and complete creative writing responses linked to the film.	Pupils will write a formal speech on a topic which interests them, which will eventually be performed in front of the class and formally assessed. Pupils will know how to put together a speech which is well structured and uses a varied vocabulary. It should clearly express a viewpoint and the student should show that they can verbally respond to questions.	Students will be reading Lord of The Flies, focusing on key extracts. They will be using the key extracts to answer Functional Skills style questions. This will develop their understanding of the expectation of the Reading and Writing paper as well as to continue making progress on skills developed last year.	Students will be reading and comparing a wide range of non-fiction extracts linked to Functional Skills levels 1-2. Pupils will identify the text type, audience and purpose of a text. They will be able to demonstrate an understanding of the nonfiction texts by synthesising the key information.	Students will be reading and writing for a wide range of audiences and purposes; writing creatively and imaginatively. Students will be exploring a range of techniques and strategies to employ effectively when producing descriptive or narrative responses	
	Skills	Speaking, Listening & Communicating: L1.2, L1.3, L1.4, L1.5 Reading: L1.9, L1.10 SPaG: L1.19, L1.20 Writing Composition: L1.22, L1.25	Speaking, Listening & Communicating: L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.7, L1.8 Reading: L1.12, L1.16, L1.17 SPaG: L1.20 Writing Composition: L1.22	Speaking, Listening & Communicating: L1.3, L1.5 Reading: L1.9, L1.13, L1.15, L1.18 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.23, L1.24, L1.25	Speaking, Listening & Communicating: L1.3, L1.4, L1.5, L1.7 Reading: L1.9, L1.10, L1.11, L1.12, L1.14, L1.16, L1.17, L1.18 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.23, L1.24, L1.25	Speaking, Listening & Communicating: L1.3, L1.4, L1.5, L1.7 Reading: L1.9, L1.10, L1.11, L1.12, L1.14, L1.16, L1.17, L1.18 SPaG: L1.19, L1.20, L1.21 Writing Composition: L1.22, L1.23, L1.24, L1.25	



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					Writing Composition: L1.22, L1.23, L1.24, L1.25		
	Key Terminology	Science Fiction, Speculative Fiction, Space Opera, Cyberpunk, Dystopia, Utopia, Alternate History, Time Travel, Alien Invasion, Artificial Intelligence, Virtual Reality	Research, Outline, Visual Aids, Presentation Software, Practice, Feedback, Time Management, Speaking Skills, Question and Answer Session	Allegory, Themes, Symbolism, Social Hierarchy, Parallels, Irony	Non-fiction, Genre, Purpose, Audience, Structure, Introduction, Conclusion, Style, Tone, Voice, Rhetorical Devices, Point of View, Bias	Purpose, Audience, Format, Clarity, Tone, Register, Opening/Closing, Layout, Formality, Accuracy, Relevance, Politeness, Directness, Persuasiveness, Purpose-Specific Conventions	