SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	**English**	**YEAR GROUP:**	**10**
COURSE:	GCSE English Language and English Literature	**EXAM BOARD:**	**AQA**
SUBJECT INTENT:	*Our GCSE English Language curriculum builds on the skills developed at Key Stage 3. Students develop their ability to read and interpret a variety of fiction and non-fiction sources. Students analyse and evaluate the effects of writers' language and structural choices and develop their skills of interpretation through exploring writers' perspectives and intentions. Students also build on creative writing skills developed through KS3, writing in both fiction and non-fiction genres, focusing on technical accuracy and the ability to vary their writing for different purposes and audiences.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Autumn	English Language Paper 1 - Section A	Students learn how to read, comprehend, and critically analyse unseen 20th/21st-century fiction extracts. They practice retrieving details, exploring linguistic/structural choices, and evaluating a statement with critical evidence.	Narrative voice & perspective, implicit vs. explicit meaning, language devices (metaphor, sensory imagery, word classes), structural shifts (focus, time, perspective), critical evaluation (forming a thesis, selecting evidence)	Builds on Key Stage 3 by developing students' ability to read critically, infer meaning, evaluate writers' viewpoints and analyse how language and structure shape meaning. Students progress to independent, evaluative responses to unseen fiction.	AQA English Language (8700): Paper 1, Section A (Q1–Q4) Assesses AO1, AO2, and AO4.
	Macbeth	Students develop an analytical understanding of Shakespeare's tragedy. They focus on tracking tragic character arcs (Macbeth, Lady Macbeth), structural tragic tropes, and connecting the play's themes to Jacobean sociopolitical contexts.	Ambition, power, guilt, fate versus free will, masculinity and femininity, kingship, the supernatural, tragic conventions, Jacobean beliefs and Shakespeare's dramatic methods.	Builds on students' prior study of dramatic texts while introducing Shakespearean language and contextual expectations required for Literature Paper 1.	AQA English Literature (8702): Paper 1, Section A – Shakespeare. Assesses AO1, AO2, AO3 and AO4 (SPaG).

SUBJECT CURRICULUM PLAN

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Spring	An Inspector Calls	Students explore Priestley's didactic drama. They dissect the moral responsibility of the Birling family and Gerald Croft, the allegorical nature of the Inspector, and how Priestley uses the play to champion post-war social change.	Social responsibility, capitalism vs socialism, class and gender inequality, generational conflict, dramatic irony, stagecraft, symbolism, Priestley's didactic intentions, historical context of 1912 and 1945 Britain.	Builds upon students' understanding of character and theme developed through KS3 drama study and poetry study and introduces dramatic methods and contextual analysis required for Literature Paper 2.	AQA English Literature (8702): Paper 2, Section A – Modern Texts. Assesses AO1, AO2 and AO3.
	English Language Paper 1 - Section B	Students learn to craft compelling, structurally controlled descriptive and narrative pieces. They focus on conscious crafting, vocabulary selection, and technical accuracy (SPaG).	Narrative structure, cyclical narratives, descriptive writing, crafting atmosphere, vocabulary selection, sentence variety, figurative language, narrative perspective, technical accuracy (SPaG).	Complements analytical reading skills developed in Section A by encouraging students to apply writers' methods in their own creative writing.	AQA English Language (8700): Paper 1, Section B (Q5). Assesses AO5 and AO6.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Summer	Unseen poetry	Students develop the skills required to independently read, interpret and analyse unfamiliar poems. They explore how poets use language, form and structure to create meanings and effects, and practise comparing unseen poems by identifying similarities and differences in themes, ideas and methods.	First impressions, inference, poetic voice, imagery, form and structure, comparative analysis, responding to unfamiliar texts with confidence and precision.	Consolidates poetry terminology and comparative skills developed through the anthology whilst preparing students for independent analysis under examination conditions.	AQA English Literature (8702): Paper 2, Section C – Unseen Poetry. Assesses AO1 and AO2.
	A Christmas Carol	Students explore Dickens' novella as a vehicle for social criticism and moral instruction. They examine Scrooge's transformation, Dickens' presentation of poverty and social responsibility, and the ways in which	Redemption, social responsibility, poverty and inequality, family and community, the supernatural, allegory and symbolism, Dickens'	Builds on contextual understanding developed in *An Inspector Calls* and prepares students for the demands of Literature Paper 1 in Year 11.	AQA English Literature (8702): Paper 1, Section B – 19th Century Novel.

SUBJECT CURRICULUM PLAN

		the text reflects and challenges Victorian attitudes towards wealth, charity and community.	methods, Victorian context and social reform.		Assesses AO1, AO2 and AO3.

SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	**English**	**YEAR GROUP:**	**11**
COURSE:	GCSE English Language and English Literature	**EXAM BOARD:**	**AQA**
SUBJECT INTENT:	*Our GCSE English Language curriculum builds on the skills developed at Key Stage 3. Students develop their ability to read and interpret a variety of fiction and non-fiction sources. Students analyse and evaluate the effects of writers' language and structural choices and develop their skills of interpretation through exploring writers' perspectives and intentions. Students also build on creative writing skills developed through KS3, writing in both fiction and non-fiction genres, focusing on technical accuracy and the ability to vary their writing for different purposes and audiences.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Autumn	English Language Paper 2 - Section A	Students develop skills in reading, comparing and evaluating two non-fiction texts from different time periods and perspectives. They identify viewpoints and methods used to influence readers.	Writer's perspective, viewpoint and bias, explicit and implicit meanings, synthesis, comparison, rhetorical methods, language and structural analysis.	Builds upon analytical skills from Paper 1 by introducing comparison across texts and deeper evaluation of perspectives.	AQA English Language (8700): Paper 2, Section A (Q1–Q4). Assesses AO1, AO2 and AO3
	Power and conflict poetry	Students study the AQA 'Power and Conflict' cluster, analyzing how poets use form, structure, and language to present conflict (war, identity, nature) and power dynamics. They learn comparative essay writing.	Themes of power and conflict (patriotism, memory, guilt, identity, nature), poetic forms and conventions, structural devices (enjambment, caesura, volta), comparison skills, writer's methods and intentions, contextual influences on meaning.	Builds on KS3 poetry analysis and introduces comparative literary analysis skills needed for Literature Paper 2. Develops analytical vocabulary and essay structures which transfer into set text study later in the year.	AQA English Literature (8702): Paper 2, Section B – Poetry Anthology. Assesses AO1, AO2 and AO3.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Spring	English Language Paper 2 - Section B	Students learn to write transactional texts (articles, letters, speeches) to present a viewpoint.	Audience and purpose, rhetoric, persuasive techniques, tone and	Extends creative writing skills from Paper 1 by focusing on transactional and persuasive writing for specific	AQA English Language (8700): Paper

SUBJECT CURRICULUM PLAN

			register, transactional forms and conventions, technical accuracy and organisation.	audiences and purposes.	2, Section B (Q5). Assesses AO5 and AO6.
	Carousel revision	Students revisit and consolidate all components of the GCSE English Language and Literature specifications through a programme of interleaved revision. They refine examination technique through timed practice, targeted feedback, retrieval activities, and focused revision of key texts, skills and assessment objectives to address misconceptions and strengthen confidence ahead of final examinations.	Retrieval practice, interleaving, exam technique, timed responses, self-assessment, knowledge consolidation across all texts and papers.	Builds upon learning from all GCSE English Language and Literature units through interleaved retrieval and targeted revision. Students consolidate knowledge of key texts, themes, contexts and examination skills while refining exam technique, time management and response strategies in preparation for the summer examination series.	

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Summer	REVISION WORKSHOPS **External exams:** **English Literature Paper 1: Shakespeare and the 19th-Century Novel** – 1 hour 45 minutes (64 marks). **English Literature Paper 2: Modern Texts and Poetry** – 2 hours 15 minutes (96 marks). **English Language Paper 1: Explorations in Creative Reading and Writing** – 1 hour 45 minutes (80 marks). **English Language Paper 2: Writers' Viewpoints and Perspectives** – 1 hour 45 minutes (80 marks).				