**YEAR 10 EDUQAS GCSE ENGLISH LANGUAGE CURRICULUM OVERVIEW 2024 – 2025**

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| **YR10** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **READING and WRITING**  Opportunities for **SPOKEN LANGUAGE**  Eduqas GCSE *English Language Student  Book 1*  Chapter 1: Extremes | **READING and WRITING**  Opportunities for **SPOKEN LANGUAGE**  Eduqas GCSE *English Language Student  Book 1*  Chapter 2: Conflict | **READING and WRITING**  Opportunities for **SPOKEN LANGUAGE**  Eduqas GCSE *English Language Student  Book 1*  Chapter 3: Change | **READING and WRITING**  Opportunities for **SPOKEN LANGUAGE**  Eduqas GCSE *English Language Student  Book 1*  Chapter 4: Language | **READING and WRITING**  Opportunities for **SPOKEN LANGUAGE**  Eduqas GCSE *English Language Student  Book 1*  Chapter 5: People | **READING and WRITING**  Opportunities for **SPOKEN LANGUAGE**  Eduqas GCSE *English Language Student Bk 1*  Chapter 6: Connecting the dots |
| **Key new knowledge** | **All assessment objectives**  Develop your ability to read and write non-fiction texts  Explore the theme of Extremes  Understand what is meant by a writer’s perspective  Understand text structure  Consider the effect of words and phrases in a text  Explore persuasive writing techniques | **All assessment objectives**  Develop your ability to read and write narrative fiction  Explore the theme of Conflict  Explore the difference between explicit and implicit information  Explore dialogue and how it is used in fiction  Identify tension in a text  Evaluate the way a text can make you feel | **All assessment objectives**  Explore fiction and non-fiction texts written before 1900    Explore the theme of Change  Consider how the time when a text is written affects ideas within it  Explore layers of meaning  Explore and compare how texts are shaped by the context in which they were produced  Select specific information | **All assessment objectives**  Explore language through a range of fiction and non-fiction texts  Explore your own use & experience of language  Explore persuasive techniques  Develop clear and engaging arguments  Give and support a point of view giving examples | **All assessment objectives**  Develop the ability to evaluate  Explore your reactions to a text  Explore the features of a review  Develop your skills of speculation  Explore verbal and non-verbal techniques used in a presentation  Explore the use of humour in a presentation  Plan a piece of amusing evaluative writing | **All assessment objectives**  Focus on your ability to reflect on your learning and to apply your knowledge  Identify the skills you have learned in Y10  Develop awareness of what to expect in Component 1 and in Component 2 |
| **Assessments** | Progress checks / DNAs  End of unit assessment | Progress checks / DNAs  End of unit assessment | Progress checks / DNAs  End of unit assessment | Progress checks /DNAs  End of unit assessment | Progress checks / DNAs  End of unit assessment | Sample exam papers (for mock exams) |

**YEAR 10 EDUQAS GCSE ENGLISH LITERATURE CURRICULUM OVERVIEW 2024 – 2025**

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| **YR10** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Poetry from the Eduqas Anthology  A Christmas Carol by Charles Dickens (Pre-1900 novel) | Poetry from the Eduqas Anthology  A Christmas Carol by Charles Dickens | Romeo and Juliet by William Shakespeare | Romeo and Juliet by William Shakespeare  Poetry from the Eduqas Anthology | Blood Brothers by Willy Russell (post-1914 drama)  Poetry from the Eduqas Anthology | Blood Brothers by Willy Russell  Poetry from the Eduqas Anthology |
| **Key new knowledge** | **Poetry: AO1, AO2, AO3**  Develop an understanding of what each poem is about, including the main themes / ideas  Form an overview of the poem’s content, the way it is written and its context  Become familiar with key literary terms  **A Christmas Carol: AO1, AO2, AO3**  Develop a detailed knowledge of the novel, its characters and themes  Gain an understanding of the relationship between the novel and the context in which it was written | **Poetry: AO1, AO2, AO3**  Develop an understanding of what each poem is about, including the main themes / ideas  Form an overview of the poem’s content, the way it is written and its context  Become familiar with key literary terms  **A Christmas Carol: AO1, AO2, AO3**  Develop a detailed knowledge of the novel, its characters and themes  Gain an understanding of the relationship between the novel and the context in which it was written | **AO1, AO2, AO4**  Gain a good understanding of the story  Develop an overview of what happens in each act  Begin to form an understanding of key characters and their relationships | **Shakespeare: AO1, AO2, AO4**  Continue to develop an understanding of key characters and their relationships  To gain an understanding of the key themes in the play  To understand selected Shakesperian words / phrases  **Poetry: AO1, AO2, AO3**  Develop an understanding of what each poem is about, including the main themes / ideas  Form an overview of the poem’s content, the way it is written and its context  Use key literary terms when analysing a poem | **Blood Brothers: AO1. AO2, AO4**  Gain a good understanding of the story  Develop an overview of what happens in each act  Begin to form an understanding of key characters and their relationships  **Poetry: AO1, AO2, AO3**  Develop an understanding of what each poem is about, including the main themes / ideas  Form an overview of the poem’s content, the way it is written and its context  Use key literary terms when analysing a poem | **Blood Brothers: AO1. AO2, AO4**  Develop an understanding of key characters and their relationships  **Poetry: AO1, AO2, AO3**  Develop an understanding of what each poem is about, including the main themes / ideas  Form an overview of the poem’s content, the way it is written and its context  Use key literary terms when analysing a poem |
| **Assessments** | Progress checks / DNAs | Progress checks / DNAs  Assessment on a selected poem (s)  Assessment on the novel (comprehension questions) | Progress checks / DNAs | Progress checks / DNAs  Assessment on the play (comprehension questions) | Progress checks / DNAs | Progress checks / DNAs  Assessment on the play (comprehension questions |

**YEAR 11 EDUQAS GCSE ENGLISH LANGUAGE CURRICULUM OVERVIEW 2024 – 2025**

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| **YR11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Component 1 preparation – 20th century literature **READING**  Creative prose  **WRITING**  Eduqas GCSE English Language Student Book 2 | Component 2 preparation – 19th & 21st century non-fiction **READING**  Component 1 preparation  Creative prose  **WRITING**  Eduqas GCSE English Language Student Book 2 | Component 2 preparation – 19th & 21st century non-fiction **READING**  Component 3  **Spoken Language presentation**  Eduqas GCSE English Language Student Book 2 | Component 2 preparation – transactional / persuasive **WRITING**  Component 3  **Spoken Language presentation**  Eduqas GCSE English Language Student Book 2 | Exam Preparation  Exams  Eduqas GCSE English Language Student Book 2  Sample exam papers | Exam Preparartion  Exams |
| **Key new knowledge** | **Reading unseen  20th-century literature prose**  **AO1, AO2, AO4**  Locate and interpret explicit and implicit ideas and details within a text.  Make inferences based on information that has been gathered.  Explore how writers use language and structure.  Explore how writers can achieve effects and influence a reader.  Give a personal response / crtitcal evaluation of what you’ve just read.  **Creative prose writing**  **AO5, AO6**  How to plan your prose writing.  How to develop your writing, including ways to engage the reader. | **Reading unseen 19th- & 21st-century non-fiction**  **AO1, AO2, AO3, AO4**  Locate and interpret explicit and implicit ideas and details within a text.  Make inferences based on information that has been gathered.  Explore how writers use language and structure.  Explore how writers can achieve effects and influence a reader.  Develop the skill of comparing writers ideas / perspectives across two texts.  Give a personal response / crtitcal evaluation of what you’ve just read.  **Creative prose writing**  **AO5, AO6**  How to use language imaginatively.  How to end your piece.  How to proof-read your work. | **Reading unseen 19th- & 21st-century non-fiction**  **AO1, AO2, AO3, AO4**  Locate and interpret explicit and implicit ideas and details within a text.  Make inferences based on information that has been gathered.  Explore how writers use language and structure.  Explore how writers can achieve effects and influence a reader.  Develop the skill of comparing writers ideas / perspectives across two texts.  Give a personal response / crtitcal evaluation of what you’ve just read.  **Spoken Language**  **AO7, AO8, AO9**  Plan a presentation and consider how to deliver it.  To think about verbal and non-verbal techniques that can be used. | **Transactional / persuasive writing**  **AO5, AO6**  Think about the different types of tasks you may be asked to complete in the exam.  Learn how to plan and develop your writing, adapting it for audience & purpose.  **Spoken Language**  **AO7, AO8, AO9**  To explore persuasive techniques | Study leave, revision sessions and revision booklets | Study leave, revision sessions and revision booklets |
| **Assessments** | End-of-chapter progress checks | End-of-chapter progress checks | End-of-chapter progress checks  Spoken Language Presentation (recorded) | End-of-chapter progress checks  Spoken Language Presentation (recorded) | Sample exam papers |  |

**YEAR 11 EDUQAS GCSE ENGLISH LITERATURE CURRICULUM OVERVIEW 2024 – 2025**

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| **YR11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Poetry from the Eduqas Anthology  Unseen Poetry  Romeo & Juliet by William Shakespeare | Poetry from the Eduqas Anthology  Romeo & Juliet by William Shakespeare | A Christmas Carol by Charles Dickens | Blood Brothers by Willy Russell  Poetry from the Eduqas Anthology  Unseen Poetry | Exam Preparation  Sample exam papers  Exams | Exam Preparartion  Exams |
| **Key new knowledge** | **Poetry: AO1, AO2, AO3**  Develop an understanding of what each poem is about, including the main themes / ideas  Form an overview of the poem’s content, the way it is written and its context  Use key literary terms when analysing a poem  Apply knowledge gained from studying the Anthology to analyse an ‘unseen poem’  **Shakespeare: AO1, AO2, AO4**  Revision of what we have already learned about the play – story, characters, themes  Deepen our knowledge of the characters and of the themes | **Poetry: AO1, AO2, AO3**  Develop an understanding of what each poem is about, including the main themes / ideas  Form an overview of the poem’s content, the way it is written and its context  Use key literary terms when analysing a poem  Make links with other poems  **Shakespeare: AO1, AO2, AO4**  Explore key scenes and develop close-reading skills  Explore mood and atmosphere  Think about Shakespeare’s use of stage directions  Consider the effect on the audience  Learn how to respond to exam questions | **A Christmas Carol: AO1, AO2, AO3**  Revision of the story, characters and themes  Focus on characters, their relationships and how they contribute to the story  Explore how Dickens has used setting to structure the story  Look at exam questions and learn how to answer them | **Blood Brothers: AO1. AO2, AO4**  Revision of the story, characters and themes  Explore the key moments of the play  Study in detail the characters and themes  To analyse the language features that Russell has used and consider how they create a sense of place  Learn how to respond to exam questions  **Poetry: AO1, AO2, AO3**  Revision of poems  Learn how to respond to exam questions | Study leave, revision sessions and revision booklets | Study leave, revision sessions and revision booklets |
| **Assessments** | Progress-checks / DNAs | Progress-checks / DNAs | Progress-checks / DNAs  Mocks | Progress-checks / DNAs |  |  |

**KS4 Functional Skills English (Level 1 /2) CURRICULUM OVERVIEW 2024 – 2025**

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| **YR10 YR11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **READING**  Edexcel Functional Skills textbook | **READING**  Edexcel Functional Skills textbook | **SPEAKING, LISTENING AND COMMUNICATING** | **WRITING**  Edexcel Functional Skills textbook | **WRITING**  Edexcel Functional Skills textbook | Exams |
| **Key new knowledge** | Identify how to use full stops, question marks, exclamation marks, commas, brackets and apostrophes  Explain the effect of each punctuation mark  Identify facts and opinions  Read and highlight the key words in a text  Identify the main purpose of a text  Explain the key ideas in a text.  Explain how the writers use punctuation in the texts to convey meaning.  Compare information in the texts  Use quotations to evidence their ideas  Identify and explain language/textual features & say what effect each feature has | Identify formal and informal language  Identify organisational and structural features  Use organisational and structural features to locate relevant information in a text  Identify the key ideas in the text  Explore and discuss ideas in the text and support these with evidence from the text.  Use a dictionary to locate a meaning  Suggest an alternative word  Identify the language features used in a text  Infer meaning from an image  Use context to understand meaning | **Research a topic and contribute to a formal group discussion**  Share their opinions with the group  Listen closely  Wait for a gap before speaking  Use an appropriate tone.  Ask, listen to and answer questions  Listen to the ideas of others  Use an appropriate tone.  **Present a talk to the class**  Speak clearly about their topic  Listen and respond to questions. | Identify the correct format and structure of each text type  Identify the purpose of a text  Identify appropriate language features.  Identify common spelling errors  Identify a spelling strategy to support learning  Identify and correct spelling errors.  Identify simple, compound and complex sentences  Write simple, compound and complex sentences  Use a clear structure when writing  Identify when to use a paragraph | Identify the correct layout for a formal letter  Plan and draft a formal letter  Identify the correct layout for an email  Plan and draft an email  Identify the correct layout and tone for a review  Plan and draft a review  Identify the correct layout for an article  Plan and draft an article  Identify the correct layout for a report  Plan and draft a formal report  Identify the correct layout for a forum contribution  Plan and draft a forum contribution  Proof read their work | Revision |
| **Assessments** | Progress checks | Mock paper | Speaking and Listening assessment (recorded for Level 2) | Progress checks | Mock Paper | External exam- Reading Paper and Writing Paper |

**KS4 FUNCTIONAL SKILLS ENGLISH (ENTRY LEVEL 3) CURRICULUM OVERVIEW 2024 – 2025**

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| **YR10**  **YR11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **READING** | **READING** | **SPEAKING AND LISTENING** | **WRITING** | **WRITING** | **EXAMS** |
| **Key new knowledge** | Identify why full stops, capital letters, question and exclamation marks, and commas are used  Write sentences using the correct punctuation marks  Use a dictionary  Read and identify the main points and ideas in a text  List the organisational features writers use to help readers find information  Use bullet points in your answers | Read and understand straightforward instructions  Accurately spell key words.  Use a dictionary to check the meaning of words  Discuss the main ideas in a text  Take part in a group discussion | Ask questions and listen to the reply  Identify the main points and information  Say what the discussion was about.    Listen to the views of others  Share your ideas with others  Speak when it is appropriate    Focus on the topic of the discussion and stick to the subject | Know how to write a compound sentence and when to use a paragraph  Order a text into a logical sequence  Write a short text in a logical sequence.  Know how to use the correct tense in writing  Correctly sequence words in alphabetical order  Correctly spell common words with suffixes.  Spell common words with prefixes correctly. | Spell common homophones correctly.  Write using compound sentences and paragraphs  Write a set of straightforward instructions  Write text for a specific purpose and audience  Check your text for punctuation and grammar errors. | Revision |
| **Assessments** | DNAs | Practice paper | Teacher assessment | DNAs | Practice paper | Reading and Writing assessments |