**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 textsExplore the theme of ExtremesUnderstand what is meant by a writer’s perspectiveUnderstand text structureConsider the effect of words and phrases in a textExplore persuasive writing techniques | **All assessment objectives**Develop your ability to read and write narrative fictionExplore the theme of ConflictExplore the difference between explicit and implicit informationExplore dialogue and how it is used in fictionIdentify tension in a textEvaluate the way a text can make you feel | **All assessment objectives**Explore fiction and non-fiction texts written before 1900 Explore the theme of ChangeConsider how the time when a text is written affects ideas within itExplore layers of meaningExplore and compare how texts are shaped by the context in which they were producedSelect specific information | **All assessment objectives**Explore language through a range of fiction and non-fiction textsExplore your own use & experience of languageExplore persuasive techniquesDevelop clear and engaging argumentsGive and support a point of view giving examples | **All assessment objectives**Develop the ability to evaluateExplore your reactions to a textExplore the features of a reviewDevelop your skills of speculationExplore verbal and non-verbal techniques used in a presentationExplore the use of humour in a presentationPlan a piece of amusing evaluative writing | **All assessment objectives**Focus on your ability to reflect on your learning and to apply your knowledgeIdentify the skills you have learned in Y10Develop awareness of what to expect in Component 1 and in Component 2 |
| **Assessments** | Progress checks / DNAsEnd of unit assessment | Progress checks / DNAsEnd of unit assessment | Progress checks / DNAsEnd of unit assessment | Progress checks /DNAsEnd 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 AnthologyA Christmas Carol by Charles Dickens (Pre-1900 novel) | Poetry from the Eduqas AnthologyA Christmas Carol by Charles Dickens | Romeo and Juliet by William Shakespeare | Romeo and Juliet by William ShakespearePoetry from the Eduqas Anthology | Blood Brothers by Willy Russell (post-1914 drama)Poetry from the Eduqas Anthology | Blood Brothers by Willy RussellPoetry from the Eduqas Anthology |
| **Key new knowledge** | **Poetry: AO1, AO2, AO3**Develop an understanding of what each poem is about, including the main themes / ideasForm an overview of the poem’s content, the way it is written and its contextBecome familiar with key literary terms**A Christmas Carol: AO1, AO2, AO3**Develop a detailed knowledge of the novel, its characters and themesGain 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 / ideasForm an overview of the poem’s content, the way it is written and its contextBecome familiar with key literary terms**A Christmas Carol: AO1, AO2, AO3**Develop a detailed knowledge of the novel, its characters and themesGain 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 storyDevelop an overview of what happens in each actBegin to form an understanding of key characters and their relationships | **Shakespeare: AO1, AO2, AO4**Continue to develop an understanding of key characters and their relationshipsTo gain an understanding of the key themes in the playTo understand selected Shakesperian words / phrases**Poetry: AO1, AO2, AO3**Develop an understanding of what each poem is about, including the main themes / ideasForm an overview of the poem’s content, the way it is written and its contextUse key literary terms when analysing a poem | **Blood Brothers: AO1. AO2, AO4**Gain a good understanding of the storyDevelop an overview of what happens in each actBegin 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 / ideasForm an overview of the poem’s content, the way it is written and its contextUse 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 / ideasForm an overview of the poem’s content, the way it is written and its contextUse key literary terms when analysing a poem |
| **Assessments** | Progress checks / DNAs | Progress checks / DNAsAssessment on a selected poem (s)Assessment on the novel (comprehension questions) | Progress checks / DNAs | Progress checks / DNAsAssessment on the play (comprehension questions) | Progress checks / DNAs | Progress checks / DNAsAssessment 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 preparationCreative 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 PreparationExamsEduqas GCSE English Language Student Book 2Sample exam papers | Exam PreparartionExams |
| **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 checksSpoken Language Presentation (recorded) | End-of-chapter progress checksSpoken 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 AnthologyUnseen PoetryRomeo & Juliet by William Shakespeare | Poetry from the Eduqas AnthologyRomeo & Juliet by William Shakespeare | A Christmas Carol by Charles Dickens | Blood Brothers by Willy RussellPoetry from the Eduqas AnthologyUnseen Poetry | Exam PreparationSample exam papersExams | Exam PreparartionExams |
| **Key new knowledge** | **Poetry: AO1, AO2, AO3**Develop an understanding of what each poem is about, including the main themes / ideasForm an overview of the poem’s content, the way it is written and its contextUse key literary terms when analysing a poemApply 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, themesDeepen 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 / ideasForm an overview of the poem’s content, the way it is written and its contextUse key literary terms when analysing a poemMake links with other poems**Shakespeare: AO1, AO2, AO4**Explore key scenes and develop close-reading skillsExplore mood and atmosphereThink about Shakespeare’s use of stage directionsConsider the effect on the audienceLearn how to respond to exam questions | **A Christmas Carol: AO1, AO2, AO3**Revision of the story, characters and themesFocus on characters, their relationships and how they contribute to the storyExplore how Dickens has used setting to structure the storyLook at exam questions and learn how to answer them | **Blood Brothers: AO1. AO2, AO4**Revision of the story, characters and themesExplore the key moments of the play Study in detail the characters and themesTo analyse the language features that Russell has used and consider how they create a sense of placeLearn how to respond to exam questions**Poetry: AO1, AO2, AO3**Revision of poemsLearn 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 / DNAsMocks | 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 markIdentify facts and opinions Read and highlight the key words in a textIdentify the main purpose of a textExplain 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 ideasIdentify and explain language/textual features & say what effect each feature has | Identify formal and informal languageIdentify organisational and structural features Use organisational and structural features to locate relevant information in a textIdentify the key ideas in the textExplore and discuss ideas in the text and support these with evidence from the text.Use a dictionary to locate a meaningSuggest an alternative word Identify the language features used in a textInfer meaning from an imageUse context to understand meaning | **Research a topic and contribute to a formal group discussion**Share their opinions with the groupListen closely Wait for a gap before speakingUse an appropriate tone.Ask, listen to and answer questionsListen to the ideas of othersUse an appropriate tone.**Present a talk to the class**Speak clearly about their topicListen and respond to questions. | Identify the correct format and structure of each text typeIdentify the purpose of a textIdentify appropriate language features.Identify common spelling errorsIdentify a spelling strategy to support learning Identify and correct spelling errors. Identify simple, compound and complex sentencesWrite simple, compound and complex sentencesUse a clear structure when writingIdentify when to use a paragraph | Identify the correct layout for a formal letterPlan and draft a formal letterIdentify the correct layout for an emailPlan and draft an emailIdentify the correct layout and tone for a reviewPlan and draft a reviewIdentify the correct layout for an articlePlan and draft an articleIdentify the correct layout for a reportPlan and draft a formal reportIdentify the correct layout for a forum contributionPlan and draft a forum contributionProof 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 marksUse a dictionary Read and identify the main points and ideas in a textList the organisational features writers use to help readers find information Use bullet points in your answers | Read and understand straightforward instructionsAccurately spell key words.Use a dictionary to check the meaning of wordsDiscuss the main ideas in a textTake 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 othersShare your ideas with othersSpeak 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 paragraphOrder a text into a logical sequenceWrite 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 paragraphsWrite a set of straightforward instructionsWrite text for a specific purpose and audienceCheck your text for punctuation and grammar errors. | Revision |
| **Assessments** | DNAs | Practice paper | Teacher assessment | DNAs | Practice paper | Reading and Writing assessments |