New Line Learning Academy
Believe and Achieve

GCSE English Language & English Literature

English Curriculum Intent	Year 10

At New Line Learning Academy, the English Department's ethos is to deliver an ambitious and diverse curriculum to every pupil, enabling all learners to become inquisitive readers and to understand the importance of our global literary heritage. Our curriculum is designed to support all pupils in developing a love of literature and to strengthen fluency in the core skills of reading, writing, and oracy, ensuring they have the foundational knowledge and skills to flourish in any future endeavour.

Our vision is to raise achievement and provide pupils with opportunities for both personal and academic growth, empowering them to succeed and reach their full potential in English. Throughout their five-year English journey, students engage with a rich and challenging curriculum that fosters a love of reading alongside an analytical exploration of texts and writers' craft.

We aspire to ensure that every learner:

- becomes a creative and driven individual who is supported in making excellent progress in the subject
- develops an ambitious repertoire of vocabulary to support their personal development
- has a heightened cultural awareness that they can apply beyond the classroom
- communicates effectively (both verbally and in writing) and collaborates confidently with a range of individuals to achieve purposeful outcomes
- to develop secure substantive knowledge by exploring key contextual concepts, the conventions of different genres, and essential subject terminology. They will deepen their understanding of writers' intentions, literary movements, and rhetorical devices, while developing a secure knowledge of GCSE examination requirements. This knowledge provides the foundation for increasingly sophisticated analysis, evaluation and communication across English Language and Literature.

The strong foundations secured in Key Stage 3 directly prepare our pupils for the demands of Year 10 by ensuring they enter GCSE study with secure disciplinary knowledge and well-developed core skills in reading, writing, and oracy, through repeated engagement with increasingly complex texts and ideas, pupils build the confidence to analyse literature in greater depth, respond critically to writers' intentions, and make perceptive links between texts and contexts.
The curriculum has been deliberately sequenced so that pupils first secure analytical approaches to poetry before applying these skills to increasingly demanding prose and drama texts. English Language skills are interwoven throughout the year, enabling pupils to repeatedly retrieve and apply disciplinary knowledge in different contexts before final examination.

The thematic approach at KS3 also supports transition into GCSE study by training pupils to think across concepts, time periods, and perspectives—an essential requirement for interpreting set texts and responding to exam questions with clarity and insight. By the end of Key Stage 3, pupils are equipped with a broad and ambitious vocabulary, a secure understanding of literary techniques, and the ability to construct coherent, analytical arguments. Throughout this unit pupils continue to develop disciplinary literacy, cultural capital, ambitious vocabulary, analytical thinking, communication and independence, preparing them for success at GCSE and beyond.

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	By the end of Year 10, pupils will have strengthened core skills in reading, writing, and oracy through repeated engagement with key themes linked to GCSE texts. They will be able to respond securely to GCSE-style examination questions, demonstrating increasing accuracy, confidence, and control. As a result, pupils are well prepared for the demands of Year 11, where they apply these skills with greater independence and precision, engaging confidently with GCSE Literature and Language assessment objectives.

Term 1
Topic/Theme/Enquiry

Exploring Conflict Poetry (Edexcel GCSE Anthology) and Developing Skills for English Language Paper 1
How do writers use language and structure to present conflict and shape meaning?

Big Picture
What are the main ideas and big questions in this topic?

Pupils will continue their study of the GCSE English literature content. Pupils will study the remainder of the 15 poems from the Edexcel conflict anthology, which will appear in English Literature Paper 2, Section B. This section of the examination requires pupils to compare one of the poems from the anthology, chosen by the board, to one of their choices from memory. After studying a selection of poems from the cluster, pupils will move on to how they will approach the unseen poetry section of the examination, which will see them comparing two poems that they have not previously studied. Pupils will practice the skills of knowledge retrieval, making comparisons between texts, and linking texts to the contexts in which they were written. They will develop confidence in their approach to answering examination questions and their understanding of the examiner's marking scheme. At the end of the unit, pupils will spend a week developing their understanding of the Edexcel English Language skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key Texts Studied:

- *The Class Game*, by Mary Casey
- *No Problem*, by Benjamin Zephaniah
- *Half-Caste*, by John Agard
- *Cousin Kate*, by Christina Rossetti
- *Catrin*, by Gillian Clarke
- *Poppies,* by Jane Weir
- *What Were They Like?,* by Denise Levertov
- *War Photographer*, by Carole Satyamurti

- *Belfast Confetti*, Ciaran Carson

Disciplinary knowledge:
Pupils will develop an understanding of how meaning is constructed in poetry through language, form, and structure. Across the Conflict Poetry Anthology, they will explore how poets use voice, imagery, and structural choices to present ideas about conflict, identity, power, and human experience.
Pupils will develop awareness of how contextual factors shape meaning, including social inequality, war, race, gender, and historical perspective. They will also consider how different audiences may respond to poems in different ways and how poets position the reader to respond to conflict and suffering.
Through this, pupils build the ability to interpret poetry critically, make perceptive comparisons between texts, and construct analytical responses using precise evidence and increasingly sophisticated subject terminology.

Knowledge and Skill Development: Reading: (skills taught may vary depending on the group):
- To read a poem analytically, exploring a poet's use of language, form and structure.
- To explain how the contextual facts which they know have an impact on the choices that a writer has made.
- To understand how the writer's contemporaries may have responded differently to a modern reader.
- Where appropriate, pupils will explore how a writer's intentions may have been to improve morality in society or for didactic purposes based on their perceptions of the society which they were writing about.

Knowledge and Skill Development: Writing: (skills taught may vary depending on the group):

Forms of Writing: Analytical essay writing and comparative essay writing.

Knowledge and Skill Development: Vocabulary: (Vocabulary taught may vary depending on the group):

Keywords: futility, controversy, manipulation, stereotype, disparity, virtue, adversity, suffering, exploitation, morality, superficial, satire, marginalisation.

Subject Terminology: enjambment, free verse, caesura, anaphora, meter, prosody, lineation, feminine/masculine rhyme, dissonance, refrain, polysyndeton, volta, stanza, quatrain, sonnet, dramatic monologue, semantic field, imagery, symbolism, metaphor, simile, personification.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Pupils will require an intermediate level of reading to access the key text independently and the comprehension skills that they have developed at both	Pupils will continue their study of GCSE English Literature by completing the Edexcel Conflict Poetry Anthology. This unit focuses on the remaining poems

primary school and through their Key Stage Three curriculum. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Key Stage Three English and the Literacy Laboratory programme. They will use poetic terminology that has been embedded in their study since Year 7.

Pupils should draw upon their prior study of themes such as adversity, the mind and conflict, utilising the vocabulary taught previously and understanding built in these units to analyse the poems and read critically.

within the cluster, which are assessed in English Literature Paper 2, Section B. In this component, pupils are required to compare an anthology poem selected by the exam board with a poem of their own choice from memory, demonstrating secure understanding of meaning, methods, and context. Following this, pupils will transition to the study of unseen poetry. They will be taught how to analyse and compare two previously unseen poems under exam conditions, applying sophisticated interpretative and comparative skills. This includes developing confidence in responding to unfamiliar texts with accuracy, insight, and analytical precision.

Across the unit, pupils will consolidate and extend their ability to retrieve and apply prior knowledge, construct comparative arguments, and make perceptive links between texts and their contextual frameworks. Pupils will also deepen their understanding of Edexcel assessment objectives and mark scheme requirements, enabling increasingly targeted and effective exam responses.

Wider Framework

How does this learning connect to future topics and bigger goals?

This unit enhances pupils' progression towards GCSE mastery by consolidating the analytical, comparative, and contextual skills required across both English Literature and English Language.

In addition to Paper 1 skills, the explicit focus on comparison prepares pupils directly for Edexcel Paper 2 requirements, where they are required to synthesise ideas across texts and respond flexibly to unseen material. The transition into unseen poetry further develops resilience, adaptability, and interpretative independence.

In addition, the unit reinforces disciplinary literacy by embedding high-level vocabulary and subject terminology, enabling pupils to articulate increasingly sophisticated interpretations with precision.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Through research, they could develop their knowledge of key historical context related to the anthology. They could research women's rights in the Victorian Era and the Troubles in Ireland. Research into the studied poets' lives would also benefit their understanding of relevant contextual information.

Exposure to GCSE practice papers will further prepare pupils by familiarising them with exam structure, question styles, and assessment expectations, helping to build confidence and accuracy under timed conditions.

More broadly, the themes explored within the anthology—conflict, identity, power, inequality, and human experience—encourage pupils to engage critically with the world around them.	

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This unit develops skills and knowledge that have clear and meaningful applications beyond the classroom. The emphasis on analysis, comparison, and communication directly supports pathways into careers that require strong literacy and critical thinking, including law, journalism, teaching, media, public relations, publishing, and politics. Pupils also develop the ability to understand and articulate perspectives on social issues, an increasingly important skill in fields such as social work, healthcare, civil service, and community leadership.

In addition, the focus on empathy, interpretation, and understanding human experience through literature supports personal development and interpersonal awareness, which are highly valued in any career involving teamwork, communication, or client-facing roles. By engaging with texts that explore conflict, identity, and society, pupils also gain insight into real-world issues such as inequality, representation, and ethical responsibility, helping them to become informed, reflective, and articulate individuals who can participate confidently in professional life.

Wider links to other subjects:

- **History:** Understanding conflict, war, social class, and political change.
- **Geography:** Migration, global inequality, and place-based identity.
- **Citizenship / PSHE:** Prejudice, identity, justice, and social responsibility.
- **Religious Education:** Moral questions, belief systems, and differing viewpoints.
- **Drama:** Interpretation of voice, tone, and character perspective.
- **Media Studies:** Representation, language choices, and audience response.

Resources

What books, websites, videos and materials will support our learning?

Assessment

How will we show what we know, remember and can apply?

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Video Resources:

- BBC Teach – GCSE English Literature Poetry clips (various poems, including conflict themes)
https://www.bbc.co.uk/teach
- Mr Bruff GCSE English – Conflict Poetry analysis (clear exam-focused explanations)
https://www.youtube.com/@mrbruff
- First Rate Tutors – GCSE Poetry revision (step-by-step breakdowns)
https://www.youtube.com/@FirstRateTutors
- Pearson Edexcel Exam Guidance videos (official exam technique advice)
https://qualifications.pearson.com
- BBC Bitesize GCSE Poetry (skills-focused clips)
https://www.bbc.co.uk/bitesize
- Mr Bruff – Language Paper 1 walkthroughs (Q2–Q4 skills)
- English with Mr Tom – structured analysis and model responses
https://www.youtube.com/@EnglishwithMrTom
- BBC Teach – reading comprehension and inference clips
https://www.bbc.co.uk/teach

Written resources

- The Class Game, Marey Casey Poem Summary, Context, Analysis - GCSE English Analysis
- No Problem, Benjamin Zephaniah Poem Summary, Context, Analysis - GCSE English Analysis
- Half-Caste, John Agard Poem Analysis/Annotations - GCSE English Analysis
- Cousin Kate Poem Summary and Analysis | LitCharts
- Catrin Poem Summary and Analysis | LitCharts
- Poppies by Jane Weir (Edexcel) - BBC Bitesize
- What Were They Like? Poem Summary and Analysis | LitCharts
- War Photographer Poem Summary and Analysis | LitCharts

Specification Links:
Literature:

Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis.

The end of term assessments will then focus on:

AO1: Identify and interpret explicit information
AO2: Analyse, comment on methods and structure
AO3: To identify and comment on the effect of social and historical context
AO4: Evaluating how writers use language and structure to influence readers.

For their end of term literature assessment, pupils will complete one poetry comparison question. Pupils will have 1 poem from the anthology printed and will compare to a chosen poem from the anthology from memory. Pupils must refer to context in their response.

For their end of term language assessment, pupils will complete two short evidence finding questions from a 19th century extract that they have not seen before. They will then analyse the writer's use of language and structure in a small section of the text. Finally, they will complete an evaluation question on the extract, making judgements about how successful the writer has been.

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Edexcel GCSE and GCE 2014 (Pearson.com) **Language:** **Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language**	

Term 2

Topic/Theme/Enquiry

19th Century novel: A Christmas Carol by Charles Dickens and English Language Paper 1

How do writers use language, structure, and narrative to shape meaning, influence the reader, and present ideas?

Big Picture

What are the main ideas and big questions in this topic?

Pupils will apply their understanding of how writers construct meaning in both reading and writing, using subject terminology accurately to explain effects. They will develop independence in analysing unseen fiction and producing original writing, alongside building confidence in responding to exam-style questions under timed conditions.

As part of the English Literature Paper 2 examination, pupils will respond to a two-part question on a 19th-century novel. They will study the novella *A Christmas Carol* by Charles Dickens in depth. Part (a) requires pupils to analyse an extract from the text, focusing on the writer's use of language, form, and structure. Part (b) requires a whole-text response, drawing on knowledge of plot, characterisation, and themes.

Over the course of the unit, pupils will engage in a detailed study of the novella, exploring its narrative structure, key themes, and character development, as well as Dickens' didactic intent. By the end of the unit, students will be able to read the text critically and confidently, demonstrating their ability to discuss and explain ideas, analyse how language, form, and structure create meaning and effects, use relevant subject terminology accurately, and recall key moments from across the text.
The unit concludes with a focused week developing core English Language Paper 1 skills, enabling pupils to transfer and apply their analytical understanding to unseen fiction and creative writing tasks.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Pupils will apply their understanding of how writers construct meaning in both reading and writing, using subject terminology accurately to explain effects. They will develop independence in analysing unseen fiction and producing original writing, alongside building confidence in responding to exam-style questions under timed conditions.

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The unit concludes with a focused week developing core English Language Paper 1 skills, enabling pupils to transfer and apply their analytical understanding to unseen fiction and creative writing tasks.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will have explored a variety of other Victorian texts across KS3 that will allow them to confidently make inferences and select appropriate evidence from the text. Students will need to successfully comment on the purpose of the text and how the audience may have been influenced by the writer. Students will exercise the previously taught skill of reading critically, demonstrating their knowledge of how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning. They will also need a good understanding of how to analyse setting, plot, and characterisation, and their effects on an audience.

Pupils should draw upon their prior study of themes such as adversity, conflict, and equality, utilising the vocabulary taught previously to analyse the text critically. The unit will directly link to their study of Victorian literature in Year 9.

Pitch Up
How will we challenge ourselves?

Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, discussing their findings with their peers, and using ambitious vocabulary to present their ideas. Pupils will be exposed to challenging texts, exercising reading skills to comprehend more complex literary devices. Pupils will embed more ambitious vocabulary in their analytical responses.

Wider Framework
How does this learning connect to future topics and bigger goals?

This unit develops core analytical and creative skills that underpin success across GCSE English Language and Literature. Through the study of *A Christmas Carol*, pupils refine their ability to analyse how writers use language, form, and structure to construct meaning, while also developing a secure understanding of characterisation, narrative voice, and thematic development. These skills directly

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Through research, pupils could further develop their knowledge of the Victorian Era, broadening their understanding of the society in which the text is set. They may research the life of Charles Dickens, giving them an understanding of the writer's intent.

support progression to other 19th-century texts and Shakespeare, where contextual awareness and close textual analysis become increasingly complex. In parallel, English Language Paper 1 develops pupils' ability to engage with unseen fiction, strengthening their capacity to infer meaning, evaluate writers' methods, and respond critically under timed conditions. The creative writing element builds pupils' control of narrative structure, tone, and language for effect, enabling them to apply the techniques they analyse in literature to their own writing. Together, these components build a coherent foundation in disciplinary literacy, ensuring pupils can read like writers and write with increasing precision and control.	Exposure to GCSE practice papers will further prepare pupils by familiarising them with exam structure, question styles, and assessment expectations, helping to build confidence and accuracy under timed conditions.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This unit supports pupils by encouraging them to engage with complex moral and social issues presented in both *A Christmas Carol* and English Language Paper 1 texts. Through exploring themes such as responsibility, inequality, compassion, and consequence, pupils reflect on different values and viewpoints, developing an understanding of ethical decision-making and personal responsibility.

Pupils consider how writers present social structures and the impact of individual actions on others, encouraging thoughtful discussion and respectful engagement with differing opinions.

Cultural development is embedded through exposure to Victorian society alongside a range of contemporary and fictional perspectives, enabling pupils to understand how texts reflect different times, places, and values. This helps them appreciate the diversity of human experience and the role of literature in shaping cultural understanding.

This unit develops a range of transferable skills that are highly valued in both academic and professional contexts. Through the study of *A Christmas Carol* and English Language Paper 1, pupils strengthen their ability to read critically, interpret complex ideas, and construct clear, structured arguments supported by evidence. These skills are directly applicable to careers that require strong communication, analytical thinking, and attention to detail, including journalism, law, teaching, publishing, media, advertising, and public relations. The ability to understand and evaluate viewpoints also supports roles in civil service, social work, healthcare, and community-focused professions.

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Overall, the unit encourages pupils to become reflective, thoughtful learners who can engage critically with moral and social questions while developing respect for different perspectives and experiences.

Wider links to other subjects:

- **History:** Victorian society, industrialisation, poverty, and social reform.
- **Citizenship / PSHE:** Responsibility, inequality, ethics, and social justice.
- **Religious Education:** Morality, redemption, forgiveness, and moral decision-making.
- **Drama:** Characterisation, narrative voice, and interpretation of texts.
- **Media Studies:** Narrative structure, representation, and audience impact.
- **Art & Design:** Imagery, symbolism, and visual representation of themes.
- **Geography:** Urbanisation, living conditions, and social inequality.

Resources

What books, websites, videos and materials will support our learning?

Video Resources

- Mr Bruff – A Christmas Carol (Full Revision Playlist)
  https://www.youtube.com/@mrbruff
- Stacey Reay – A Christmas Carol (quotes, themes, analysis)
  https://www.youtube.com/@StaceyReay
- BBC Teach – Dickens & Victorian context clips
  https://www.bbc.co.uk/teach
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- Mr Bruff – English Language Paper 1 (Q1–Q5 walkthroughs)
  https://www.youtube.com/@mrbruff
- First Rate Tutors – Paper 1 exam skills breakdown
  https://www.youtube.com/@FirstRateTutors
- BBC Bitesize – English Language Paper 1 skills support
  https://www.bbc.co.uk/bitesize

A Christmas Carol: Study Guide | SparkNotes

Specification Links:
Literature:
Edexcel GCSE and GCE 2014 (Pearson.com)

Assessment

How will we show what we know, remember and can apply?

Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis.

The end-of-term assessment will then focus on:

AO1: To identify and interpret information and find evidence.
AO2: To identify, explain and analyse the writer's use of language and structure.
AO6: Crafting coherent, purposeful and technically accurate transactional writing, demonstrating effective organisation, control of register and adaptation for audience and purpose.
AO7: Demonstrating secure spelling, punctuation and grammar alongside precise, ambitious vocabulary and increasingly sophisticated sentence structures.

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Language: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language	For their end of term literature assessment, pupils will complete two questions on A Christmas Carol. Part a will give pupils an extract from the text. They will analyse the writer's use of language, form and structure. Part b will assess their understanding of the rest of the text. They will answer a question related to a theme from the novel and must demonstrate that they have a detailed knowledge of key themes, events and ideas from the novella. For their end of term language assessment, pupils will complete a creative writing piece using a visual prompt. They will be assessed on their use of vocabulary, accuracy with spelling, punctuation and grammar, and how they craft a narrative for effect.

Term 3 Topic/Theme/Enquiry		**Post 1914 Literature: Journey's End, by R.C. Sherriff and English Language Paper 1** *How do writers use language, structure, and dramatic techniques to present the reality of human experience and shape the audience's response?*

Big Picture
What are the main ideas and big questions in this topic?

As part of their English Literature assessment, pupils will be expected to respond to a whole-text question on a post-1914 text. Pupils will study *Journey's End* by R.C. Sherriff and complete an in-depth exploration of the play across the term. This will include consideration of plot, themes, characterisation, and Sheriff's didactic intent.

Through the study of *Journey's End*, pupils will develop a deeper understanding of how writers use language, structure, and dramatic techniques to present human experience and influence audience response. They will explore the psychological and emotional realities of war, examining how tension, conflict, and relationships are constructed and developed on stage.

In addition, pupils will study English Language Paper 1 alongside the literature unit, developing their ability to analyse unseen fiction texts under timed conditions. They will also refine their own creative writing, using language and structure deliberately to engage and influence the reader.

By the end of the unit, pupils will be able to read texts in depth and with increasing independence, demonstrating their ability to discuss and explain ideas clearly, analyse the writer's choices related to plot, setting, theme, and characterisation, and use relevant subject terminology accurately.

The unit concludes with a focused week developing core English Language skills, enabling pupils to consolidate their understanding of exam requirements and apply their analytical skills effectively across both reading and writing components.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key Texts Studied:

- *Journey's End, by R.C. Sherriff*

Disciplinary Knowledge:
Pupils will develop an understanding of how meaning is constructed in dramatic and fictional texts through analysis of writers' craft. In Journey's End, they will explore how Sherriff uses language, structure, and dramatic techniques to present the realities of war, character relationships, and key themes such as duty, leadership, and futility.
Pupils will also develop awareness of how context influences meaning and how audiences are shaped by dramatic presentation. Alongside this, they will apply skills from English Language Paper 1 to analyse unseen fiction and create their own purposeful writing using language and structure effectively.
Through this, pupils build the ability to read, interpret, and respond to texts with increasing independence and confidence.

Knowledge and Skill Development: Vocabulary (vocabulary covered may vary depending on the group):

Keywords: futility, flawed, morality, suffering, injustice, hierarchy, patriarchy, adversity, stoical, disillusionment, patriotism, duty, sacrifice, trauma, tension, vulnerability, authority, leadership, camaraderie, fear, inevitability, resilience, conflict, oppression, loyalty.

Subject Terminology: verisimilitude, foil, allegorical, pathos, demotic language, stage directions, dramatic irony, subtext, exposition, climax, resolution, pacing, tension-building, dramatic tension, dialogue, monologue, aside, symbolism, juxtaposition, structural shift, cyclical structure, episodic structure, binary opposition, contrast.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will have explored a variety of texts related to World War One and the theme of post-war disillusionment in Year 9, which will allow them to confidently make inferences and select appropriate evidence from the text. Students will need to successfully comment on the purpose of the text and how the audience may have been influenced by the writer. Students will exercise the previously taught skill of reading critically, demonstrating their knowledge of how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning. They will also need a secure understanding of how to analyse setting, plot, and characterisation, and their effects on an audience.

Pitch Up
How will we challenge ourselves?

Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, discussing their findings with their peers and presenting their ideas orally using ambitious vocabulary. Pupils will be exposed to a challenging text, exercising reading skills to comprehend more complex literary devices. Pupils will embed new and ambitious vocabulary in their analytical responses, and these will then be used in their transactional writing for the English language paper 2.

Pupils should draw upon their prior study of themes such as adversity, conflict, and disillusionment, utilising the vocabulary taught previously to analyse the text critically.

Wider Framework

How does this learning connect to future topics and bigger goals?

This unit develops core analytical and interpretative skills that underpin success across GCSE English Literature and English Language. The study of *Journey's End* prepares pupils for whole-text analysis by strengthening their ability to explore character, theme, and writer's methods in depth, supporting progression to other set texts such as Shakespeare and post-1914 literature.

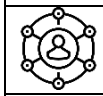
In parallel, English Language Paper 1 develops pupils' ability to analyse unseen fiction and construct original, structured writing under timed conditions. These skills reinforce understanding of narrative techniques, dramatic tension, and language choices.
Together, the unit builds disciplinary literacy by enabling pupils to read critically, interpret meaning independently, and write with increasing precision and control. These skills are transferable across subjects and essential for future academic success.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Through research, pupils could further develop their knowledge of World War One and the life of R.C. Sherriff. This would provide a secure foundation for relating textual choices to contextual information.

Exposure to GCSE practice papers will further prepare pupils by familiarising them with exam structure, question styles, and assessment expectations, helping to build confidence and accuracy under timed conditions.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through exploring the play's portrayal of leadership, teamwork, and the psychological impact of war, pupils develop a deeper understanding of human behaviour and resilience under pressure. These qualities are highly relevant to real-world contexts and careers such as management, healthcare, education, and the armed forces.
Analysing the text strengthens pupils' critical thinking, attention to detail, and ability to interpret complex situations. In addition, structured discussion develops confidence in articulating ideas clearly and persuasively.
These skills are transferable to a wide range of careers where communication, decision-making, teamwork, and problem-solving are essential.

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Wider links to other subjects:

- **History:** World War I, trench warfare, leadership in war, soldiers' experiences, and the reality of conflict
- **Citizenship / PSHE:** Leadership, responsibility, resilience, pressure, mental health, and decision-making
- **Geography:** Locations of WWI battlefields and the impact of war on landscapes and communities
- **Religious Education:** Morality of war, ethics of leadership, and questions of suffering and duty
- **Science:** Impact of gas warfare, medical treatment in WWI, and technological development in conflict
- **Drama:** Performance of dialogue, stage directions, tension, and character relationships on stage
- **Media Studies:** Representation of war, propaganda, and audience impact of storytelling

Resources
What books, websites, videos and materials will support our learning?

Video Resources

- Journey's End GCSE Revision (Plot, Characters & Themes)
  https://tinyurl.com/JourneysEndRevision
- Journey's End Scene-by-Scene Analysis
  https://tinyurl.com/JourneysEndScenes
- Journey's End Character Analysis (Stanhope, Raleigh, Osborne & Hibbert)
  https://tinyurl.com/JourneysEndCharacters

Note Resources

Journey's End Study Guide | Literature Guide | LitCharts

Specification Links:

Literature:
Edexcel GCSE and GCE 2014 (Pearson.com)

Language:
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language

Assessment
How will we show what we know, remember and can apply?

Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis.

The end-of-term assessment will then focus on:
AO1: To identify and interpret information and find evidence.
AO2: Analyse information, methods and effects
AO3: To identify and comment on the effect of social and historical context

AO6: Crafting coherent, purposeful and technically accurate transactional writing, demonstrating effective organisation, control of register and adaptation for audience and purpose.

	AO7: Demonstrating secure spelling, punctuation and grammar alongside precise, ambitious vocabulary and increasingly sophisticated sentence structures. For their end of term literature assessment, pupils will complete a question on Journey's End. The question will assess their understanding of the rest of the text. They will answer a question related to a theme, character or relationship from the play and must demonstrate that they have a detailed knowledge in relation to both the question and the historical/social context. Pupils will also be assessed on accurate register, and use of spelling, punctuation and grammar in this question. For their end of term language assessment, pupils will complete a creative writing piece using a visual prompt. They will be assessed on their use of vocabulary, accuracy with spelling, punctuation and grammar, and how they craft a narrative for effect.

Term 4 Topic/Theme/Enquiry		**Shakespearean text: Romeo and Juliet, William Shakespeare and English language Paper 2.** *How do writers use language, structure, and perspective to present perspectives and viewpoints, and to influence audiences in different contexts?*

Big Picture
What are the main ideas and big questions in this topic?

Pupils will study *Romeo and Juliet* by William Shakespeare in preparation for Year 11 and the English Literature GCSE. This unit prepares pupils for a two-part, closed-book exam question, where they will analyse a given extract for Shakespeare's use of language, form, and structure in response to a character- or theme-based question and then write a whole-text response.
Throughout the unit, students will develop skills in knowledge retrieval, analytical essay writing, and the use of relevant contextual information. They will also build familiarity with the Edexcel mark scheme and practise responding to a range of exam-style questions to develop confidence and accuracy.
Pupils will be introduced to the key demands of English Language Paper 2, developing their ability to understand writers' viewpoints and perspectives in non-fiction texts. They will practise comparing ideas across different sources, analysing how writers present attitudes, and identifying methods used to influence audiences.

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Pupils will also develop their own transactional writing skills, learning how to structure arguments, express opinions clearly, and adapt language for purpose and audience.
By the end of the unit, students will be able to approach GCSE-style questions with increasing independence, demonstrating secure understanding of both literature and non-fiction skills, and applying exam strategies with confidence.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key Texts Studied:

- *Romeo and Juliet*, by William Shakespeare

Knowledge and Skill Development: Vocabulary

Keywords: ambiguity, Petrarchan lover, unrequited love, controversy, rebellion, repression, masculinity, femininity, superficial, dilemma, dissent, folly of youth, fate, free will, ambiguity, impulsivity, hostile, vengeful, patriarchal, dominance, protagonist, antagonist, eponymous, tragedy, subverts.

Subject Terminology: allusion, metaphors, symbolism, oxymoron, allegory, soliloquy, foil, hamartia, dramatic irony, sonnet, imagery, semantic fields, foreshadowing, paradoxical statements, tone, repetition, emotive language, aside, stage directions, exposition, climax, resolution, antithesis.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will have previously studied two Shakespearean texts at KS3, providing familiarity with Shakespeare's language and enabling them to make confident inferences and select appropriate textual evidence. They will be expected to comment on the purpose of the text and consider how Elizabethan audiences may have been influenced by Shakespeare's writing.

Students will draw on their prior knowledge of the Elizabethan era to make relevant contextual links, supporting their interpretations of character, theme, and meaning. They will apply skills of critical reading, demonstrating secure understanding of how language (including figurative language),

Pitch Up
How will we challenge ourselves?

Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, discussing their findings with their peers, and using ambitious vocabulary to present their ideas. Pupils will be exposed to a challenging text, exercising reading skills to comprehend more complex literary devices. Pupils will embed new and ambitious vocabulary in their analytical responses.

vocabulary choice, grammar, structure, and organisational features contribute to meaning.
They will also develop their ability to analyse setting, plot, and characterisation, and explain their effects on the audience. Pupils should build on prior learning of themes such as adversity, conflict, and relationships, using subject-specific vocabulary to produce increasingly analytical and precise responses.

Wider Framework
How does this learning connect to future topics and bigger goals?

This unit develops the analytical, comparative, and evaluative skills that underpin success across GCSE English Literature and English Language. Through the study of *Romeo and Juliet*, pupils deepen their understanding of characterisation, theme, context, and writer's methods, while developing the ability to construct sustained, evidence-based interpretations. These skills support progression to other literary texts and prepare pupils for the demands of Year 11 and final GCSE examinations.
Alongside this, English Language Paper 2 develops pupils' ability to analyse and compare viewpoints and perspectives across non-fiction texts. Pupils learn to evaluate how writers use language and structure to influence audiences and communicate ideas, while also developing their own transactional writing skills for a range of purposes and audiences.
The ability to retrieve knowledge, synthesise information, compare interpretations, and communicate ideas clearly is transferable across the wider curriculum.
Exposure to GCSE practice questions and timed assessments further prepares pupils for the expectations of public examinations by developing confidence, resilience, and independence in their responses.
Together, these elements enable pupils to become more critical readers, effective communicators, and thoughtful evaluators of the world around them.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Through research, pupils could further develop their knowledge of the Elizabethan Era and the life of William Shakespeare. This would provide a secure foundation for relating textual choices to contextual information. Watching a Shakespearean play, or visiting The Globe may also support pupil understanding.

Exposure to GCSE practice papers will further prepare pupils by familiarising them with exam structure, question styles, and assessment expectations, helping to build confidence and accuracy under timed conditions.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

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The unit will reinforce pupils' social development by providing opportunities to present ideas, debate interpretations, and discuss their findings with others. Through the study of *Romeo and Juliet*, pupils will explore fundamental British values, including mutual respect, tolerance, individual liberty, and the consequences of actions and choices. The unit will also draw upon prior learning from the History curriculum, particularly pupils' understanding of Elizabethan society and its influence on attitudes towards family, gender, power, and social status.
By exploring Shakespeare's language, themes, and characters, pupils develop a deeper understanding of human relationships, conflict, decision-making, and personal responsibility. These themes have authentic connections to everyday life, encouraging pupils to reflect on the impact of emotions, peer influence, communication, and family expectations on individuals and communities.
The analytical, evaluative, and communication skills developed throughout the unit are highly transferable and support a wide range of future pathways. Careers in law, business, education, healthcare, social work, journalism, public service, and the creative industries all require the ability to interpret information, consider different perspectives, construct reasoned arguments, and communicate effectively. Through discussion, debate, and analytical writing, pupils build confidence in expressing ideas clearly and persuasively, preparing them for further study, employment, and active participation in society.

Wider links to other subjects:

- **History:** Elizabethan England, social hierarchy, gender expectations, family structures, and historical attitudes towards marriage and authority.
- **Religious Education:** Morality, responsibility, forgiveness, fate, free will, and the role of religion in society.
- **PSHE / Citizenship:** Healthy relationships, conflict resolution, peer influence, decision-making, and personal responsibility.
- **Drama:** Performance, stagecraft, characterisation, dramatic tension, and audience response.
- **Media Studies:** Representation of relationships, conflict, and identity
- **Sociology:** Social class, power structures, gender roles, and the influence of society on individual behaviour.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Video Resources • English with Mr Tom – Paper 2 Revision English with Mr Tom YouTube Channel • Mr Bruff – English Language Revision Mr Bruff YouTube Channel • First Rate Tutors – GCSE English Language First Rate Tutors YouTube Channel	Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis. The end -of- term assessment will then focus on: AO1: To identify and interpret information and find evidence.

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Note resources Romeo and Juliet - GCSE English Literature - BBC Bitesize Romeo and Juliet: Study Guide | SparkNotes **Specification Links:** Literature: Edexcel GCSE and GCE 2014 (pearson.com) Language: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language	AO2: To identify, explain and analyse the writer's use of language and structure. AO3: To identify and comment on the effect of social and historical context For their end of term literature assessment, pupils will complete two questions from Romeo and Juliet. Part a will give pupils an extract from the text. They will analyse the writer's use of language, form and structure. Part b will assess their understanding of the rest of the text. They will answer a question related to a theme from the play and must demonstrate that they have a detailed knowledge of key themes, events and ideas. They must also refer to social and historical context. For their end of term language assessment, pupils will complete two short evidence finding questions from a non-fiction extract that they have not seen before. They will then analyse the writer's use of language and structure.

Term 5 Topic/Theme/Enquiry		**Shakespearean text: Romeo and Juliet, William Shakespeare and English language Paper 1.** *How do writers use language, structure, and characterisation to create meaning and engage their audience?*

Big Picture
What are the main ideas and big questions in this topic?

Students will complete their study of *Romeo and Juliet* by William Shakespeare in preparation for Year 11 and Section A of the English Literature GCSE examination. This section of the examination requires pupils to respond to a two-part, closed-book question. In Part (a), pupils analyse an extract, exploring Shakespeare's use of language, form, and structure in relation to a character or theme. In Part (b), pupils draw upon their knowledge of the wider play to construct a sustained whole-text response. Throughout the unit, pupils will develop their skills of knowledge retrieval, analytical essay writing, and the application of relevant contextual understanding. They will also build confidence in responding to GCSE-style questions and applying the Edexcel mark scheme effectively.

Following their study of *Romeo and Juliet*, pupils will spend the remainder of the term preparing for English Language Paper 1. This examination focuses on pupils' ability to engage critically with fiction texts and apply narrative techniques in their own writing. In Section A, pupils will analyse an unseen fiction extract, exploring how writers use language and structure to create meanings and effects. They will develop their ability to infer, interpret, analyse, and evaluate texts using precise textual evidence.

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In Section B, pupils will produce a piece of imaginative writing inspired by a given stimulus. They will develop their ability to craft engaging narratives, selecting language and structural techniques deliberately to influence the reader. Pupils will refine their use of vocabulary, sentence structures, punctuation, and narrative voice to write accurately and effectively for purpose and audience.
By the end of the unit, pupils will be able to approach both English Literature and English Language examinations with increasing confidence and independence, demonstrating secure analytical skills, effective knowledge retrieval, and the ability to communicate sophisticated ideas in both critical and creative responses.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key Text Studied:

• *Romeo and Juliet*, by William Shakespeare

Knowledge and Skill Development: Vocabulary

Keywords: ambiguity, Petrarchan lover, unrequited love, controversy, rebellion, repression, masculinity, femininity, superficial, dilemma, dissent, folly of youth, fate, free will, impulsivity, hostile, vengeful, patriarchal, dominance, protagonist, antagonist, eponymous, tragedy, subverts, honour.

Subject Terminology: allusion, metaphors, symbolism, oxymoron, allegory, soliloquy, foil, hamartia, dramatic irony, sonnet, imagery, semantic fields, foreshadowing, paradoxical statements, tone, repetition, emotive language, aside, stage directions, exposition, climax, resolution, antithesis.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will have explored two Shakespearean texts at KS3, allowing them the familiarity with written style to confidently make inferences and select appropriate evidence from the text. Students will need to successfully comment on the purpose of the text and how the audience may have been influenced by the writer. They will have explored the Elizabethan Era, and should use their prior knowledge to make contextual links. Students will exercise the previously taught skill of reading critically, demonstrating their knowledge of how language (including figurative language), vocabulary choice, grammar, text structure and organisational features, present meaning. They will also need a good understanding of how to analyse setting, plot, and characterisation, and their effects on an audience.

Pitch Up
How will we challenge ourselves?

Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, discussing their findings with their peers, and using ambitious vocabulary to present their ideas. Pupils will be exposed to a challenging text, exercising reading skills to comprehend more complex literary devices. Pupils will embed new and ambitious vocabulary in their analytical responses. They will utilise their knowledge of effective literary techniques to craft their own writing.

Pupils should draw upon their prior study of themes such as adversity, conflict, and relationships, utilising the vocabulary taught previously to analyse the text critically.

At Key Stage 3, pupils will have been taught to confidently adapt their writing for a wide range of purposes and audiences. They will draw upon previously taught ambitious vocabulary, sentence structures and literary techniques, and utilise these when crafting their own short stories. Additionally, students need to demonstrate the ability to: explain, analyse, evaluate, and cite evidence. These are skills covered throughout the Key Stage 3 curriculum.

Wider Framework
How does this learning connect to future topics and bigger goals?

The unit will directly prepare pupils for their GCSE English Literature and English Language examinations in Year 11 by developing the analytical, evaluative, and communication skills required for success across both qualifications. Through studying *Romeo and Juliet* and English Language Paper 1, pupils will strengthen their ability to retrieve knowledge, interpret evidence, construct well-reasoned arguments, and communicate ideas clearly in both spoken and written forms.
The themes explored within the play, including conflict, relationships, identity, responsibility, and the consequences of decision-making, encourage pupils to reflect on issues that remain relevant in modern society. These authentic connections help pupils to better understand human behaviour, relationships, and the impact of choices on individuals and communities.
The skills developed throughout the unit are highly transferable and support a wide range of future pathways. Careers in law, journalism, education, healthcare, business, public service, and the creative industries all require individuals to analyse information critically, evaluate different perspectives, communicate effectively, and adapt their language for different audiences and purposes. Through discussion, debate, analytical writing, and creative writing, pupils develop the confidence and independence needed for further study, employment, and active participation in society.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Through research, pupils could further develop their knowledge of the Elizabethan Era and the life of William Shakespeare. This would provide a secure foundation for relating textual choices to contextual information. Watching a Shakespearean play, or visiting The Globe may also support pupil understanding.

Pupils will engage with extracts from the Victorian era in language paper 1. They would benefit from having read widely and engaging with literature from this period of time. To support pupils with their imaginative writing, they would benefit from visiting and experiencing different locations that they could use as a setting. For example, they would benefit from visits to beaches, forests, parks, markets, a city etc.

Exposure to GCSE practice papers will further prepare pupils by familiarising them with exam structure, question styles, and assessment expectations, helping to build confidence and accuracy under timed conditions.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The unit will reinforce pupils' social development by providing opportunities to present ideas, discuss interpretations, and collaborate with others. Through the study of the text, pupils will explore fundamental British values such as mutual respect, individual liberty, tolerance, and the rule of law. The unit will also draw upon knowledge developed in the History curriculum, particularly pupils' understanding of Elizabethan society and its influence on attitudes, beliefs, and behaviours. Through exploring characters' emotions, motivations, and relationships, pupils will develop greater empathy and emotional awareness, reflecting on how individuals respond to challenges, conflict, and change. The creative writing element of the unit will encourage pupils to convey emotions effectively in their own work, helping them to understand the importance of communication and self-expression in everyday life.

These experiences have authentic connections to life beyond the classroom. The ability to understand different perspectives, communicate ideas clearly, collaborate with others, and make informed judgements is valuable in both personal and professional contexts. The skills developed throughout the unit support future careers in areas such as education, healthcare, counselling, law, journalism, business, public service, and the creative industries, where effective communication, empathy, critical thinking, and teamwork are essential.

Wider links to other subjects:

- **History:** Elizabethan England, social hierarchy, family structures, gender expectations, and the historical context that shaped Shakespeare's writing.
- **PSHE:** Relationships, emotional wellbeing, conflict resolution, communication, decision-making, and personal responsibility.
- **Citizenship:**–Individual liberty, the rule of law, rights and responsibilities, and the consequences of actions.
- **Religious Education:** Morality, fate versus free will, forgiveness, marriage, and ethical decision-making.
- **Drama:** Performance, characterisation, stagecraft, audience response, and interpretation of dramatic texts.
- **Media Studies:** Representation of relationships, conflict, identity, and how texts influence audiences.
- **Sociology:** Social norms, gender roles, family dynamics, power, and social expectations.
- **Psychology:** Emotions, behaviour, decision-making, relationships, and the impact of peer and family influence.

Resources

What books, websites, videos and materials will support our learning?

Assessment

How will we show what we know, remember and can apply?

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Video Resources

- English with Mr Tom – Paper 1 Revision
  English with Mr Tom YouTube Channel
- Mr Bruff – English Language Revision
  Mr Bruff YouTube Channel
- First Rate Tutors – GCSE English Language
  First Rate Tutors YouTube Channel

Note resources

Romeo and Juliet - GCSE English Literature - BBC Bitesize
Romeo and Juliet: Study Guide | SparkNotes

Specification Links:
Literature:
Edexcel GCSE and GCE 2014 (pearson.com)
Language:
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language

Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts, and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion, and comparative analysis.

The end-of- term assessment will then focus on:

- AO4: Evaluating how writers use language and structure to influence readers.
- AO6: Crafting coherent, purposeful and technically accurate transactional writing, demonstrating effective organisation, control of register and adaptation for audience and purpose.
- AO7: Demonstrating secure spelling, punctuation and grammar alongside precise, ambitious vocabulary and increasingly sophisticated sentence structures.
- Spoken Language Endorsement: Planning, delivering and responding to questions in a formal presentation, demonstrating confident communication, organisation of ideas and effective spoken Standard English.

For their end of term language assessment, pupils will complete a full English language paper 1 examination.

Term 6
Topic/Theme/Enquiry

English Language and Spoken endorsement

How can language be used to influence, inform and persuade different audiences?

Big Picture
What are the main ideas and big questions in this topic?

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During this term, pupils will prepare for the Edexcel GCSE English Language Paper 2 examination while also completing their Spoken Language Endorsement. The unit develops the reading, writing, speaking and listening skills required for success at GCSE, exposing pupils to a range of high-quality non-fiction texts and viewpoints.
Pupils will learn the core knowledge and examination techniques needed to respond effectively to Paper 2. They will develop their ability to analyse writers' ideas, perspectives and methods, compare viewpoints across texts, and read critically for meaning and inference. Alongside this, pupils will produce a range of transactional writing, including letters, speeches, articles, emails and reviews, adapting their writing to suit different audiences, purposes and forms.
Throughout the unit, pupils will refine their technical accuracy by crafting ambitious and coherent responses with accurate spelling, punctuation and grammar, while developing a sophisticated and varied vocabulary. Assessment will focus on pupils' analytical reading skills, comparison of non-fiction texts, and the quality and effectiveness of their transactional writing.
As part of the Spoken Language Endorsement, pupils will independently research a topic of their choice before planning, writing and delivering a formal presentation. They will demonstrate the ability to organise ideas clearly, engage an audience through effective spoken communication, and respond confidently to questions, developing essential communication skills for further education and employment.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key tests Studied:
A range of Edexcel GCSE English Language Paper 2 non-fiction extracts, including speeches, articles, letters, reviews, travel writing, autobiographical writing and persuasive texts from the 19th, 20th and 21st centuries.

- Newspaper and magazine articles.
- Speeches.
- Letters.
- Reviews.
- Autobiographical and biographical extracts.
- Travel writing.
- Online articles and blogs.
- Campaign and persuasive texts.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

At Key Stage 3, pupils have developed the ability to adapt their writing confidently for a range of audiences, purposes and forms. Throughout this unit, they will draw upon previously taught vocabulary, sophisticated sentence structures and a range of rhetorical and figurative techniques to craft purposeful and effective

Pitch Up
How will we challenge ourselves?

A carefully curated anthology of high-quality non-fiction texts spanning the nineteenth, twentieth and twenty-first centuries, selected to reflect the breadth and challenge of the Edexcel GCSE English Language Paper 2 specification. Pupils will engage with a diverse range of authentic texts,

transactional writing. Pupils will build on their established understanding of how language choices shape meaning, selecting ambitious vocabulary and varied syntax to communicate ideas with precision and impact.

In reading, pupils will apply the analytical skills secured at Key Stage 3 by exploring, explaining, evaluating and comparing writers' ideas, perspectives and methods across a range of challenging non-fiction texts. They will synthesise information, analyse language and structure, evaluate the effectiveness of writers' choices and compare viewpoints with increasing confidence, preparing them for the demands of the Edexcel GCSE English Language Paper 2 examination and the Spoken Language Endorsement.

including speeches, letters, newspaper and magazine articles, reviews, autobiographical and biographical writing, travel writing, blogs and campaigning texts. These texts expose pupils to contrasting perspectives, contexts and viewpoints, enabling them to develop sophisticated analytical reading skills while broadening their cultural literacy and understanding of the world around them.

Wider Framework

How does this learning connect to future topics and bigger goals?

Through this unit, pupils develop the communication, literacy and critical thinking skills that are highly valued in further education and the workplace. By analysing a range of non-fiction texts, pupils learn to evaluate information, identify bias, compare viewpoints and make informed judgements—essential skills in an increasingly digital and information-rich world.

The transactional writing component equips pupils to communicate effectively for a variety of real-life purposes, including writing formal letters, persuasive speeches, articles, emails and reviews. Pupils develop the ability to tailor their communication to different audiences and contexts, strengthening their written accuracy, professionalism and confidence.

The Spoken Language Endorsement further enhances pupils' employability by developing their public speaking, presentation, research and questioning skills. Planning and delivering a presentation, responding to audience questions and articulating ideas clearly fosters confidence, resilience and effective interpersonal communication. These transferable skills are essential across a wide range of careers, including law, journalism, marketing, business, politics, education, healthcare, public services and the creative industries, as well as supporting success in interviews, higher education and everyday life.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Recommended wider reading and engagement may include newspaper journalism, opinion pieces, podcasts, documentaries, political speeches, TED-style talks and campaigning texts. Through these experiences, pupils develop as informed, articulate and critical citizens who recognise the importance of effective communication in shaping the world around them.

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GCSE English Language & English Literature

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This unit enables pupils to apply their learning to authentic contexts by exploring how effective communication shapes everyday life, public discourse and professional practice. Through the analysis of real-world non-fiction texts and the production of transactional writing, pupils develop the ability to communicate clearly, persuasively and appropriately for a range of audiences and purposes. Writing tasks mirror those encountered beyond school, including formal emails, letters of complaint, articles, reviews and persuasive speeches.

The Spoken Language Endorsement provides pupils with the opportunity to research a topic of personal interest before planning and delivering a formal presentation. This develops confidence in public speaking, active listening, responding to questions and presenting well-supported arguments—skills that are fundamental in higher education, apprenticeships and the workplace.

The knowledge and skills developed throughout the unit have clear links to careers in journalism, law, marketing, public relations, politics, business, teaching, media, public services, healthcare and the creative industries, where effective communication, critical thinking and the ability to evaluate information are essential. More broadly, pupils develop the literacy, digital awareness and interpersonal skills needed to participate confidently in civic life, make informed decisions and communicate effectively in a rapidly changing world.

Wider links to other subjects:

- **Citizenship:** Evaluating viewpoints, debating contemporary issues, democracy, human rights and responsible participation in society.
- **Religious Studies:** Considering ethical issues, moral viewpoints and respectful discussion of differing beliefs.
- **Media Studies: -** Analysing bias, representation, audience, purpose and the construction of media texts.
- **PSHE:** Developing communication, public speaking, active listening and respectful discussion skills**.**
- **Drama:** Using vocal delivery, tone, pace, gesture and audience engagement during presentations.

Resources
What books, websites, videos and materials will support our learning?

Online Resources.

Pearson Edexcel GCSE English Language

Pearson ActiveHub/ActiveLearn

BBC Bitesize GCSE English Language

Assessment
How will we show what we know, remember and can apply?

Assessment is cumulative and designed to evaluate both knowledge retention and application. Pupils regularly revisit previously taught vocabulary, contextual knowledge, literary concepts and disciplinary skills through retrieval practice, low-stakes quizzing, extended writing, discussion and comparative analysis.

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The National Archives – Education BBC News The Guardian Education TED-Ed and TED Talks The Day	The end-of-term assessment will focus on: • AO3: Comparing writers' ideas, perspectives and viewpoints across non-fiction texts. • AO4: Evaluating how writers use language and structure to influence readers. • AO6: Crafting coherent, purposeful and technically accurate transactional writing, demonstrating effective organisation, control of register and adaptation for audience and purpose. • AO7: Demonstrating secure spelling, punctuation and grammar alongside precise, ambitious vocabulary and increasingly sophisticated sentence structures. • Spoken Language Endorsement: Planning, delivering and responding to questions in a formal presentation, demonstrating confident communication, organisation of ideas and effective spoken Standard English. **Pupils will also complete an English literature and English language paper 1 as part of their mock examinations.**