English Curriculum Intent	Year 11

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, pupils 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
- develops 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 11 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.

By Year 11, pupils are equipped to apply this cumulative knowledge with confidence, precision and independence. They refine their ability to construct perceptive interpretations, evaluate writers' methods with sophistication, and communicate thoughtful, well-supported arguments

	across both English Language and English Literature. Through regular retrieval, deliberate practice and increasingly demanding examination tasks, pupils become resilient, reflective learners who can think critically, write fluently under timed conditions and articulate complex ideas with clarity. Ultimately, our curriculum prepares pupils not only to achieve excellent GCSE outcomes but also to become lifelong readers, confident communicators and informed citizens who can engage thoughtfully with the wider world beyond their time at New Line Learning Academy.

Term 1 Topic/Theme/Enquiry		**English Language Paper 1 and Paper 2 Revision** *How can I apply my reading, writing and analytical skills to achieve success in GCSE English Language?*

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

Pupils will revisit and consolidate the knowledge and skills required for GCSE English Language Paper 1 and Paper 2, completing feedforward work based on Year 10 mock examinations. Throughout this unit, they will develop confidence in applying each Assessment Objective accurately and independently across the full range of examination questions. Through regular retrieval practice, modelled responses and targeted feedback, pupils will refine their ability to analyse writers' methods, evaluate viewpoints, compare texts and craft purposeful transactional and creative writing.

Pupils will develop a secure understanding of the GCSE mark schemes and examiner expectations, enabling them to identify the characteristics of high-quality responses and apply these consistently in their own work. They will strengthen their ability to plan, write and edit under timed conditions, using subject-specific terminology, ambitious vocabulary and effective writing strategies to communicate ideas with precision and sophistication. By the end of the unit, pupils will be equipped with the knowledge, confidence and examination techniques required to produce responses that meet the demands of the GCSE English Language examinations and maximise their potential for success.

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

Throughout the unit, pupils will strengthen their reading skills by selecting relevant evidence, making precise inferences, analysing language and structural methods, evaluating writers' choices and comparing viewpoints and perspectives across texts. They will refine their writing skills by planning, organising and crafting responses that are accurately matched to purpose, audience and form, while demonstrating control of tone, register, grammar, punctuation and ambitious vocabulary.

A strong emphasis will be placed on the explicit teaching and application of subject-specific terminology and examination vocabulary. Pupils will confidently use key terms such as **analysis, inference, evaluation, perspective, viewpoint, synthesis, comparison, structure, language, symbolism, connotation, imagery, tone, register, purpose, audience, form, cohesion, rhetorical devices, narrative viewpoint** and **Assessment Objective** when discussing and constructing responses.

Through repeated retrieval, deliberate practice and targeted feedback, pupils will become increasingly fluent in applying this knowledge and vocabulary independently, enabling them to produce sophisticated responses that fulfil the demands of the GCSE English Language examinations.

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

Prior to this unit, pupils will have studied the full GCSE English Language curriculum and will be expected to demonstrate secure knowledge of the Assessment Objectives for both Paper 1 and Paper 2. They will have experience of analysing a range of fiction and non-fiction texts, exploring how writers use language and structure to shape meaning and influence readers, and comparing writers' viewpoints and perspectives.

Pupils will have previously developed the skills required to:

- make precise inferences supported by relevant textual evidence
- analyse writers' use of language and structure using subject terminology
- evaluate the effectiveness of writers' methods
- compare ideas, perspectives and viewpoints across multiple texts
- write for a range of audiences, purposes and forms, including both creative and transactional writing
- organise and develop coherent arguments using ambitious vocabulary and accurate spelling, punctuation and grammar
- apply examination strategies, including planning, time management and self-assessment using GCSE mark schemes.

Pitch Up
How will we challenge ourselves?

Pupils will possess a secure command of the disciplinary vocabulary that underpins successful literary and linguistic analysis, enabling them to articulate increasingly nuanced interpretations, construct well-reasoned critical judgements and communicate sophisticated analytical responses with precision and academic confidence.

Furthermore, pupils will have embedded metacognitive strategies that enable them to regulate their own learning and perform effectively under examination conditions.

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

This unit reinforces the transferable literacy skills that underpin success across the wider curriculum and beyond school. Through the critical analysis of fiction and non-fiction texts, pupils develop the ability to interpret information, evaluate arguments, identify bias and synthesise ideas—skills that are essential across humanities, the sciences and vocational subjects.

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

This unit broadens pupils' understanding of the power and purpose of language beyond the GCSE specification by exploring how writers, journalists, campaigners and public figures use language to inform, persuade, entertain and challenge audiences. Pupils will engage with a rich range of contemporary and historical fiction and non-fiction texts, enabling them to

Pupils strengthen their communication by adapting their writing for a range of audiences, purposes and forms, preparing them for academic study, the workplace and civic life. The explicit teaching of ambitious vocabulary, rhetorical techniques and critical thinking equips pupils to engage confidently with contemporary issues, evaluate the reliability of information and communicate reasoned judgements in an increasingly information-rich world.

The unit also promotes metacognition, resilience and self-regulation through deliberate practice, retrieval and reflection. These learning behaviours encourage pupils to become independent learners who can manage complex tasks, respond constructively to feedback and apply knowledge flexibly in unfamiliar contexts.

Ultimately, the knowledge and skills developed throughout this revision programme prepare pupils not only for GCSE success but also for further study, employment and lifelong participation in society as articulate, discerning readers, confident writers and informed citizens.

appreciate how language reflects society, culture and human experience across different contexts.
The revision programme encourages pupils to become critical consumers of information by considering issues such as media bias, misinformation, rhetoric and the ethical responsibilities of writers and readers. Through discussion of topical issues and authentic texts, pupils develop the cultural capital needed to engage thoughtfully with the wider world.
By revisiting a diverse range of voices, viewpoints and experiences, pupils deepen their appreciation of literature and language as powerful tools for shaping identity, influencing society and promoting informed, respectful dialogue.

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

This unit demonstrates that the knowledge and skills developed in English extend far beyond GCSE examinations. Pupils refine their ability to analyse complex texts, evaluate evidence, communicate with precision and adapt their writing for different audiences and purposes—competencies that are fundamental to success in higher education, the workplace and everyday life.
By engaging with authentic fiction and non-fiction texts, pupils gain insight into how language is used to inform, persuade and influence across a wide range of professional contexts. They explore the techniques employed by journalists, lawyers, politicians, campaigners, marketers, publishers and media professionals to shape public opinion, construct compelling arguments and communicate ideas effectively. In doing so, pupils develop the critical literacy required to navigate an increasingly complex digital and information-rich society.

The unit also fosters the transferable skills that employers consistently value, including critical thinking, analytical reasoning, problem solving, resilience, self-regulation and effective communication. Through responding to unfamiliar texts, crafting sustained written arguments and reflecting on examiner feedback, pupils become more independent learners who can think critically, make informed judgements and communicate confidently under pressure.
Ultimately, this revision programme reinforces that excellence in English is not solely a route to examination success but a foundation for lifelong learning, informed citizenship and careers in fields where reading, writing, analysis and communication are central to professional practice.

Wider links to other subjects:

- **History:** Evaluating historical sources, analysing provenance, considering perspective and bias, and interpreting evidence to construct reasoned judgements.
- **Religious Studies:** Constructing evaluative arguments, comparing differing beliefs and perspectives, and supporting interpretations with well-selected evidence.
- **Citizenship:** Developing media literacy, recognising bias and misinformation, evaluating political and social viewpoints, and engaging thoughtfully with contemporary issues.
- **Drama:** Exploring voice, tone, audience and performance to deepen understanding of language, characterisation and communication.
- **PSHE:** Building communication, critical thinking, empathy and decision-making skills through discussion of real-world issues and diverse perspectives.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Mr Bruff – English Language Paper 1 (Q1–Q5 walkthroughs) https://www.youtube.com/@mrbruff • BBC Bitesize • Mr Everything English – GCSE English Language Exam Skills • First Rate Tutors – English Language walkthroughs • BBC Teach – English Language revision videos • The Orwell Foundation (essays and non-fiction writing) **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. **Pupils will complete a full language paper 1 examination.** Language paper 1: pupils will complete the following skills based on an unseen 19th century extract: Question 1 and 2: selecting evidence Question 3: analysing language and structure Question 4: evaluating the writer's success Question 5/6: imaginative writing

Term 2 Topic/Theme/Enquiry	**Feedforward Sessions and Revision for Edexcel English Literature Paper 2**

		How do writers use language, structure, form and context to shape meaning across the texts studied in Edexcel English Literature Paper 2, and how can I use this understanding to construct a critical, comparative response in the exam?

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

Following the mock examinations, pupils will complete activities related to their mock examination feedback. This will support them in closing gaps and understanding areas for development.
Paper 2 assesses pupils' ability to read, interpret and compare a range of literary texts, demonstrating an understanding of how writers use language, structure, form and context to shape meaning. It focuses on modern drama and prose, together with poetry and unseen texts, requiring pupils to make conceptual connections across texts and respond critically under exam conditions.
Pupils are expected to develop a sustained analytical argument, supported by precise textual evidence, and to show an understanding of how contextual factors influence the presentation of ideas, characters and themes.

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

Key Texts Studied:

-A Christmas Carol, by Charles Dickens

-*The Destruction of Sennacherib*, by Lord Byron
-*The Charge of the Light Brigade*, by Lord Tennyson
-*The Man He Killed,* by Thomas Hardy
-*Exposure,* by Wilfred Owen
-*A Poison Tree,* by William Blake
-*Extract from The Prelude*, by William Wordsworth
-*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

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

Keywords: stoic, abundance, redemption, epiphany, disparity, misanthropic, superficial, avarice, conspicuous, opulence, penitence, social responsibility.

Subject Terminology: emphatic statements, amplification, foil, analepsis, prolepsis, archetypal, rhyme scheme, anaphora, meter, prosody, lineation, feminine/masculine rhyme, dissonance, refrain, volta.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Pupils will have already studied the key set texts, enabling them to confidently retrieve information, make inferences and select relevant textual evidence to support their interpretations. They will be able to comment on the purpose of a text and evaluate how writers shape meaning and influence audiences through deliberate choices.

Pupils will apply previously taught skills of critical reading, demonstrating secure understanding of how language—including figurative language, vocabulary, grammar, structure and organisational features- contributes to meaning. They will also develop their ability to analyse how writers construct setting, plot, characterisation and thematic ideas, and consider the effects of these choices on the audience.

Pitch Up

How will we challenge ourselves?

Pupils will have previously engaged in a detailed study of the key set texts, enabling them to draw upon a secure and well-developed schema of textual knowledge. This will support increasingly sophisticated retrieval, perceptive inference and the precise selection of judicious textual evidence to substantiate analytical interpretations.

Pupils will critically interrogate writers' methods, demonstrating an understanding of how meaning is deliberately constructed through language, including figurative language, lexical choice, syntax, and semantic fields, as well as through structural and organisational decisions. They will evaluate how these choices shape interpretations of purpose and influence readers' responses across different historical, social and cultural contexts.

In addition, pupils will demonstrate a nuanced understanding of how writers construct and manipulate setting, plot development and characterisation to convey thematic complexity and ideological perspectives. They will move towards conceptual analysis, exploring how texts position audiences and communicate broader messages about society, power, identity and human experience.

Through sustained analytical practice, pupils will refine their ability to produce critically engaged, conceptually driven responses that demonstrate precision, coherence and evaluative insight in line with the demands of the examination.

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit develops pupils' capacity to engage with language as a powerful social, cultural and political tool beyond the confines of the examination specification. Through sustained engagement with complex literary and non-fiction texts, pupils strengthen their ability to interpret, evaluate and synthesise ideas—skills which are fundamental to academic success across the curriculum and essential for informed participation in wider society. Pupils also develop the disciplinary literacy needed to navigate contemporary information landscapes, critically evaluating bias, perspective and rhetorical intent in media and public discourse. In doing so, they become increasingly discerning readers and more deliberate communicators, capable of engaging thoughtfully with complex and contested ideas. Ultimately, this unit contributes to the development of confident, articulate and critically aware learners who can transfer their knowledge and skills across contexts, demonstrating independence of thought, intellectual curiosity and resilience in both academic and real-world settings.	Through research, pupils could further develop their knowledge of The Victorian Era, to understand the society in which the text is set. They may research the life of Charles Dickens to gain an understanding of the writer's intent. Pupils could also develop their knowledge of key historical contexts related to the poetry anthology. Research into the poets' lives would benefit their understanding of relevant context.

Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*
This unit explicitly demonstrates how the knowledge and skills developed through English Literature are integral to a wide range of academic disciplines and professional contexts. Pupils refine their ability to construct critical interpretations, evaluate evidence, and communicate ideas with precision—skills that underpin success in higher education and a broad spectrum of careers. Through engagement with challenging literary texts, pupils explore how writers shape meaning, construct arguments, and present perspectives—paralleling the work of professionals who rely on advanced communication and analytical skills. These include roles in journalism, law, publishing, education, policymaking, marketing, and media, where the ability to interpret complex information, construct persuasive arguments, and consider audience impact is essential. Pupils also develop the intellectual dispositions valued in the workplace, including critical thinking, resilience, independence, and metacognitive awareness. They learn to refine their ideas in response to feedback, sustain analytical arguments under pressure, and adapt their communication for different purposes and audiences.

Ultimately, the unit reinforces that strong disciplinary literacy in English is not only fundamental to examination success but also central to informed citizenship, further study, and professional life in fields where interpretation, communication, and critical judgement are key.

Wider links to other subjects:

- **History:** Pupils apply source analysis, inference and evaluation skills when considering context, bias and differing interpretations of events.
- **Religious Studies:** Pupils construct and evaluate reasoned arguments, engaging with moral, ethical and philosophical ideas in a balanced and analytical way.
- **Citizenship:** Pupils explore contemporary issues, viewpoints and rhetorical strategies, developing the ability to form and justify informed opinions.
- **Drama:** Pupils explore characterisation, theme and meaning through language, performance and interpretation, deepening understanding of audience impact.
- **Media Studies:** Pupils analyse representation, purpose and audience, recognising how meaning is constructed across different media forms.
- **PSHE:** Pupils engage with identity, relationships and society, developing empathy and critical awareness of real-world issues.
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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 • 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 • A Christmas Carol: Study Guide | SparkNotes **Specification Links:** Literature: Edexcel GCSE and GCE 2014 (Pearson.com)	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. Pupils will complete their mock examinations on all papers. These will assess all key skills. Language paper 1: pupils will complete the following skills based on an unseen 19th century extract: Question 1 and 2: selecting evidence Question 3: analysing language and structure Question 4: evaluating the writer's success

	Question 5/6: imaginative writing Language paper 2: pupils will complete the following skills based on two non-fiction extracts. Question 1 and 2: selecting evidence from text 1 Question 3: analysing language and structure in text 1 Question 4 and 5: selecting evidence from text 2 Question 6: evaluating the writer's success in text 2 Question 7: comparing the texts Question 8/9: transactional (non-fiction) writing Literature paper 1: Romeo and Juliet part a: analysing the given extract for language and structure Romeo and Juliet part b: a whole-text question and making links to context Journey's End: a whole-text question and making links to context. Pupils will also gain marks for accurate register, spelling, punctuation and grammar. Literature paper 2: A Christmas Carol part a: analysing the given extract for language and structure A Christmas Carol part b: a whole-text question Conflict poetry: comparing a given poem from the anthology to one from memory Unseen poetry: comparing the poets' uses of language, structure, form and ideas in two poems that have not been seen before.

Term 3 Topic/Theme/Enquiry		**Revision of English Literature Paper 1** *How do Romeo and Juliet and Journey's End present conflict and relationships, and how can I use language, structure and context to write a strong Edexcel exam response?*

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

Paper 1 assesses pupils' ability to explore how writers present key themes, ideas and characters through language, structure and form. Pupils will develop a secure understanding of how meaning is shaped through dramatic techniques, dialogue, imagery and structural choices, as well as how contextual factors influence interpretation.
Through the study of *Romeo and Juliet* and *Journey's End*, pupils explore representations of conflict, relationships, power and human experience across different historical and social contexts. They are required to develop a sustained, analytical response that is supported by precise textual evidence and demonstrates an understanding of writer's intentions and audience response.

Pupils will also refine their ability to make conceptual links across texts, moving beyond narrative understanding to critical interpretation and evaluation. This includes recognising how dramatic structure, characterisation and language choices are used to engage audiences and communicate themes.

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

Pupils will revisit their studies of the key texts of *Romeo and Juliet*, by William Shakespeare and *Journey's End*, by R.C. Sherriff, which they completed in year 10. In section A of the paper, pupils will analyse the use of language, form and structure in each extract from *Romeo and Juliet*. They will then respond to a whole-text question, involving them writing analytically and from memory about the rest of the text. Pupils will then move to part B, where they will respond to one question on *Journey's End*, assessing their memory and understanding of the key themes and details around plot and characterisation. The examination is closed book, meaning that pupils will not have a copy of the text to refer to. In whole-text questions, pupils will also need to demonstrate an understanding of the context in which texts were written, referring to the writer's life and relevant historical information.

Key Texts Studied:

Romeo and Juliet, by William Shakespeare
Journey's End, by R.C. Sherriff

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, ambiguity, Petrarchan lover, unrequited love, controversy, rebellion, repression, masculinity, femininity, superficial, dilemma, dissent.

Subject Terminology: verisimilitude, foil, allegorical, pathos, demotic language, allusion, metaphors, symbolism, oxymoron, allegory, soliloquy, ambiguity, hamartia.

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

Pitch Up
How will we challenge ourselves?

Pupils will have previously studied both texts, allowing them to confidently make inferences, recall knowledge and select appropriate evidence to respond to exam-style questions. Pupils will need to successfully comment on the purpose of the text and how the audience may have been influenced by the writer. Pupils will apply previously taught skills of critical reading, 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.	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.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit strengthens pupils' disciplinary literacy by developing their ability to read critically, construct analytical arguments and communicate ideas with precision. These skills are transferable across the wider curriculum and support success in a range of academic contexts. Pupils also develop confidence in discussion and interpretation, supporting oracy and critical thinking skills used across Drama and Media Studies, where meaning is shaped through language, performance and representation. Overall, this unit ensures that pupils develop the intellectual habits of analytical reading, evaluative thinking and clear communication, enabling them to apply these skills independently across their wider academic studies.	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. 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
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
This unit demonstrates how the study of literary texts develops essential skills that extend far beyond the classroom and are highly valued in a wide range of academic and professional contexts. Pupils refine their ability to interpret meaning, evaluate evidence, construct sustained arguments and communicate ideas with clarity and precision. Through engagement with Shakespearean drama and modern theatre, pupils explore how writers shape perspectives on conflict, relationships, power and human experience—concepts that are frequently explored in fields such as law, journalism, politics, media, education and public communication. The ability to analyse intention, audience impact and language choice is central to professions that require critical thinking and effective communication.	

Pupils also develop transferable skills such as resilience, independent thinking, collaboration and the ability to respond constructively to feedback. These attributes are fundamental to success in further education, apprenticeships and employment, where individuals are expected to interpret complex information, articulate reasoned viewpoints and adapt their communication for different audiences and purposes.

Ultimately, the unit reinforces that the analytical and communicative skills developed through English Literature are not only essential for examination success, but also for informed citizenship and future careers in which interpretation, judgement and expression are key.

Wider links to other subjects:

- **History:** Pupils apply contextual understanding when exploring war, conflict, and societal values, and develop skills in interpreting perspective, bias and historical influence**.**
- **Religious Studies:** Pupils engage with moral, ethical and philosophical ideas such as fate, responsibility, suffering and human nature, developing balanced and reasoned arguments.
- **Citizenship:** Pupils explore themes of conflict, authority, duty and societal expectations, developing awareness of differing viewpoints and the impact of social structures.
- **Drama:** Pupils deepen understanding of performance, characterisation, staging and audience impact, exploring how meaning is created in live theatre.
- **Media Studies:** Pupils analyse representation, narrative construction and audience positioning across different forms of communication.
- **PSHE:** Pupils explore relationships, identity, conflict, mental health and societal pressures, developing empathy and reflective understanding of human experience.

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 • 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 • BBC Teach – *Romeo and Juliet* clips and analysis • Mr Bruff – *Romeo and Juliet* GCSE revision videos	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.

• Mr Salles teaches English – exam-focused analysis and essay guidance **Note Resources** Journey's End Study Guide | Literature Guide | LitCharts • Edexcel GCSE English Literature Anthology / set text guide (Pearson) • BBC Bitesize – *Romeo and Juliet* revision pages • SparkNotes – *Romeo and Juliet* study guide (summaries, themes, character analysis) • Seneca Learning – *Romeo and Juliet* revision course **Specification Links:** **Literature:** Edexcel GCSE and GCE 2014 (Pearson.com) **Language:** Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language	AO2: Analyse information, methods and effects AO5: To identify and comment on the effect of social and historical context 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. Pupils will also 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.

Terms 4 and 5 Topic/Theme/Enquiry		**Targeted revision practise across English Literature and English Language** *How can targeted revision improve my performance across English Language and English Literature exams?*

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

This unit focuses on the development of pupils' ability to engage in purposeful, targeted revision across both English Language and English Literature. Pupils consolidate and refine their disciplinary knowledge of texts, assessment objectives and examination structures, enabling them to apply their understanding with increasing precision, independence and confidence under timed conditions.

Through deliberate practice, pupils strengthen their ability to retrieve and apply key knowledge, select relevant textual evidence and construct coherent, well-developed analytical responses. They revisit core skills in reading, writing and interpretation, ensuring secure understanding of how language, structure and context shape meaning across a range of fiction and non-fiction texts.

Pupils also develop their ability to respond effectively to exam-style questions by engaging with mark schemes, examiner expectations and model responses. This enables them to identify success criteria and apply feedback to improve the accuracy, sophistication and clarity of their work.
Ultimately, this unit ensures pupils are equipped with the metacognitive strategies, resilience and exam technique required to approach GCSE English Language and English Literature with confidence, fluency and independence.

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

During Terms 4 and 5, staff will use their analysis of pupil data and performance on internal assessments to provide targeted in-class intervention, addressing identified areas for development within each cohort. Pupils will engage in focused revision and examination practice across both GCSE English Language and English Literature, with particular emphasis on areas requiring further consolidation and refinement.

Pupils will complete structured walkthroughs of all examination questions to ensure secure understanding of assessment requirements, success criteria and examiner expectations. This will support the development of confidence, accuracy and independence in responding to a range of question types, ensuring pupils are fully prepared for their final examinations.

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

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 apply these effectively when writing for different contexts and forms.

Additionally, pupils will demonstrate the ability to explain, analyse, evaluate and select appropriate evidence to support their ideas. These disciplinary skills are developed and reinforced throughout both Key Stage 3 and Key Stage 4, ensuring secure progression and increasing sophistication in reading, writing and critical thinking.

Pitch Up
How will we challenge ourselves?

Pupils will engage with a range of ambitious vocabulary and further consolidate their understanding of increasingly complex literary devices. They will read critically, articulating and developing their ideas through discussion with peers, and using precise, subject-specific vocabulary to support their interpretations.

Pupils will be exposed to challenging texts, applying a range of reading strategies to support comprehension and analysis of sophisticated language, structure and meaning. They will embed ambitious vocabulary within both analytical and creative responses, demonstrating increasing control and accuracy in their written expression.

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

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

This unit develops pupils' disciplinary literacy by strengthening their ability to read critically, interpret meaning and communicate ideas with precision and clarity. These skills are central to success across the wider curriculum and support pupils in becoming confident, independent learners. Pupils will apply their reading and analytical skills when engaging with complex texts, enabling them to make informed interpretations, evaluate ideas and articulate reasoned responses. Overall, this unit ensures that pupils build the foundational literacy, analytical thinking and communication skills necessary to succeed across all areas of study, while also developing the intellectual confidence to engage with increasingly complex academic content.	Pupils would benefit from having read widely and engaging with literature written for different purposes. 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.

Authentic connections

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

This unit demonstrates how the development of advanced literacy skills is essential beyond the English classroom and plays a fundamental role in a wide range of academic and professional contexts. Pupils refine their ability to interpret meaning, evaluate information and communicate ideas with clarity, precision and sophistication.

Through engagement with challenging texts and analytical writing, pupils explore how language is used to inform, persuade and influence audiences in real-world contexts. These skills are directly transferable to careers in fields such as law, journalism, education, publishing, marketing, media and public services, where critical reading, structured communication and evaluative thinking are essential.

Pupils also develop key employability skills including independence, resilience, adaptability and the ability to respond to feedback. They learn to construct and refine arguments, communicate effectively under pressure and make informed judgements—skills that are highly valued in both further education and the workplace.

Ultimately, this unit reinforces that strong literacy and analytical skills are not only central to examination success but are also foundational to lifelong learning, informed citizenship and a wide range of future career pathways.

GCSE English Language & English Literature

Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• BBC Bitesize – GCSE English Language and Literature revision materials, quizzes and model answers • Seneca Learning – interactive revision courses for English Language and Literature • AQA / Edexcel official websites – specification documents, mark schemes and exemplar responses • BBC Teach – video resources supporting key texts and exam skills • Mr Bruff (YouTube) – exam technique and text-specific analysis videos • Mr Salles Teaches English (YouTube) – high-level exam guidance and model responses • First Rate Tutors (YouTube) – walkthroughs of exam questions and skills • The British Library – contextual resources and literary heritage materials • The Shakespeare Birthplace Trust – contextual information and learning resources for Shakespeare • National Literacy Trust – reading, writing and literacy development materials • BBC News / The Guardian – authentic non-fiction texts for Paper 2 practice	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. Pupils will sit examination questions throughout the two terms, and will be assessed through live marking in class on questions which they have been identified as needing additional intervention to support pupils in making rapid progress in the lead up to the terminal examinations.