

GCSE Literature and Language					
Term	1	2	3	4	5
Topic Title	English Literature Modern Text		Shakespeare Study	Creative Reading and Writing; Poetry Anthology	19th Century novel
Rationale	Beginning with the 'modern' text gives pupils an appropriate platform on which to begin their study of GCSE. Pupils have more familiar experiences and knowledge of the contexts of the modern texts, and therefore it offers a good foundation for further study of language and literature. Pupils return to study the text in Y11.		Pupils will re-read/study the text before the end of Y11. The aim of the Shakespeare study at this stage is to give pupils time to fully comprehend and experience the text before they need to prepare for literature examinations. Shakespeare generally offers the biggest challenge to pupils so it is given a priority place in the curriculum in Y10.	Pupils are now introduced to study of the GCSE English language through a range of texts. These texts have been chosen for their linguistic complexity and range of challenge. Pupils have developed their ability to analyse language through their study of literature, and now are challenged to apply these analytical skills to 'unseen' texts in a shorter, more concentrated way. Pupils make use of the knowledge of language from modules 1 and 2 to develop their own creative writing. This is supported by study of the poetry anthology, which is done alongside the English Language syllabus.	Pupils will re-read/study the text before the end of Y11. Pupils have developed their ability to analyse a range of texts, including those from the 19th century.
Prior knowledge		Pupils develop their reading VIPERS skills through the KS3 curriculum		Pupils have developed ability to analyse language through KS3 and KS4. Pupils have a wide experience of texts through their study at KS3.	
Key knowledge/skills development		English Literature and Language Assessment Objectives			
National Curriculum/specification links		AQA English Language and Literature Specification			
Cross curricular links	History - Pre and post WW1 Britain; Post WW2 Britain; European dictators		History - Medieval Britain; Tudor and Stuart Britain		History - Victorian Britain
Key vocabulary		Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tier 2 vocabulary			
Numeracy	Graphs to plot rise of dramatic tension within extracts; expiration of dates pertinent to study of extracts	when studying poetry e.g. metre, rhythm, form and structure; Graphs to plot rise of dramatic tension within extracts	Graph to plot tension, character/thematic development		
STEM	Analysis skills, research skills (e.g. contextual knowledge re. writers and gothic genre), creativity e.g. exploring ideas and issues to write from different viewpoints	Research skills e.g. Blake, Romanticism; communication skills i.e. group discussion of a poem's meaning/poet's intent	Research skills e.g. Great Depression, Dust Bowl, Segregation. Reflection - interpretation of texts e.g. characters' motivation, reflecting on own moral to respond to novel's themes and issues. Collaboration e.g. group debate on novel's themes and issues.	Problem solving/research to decode archaic vocabulary to decode meaning; research skills to explore contextual factors e.g. anti-Semitism, money lending; collaboration to 'reimagine' a scene	

GCSE Literature and Language					
Term	1	2	3	4	5
Topic Title	Writer's viewpoints and experience in non-fiction; non-fiction writing.	Shakespeare Revision and Language Paper 1	19th Century novel Revision and Language Paper 2	Modern novel revision and Language P1 and P2	
Rationale	Pupils are introduced to their second exam paper for English Language. They develop their ability to respond to non-fiction and learn how to apply their transactional writing skills to the exam paper	Pupils return to Shakespeare study to prepare for their exam.	Pupils return to 19th century novel study to prepare for their exam	Pupils return to the modern study to prepare for their exam	
Prior knowledge	Pupils develop their reading VIPERS skills through the KS3 and 4 curriculum. Pupils have already studied both literature texts.			Pupils have developed ability to analyse language through KS3 and KS4. Pupils have a wide experience of texts through their study at KS3.	
Key knowledge/skills development		English Literature and Language Assessment Objectives			
National Curriculum/specification links		AQA English Language and Literature Specification			
Cross curricular links					
Key vocabulary		Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary			
Literacy					
Numeracy	Graphs to plot rise of dramatic tension within extracts, exploration of dates pertinent to study of extracts	Exploring patterns and sequences when studying poetry e.g. metre, rhythm, form and structure; Graphs to plot rise of dramatic tension within extracts	Graph to plot tension, character/thematic development		
STEM	Analysis skills, research skills (e.g. contextual knowledge re. writers and gothic genre), creativity e.g. exploring ideas and issues to write from different viewpoints	Research skills e.g. Blake, Romanticism; communication skills i.e. group discussion of a poem's meaning/poet's intent.	Research skills e.g. Great Depression, Dust Bowl, Segregation. Reflection - interpretation of texts e.g. characters' motivation, reflecting on own morals to respond to novel's themes	Problem solving/research to decode archaic vocabulary to decode meaning; research skills to explore contextual factors e.g. anti-Semitism, money lending; collaboration to 'reimagine' a scene	