

# English Language and English Literature

## Course Overview

- **Exam Board** – AQA
- **Usual Age Range** – 14-16
- **Qualification** – GCSE
- **Curriculum Time** – Five 50 minute lessons per week in class plus additional independent work
- **Assessment** – this curriculum is assessed via:
  - 4 exams (3 x 105 mins each, and 1 x 135 mins)
  - Speaking and Listening Assessment conducted in school
- **Grading** - 9-1
- **Full specification:**
  - [GCSE English Language](#)
  - [GCSE English Literature](#)

## Curriculum Intent

The English curriculum at North East Futures UTC is centred upon developing the communication and interpersonal skills that students will require when they enter the world of work. They study canonical literature texts, including Macbeth, An Inspector Calls, A Christmas Carol and a range of fiction, non-fiction and poetry texts which discuss central themes within society: power, conflict, equality, social deprivation, to name but a few, ensuring that students can develop their cultural capital and world view and clearly articulate their opinions. Reading and literacy is at the core of student learning. Students build their written and spoken communication skills, developing the experiences they gain through mentoring and projects in the UTC, while studying some of the best that has been written and thought to ensure that they are able to engage with the world critically in their chosen fields and become agile thinkers. The skills developed in English are at the core of most careers; our students who go on to healthcare, digital science and many other destinations develop the highly valued interpersonal skills which are critical for success in those fields.

An English qualification is essential for most progression routes and the impact of our curriculum will see our learners leave to go to sixth form, college, apprenticeship or to enter the world of work with the necessary communication and literacy skills to survive and thrive in an increasingly competitive and unpredictable world. Students could go onto a range of course options, including English Literature, English Language or a related area such as speech therapy, law, psychology and criminology.

## Study Tips

Students will benefit from additional study using:

- [Seneca](#)
- [CGP Study Guide](#)

Some other useful websites:

- [Oak Academy](#)
- [Mr Bruff](#)

## Curriculum Overview

The learning in English is sequenced as follows:

*Note: the full Curriculum Plans are available on request to [info@nef.tynecoast.academy](mailto:info@nef.tynecoast.academy)*

### Key Topics

- An Inspector Calls
- Macbeth
- A Christmas Carol
- Power and Conflict Poetry Anthology
- Unseen fiction and creative writing
- Unseen non-fiction and transactional writing
- Spoken language

### Year 10

#### Half Term 1

- [How do we communicate our ideas effectively, both written and spoken in non-fiction texts?](#)
- [How do we structure texts and use language to shape the views of others?](#)

#### Half Term 2

- [How do writers communicate their ideas?](#)
- [How do they use language and structure to share their viewpoints?](#)

#### Half Term 3

- [How does society shape a text?](#)
- [How did Dickens use language, form and structure to communicate his views and criticise society in A Christmas Carol?](#)

#### Half Term 4

- [How can we construct fiction texts to communicate our ideas and feelings?](#)
- [How do precise vocabulary choices alter the impact of our writing?](#)

#### Half Term 5 and 6

- [How do political viewpoints shape a text?](#)
- [How does Priestley use language, form and structure to communicate his views and criticise society in An Inspector Calls?](#)

## **Year 11:**

### **Half Term 1**

- [How did Shakespeare use language, structure and form to communicate his ideas around conflict and to criticize Jacobean society in Macbeth?](#)

### **Half Term 2**

- [What were the views of the Romantic poets and how did they communicate them?](#)
- How did they use language, structure and form to communicate those ideas?
- [How are other types of conflict communicated in War Poetry?](#)
- How did they use language, structure and form to communicate those ideas?
- [How is identity explored in poetry?](#)
- How did they use language, structure and form to communicate those ideas?

### **Half Term 3**

- [Synoptic unit to explore how writers use language, structure and form to communicate their ideas, using unseen poetry.](#)

### **Half Term 4**

- Revision of all core texts and concepts

### **Half Term 5**

- Revision
- EXAMS.

### **Half Term 6**

- EXAMS