

English Literature– Year 10 (2024-2025)

	Year 10 – Block A	Year 10 – Block B
What do we teach?	<p>Specification: AQA English Literature (8702) The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas 	
	<p>‘An Inspector Calls’ – J.B. Priestly ‘Macbeth’ – William Shakespeare</p>	<p>‘Dr Jekyll and Mr Hyde’ – R.L. Stevenson ‘Power and Conflict’ – AQA Poetry Anthology</p>
How does this meet the National Curriculum?	<p>English Literature Paper 2: ‘An Inspector Calls’ promotes rich discussion in its themes of social responsibility and class. It also allows students to discuss the efficacy of different political ideologies and models and appreciate viewpoints which may not match their own. This text gives students an insight into public feeling during the aftermath of both World Wars and as such is very much a part of our literary heritage.</p> <p>English Literature Paper 1: ‘Macbeth’ is an engaging text that explores themes such as ambition, power and the supernatural. As with ‘An Inspector Calls’, students are encouraged to challenge their own morality and consider different viewpoints within their peer group, assessing and evaluating as they go. As one of the most influential figures in English literary heritage, William Shakespeare’s works are an essential component of the GCSE curriculum, offering students the opportunity to explore complex characters, themes, and language that continue to resonate across generations.</p>	<p>English Literature Paper 1: ‘The Strange Case of Dr. Jekyll and Mr. Hyde’ promotes rich discussion in its themes of religion and science, duality and morality. It also allows students to discuss the ideas surrounding human nature and creation and question their own ideas of existence, as well as appreciate viewpoints which may not match their own. This text gives students an insight into a pivotal time in our history as industry and science moved to the fore, and is very much considered to be one of the canonical texts within our literary heritage.</p> <p>English Literature Paper 2: ‘Power and Conflict’ and Unseen Poetry is a two-part poetry unit. The ‘Power and Conflict’ anthology, devised by AQA, includes 15 poems, offering students exposure to a diverse range of writers, issues, and perspectives. This unit introduces a variety of literary styles and rich vocabulary, fostering deeper analytical skills. Class discussions around these texts encourage critical thinking and debate, which further enhance students’ ability to articulate arguments and viewpoints in writing. The unseen poetry element builds on these skills, challenging students to apply their understanding of poetic techniques and themes to unfamiliar texts, preparing them for the analytical demands of their final exams and beyond.</p>
Why does this knowledge matter?	<p>Students need to engage with a diverse range of texts to explore the variety of forms, authors, and perspectives required at GCSE and beyond. This particular text offers students insight into the rich history of the monarchy in this country and the evolving nature of belief systems over time. Such exploration not only broadens their contextual understanding but also sharpens their analytical and evaluative skills, essential for success in their studies and beyond.</p>	<p>Students need to engage with a diverse range of texts to explore the wide variety of forms, authors, and perspectives essential for success at GCSE and beyond. These texts not only enhance their literary understanding but also deepen their awareness of the society they live in and their role within it. By grappling with complex moral issues and thought-provoking themes, students are encouraged to develop critical thinking skills that will support them in navigating the complexities of adult life.</p>
Why do we teach in this sequence?	<p>Students draw on prior knowledge of Key Stage 3 texts like Animal Farm, which shares political themes such as inequality, power abuse, and social responsibility. These connections deepen their analytical skills and understanding of literature as a reflection of society. An Inspector Calls provides an engaging start to GCSE with its mix of political commentary and detective mystery, captivating students through its suspense and fostering confidence in exploring complex ideas and themes.</p> <p>Students then progress to studying ‘Macbeth’ in Spring Term 1 as this is a challenging and content-heavy unit that requires in-depth exploration and regular revisiting throughout the GCSE course. By building on their prior knowledge of Shakespeare from Key Stage 3, students are better equipped to engage with the complex themes, language, and structure of the play, ensuring a solid foundation for further study.</p>	<p>‘The Strange Case of Dr Jekyll and Mr Hyde’ is a complex Victorian novel that challenges students with its sophisticated themes and narrative style. Engaging with this text allows students to explore a diverse range of forms, authors, and perspectives essential for GCSE and beyond. Introducing it in Block B ensures students have the maturity to appreciate its literary merit and intricate themes. Their prior study of English Language Paper 2, including 19th-century fiction and non-fiction, further equips them to analyse and understand this novel effectively.</p> <p>Students began their exploration of the ‘Power and Conflict’ anthology in the summer term of Year 9, providing them with a foundation for this challenging and content-rich unit. In the summer term of Year 10, they will revisit the anthology to consolidate their understanding of key themes, techniques, and contextual links. This regular revisiting is crucial, as the depth and breadth of the content require sustained engagement throughout the GCSE course. Additionally, there will be a dedicated focus on developing the skills needed to analyse unseen poetry, ensuring students are well-prepared to approach unfamiliar texts with confidence and insight.</p>
What career links are made?	<p>A strong foundation in the study of literature enhances effective communication in both writing and speech, skills that are essential in the professional world. Through exploring diverse texts, students develop critical thinking, analytical, and interpretative abilities that are highly valued across a range of careers. These skills are particularly beneficial in fields such as writing, teaching, journalism, public relations, law, social media management, human resources, policing, politics, publishing, archiving, and historical research. Moreover, engaging with literature deepens cultural and emotional understanding, equipping students with the tools to articulate ideas thoughtfully and persuasively, preparing them for a wide array of career opportunities.</p>	

English Literature– Year 11 (2024-2025)

	Year 11 – Block A	Year 11 – Block B
What do we teach?	<p>Specification: AQA English Literature (8702) The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas 	
	The Strange Case of ‘Dr Jekyll and Mr Hyde’ – R.L. Stevenson	Consolidation and Revision: English Literature Papers 1 and 2
How does this meet the National Curriculum?	<p>English Literature Paper 1: ‘The Strange Case of Dr. Jekyll and Mr. Hyde’ promotes rich discussion in its themes of religion and science, duality and morality. It also allows students to discuss the ideas surrounding human nature and creation and question their own ideas of existence, as well as appreciate viewpoints which may not match their own. This text gives students an insight into a pivotal time in our history as industry and science moved to the fore, and is very much considered to be one of the canonical texts within our literary heritage.</p>	<p>Students will follow a structured programme of revision throughout Block B to prepare effectively for their final exams. Over the course of Year 10 and Year 11, they will have studied their Literature texts in depth, but as the exams draw closer, consolidating this knowledge becomes crucial. The revision program will help students revisit key themes, characters, and contexts across all the texts, ensuring they retain a comprehensive understanding. Additionally, they will refine their exam skills, including how to structure responses, manage their time effectively, and address assessment objectives with precision. Given the breadth of content covered, this focused revision period is essential to build confidence, reinforce learning, and maximize student success.</p>
Why does this knowledge matter?	<p>Students need to engage with a diverse range of texts to explore the wide variety of forms, authors, and perspectives essential for success at GCSE and beyond. These texts not only enhance their literary understanding but also deepen their awareness of the society they live in and their role within it. By grappling with complex moral issues and thought-provoking themes, students are encouraged to develop critical thinking skills that will support them in navigating the complexities of adult life.</p>	
Why do we teach in this sequence?	<p>‘The Strange Case of Dr Jekyll and Mr Hyde’ is a complex Victorian novel that challenges students with its sophisticated themes and narrative style. Engaging with this text allows students to explore a diverse range of forms, authors, and perspectives essential for GCSE and beyond. Introducing it in Year 11 ensures students have the maturity to appreciate its literary merit and intricate themes. Their prior study of English Language Paper 2, including 19th-century fiction and non-fiction, further equips them to analyse and understand this novel effectively.</p>	
What career links are made?	<p>A strong foundation in the study of literature enhances effective communication in both writing and speech, skills that are essential in the professional world. Through exploring diverse texts, students develop critical thinking, analytical, and interpretative abilities that are highly valued across a range of careers. These skills are particularly beneficial in fields such as writing, teaching, journalism, public relations, law, social media management, human resources, policing, politics, publishing, archiving, and historical research. Moreover, engaging with literature deepens cultural and emotional understanding, equipping students with the tools to articulate ideas thoughtfully and persuasively, preparing them for a wide array of career opportunities.</p>	

English Literature – Year 11 (2025-2026)

	Year 10 – Block A	Year 10 – Block B
What do we teach?	<p>Specification: AQA English Literature (8702)</p> <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas 	
	Consolidation and Revision: English Literature Paper 2	Consolidation and Revision: English Literature Papers 1 and 2
How does this meet the National Curriculum?	<p>English Literature Paper 2: ‘An Inspector Calls’ - revisiting ‘An Inspector Calls’ provides students with an opportunity to refine their understanding of its key themes, such as social responsibility and class. Through revision, students can deepen their analysis of Priestley’s critique of political ideologies and the play’s exploration of moral responsibility. They are encouraged to engage in rich discussions, evaluating contrasting viewpoints and reflecting on the play’s enduring relevance. By revisiting the historical context of the aftermath of both World Wars, students gain a deeper appreciation of the text as a significant piece of British literary heritage. This process not only consolidates their knowledge but also strengthens their ability to articulate sophisticated, well-supported interpretations in preparation for their exams.</p> <p>English Literature Paper 2: ‘Power and Conflict and Unseen Poetry’ - Revisiting ‘Power and Conflict’ and unseen poetry allows students to consolidate their understanding of the anthology’s 15 poems, each offering unique perspectives on the themes of power and conflict. This revision phase sharpens their ability to identify and analyse a range of literary styles, techniques, and vocabularies. Focused discussions and debates enable students to revisit key issues and themes, enhancing their ability to construct detailed, evaluative arguments in their written responses. The unseen poetry component offers an opportunity to apply these skills to unfamiliar texts, developing students’ confidence and adaptability in analysing poetic forms and techniques, critical for their final exams.</p>	<p>Students will follow a structured programme of revision throughout Block B to prepare effectively for their final exams. Over the course of Year 10 and Year 11, they will have studied their Literature texts in depth, but as the exams draw closer, consolidating this knowledge becomes crucial. The revision program will help students revisit key themes, characters, and contexts across all the texts, ensuring they retain a comprehensive understanding. Additionally, they will refine their exam skills, including how to structure responses, manage their time effectively, and address assessment objectives with precision. Given the breadth of content covered, this focused revision period is essential to build confidence, reinforce learning, and maximize student success.</p>
Why does this knowledge matter?	<p>Revisiting this text during Year 11 allows students to consolidate their understanding of the rich history of the monarchy in this country and how belief systems have shifted over time. By engaging with this text again, students can refine their analytical and evaluative skills, exploring how authors present diverse forms, viewpoints, and societal values. This revision provides an opportunity to deepen their critical thinking, enabling them to articulate sophisticated responses and draw connections between historical context and literary themes, essential for success at GCSE and beyond.</p>	
Why do we teach in this sequence?	<p>In Year 10, students have already explored ‘An Inspector Calls’ as well as the ‘Power and Conflict’ poetry cluster and Unseen Poetry. Revisiting these texts at the start of Year 11 provides an excellent opportunity for students to attempt a full English Literature Paper 2 mock exam ahead of their GCSEs. This is the longest and most challenging paper, comprising three sections, so it is crucial for students to build confidence and refine their time management skills to perform effectively under exam conditions.</p>	
What career links are made?	<p>A strong foundation in the study of literature enhances effective communication in both writing and speech, skills that are essential in the professional world. Through exploring diverse texts, students develop critical thinking, analytical, and interpretative abilities that are highly valued across a range of careers. These skills are particularly beneficial in fields such as writing, teaching, journalism, public relations, law, social media management, human resources, policing, politics, publishing, archiving, and historical research. Moreover, engaging with literature deepens cultural and emotional understanding, equipping students with the tools to articulate ideas thoughtfully and persuasively, preparing them for a wide array of career opportunities.</p>	