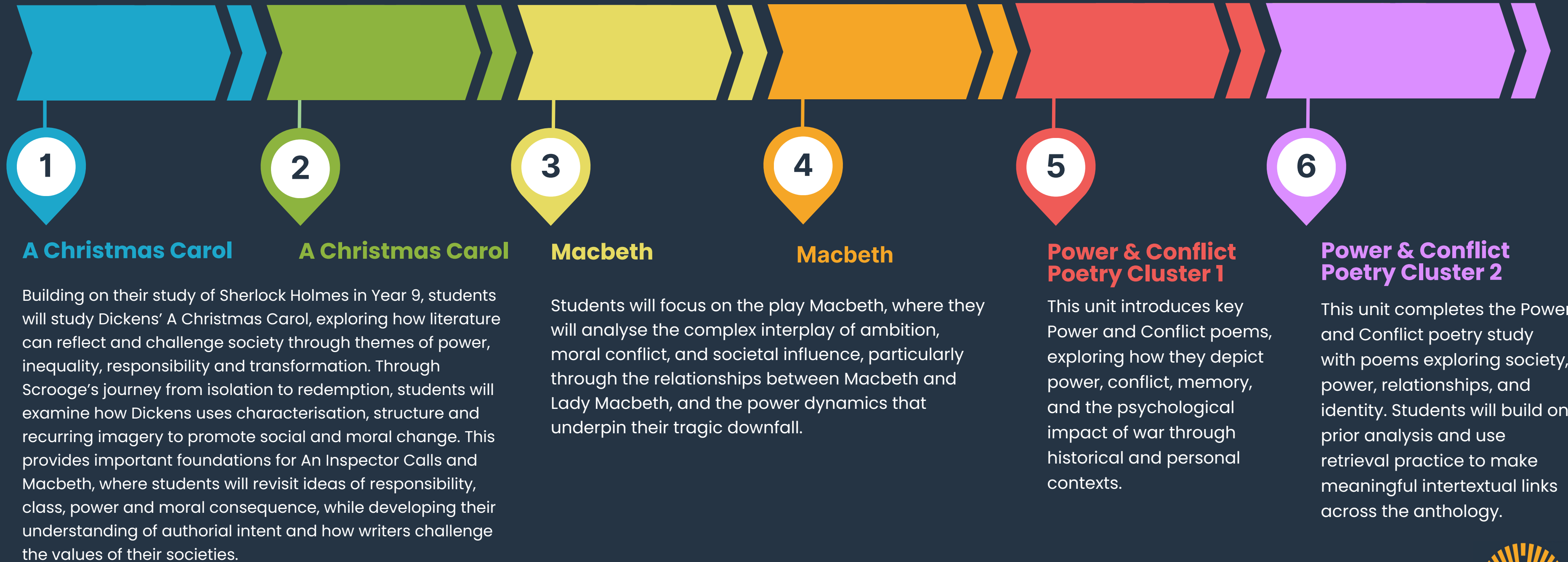


Faculty: English
Subject Area: English

YEAR 9 – ENGLISH



YEAR 10 GCSE – ENGLISH LANGUAGE & LITERATURE



English Language Paper 1 skills will be taught throughout the year, woven through the Literature schemes of learning, with explicit focus during Terms 5 & 6.

YEAR 11 GCSE – ENGLISH LANGUAGE & LITERATURE



1

Mock Revision

Students revisit A Christmas Carol & Macbeth to consolidate their knowledge of key themes, characters, methods and contexts. Students are also introduced to Unseen Poetry, building on the analytical and comparative skills developed through the Power & Conflict anthology to approach unfamiliar poems independently and confidently. Alongside focused English Language preparation, this unit strengthens students' ability to analyse unseen texts, select relevant evidence and construct clear, well-supported responses, ensuring they are well prepared for their mock and final GCSE examinations.

2

An Inspector Calls

Students will explore Priestley's An Inspector Calls, examining how drama can challenge social attitudes and expose inequality. Through analysis of characterisation, structure and dramatic methods, students will consider Priestley's presentation of class, gender, power and collective responsibility, alongside the significance of the play's historical and social contexts.

3

Language & Literature Revision

In the final phase of the Key Stage 4 English curriculum, focused time is dedicated to the structured revision and consolidation of the key knowledge, skills, and texts required for success in both the English Language and English Literature GCSEs. The overarching aim is to ensure that students are not only secure in their subject knowledge but also confident, resilient, and capable of applying their skills with precision and independence across a range of texts and tasks.

English Language Paper 2 skills/approaches will be taught explicitly in Term 3, alongside Literature Paper 2 Revision.

4

Language & Literature Revision

5

Language & Literature Revision

The Picture of Dorian Gray Hamlet

Across both texts, students will critically analyse how the authors use Gothic conventions to reflect anxieties of their time, including fears surrounding modernity, repressed desire, and the fragility of social order. They will consider authorial intent and contextual influences—such as Victorian morality, gender roles, and fin de siècle decadence—while engaging with a range of literary perspectives and critical theories, including psychoanalytic and feminist readings.

Students study Shakespeare’s Hamlet to develop increasingly sophisticated understandings of tragedy, power, revenge, mortality, identity and corruption. Through close analysis students explore Hamlet’s psychological complexity alongside tensions between appearance and reality, action and inaction, morality and responsibility. Engagement with historical context and a range of critical perspectives, including feminist, psychoanalytic and historicist readings, introduces students to the greater independence of A-Level study, developing their ability to evaluate interpretations and construct sophisticated, evidence-based arguments of personal and social relationships.

A Streetcar Named Desire

Students study Tennessee Williams’ A Streetcar Named Desire, drawing together and extending the dramatic, literary and critical skills developed across their A-Level journey. Students explore tragedy, desire, gender, power, identity, repression and social change through Williams’ use of stagecraft, symbolism, characterisation and dramatic tension. Consideration of post-war America, changing gender roles, class conflict and the decline of the Old South enables students to develop increasingly independent, critical and contextually informed interpretations, strengthening the sophisticated analytical and evaluative skills required for success at A Level.

Revision Cycle 1

Year 13 students complete a series of revision cycles, drawing upon their existing prior knowledge as a platform to deepen and develop understanding and fluency. We also continue to hone students’ academic writing craft.

Revision Cycle 2

Based on data from PPE2, Year 13 students complete a series of revision cycles, drawing upon their existing prior knowledge as a platform to deepen and develop understanding and fluency. We also continue to hone students’ academic writing craft.

Revision Cycle 3

Based on data from PPE2, Year 13 students complete a series of revision cycles, drawing upon their existing prior knowledge as a platform to deepen and develop understanding and fluency. We also continue to hone students’ academic writing craft.



Dracula

Across both texts, students will critically analyse how the authors use Gothic conventions to reflect anxieties of their time, including fears surrounding modernity, repressed desire, and the fragility of social order. They will consider authorial intent and contextual influences—such as Victorian morality, gender roles, and fin de siècle decadence—while engaging with a range of literary perspectives and critical theories, including psychoanalytic and feminist readings.

Rossetti Poetry

Students will explore the work of Christina Rossetti through her anthology of selected poems. They will examine key themes such as love, loss, self-deception, and societal expectations, with a particular focus on poems like "Song," "Remember," "From the Antique," and "Goblin Market." The study of Rossetti’s work will encourage students to engage critically with how literature interrogates identity, power, and personal morality, continuing the thematic dialogue established in earlier texts.

Poems of the Decade

This unit encourages students to critically assess how poetry, like drama, engages with the forces that shape individual and collective identities, and to analyse how poets use form, language, and imagery to reflect and challenge societal structures.

NEA

In Year 13 students embark on their coursework, which offers a valuable opportunity for independent literary exploration and critical engagement with texts and themes that resonate with their personal interests. At this stage, students take ownership of their learning by selecting two texts and formulating a line of inquiry that reflects their individual passions and academic strengths. They develop a working title for their extended comparative essay and begin the process of in-depth research, drawing on a range of critical interpretations and contextual material to inform their analysis.

Revision Cycle 2

Based on data from PPE2, Year 13 students complete a series of revision cycles, drawing upon their existing prior knowledge as a platform to deepen and develop understanding and fluency. We also continue to hone students’ academic writing craft.

Examination

A-Level exams include questions that allow students to demonstrate their ability to: draw together their knowledge, understanding and skills from across the full course of study as well as provide extended responses.



ALEVEL – ENGLISH LANGUAGE

QueenElizabeth's

ENGLISH

Introduction to Linguistic Analysis and Representation

At the beginning of A-Level English Language, students are introduced to the fundamental principles of linguistics and the key language levels. Through authentic spoken and written texts, they explore how language choices create meaning and influence audiences in different contexts. Students develop confidence in applying linguistic frameworks, identifying patterns and using terminology accurately in analytical writing. This provides the essential foundation for later study of language diversity, change, child language development and independent investigation.

i) Language Discourses ii) Sociolinguistics (continued)

In Spring 1, students deepen their understanding of language and society through Language Discourses and continued study of Sociolinguistics. They explore how language constructs attitudes, identities and ideologies, examining debates around prescriptivism, descriptivism and language discrimination. Students extend their study of diversity through language and ethnicity and language and gender, evaluating competing theories using authentic data. Together, these strands develop evidence-based argument and prepare students for both sections of Paper 2.

Consolidation of sociolinguistics ii) Introduction to Language Change

In Summer 1, students extend their study of sociolinguistics by exploring relationships between language, power and occupation. They examine how language reflects and reinforces social structures, identities and attitudes through analysis of a range of discourses. Students also begin Language Change, investigating how social, cultural and technological factors influence linguistic evolution over time. Together, these strands strengthen the analytical precision, contextual understanding and critical judgement required for Paper 2.

i) Child Language Development: reading/ writing ii) Representations Revision & original writing

Following their Year 12 study of spoken language, students move into Child Language Acquisition, focusing on reading and writing development. They apply established linguistic terminology to authentic child language data while exploring key acquisition theories and cognitive, social and environmental influences. Alongside this, Teacher 2 revisits representations and introduces the NEA original writing task, developing students' understanding of audience, purpose and mode. Together, these strands consolidate Paper 1 knowledge, analytical and evaluative skills, while preparing students for the Paper 1 mock examination at the end of October.

Revision and NEA completion

In Spring 1 of Year 13, students consolidate key Paper 2 knowledge through focused preparation for their February mock examinations. They revisit sociolinguistics, language diversity, discourse and language change while independently revising Paper 1 content. Students also complete and refine their Original Writing and Language Investigation for final AQA NEA submission. Together, these strands strengthen analytical precision, evaluation and independence, providing a bridge to final examination preparation.

Revision

In Spring and Summer 2 of Year 13, students undertake comprehensive revision across the full A-Level English Language course. They revisit key theories, frameworks and debates across acquisition, diversity, discourses, change and representations. Targeted examination practice develops sophisticated analytical, evaluative and evidence-based responses across Papers 1 and 2. Guided and independent revision enables students to address areas for development and prepare confidently for their final examinations.

Analysis of Representations ii) Introduction to sociolinguistics

Teacher 1 develops students' Paper 1, Section A skills through increasingly confident application of linguistic frameworks to spoken and written texts. Students refine their analysis of how language choices create meaning and strengthen their analytical writing. Teacher 2 introduces sociolinguistics, exploring relationships between language, identity and society through age, gender, class and region. Through accent and dialect, students examine language variation, attitudes and how language both reflects and shapes social identity.

i) Writing about discourses ii) Sociolinguistics (continued)

In Spring 2, students apply their understanding of language diversity to Paper 2 writing, crafting informed, opinionated articles on language debates. They refine their ability to communicate clear viewpoints while adapting language effectively to audience, purpose and mode. Alongside consolidating language and gender, students begin exploring how technology influences language, communication and identity. This provides a conceptual bridge to language change and the evolving relationship between language, technology and society.

i) Spoken Child Language Acquisition & Introduction to NEA ii) Language Change & World Englishes

In Summer 2, students study spoken Child Language Development, exploring developmental stages, key theories and interaction through authentic language data. They are also introduced to the AQA NEA investigation, developing research skills and beginning to plan an independent linguistic enquiry. Alongside this, students extend Language Change through World Englishes, examining how social, historical and cultural factors shape global varieties. Together, these strands consolidate analytical skills and prepare students for the greater independence and critical engagement required in Year 13.

NEA Investigations: write up ii) NEA: original writing

In Autumn 2, curriculum time is dedicated to completing the AQA NEA: Original Writing and Language Investigation. Students apply their knowledge of language frameworks, representations and acquisition with increasing independence. Through research, drafting and refinement, they develop analytical precision, creativity and critical reflection. This sustained work strengthens the evaluative judgement required for success in both the NEA and terminal A-Level assessments.

Revision

In Spring and Summer 2 of Year 13, students undertake comprehensive revision across the full A-Level English Language course. They revisit key theories, frameworks and debates across acquisition, diversity, discourses, change and representations. Targeted examination practice develops sophisticated analytical, evaluative and evidence-based responses across Papers 1 and 2. Guided and independent revision enables students to address areas for development and prepare confidently for their final examinations.

Examination

A-Level exams include questions that allow students to demonstrate their ability to: draw together their knowledge, understanding and skills from across the full course of study as well as provide extended responses.

