YEAR 10 EDUQAS GCSE ENGLISH LANGUAGE CURRICULUM OVERVIEW 2026 – 2027

YR10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**READING and WRITING** Opportunities for **SPOKEN LANGUAGE** Eduqas GCSE *English Language Student Book 1* Chapter 1: Extremes	**READING and WRITING** Opportunities for **SPOKEN LANGUAGE** Eduqas GCSE *English Language Student Book 1* Chapter 2: Conflict	**READING and WRITING** Opportunities for **SPOKEN LANGUAGE** Eduqas GCSE *English Language Student Book 1* Chapter 3: Change	**READING and WRITING** Opportunities for **SPOKEN LANGUAGE** Eduqas GCSE *English Language Student Book 1* Chapter 4: Language	**READING and WRITING** Opportunities for **SPOKEN LANGUAGE** Eduqas GCSE *English Language Student Book 1* Chapter 5: People	**READING and WRITING** Opportunities for **SPOKEN LANGUAGE** Eduqas GCSE *English Language Student Bk 1* Chapter 6: Connecting the dots
Key new knowledge	**All assessment objectives** Develop your ability to read and write non-fiction texts Explore the theme of Extremes Understand what is meant by a writer's perspective Understand text structure Consider the effect of words and phrases in a text Explore persuasive writing techniques	**All assessment objectives** Develop your ability to read and write narrative fiction Explore the theme of Conflict Explore the difference between explicit and implicit information Explore dialogue and how it is used in fiction Identify tension in a text Evaluate the way a text can make you feel	**All assessment objectives** Explore fiction and non-fiction texts written before 1900 Explore the theme of Change Consider how the time when a text is written affects ideas within it Explore layers of meaning Explore and compare how texts are shaped by the context in which they were produced Select specific information	**All assessment objectives** Explore language through a range of fiction and non-fiction texts Explore your own use & experience of language Explore persuasive techniques Develop clear and engaging arguments Give and support a point of view giving examples	**All assessment objectives** Develop the ability to evaluate Explore your reactions to a text Explore the features of a review Develop your skills of speculation Explore verbal and non-verbal techniques used in a presentation Explore the use of humour in a presentation Plan a piece of amusing evaluative writing	**All assessment objectives** Focus on your ability to reflect on your learning and to apply your knowledge Identify the skills you have learned in Y10 Develop awareness of what to expect in Component 1 and in Component 2
Assessments	Progress checks / DNAs End of unit assessment	Progress checks / DNAs End of unit assessment	Progress checks / DNAs End of unit assessment	Progress checks /DNAs End of unit assessment	Progress checks / DNAs End of unit assessment	Sample exam papers (for mock exams)

YEAR 10 EDUQAS GCSE ENGLISH LITERATURE CURRICULUM OVERVIEW 2026 – 2027

YR10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Poetry from the Eduqas Anthology A Christmas Carol by Charles Dickens (Pre-1900 novel)	Poetry from the Eduqas Anthology A Christmas Carol by Charles Dickens	Romeo and Juliet by William Shakespeare	Romeo and Juliet by William Shakespeare Poetry from the Eduqas Anthology	An Inspector Calls (post-1914 drama) Poetry from the Eduqas Anthology	An Inspector Calls (post-1914 drama) Poetry from the Eduqas Anthology

Key new knowledge	**Poetry: AO1, AO2, AO3** Develop an understanding of what each poem is about, including the main themes / ideas Form an overview of the poem's content, the way it is written and its context Become familiar with key literary terms **A Christmas Carol: AO1, AO2, AO3** Develop a detailed knowledge of the novel, its characters and themes Gain an understanding of the relationship between the novel and the context in which it was written	**Poetry: AO1, AO2, AO3** Develop an understanding of what each poem is about, including the main themes / ideas Form an overview of the poem's content, the way it is written and its context Become familiar with key literary terms **A Christmas Carol: AO1, AO2, AO3** Develop a detailed knowledge of the novel, its characters and themes Gain an understanding of the relationship between the novel and the context in which it was written	**AO1, AO2, AO4** Gain a good understanding of the story Develop an overview of what happens in each act Begin to form an understanding of key characters and their relationships	**Shakespeare: AO1, AO2, AO4** Continue to develop an understanding of key characters and their relationships To gain an understanding of the key themes in the play To understand selected Shakesperian words / phrases **Poetry: AO1, AO2, AO3** Develop an understanding of what each poem is about, including the main themes / ideas Form an overview of the poem's content, the way it is written and its context Use key literary terms when analysing a poem	**An Inspector Calls: AO1. AO2, AO4** Gain a good understanding of the story Develop an overview of what happens in each act Begin to form an understanding of key characters and their relationships **Poetry: AO1, AO2, AO3** Develop an understanding of what each poem is about, including the main themes / ideas Form an overview of the poem's content, the way it is written and its context Use key literary terms when analysing a poem	**An Inspector Calls: AO1. AO2, AO4** Develop an understanding of key characters and their relationships **Poetry: AO1, AO2, AO3** Develop an understanding of what each poem is about, including the main themes / ideas Form an overview of the poem's content, the way it is written and its context Use key literary terms when analysing a poem
Assessments	Progress checks / DNAs	Progress checks / DNAs Assessment on a selected poem (s) Assessment on the novel (comprehension questions)	Progress checks / DNAs	Progress checks / DNAs Assessment on the play (comprehension questions)	Progress checks / DNAs	Progress checks / DNAs Assessment on the play (comprehension questions

YEAR 11 EDUQAS GCSE ENGLISH LANGUAGE CURRICULUM OVERVIEW 2026 – 2027

YR11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Component 1 preparation – 20th century literature **READING** Creative prose **WRITING** Eduqas GCSE English Language Student Book 2	Component 2 preparation – 19th & 21st century non-fiction **READING** Component 1 preparation Creative prose **WRITING** Eduqas GCSE English Language Student Book 2	Component 2 preparation – 19th & 21st century non-fiction **READING** Component 3 **Spoken Language presentation** Eduqas GCSE English Language Student Book 2	Component 2 preparation – transactional / persuasive **WRITING** Component 3 **Spoken Language presentation** Eduqas GCSE English Language Student Book 2	Exam Preparation Exams Eduqas GCSE English Language Student Book 2 Sample exam papers	Exam Preparartion Exams

Key new knowledge	**Reading unseen 20th-century literature prose** **AO1, AO2, AO4** Locate and interpret explicit and implicit ideas and details within a text. Make inferences based on information that has been gathered. Explore how writers use language and structure. Explore how writers can achieve effects and influence a reader. Give a personal response / crtitcal evaluation of what you've just read. **Creative prose writing** **AO5, AO6** How to plan your prose writing. How to develop your writing, including ways to engage the reader.	**Reading unseen 19th- & 21st-century non-fiction** **AO1, AO2, AO3, AO4** Locate and interpret explicit and implicit ideas and details within a text. Make inferences based on information that has been gathered. Explore how writers use language and structure. Explore how writers can achieve effects and influence a reader. Develop the skill of comparing writers ideas / perspectives across two texts. Give a personal response / crtitcal evaluation of what you've just read. **Creative prose writing** **AO5, AO6** How to use language imaginatively. How to end your piece. How to proof-read your work.	**Reading unseen 19th- & 21st-century non-fiction** **AO1, AO2, AO3, AO4** Locate and interpret explicit and implicit ideas and details within a text. Make inferences based on information that has been gathered. Explore how writers use language and structure. Explore how writers can achieve effects and influence a reader. Develop the skill of comparing writers ideas / perspectives across two texts. Give a personal response / crtitcal evaluation of what you've just read. **Spoken Language** **AO7, AO8, AO9** Plan a presentation and consider how to deliver it. To think about verbal and non-verbal techniques that can be used.	**Transactional / persuasive writing** **AO5, AO6** Think about the different types of tasks you may be asked to complete in the exam. Learn how to plan and develop your writing, adapting it for audience & purpose. **Spoken Language** **AO7, AO8, AO9** To explore persuasive techniques	Study leave, revision sessions and revision booklets	Study leave, revision sessions and revision booklets
Assessments	End-of-chapter progress checks	End-of-chapter progress checks	End-of-chapter progress checks Spoken Language Presentation (recorded)	End-of-chapter progress checks Spoken Language Presentation (recorded)	Sample exam papers	

YEAR 11 EDUQAS GCSE ENGLISH LITERATURE CURRICULUM OVERVIEW 2026 – 2027

YR11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Poetry from the Eduqas Anthology Unseen Poetry Romeo & Juliet by William Shakespeare	Poetry from the Eduqas Anthology Romeo & Juliet by William Shakespeare	A Christmas Carol by Charles Dickens	An Inspector Calls Poetry from the Eduqas Anthology Unseen Poetry	Exam Preparation Sample exam papers Exams	Exam Preparartion Exams

Key new knowledge	**Poetry: AO1, AO2, AO3** Develop an understanding of what each poem is about, including the main themes / ideas Form an overview of the poem's content, the way it is written and its context Use key literary terms when analysing a poem Apply knowledge gained from studying the Anthology to analyse an 'unseen poem' **Shakespeare: AO1, AO2, AO4** Revision of what we have already learned about the play – story, characters, themes Deepen our knowledge of the characters and of the themes	**Poetry: AO1, AO2, AO3** Develop an understanding of what each poem is about, including the main themes / ideas Form an overview of the poem's content, the way it is written and its context Use key literary terms when analysing a poem Make links with other poems **Shakespeare: AO1, AO2, AO4** Explore key scenes and develop close-reading skills Explore mood and atmosphere Think about Shakespeare's use of stage directions Consider the effect on the audience Learn how to respond to exam questions	**A Christmas Carol: AO1, AO2, AO3** Revision of the story, characters and themes Focus on characters, their relationships and how they contribute to the story Explore how Dickens has used setting to structure the story Look at exam questions and learn how to answer them	**Blood Brothers: AO1. AO2, AO4** Revision of the story, characters and themes Explore the key moments of the play Study in detail the characters and themes To analyse the language features that Priestley has used and consider how they create a sense of place Learn how to respond to exam questions **Poetry: AO1, AO2, AO3** Revision of poems Learn how to respond to exam questions	Study leave, revision sessions and revision booklets	Study leave, revision sessions and revision booklets
Assessments	Progress-checks / DNAs	Progress-checks / DNAs	Progress-checks / DNAs Mocks	Progress-checks / DNAs		

KS4 Functional Skills English (Level 1 /2) CURRICULUM OVERVIEW 2026 – 2027

YR10 YR11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**READING** Edexcel Functional Skills textbook	**READING** Edexcel Functional Skills textbook	**SPEAKING, LISTENING AND COMMUNICATING**	**WRITING** Edexcel Functional Skills textbook	**WRITING** Edexcel Functional Skills textbook	Exams

Key new knowledge	Identify how to use full stops, question marks, exclamation marks, commas, brackets and apostrophes Explain the effect of each punctuation mark Identify facts and opinions Read and highlight the key words in a text Identify the main purpose of a text Explain the key ideas in a text. Explain how the writers use punctuation in the texts to convey meaning. Compare information in the texts Use quotations to evidence their ideas Identify and explain language/textual features & say what effect each feature has	Identify formal and informal language Identify organisational and structural features Use organisational and structural features to locate relevant information in a text Identify the key ideas in the text Explore and discuss ideas in the text and support these with evidence from the text. Use a dictionary to locate a meaning Suggest an alternative word Identify the language features used in a text Infer meaning from an image Use context to understand meaning	**Research a topic and contribute to a formal group discussion** Share their opinions with the group Listen closely Wait for a gap before speaking Use an appropriate tone. Ask, listen to and answer questions Listen to the ideas of others Use an appropriate tone. **Present a talk to the class** Speak clearly about their topic Listen and respond to questions.	Identify the correct format and structure of each text type Identify the purpose of a text Identify appropriate language features. Identify common spelling errors Identify a spelling strategy to support learning Identify and correct spelling errors. Identify simple, compound and complex sentences Write simple, compound and complex sentences Use a clear structure when writing Identify when to use a paragraph	Identify the correct layout for a formal letter Plan and draft a formal letter Identify the correct layout for an email Plan and draft an email Identify the correct layout and tone for a review Plan and draft a review Identify the correct layout for an article Plan and draft an article Identify the correct layout for a report Plan and draft a formal report Identify the correct layout for a forum contribution Plan and draft a forum contribution Proof read their work	Revision

Assessments	Progress checks	Mock paper	Speaking and Listening assessment (recorded for Level 2)	Progress checks	Mock Paper	External exam- Reading Paper and Writing Paper

KS4 FUNCTIONAL SKILLS ENGLISH (ENTRY LEVEL 3) CURRICULUM OVERVIEW 2026 – 2027

YR10 YR11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**READING**	**READING**	**SPEAKING AND LISTENING**	**WRITING**	**WRITING**	**EXAMS**
Key new knowledge	Identify why full stops, capital letters, question and exclamation marks, and commas are used Write sentences using the correct punctuation marks Use a dictionary Read and identify the main points and ideas in a text List the organisational features writers use to help readers find information Use bullet points in your answers	Read and understand straightforward instructions Accurately spell key words. Use a dictionary to check the meaning of words Discuss the main ideas in a text Take part in a group discussion	Ask questions and listen to the reply Identify the main points and information Say what the discussion was about. Listen to the views of others Share your ideas with others Speak when it is appropriate Focus on the topic of the discussion and stick to the subject	Know how to write a compound sentence and when to use a paragraph Order a text into a logical sequence Write a short text in a logical sequence. Know how to use the correct tense in writing Correctly sequence words in alphabetical order Correctly spell common words with suffixes. Spell common words with prefixes correctly.	Spell common homophones correctly. Write using compound sentences and paragraphs Write a set of straightforward instructions Write text for a specific purpose and audience Check your text for punctuation and grammar errors.	Revision
Assessments	DNAs	Practice paper	Teacher assessment	DNAs	Practice paper	Reading and Writing assessments