Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

10N Class - **Navigator Curriculum** - *Subjects/Lessons weekly*

AQA GCSE Language

- **AO1:**
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- **AO2**: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- **AO4:** Evaluate texts critically and support this with appropriate textual references
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- **AO7:** Demonstrate presentation skills in a formal setting
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- **AO9:** Use spoken Standard English effectively in speeches and presentations.

ASSESSMENT OBJECTIVES (AOS)	COMPONENT WEIGHTINGS (APPROX %)			OVERALL WEIGHTING (APPROX %)
	Paper 1	Paper 2	Spoken Language NEA	
AO1	2.5	7.5	N/A	10
AO2	10	7.5	N/A	17.5
AO3	N/A	10	N/A	10
AO4	12.5	N/A	N/A	12.5
AO5	15	15	N/A	30
AO6	10	10	N/A	20
AO7	N/A	N/A	endorsement	0
AO8	N/A	N/A	endorsement	0
AO9	N/A	N/A	endorsement	0
Overall weighting of components	50	50	0	100

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Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026– 2027 Spring 1	2026– 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
	Topic: Introduction/recap to AQA GCSE Language. Course **Focus: Paper 1** Questions 1-5 Questions from the paper are linked to the key skills below:	**Topic:** Introduction/recap to AQA GCSE Language. Course **Focus: Paper 2** Questions 1-5 Questions from the paper are linked to the key skills below:	**Topic:** **Overview: Paper 1** Questions 1-4 **Overview: Paper 2** Questions 1-4 Implement the **PEEL** style within lessons/ encourage learners to use when answering questions: **P**oint **E**vidence **E**xplanation **L**ink	**Topic:** **First three weeks:** Introduce Spoken language assessments. Speaking assessment **completed and uploaded by end of March.** **Overview: Paper 1** Question 5 **Overview: Paper 2** Question 5	**Topic:** **Exam will take place in Summer 1:** **Mock Exam Paper 1:** Guide through the exam, mark the exam together. **Mock Exam Paper 2:** Guide through the exam, mark the exam together.	**Topic:** **For those who are not completing their exam/ NOT on study leave:** **Focusing on story building: P1 Q5** **Understanding Genre/ Character Writing/ Narratives.**
	Key Skills and Knowledge: **P1: Q1, Q2, Q3, Q4** - Inference - Selecting appropriate quotations - Exploring the writer's use of language. **P1: Q1, Q2** -Exploring effects of writer's use of language. -Selecting appropriate textual references.	**Key Skills and Knowledge:** **P2: Q1, Q2** -Selecting evidence. -Comparing texts. -Inference. **P2: Q3** -Exploring the effects of the writer's use of language. **P2: Q4** Comparing the attitudes of writers. **P2: Q5** -Linking paragraphs.	**Key Skills and Knowledge:** **P1: Q1,2,3:** -Exploring the effects of the writer's use of language and structure. -Using subject terminology accurately. **P1: Q4:** -Exploring the writer's methods. -Selecting a range of textual detail. -Responding to a statement.	**Key Skills and Knowledge:** **Spoken assessment:** -Choosing a topic. -Considering purpose and audience. -The structure of a presentation. -Creating an engaging presentation and expanding vocabulary. -Delivery. **P1: Q5:** -Describe the key features of the mark scheme for Section B	**Key Skills and Knowledge:** **P1: Q1,2,3,4,5:** -Exploring the effects of the writer's use of language and structure. -Using subject terminology accurately. -Exploring the writer's methods. -Selecting a range of textual detail. -Responding to a statement. -Describe the key features of the mark	**Key Skills and Knowledge:** **P1 Q5:** -Analysing Descriptive Writing Examples -Describe the key features of a piece of descriptive writing. -Explaining how genre can impact on a reader or audience -Assess how description can reveal information about character -Analysing an example piece of narrative writing's use of perspective.

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	P1: Q3 -Exploring effects of the writer's use of structure. -Selecting appropriate textual references. **P1: Q4** -Developing a response to a statement. -Selecting appropriate textual references. **P1: Q5:** -Developing engaging writing. -Linking paragraphs -Developing structural features of narratives. -Using vocabulary effectively. -Improving technical accuracy.	-Creating a range of linked points. -Matching tone, style and register to audience and purpose. -The use of a range of vocabulary and sentence structure.	**P1: Q5:** -Describe the key features of the mark scheme for Section B in AQA Language Paper 1. -Compare two answers according to the mark scheme and make improvements. -Evaluate own descriptive writing according to the requirements of the mark scheme. **P2: Q1,2:** -Inference -Summary writing -Comparing and contrasting texts. **P2: Q3:** -Exploring the writer's use of language. **P2: Q4:** -Comparing writers' attitudes. -Exploring effects of writers' methods.	in AQA Language Paper 1. -Compare two answers according to the mark scheme and make improvements. -Evaluate own descriptive writing according to the requirements of the mark scheme. **P2: Q5** -Describe the key features of the mark scheme for Section B in AQA Language Paper 2. -Using linguistic devices. -Improving technical accuracy.	scheme for each section in AQA Language Paper 1. -Compare two answers according to the mark scheme and make improvements. -Evaluate own descriptive writing according to the requirements of the mark scheme. **P2: Q1,2,3,4,5:** -Inference -Summary writing -Comparing and contrasting texts. -Exploring the writer's use of language. -Comparing writers' attitudes. -Exploring effects of writers' methods. -Describe the key features of the mark scheme for each section in AQA Language Paper 2. -Using linguistic devices. -Improving technical accuracy.	-Evaluate the effectiveness of our own endings based on mark scheme. - Assess the consistency of tenses in a piece of writing

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	Suggested Key Questions: Initial assessment: describe a picture task. Use as diagnostic tool for writing skills. Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]?	**Suggested Key Questions:** Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text] Q5 Example: Write a letter to the Minister for Education explaining your point of view on this statement.	**Suggested Key Questions:** **P1:** Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]? **P2:** Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text]	**Suggested Key Questions:** **Spoken assessment:** -Why are you choosing this topic? -What does informal/formal mean? Q5 examples: -Who are we writing to? -What format do we need to write in? -What is an effective structure?	**Suggested Key Questions:** **P1:** Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]? **P2:** Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text]	**Suggested Key Questions:** **P1 Q5:** -How will you ensure the start and finish of your description are powerful? -Explain when the writer changes his length of sentences. -Why do you think he does this? -"I go to the shops" -Write this in three different tenses. -What other characters, objects, themes or places would you expect to see in this kind of story? -What would the differences be in having a character tell the story or an independent narrator telling the story?

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	Suggested reading and resources: *The Landlady* by Roald Dahl *Brick Lane* by Monica Ali *Small Island* by Andrea Levy *Dominicana* by Angie Cruz *The Kite Runner* by Khalid Hosseini **Task:** Write a story about a character arriving somewhere new. (Question 5) **Task:** Describe a picture (Question 5)	**Suggested reading and resources:** A letter about ragged schools bl.uk/collection-items/a-letter-about-ragged-schools). News article about a modern school eg siliconrepublic.com/careers/finland-education-schools-slush. **Task:** Write a speech to explain what you think makes a good education. **Task:** Write an article in which you argue for or against the statement 'More should be done in schools and colleges to prepare students for the world of work.	**Suggested reading and resources:** **Paper 1:** *The Unexpected Inheritance of Inspector Chopra* by Vaseem Khan *The Beat Goes On* by Ian Rankin *The Guest List* by Lucy Foley **Paper 2:** Unsolved mysteries of crime: victorianvoices.net/ARTICLES/CFM/CFM1896/CFM1896-Mysteries.pdf *My Life on Devil's Island* victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works	**Suggested reading and resources:** **Spoken assessment:** Select a topic/ create a presentation. Task: Write a **letter** to your local newspaper in response to this statement 'Prisons are like a holiday camp and do nothing to deter criminals.'	**Suggested reading and resources:** **Paper 1:** *The Unexpected Inheritance of Inspector Chopra* by Vaseem Khan *The Beat Goes On* by Ian Rankin *The Guest List* by Lucy Foley **Paper 2:** 'All cyclists fear bad drivers', *The Guardian*, 2016 Source B: 19th-century literary non-fiction 'On a bicycle in the streets of London', an article published in a magazine in 1896. *Morning Glass* by Mike Doyle	**Suggested reading and resources:** AQA Mark Scheme P1 Q5. Examples of answers from P1 Q5. **Examples of short stories:** *The Tell-Tale Heart* by Edgar Allen Poe *The Lottery* by Shirley Jackson *The Signalman* by Charles Dickens.
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: Achieving a GCSE in English Language will open more doors to careers.	4. Linking curriculum learning to careers: Achieving a GCSE in English Language will open more doors to careers.	4. Linking curriculum learning to careers: Becoming a writer/ author/ journalist.	4. Linking curriculum learning to careers: The importance of being able to speak formally in job interviews/ at work.	4. Linking curriculum learning to careers: Becoming a writer/ author/ journalist.	4. Linking curriculum learning to careers: Becoming a writer/ author/ journalist.