

## WFA English - Why do we teach this?

Year 10	Curriculum Intent
Term 1	<p><b>An Inspector Calls</b></p> <p>This unit introduces students to key ideas surrounding social responsibility, class conflict, and generational divides. Through close textual analysis, students explore how Priestley constructs characters and relationships to critique capitalist society and promote socialist values. This learning supports their future study of power and conflict in texts like Macbeth and A Christmas Carol.</p> <p><b>A Christmas Carol</b></p> <p>This unit introduces students to key ideas surrounding poverty, social inequality, redemption, the spirit of Christmas and family. Through close textual analysis, students explore how Dickens constructs characters and relationships to the social inequality that the poor suffered in a Victorian society and how he uses family and redemption to promote societal change. This learning supports their future study of power and conflict in texts like Macbeth.</p>
Term 2	<p><b>Macbeth</b></p> <p>This unit introduces students to key ideas surrounding ambition, violence and the contrast between kingship vs tyranny. Through close textual analysis, students explore how Shakespeare constructs characters and their responses to key events and how corruption and manipulation can impact relationships and have violent consequences. It considers how like in the Jacobean era was with regards to gender stereotypes and how patriotism and commitment to the monarchy was important. This learning links to previous studies of power and conflict.</p> <p><b>Anthology Poetry</b></p> <p>This unit introduces students to the Eduqas Poetry Anthology, exploring themes such as love, conflict, identity, power, and place. Students study a range of poems from different periods and contexts, developing skills in close reading, analysis of language, form, and structure, and comparison between texts. The unit encourages critical thinking about how poets convey emotion, perspective, and social commentary, while building students' abilities in written and spoken communication. It also provides a foundation for understanding literary techniques and themes that appear across the wider GCSE curriculum.</p>
Term 3	<p><b>C1 Language</b></p> <p>This unit develops students' skills in reading and understanding a variety of non-fiction and literary texts, focusing on language, structure, and form. Students learn to analyse how writers use linguistic and stylistic techniques to create meaning, influence readers, and convey viewpoints. The unit also builds skills in comparison, inference, evaluation, and critical thinking, while strengthening written and spoken communication. It provides a foundation for exam-style analysis and prepares students for both Section A and Section B of the Eduqas Component 1 Language assessments.</p>

## WFA English - Why do we teach this?

Year 11	Curriculum Intent
<b>Term 1</b>	<b>C2 Language</b> This unit focuses on developing students' writing and creative language skills. Students explore a range of writing forms and audiences, learning to craft texts that are effective, engaging, and purposeful. They develop techniques for planning, structuring, and editing their work, while refining their use of grammar, vocabulary, and stylistic devices. The unit also encourages evaluation of their own and others' writing, helping students to communicate clearly and persuasively. It provides a foundation for the Section B writing tasks of Eduqas Component 2.
<b>Term 2 and 3</b>	In Terms 2 and 3, students focus on practising Eduqas Component 1 and 2 exam questions for both Language and Literature. With content covered, the emphasis is on applying knowledge in timed conditions and refining exam technique. Students develop their ability to analyse texts, write clear and structured responses, and adapt their writing for different purposes and audiences. Literature work focuses on building strong, evidence-based essays, while Language work develops both reading analysis and effective transactional and creative writing. Regular feedback and self-assessment help students improve in line with mark schemes, building confidence and ensuring they are well prepared for their final exams.