



## Long-Term Curriculum Overview: GCSE English Literature

Key Stage(s): 4

Curriculum Lead: Gary Pearcy

Academic Year: 2025-26

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### Curriculum Intent

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

### Curriculum Implementation

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

### Curriculum Impact

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
Autumn 1	Romeo and Juliet; descriptive writing coursework	Develop communication and interaction skills through drama	Visit to Stratford to support independent access to community	Coursework grades count towards iGCSE English Language and reinforce learning in GCSE Literature	Baz Lurman production of Romeo and Juliet and drama initiatives promoted by RSC.
Autumn 2	An Inspector Calls; narrative writing coursework	Reading the play in class supports cognition and learning as well as developing communication and interaction skills	Promoting discussion around equality and democracy	Coursework grades count towards iGCSE English Language and reinforce learning in GCSE Literature	Linking the ideas in Priestley's play to 20 <sup>th</sup> /21 <sup>st</sup> century events, making content relevant and memorable.
Spring 1	Functional Skills reading and writing assessments	Learning how to communicate in writing, adapting writing to suit tasks/topics eg letter writing	Reading and writing about real-life topics	Students will sit practice papers before completing the actual assessments	A range of real life reading and writing scenarios eg websites, blogs, music reviews etc
Spring 2	A Christmas Carol; response to reading coursework	Developing reading skills	Being able to find relevant information in a text	Coursework grades count towards iGCSE English Language and reinforce learning in GCSE Literature	Dicken's novel and news articles about poverty in 21 <sup>st</sup> century Britain

Summer 1	Exam Skills	Cognition and learning – preparing students for terminal exams	Building confidence and resilience	Final GCSE assessments	Use of past papers, guided writing, rate the expert tasks
Summer 2	Functional Skills speaking, listening and communication assessments	Communication skills	Making presentations and having discussions in small groups	Internally assessed and externally verified	Students can choose their own topic to research and present to their peers. Small group discussions will focus on topics that are relevant to young people in 21 <sup>st</sup> century Britain.