



KS4 Curriculum Overview

English Language and Literature

**Exam Board: English Language – AQA
English Literature - OCR**

Curriculum Intent

In English pupils will learn to speak and write fluently enabling them to communicate their ideas and emotions to others. Through their reading and listening others can communicate with them. The aim of our curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through reading for enjoyment. Our students will learn to write formally and complete academic essays as well as write imaginatively. Within the Literature curriculum they will read and develop a knowledge of the English Literary Heritage through reading challenging, classic literature such as Romeo and Juliet, Jekyll and Hyde, An Inspector Calls and a range of conflict poetry which includes the Romantics as well as extended literary nonfiction.

How does the KS4 curriculum build on that from KS3?

It is important to note that we cannot assume the KS3 English curriculum has been effectively delivered; Covid-19 remote learning implications are evident in student's cumulative disfluency. In KS3 we reinforce the skills that students were taught in Key Stage 2, developing the use of these and applying them to a variety of texts. The KS4 curriculum introduces students to a more diverse range of complex texts to which they must apply their analytical skills.

What do students do with this knowledge or these skills?

Students use their techniques of analysis and evaluation to consider in detail the effects of society and culture on the production of a range of texts in differing formats. Additionally, they will apply this knowledge of the English Language to produce fictional and non-fictional writing in different formats. Students are fully aware of the diversity of their immediate school community as well as wider society and are able to sensitively and respectfully interact with people from a variety of backgrounds.

How does the KS4 curriculum align to the National Curriculum?

In Year 10 and 11 students deepen their understanding of the English Literary heritage through reading a Shakespeare play, an anthology of poetry which includes Romantic poetry, and a variety of texts from the 20th and 21st century. Students will also understand and critically evaluate these texts, making informed personal responses, and at times drawing comparisons with other texts from similar or different periods. Pupils will write accurately and effectively,

with a fluency and a crafting for effect, using the grammatical knowledge and evaluating the effectiveness in the texts they have studied. Terminology and extended vocabulary are used accurately and confidently throughout our curriculum.

What new knowledge or skills are students taught?		
Term	Year 10	Year 11
Autumn 1	<p>English Language Paper 1</p> <ul style="list-style-type: none"> Students will explore a range of fictional texts discussing both implicit and explicit meaning. They will learn how to evaluate the effectiveness of language and structure and the impact of this on the reader. Additionally, students will evaluate critically and make an informed response to a text. <p>They will write for pleasure, selecting and organising ideas judiciously; use vocabulary, grammar, form, and structural and organisational features for overall effectiveness.</p>	<p>20th Century Drama - An Inspector Calls</p> <ul style="list-style-type: none"> Pupils will explore and compare this text to a range of unseen texts. Within the comparison they will compare the situational context of both scripts They will make critical comparisons, drawing on knowledge and skills from wider readings They will seek evidence from the text to support a point of view, including justifying inference with evidence. Additionally, they will explore the writer's choice of vocabulary, form, grammatical and structural features and evaluate their effectiveness. They will perform the play scripts using role, intonation, tone, volume, mood, silence, stillness and action to add impact
Autumn 2	<p>19th Century Literature - The Strange Case of Dr Jekyll and Mr Hyde</p> <ul style="list-style-type: none"> Students will explore and analyse this 19th century text, enhancing their understanding of vocabulary. They will interpret themes and ideas through the study of characters, events and setting. Pupils will analyse a writer's choice of vocabulary, form, grammatical and structural features, evaluating their impact and effectiveness and make an informed personal response. They will also consider how context has shaped the meaning of the text and inform evaluation. 	<p>Spoken Language</p> <ul style="list-style-type: none"> Students will explore rhetoric and discuss language use and meaning. They will plan for different purposes and audience, selecting and organising information to produce a formal presentation. Listen and respond to a variety of different contexts, evaluating the content and different aspects of the presentation. Listen to and build on the contribution of others asking questions to clarify and inform as well as courteously challenging when necessary.

<p>Spring 1</p>	<p>Literature - Conflict Poetry</p> <ul style="list-style-type: none"> • Students will explore a range of poems from a conflict cluster and consider the themes of internal and external conflict. • Additionally, they will learn to analyse previously unseen poetry and make critical comparisons between the two texts. • They will use poetic terminology to confidently discuss this medium and using textual evidence to support their understanding and inferences. 	<p>Revision and Consolidation</p> <ul style="list-style-type: none"> • Students will consolidate their knowledge and deepen the understanding of the texts studied, applying their understanding of language, context form and structure.
<p>Spring 2</p>	<p>Language Paper 2</p> <ul style="list-style-type: none"> • Students will explore and analyse a range of nonfiction texts. • They will summarise and synthesise information and explore the effectiveness of the writer's methods. • Additionally, they will evaluate the effectiveness of language and structure. • Pupils will also adapt their writing for a range of purposes and audience: to explain, instruct, argue, or persuade. • They will select key points and ideas, and use vocabulary, grammar, form, and structural and organisational features, including rhetorical devices to reflect audience and purpose. 	<p>Revision and Consolidation</p> <p>Students will consolidate their knowledge and deepen the understanding of the texts studied, applying their understanding of language, context form and structure.</p>
<p>Summer 1</p>	<p>Literature Romeo and Juliet - Shakespeare</p> <ul style="list-style-type: none"> • Students will deepen their knowledge of the plot, characterisation and setting and explore the relationships between them. • They will explore the context of the writing, including its social, historical and cultural context to inform evaluation. • They will seek evidence from the text to support a point of view, including justifying inference with evidence. • Additionally, they will explore the writer's choice of vocabulary, form, grammatical and structural features and evaluate their effectiveness. 	<p>GCSE external examinations</p>
<p>Summer 2</p>	<p>Revision and consolidation.</p> <p>Students will consolidate their knowledge of the texts and skills covered so far in preparation for end of year exams.</p>	

<p>Rationale for this sequencing</p>	<p>Students will spend the majority of Year 10 learning the subject content for both their Language and Literature GCSE. At the end of Year 10 they will sit a formal exam on all of the content studied so far. The areas of study are intertwined so they can build on the skills from Jekyll and Hyde into the fictional aspect of Language Paper 1. The area of study then moves on to different forms of texts and nonfiction writing in Language Paper 2. The start of Year 11 will focus on the outstanding text to be studied. Once all content has been covered students will sit a full set of examinations in November and then work on their spoken language element. After this. The focus will then be on preparing the students for their GCSE examinations in the Summer. All of the subject content will be reviewed, and the key skills will be practiced. A variety of structured revision activities will be used to allow students to identify areas for development and subsequently improve their substantive and disciplinary knowledge.</p>
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Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • Mary Shelley's Frankenstein • Shakespeare's Macbeth • Tennessee Williams' Cat on a Hot Tin Roof • Arthur Miller's Death of a Salesman
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • Jekyll and Hyde Study Guide • Romeo and Juliet Study Guide • An Inspector Calls Study Guide
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • CGP English Language Workbook • Romeo and Juliet Text Guide • An Inspector Calls Text Guide • Jekyll and Hyde Text Guide