

KS4 Curriculum Map

NB: Timings are suggestions for teachers and are not prescriptive: we will ensure that our students' knowledge is secure before moving on.

Subject

English

Year 10 Autumn	Year 10 Spring	Year 10 Summer
<p>To distinguish the GCSE curriculum from KS3, in reading, we gradually introduce our students to literary criticism, such as Marxist and Feminist, as we develop their skills as emerging critical thinkers of texts as social constructs subject to writer's influences. This builds upon the work completed in KS3 on culture (Y7 Travel, Y8 Fantasy, Y9 Identity), gender (Y8 Adventure, Y8 Fantasy, Y9 Identity) and society (Y7 Nature, Y7 School, Y8 Conflict, Y9 Dystopia).</p> <p>In writing, we continue developing our students' skills in narrative writing focusing on creating coherent structures and manipulating language for effect thereby creating interesting characters and settings.</p> <p>Here is a brief overview of the contents we cover during this term:</p> <p>8 weeks: Modern Drama – teachers choose to study the play 'DNA' or 'An Inspector Calls' or 'Blood Brothers' and cover all of the relevant Literature AOs (assessment objectives). We also use relatable non-fiction materials past and present covering all of the Language AOs and enhance the understanding of the set Literature texts.</p> <p>7 weeks: Sharing Stories unit incorporates: the AQA anthology of short stories; other prose fiction extracts; poems; and prose non-fiction to practise Language examination technique.</p> <p>Half-termly Wednesday lessons support the 50% writing component of both English Language Papers.</p> <p><i>PPE Language papers one and two are sat formerly in late January/early February in the halls; the end of autumn term grade is based upon book work and judged against EAP10.1.</i></p>	<p>Having studied the Modern Drama text, we continue to develop our students' critical awareness of the writer's craft and the social and historical context of these texts. The reading of relatable non-fiction texts from both 19th century and 20th/21st century support our students' appreciation of where writers find their inspiration as they discover the world that is inhabited by the characters in the play they study. This builds upon the work completed in KS3 on WWI (Y8 Conflict), and 18th and 19th century England (Y7 Nature, Y7 School, Y8 Adventure).</p> <p>In writing, we focus on developing our students' skills in expressing their viewpoint by constructing a coherent argument both in writing and verbally as they practise presenting to their peers. We also develop their essay writing skills as we focus on examination technique required in Literature which builds upon the work completed in both the Y9 Horror and Identity units.</p> <p>Here is a brief overview of the contents we cover during this term:</p> <p>6 weeks: continue with the Sharing Stories unit focusing on examination technique for Language P1 and P2.</p> <p>6 weeks: return to Modern Drama and focus on examination technique. Begin AQA anthology of poetry with teachers choosing to study either 'Love and Relationships' or 'Power and Conflict' cluster of poems.</p> <p>During this term and the next, for the 'Love and Relationships' cluster, we focus on poems to do with family relationships or for the 'Power and Conflict' cluster, we focus on poems to do with attitudes to war. We also use the poems published in previous AQA anthologies, which explore the same theme, to practise for the unseen section of the Literature exam. We also use relatable fiction and non-fiction materials, past and present, to continue covering all the Language AOs and enhance the understanding of the set Literature texts.</p> <p>Half-termly Wednesday lessons support the 50% writing component of English Language Paper Two. We also use this</p>	<p>We now focus on the study of poetry and develop our students' skills in analysing the effects of poetic devices. The reading of poetry also enhances our students' emotional intelligence as we investigate the contexts of these poems and how the writers use their craft to express their thoughts and feelings about a topic. This builds on the work completed in the Y9 Identity unit. In writing, we continue to develop our students' ability to make connections between texts and tasks and construct essays comparing how different poets use their craft to express their attitudes either towards family relationships in the 'Love and Relationships' cluster or towards war in the 'Power and conflict' cluster.</p> <p>Here is a brief overview of the contents we cover during this term:</p> <p>5 weeks: continue with the teacher's chosen poetry cluster and unseen poems covering all the relevant Lit AOs.</p> <p>We continue to use poems published in previous AQA anthologies, which explore the same theme, to practise for the unseen section of the Lit exam. We continue to incorporate relatable fiction and non-fiction materials, past and present, to revise all the Lang AOs as well as to enhance the understanding of the set Literature texts.</p> <p>6 weeks: return to Modern Drama and focus on examination technique. For Language, we now focus our attention on the questions identified in both papers as needing further teaching.</p> <p>Half-termly Wednesday lessons are used to re-visit the requirements of the writing sections in both Language examinations.</p> <p><i>Another set of PPE Language papers one and two will be sat formally in halls in late June/early July; the end of</i></p>

time as an opportunity to practise for the Spoken Language Award qualification.

PPE Language papers one and two will be sat formerly in late January/early February in the halls; the end of spring term grade is based upon all PPEs completed so far, as well as book work, and judged against EAP10.2.

By Easter, at least 1 English Literature PPE response will have been completed in lessons and/or for homework on the Modern Drama text.

summer term grade will be based upon the summer PPEs, as well as book work, and judged against EAP10.3.

By the end of the year, a whole PPE Literature paper two: Modern texts and poetry will be sat informally over several lessons and/or for homework tasks in late June/early July.

Year 11 Autumn	Year 11 Spring	Year 11 Summer
<p>Building on the skills and knowledge acquired in both the KS3 years and in the first year of GCSE, in reading, we now re-connect our students to the works of Shakespeare and 19th century English literary heritage novels. This connects with teaching extracts from Shakespeare's plays 'The Tempest (Y7 Nature) and 'A Midsummer Night's Dream' (Y8 Fantasy), Charles Dickens' novels 'Hard Times' and 'Nicholas Nickleby' (Y7 School) and Robert Louis Stevenson's writing namely 'Treasure Island', travelogue and poetry (Y8 Adventure) and short story 'The Body Snatchers' (Y9 Horror).</p> <p>In writing, we teach how to create concept statements to construct more coherent critical essays in response to Literature set texts. We also focus on narrative writing using the techniques learned from studying the craft of these heritage writers.</p> <p>Here is a brief overview of the contents we cover during this term:</p> <p>8 weeks: we focus on studying Shakespeare with teachers choosing the play 'Romeo and Juliet' or 'Macbeth' as their set text. In addition, we study further poems from the chosen cluster, which are relatable to the chosen play, plus further unseen poems. We continue with the English Language reading preparation using extracts of fiction and non-fiction texts and practising writing creative descriptive/narrative responses as well as opinion pieces which, where possible, are relatable to the chosen Shakespeare play. We particularly focus on examination technique and questions identified by the PPEs sat in the summer term of year ten as key areas for development on both Language papers.</p> <p>7 weeks: we focus on studying the 19th century novel with teachers choosing either 'The Strange Case of Dr Jekyll and Mr Hyde' or 'A Christmas Carol' as their set text. We continue with the English Language reading preparation using extracts of fiction and non-fiction texts and practising writing creative descriptive/narrative responses as well as opinion pieces which, where possible, are relatable to the chosen 19th century novel.</p>	<p>In preparation for the final examinations, we now focus on targeted revision of all of the set texts for Literature and all of the AOs for Language.</p> <p>In writing, we focus on developing viewpoint on the big ideas of life and the issues that matter to us. We practise constructing coherent arguments and develop these into presentations for the separate Spoken Language Award qualification.</p> <p>Here is a brief overview of the contents we cover during this term:</p> <p>3 weeks: we now return to Modern Drama, studied in year ten, to focus on examination technique. We also complete our study of the remaining cluster poems and further unseen poetry.</p> <p>3 weeks: we return to the 19th century novel to focus on examination technique.</p> <p>3 weeks: we return to the Shakespeare play to focus on examination technique. We also continue with English Language reading preparation using extracts of fiction and non-fiction texts and practising writing creative descriptive/narrative responses as well as opinion pieces. We particularly focus on examination technique and questions identified by the PPEs sat in the autumn term as key areas for development on both Language papers.</p> <p>Half-termly Wednesday lessons provide the time required to prepare, produce and present for the Spoken Language Award during this term. All of our students' presentations are recorded as video files and kept as evidence of their achievement for this separate qualification.</p> <p><i>At least 1 PPE response will be completed informally for Modern Drama, cluster poetry and unseen poetry in lessons and/or for homework tasks.</i></p> <p><i>PPE period March: Complete Language Papers One and Two formally in the halls; the end of term projected grades 11.2 will be based upon the results of these PPEs, as well as book work, and judged against GCSE targets.</i></p>	<p>In the time we have remaining with our students, we concentrate our efforts on the areas which still require revision and practice in both Language and Literature by developing resources, quizzing, debating, role-playing and collaborating on essay writing, narrative writing and viewpoint writing.</p> <p>Here is a brief overview of the contents we cover during this term:</p> <p>3 weeks: we focus on exam preparation revising all AOs, all texts and all papers. We particularly focus on examination technique and questions identified by the most recent set of PPEs as key areas for development on both Language papers.</p> <p>Half-termly Wednesday lessons support examination preparation during this term.</p> <p>As we are likely to suffer disruption to our English lessons from the week beginning 11/5/20, we will have completed all the necessary preparation prior to this date.</p> <p><i>Any additional projected grades that are reported in this term will be based on our students' current performance and judged against GCSE targets. The students' actual results will be published in August.</i></p>

Half-termly Wednesday lessons support Unseen Poetry preparation required by Literature Paper Two during this term.

PPE period Nov-Dec: Complete Language Papers One and Two formally in the halls; the end of term projected grades 11.1 will be based upon the results of these PPEs, as well as book work, and judged against GCSE targets.

At least 1 PPE style response will also be completed informally for both Shakespeare and the 19th century novel in lessons and/or for homework tasks.