

---

### ENGLISH DEPARTMENT: KEY STAGE 4 CURRICULUM OVERVIEW

---

The English department key stage 4 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. We have carefully designed our curriculum to build resilience, aspiration and independence in our learners.

The intention of our English curriculum for Years 10 and 11 is to build upon the skills and knowledge that have been refined and amassed in KS3, whilst continuing to foster a passion for reading, writing, speaking and listening for enjoyment. Our vision is as follows:

- Pupils in Years 10 and 11 will develop a broad range of skills in preparation for and immersion in the texts and content required for their study of GCSE English Literature and Language. They will be exposed to a wide range of engaging content, including drama in the form of Shakespeare’s ‘Romeo and Juliet’ and ‘An Inspector Calls’ by J.B. Priestley, poetry from across a wide range of perspectives and time periods, the novel ‘A Christmas Carol’ by Charles Dickens, as well as a range of fiction and non-fiction texts. In addition, their speaking and listening skills will also be nurtured and enhanced during this phase of our curriculum, with activities embedded throughout the units to continue pupils’ proficiency and enthusiasm for developing these vital skills.
- With a view to inducting students effectively into KS4 GCSE Literature in Year 10, the learning journey has been constructed with a view to providing students extended periods of time in order to familiarise themselves with and explore in depth their studied texts. Moreover, the sequencing of the learning journey has been carefully considered so that students are exposed to specific texts at the appropriate point in their journey. To account for frequent revision of key content, activities have been positioned and pitched so that students are not disadvantaged by lengthy gaps between revisiting the various texts.
- When considering the needs of the Year 11 curriculum, we have tailored the learning journey to include more frequent shifts in topics and shaped activities to focus more precisely on key content and skills. To progress from the detailed coverage of content in Year 10, activities have been shaped to focus more regularly on exam style questions and building on students’ prior learning.

Our vision for Key Stage 4, as initiated in KS3, will fulfil the overarching aim of English in the national curriculum by promoting high standards of language and literacy, equipping pupils with a strong command of the spoken and written word, and developing their love of literature through reading for enjoyment. With the objective of preparing students sufficiently for their GCSE exams, we must be particularly careful to ensure the key skills are fully developed so that pupils can make maximum progress. To achieve this, we will ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year  
10

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

**Literature: Shakespeare**

Diversity

**Literature: 19th Century novel**

Diversity

Autumn

Romeo and Juliet, by William Shakespeare

A Christmas Carol, by Charles Dickens

Spring

**Language: Paper 1**

**Language: Paper 2**

Building and practising skills required for Language Paper 1.

Building and practising skills required for Language Paper 2.

Summer

**Literature: Poetry**

Diversity

**Practising Examination Skills**

Study of poetry from the Love and Relationships anthology and unseen poetry.

Developing and building upon the skills and knowledge ascertained to-date in preparation for end of year mock examinations.  
Formal GCSE Speaking and Listening assessment.

**Autumn Half Term 1****Romeo & Juliet**

- **Key skills for unit:**
  - *Literature AO1*: use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2*: analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3*: show understanding of the relationships between texts and the contexts in which they were written.
  - *Literature AO4*: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
  
- Examination of characterisation throughout the play.
  
- Teaching skills of selecting significant textual detail, identifying relevant literary devices and inferring from writer's choices.
  
- Teaching knowledge of Elizabethan context
  
- Close examination and exploration of key themes.
  
- Teaching skills of analysing the language, form and structure used by a writer to create meanings and effects, and use relevant subject terminology where appropriate.

Assessed classwork utilised to identify skills deficit and target areas for improvement.

**Notes/Links/Interleaving**

- This is the first KS4 unit of study and the skills and knowledge learnt will enable students to respond to Section A of AQA's GCSE Literature Paper 1.
- This unit will enhance reading skills fostered from the study of various Shakespearean drama in KS3, helping to ensure that students continue to learn to appreciate and enjoy literature from different periods of time. Students will be able to draw and build upon their KS3 knowledge of social and historical context to help to support their understanding of the play.
- Students will be able to use their prior learning of Greek mythology to appreciate Shakespeare's allusions within the play.

**Additional Higher Content**

- Students directed to research and consider literary criticism, incorporating these interpretations into their analysis and fostering a cogent analysis of the effects of key themes, events and characters within the play.
- Students coached to identify complex patterns and motifs across the play.
- Students instructed on how to provide a variety of perceptive explanations for sophisticated, implicit ideas within the play.
- Access to Grade 9 exemplar material.

## Autumn Half Term 2

### A Christmas Carol

- **Key skills for unit:**
  - *Literature AO1*: use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2*: analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3*: show understanding of the relationships between texts and the contexts in which they were written.
- Examination of characterisation throughout the novella.
- Teaching skills of selecting significant textual detail, identifying relevant literary devices and inferring from writer's choices.
- Teaching knowledge of Victorian context and the meaning of important subject terms.
- Close examination and exploration of key themes.
- Teaching skills of analysing the language, form and structure used by a writer to create meanings and effects, and use relevant subject terminology where appropriate.
- Assessed classwork utilised to identify skills deficit and target areas for improvement.

#### Notes/Links/Interleaving

- To maintain knowledge and comprehension of *Romeo and Juliet*, weekly activities are embedded within this unit.
- This unit will enhance reading skills nurtured from study of 19<sup>th</sup> Century fiction in KS3.
- Students will be able to use their prior learning of issues in the Victorian era to appreciate Dickens' presentation of society in the novel.

#### Additional Higher Content

- Students research and amass a detailed knowledge of Victorian context, including advanced economic concepts proposed by Robert Malthus.
- Students encouraged to apply critical theories to their analysis of Dickens' portrayal of characters and themes, using these to inform literary criticisms of the text.
- Access to Grade 9 exemplar material.

## Spring Half Term 1

### Reading

- Focus on skills required for Paper 1, reading questions 1-4: teaching of each question progressing from 1-4.
- **Key reading skills for unit:**
  - *Language AO1:* Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
  - *Language AO2:* Explain, comment on and analyse how writers use language and structure to achieve effects, using relevant subject terminology.
  - *Language AO3:* Compare writers' ideas and perspectives and how these are conveyed across two or more texts.
  - *Language AO4:* Evaluate texts critically and support this with appropriate textual references.
- Students to apply relevant skills in each question, with several attempts and redrafts at the same question type before progressing to the next question.
- Teaching activities regularly hone skills of selecting textual detail and making inferences, where students must support their point of view by referring to evidence within the text.

### Writing

- Focus on skills required for Paper 1, question 5.
- **Key writing skills for unit:**
  - *Language 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.
  - *Language AO6:* Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Teaching activities regularly hone skills of utilising effective vocabulary: activities test spelling accuracy and understanding of common and complex vocabulary.
- Teaching use of accurate spelling and punctuation supported by peer and self-assessment and by teacher 'sniper' marking.
- Students to apply and develop relevant skills with several attempts at this question and redrafting responses.

### Notes/Links/Interleaving

- To maintain knowledge and comprehension of *A Christmas Carol* and *Romeo and Juliet*, weekly activities are embedded within this unit.
- This unit will enhance reading and writing skills from KS3, particularly in allowing students to identify literary devices and appreciate the impact of their deployment by writers in a range of texts.

### Additional Higher Content

- Students are informed of sophisticated literary devices and terminology with expectation of identifying and explaining the use of these devices in the texts provided.
- Students coached to select judicious quotations and provide perceptive analysis.
- Access to Grade 9 exemplar material.

## Spring Half Term 2

### Reading

- Focus on skills required for Paper 1, questions 1-4: teaching of each question progressing from 1-4.
  - Key reading skills for unit:**
    - *Language AO1:* Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
    - *Language AO2:* Explain, comment on and analyse how writers use language and structure to achieve effects, using relevant subject terminology.
    - *Language AO3:* Compare writers' ideas and perspectives and how these are conveyed across two or more texts.
    - *Language AO4:* Evaluate texts critically and support this with appropriate textual references.
- Students to apply relevant skills in each question, with several attempts and redrafts at the same question type before progressing to the next question.

### Writing

- Focus on skills required for Paper 2, question 5.
  - Key writing skills for unit:**
    - *Language 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.
    - *Language AO6:* Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Teaching activities regularly hone skills of applying persuasive/literary devices needed for enhancing quality of student writing.
- Teaching use of accurate spelling and punctuation supported by peer and self-assessment and by teacher 'sniper' marking.
- Students to apply and develop relevant skills with several attempts at this question and redrafting responses.
- Assessed classwork from previous writing unit used to identify skills deficit and target areas for improvement in this unit.

### Notes/Links/Interleaving.

- To maintain knowledge and comprehension of *Romeo and Juliet* and *A Christmas Carol*, weekly activities are embedded within this unit.
- This unit will enhance reading and writing skills from KS3, particularly in allowing students to consider the role of audience, form and purpose – vital for students when producing written pieces for different contexts in Q5.

### Additional Higher Content

- Students are informed of sophisticated literary devices and terminology with expectation of identifying and explaining the use of these devices in the texts provided.
- Students encouraged to select judicious quotations and provide perceptive analysis.
- Use of sophisticated stimuli material to enhance content of writing tasks *i.e.* political articles, current events, philosophical, etc.
- Access to Grade 9 exemplar material.

## Summer Half Term 1

### Studied and Unseen Poetry

- **Key skills for unit:**
  - *Literature AO1*: use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2*: analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3*: show understanding of the relationships between texts and the contexts in which they were written.
  
- Comparisons explored between poems across the *Love and Relationships* anthology, using a range of themes.
  
- Close examination of poetic devices and context of each poem: students must analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  
- Teaching activities regularly hone skills of responding to tasks with references integrated into interpretations; there must be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology.
  
- Assessed classwork utilised to identify skills deficit and target areas for improvement.

#### Notes/Links/Interleaving

- To maintain knowledge and comprehension of *A Christmas Carol* and *Studied Poetry*, weekly activities are embedded within this unit.
- This unit will enhance reading skills from KS3, particularly in allowing students to identify a wide variety of poetic devices and analyse the impact of their deployment by writers in a range of poems.

#### Additional Higher Content

- Students encouraged to apply critical theories to their analysis of writers' presentation of ideas in their poems, using these to inform literary criticisms of the text.
- Students informed of mature/sophisticated poetic methods with expectation of evaluating their deployment in studied poems.
- Consider how love is presented through the ages in Literature.
- Students make conceptual and complex comparisons between poems.
- Access to Grade 9 exemplar material.

## Summer Half Term 2

### GCSE Language Revision

- **Key skills for unit:**
  - *Language AO1:* Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
  - *Language AO2:* Explain, comment on and analyse how writers use language and structure to achieve effects, using relevant subject terminology.
  - *Language AO3:* Compare writers' ideas and perspectives and how these are conveyed across two or more texts.
  - *Language AO4:* Evaluate texts critically and support this with appropriate textual references.
  - *Language 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.
  - *Language AO6:* Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Activities embedded to augment student progress in competency using vocabulary and to increase accuracy of spelling.
- Conduct the speaking and listening assessment.

### Notes/Links/Interleaving

- To maintain knowledge and comprehension of *Studied Poetry*, weekly activities are embedded within this unit.
- This unit will revisit and build upon all Year 10 units of study, in preparation for Language and Literature PPEs. Students will focus on constructing formal written responses and redrafting to improve.

### GCSE Literature Revision

- **Key skills for unit:**
  - *Literature AO1:* use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2:* analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3:* show understanding of the relationships between texts and the contexts in which they were written.
  - *Literature AO4:* Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Focus of teaching on texts assessed in Literature Paper 1: *Romeo and Juliet* and *A Christmas Carol*.
- Activities embedded to advance students' proficiency in addressing each AO, tending to weaknesses identified from previous units in term 1 of Year 10.

### Additional Higher Content

- Within lessons, students are encouraged to complete stretch and challenge tasks to encourage progress in key skills and knowledge. These will focus on AOs listed above.
- Students expected to accumulate, apply and be able to accurately spell a range of complex vocabulary.
- Access to Grade 9 exemplar material.

Year 11	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<b>Literature: Modern Drama</b> <span style="float: right;">Diversity</span>						<b>Language: Papers 1 and 2</b>					
	<i>An Inspector Calls</i> , by J.B. Priestley.						GCSE Language Paper 1 Revision.			GCSE Language Paper 2 Revision.		
Spring	<b>Literature: Shakespeare Revision</b> <span style="float: right;">Diversity</span>			<b>Literature: 19th Century Novel Revision</b> <span style="float: right;">Diversity</span>			<b>Literature: Poetry Revision</b> <span style="float: right;">Diversity</span>			<b>Language: Paper 1 Revision</b>		
	A recap of Romeo and Juliet building upon prior learning.			A recap of A Christmas Carol, building upon prior learning.			A recap of Love and Relationships Poetry & Unseen Poetry, building upon prior learning.			GCSE Language Paper 1 Revision.		
Summer	<b>GCSE Language and Literature Revision:</b>											
	This final half term will be flexible and adapted to meet needs of final revision preparation, dependent on needs of learners in each class.											

**Autumn Half Term 1****An Inspector Calls**

- **Key skills for unit:**

- *Literature AO1*: use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2*: analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3*: show understanding of the relationships between texts and the contexts in which they were written.
  - *Literature AO4*: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Examination of characterisation of Birling, Sheila and Goole in acts one and two.
  - Teaching knowledge of context of 1912 and 1940s and the order of events in the text.
  - Students frequently engage with relevant subject terms necessary for analysing dramatic methods used by Priestley.

- Examination of characterisation of Sybil, Gerald and Eric in acts two and three.
- Teaching knowledge of context of 1912 and 1940s and the order of events in the text.
- Close examination and exploration of key themes of social class, responsibility and corruption.
- With students' gradual increase in knowledge of whole text, teaching activities now hone skills of responding to tasks with a wide range of references when examining the effects of language and/or structure and/or form.
- Assessed classwork utilised to identify skills deficit and target areas for improvement.

**Notes/Links/Interleaving**

- To maintain knowledge and comprehension of Macbeth and A Christmas Carol, activities are embedded within this unit.
- This unit will develop the theme of voices breaking the shackles of oppression and build on themes in *Animal Farm* in Year 7, *Revolutionary Cultures* in Year 8, and *Dystopian fiction* in Year 9.

**Additional Higher Content**

- Students research and amass a detailed knowledge of social and historical contexts relevant to setting of play in 1912 and audience of 1946.
- Students encouraged to apply critical theories to their analysis of Priestley's portrayal of characters and themes (such as Feminism and Marxism).
- Students identify complex patterns and motifs across the play.
- Students informed of concepts of Capitalism and Socialism with expectation of deploying them in written responses to the play.
- Access to Grade 9 exemplar material.

## Autumn Half Term 2

### GCSE Language Papers 1 and 2

- **Key reading and writing skills for unit:**

- *Language AO1:* Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
- *Language AO2:* Explain, comment on and analyse how writers use language and structure to achieve effects, using relevant subject terminology.
- *Language AO3:* Compare writers' ideas and perspectives and how these are conveyed across two or more texts.
- *Language AO4:* Evaluate texts critically and support this with appropriate textual references.
- *Language 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.
- *Language AO6:* Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

- Teaching activities regularly hone skills of selecting appropriate textual detail and making valid inferences, where students must support their point of view by referring to evidence within the text.
- Teaching of key skills of comparing writers' ideas and applying pertinent subject terminology: students must 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.
- Teaching activities regularly hone skills of applying persuasive/literary devices needed for enhancing impact and quality of student writing.
- Teaching use of accurate spelling and punctuation supported by peer and self-assessment and by teacher 'sniper' marking.
- Teaching activities regularly hone skills of utilising effective vocabulary: activities test spelling accuracy and understanding of common and complex vocabulary.

#### Notes/Links/Interleaving

- To maintain knowledge and comprehension of An Inspector Calls activities are embedded within this unit.
- This unit is designed to enhance reading and writing skills from study of Language units in year 10. This unit will also address the vision that all students will be able to read fluently, and with good understanding, a wide range of fiction and non-fiction texts from across time periods.

#### Additional Higher Content

- Students are informed of sophisticated literary devices and terminology with expectation of identifying and explaining the use of these devices in the texts provided.
- Students coached to select judicious quotations and provide perceptive analysis.
- Access to Grade 9 exemplar material.

## Spring Half Term 1

### Macbeth

- **Key skills for unit:**
  - *Literature AO1:* use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2:* analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3:* show understanding of the relationships between texts and the contexts in which they were written.
  - *Literature AO4:* Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Teaching activities shaped to focus on exam style questions, with key extracts selected for students to refine key skills.
- Close examination and exploration of key themes of supernatural, greed and betrayal.
- Students to apply and develop relevant skills with several attempts at this question.
- Students frequently engage with relevant subject terms necessary for analysing dramatic methods used by Shakespeare.

### A Christmas Carol

- **Key skills for unit:**
  - *Literature AO1:* use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2:* analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3:* show understanding of the relationships between texts and the contexts in which they were written.
- Teaching activities shaped to focus on exam style questions, with key extracts selected for students to refine key skills.
- Close examination and exploration of key themes of greed, social inequality and redemption.
- Students to apply and develop relevant skills with several attempts at this question.

### Notes/Links/Interleaving

- To maintain knowledge and comprehension of Studied Poetry activities are embedded within this unit.
- This unit is designed specifically with the GCSE Literature exams in mind. Students have previously studied whole texts in detail in year 10. In these shorter units, students will be exposed to several exam style questions and complete revision activities targeting key points/ideas in the texts.

### Additional Higher Content

- For most able, applying critical theories and examining concepts in their writing are key skills to maximising potential.
- Students encouraged to apply critical theories to their analysis of Shakespeare's and Dickens' portrayal of characters and themes, using these to inform literary criticisms of the text.
- Access to Grade 9 exemplar material.

## Spring Half Term 2

## Studied Poetry

- **Key skills for unit:**
  - *Literature AO1*: use textual references, including quotations, to support and illustrate interpretations.
  - *Literature AO2*: analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
  - *Literature AO3*: show understanding of the relationships between texts and the contexts in which they were written.
- Teaching activities shaped to focus on exam style questions, with a range of poems selected for students to refine key skills.
- Students frequently engage with relevant subject terms necessary for analysing poetic methods used by the writers.
- Students to apply and develop relevant skills with several attempts at this question.

## Language Paper 1

- **Key reading and writing skills for unit:**
  - *Language AO1*: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
  - *Language AO2*: Explain, comment on and analyse how writers use language and structure to achieve effects, using relevant subject terminology.
  - *Language AO3*: Compare writers' ideas and perspectives and how these are conveyed across two or more texts.
  - *Language AO4*: Evaluate texts critically and support this with appropriate textual references.
  - *Language 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.
  - *Language AO6*: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Teaching activities regularly hone skills of inference, explaining impact of writers' methods, comparing ideas between texts and application of common and complex vocabulary.

## Notes/Links/Interleaving

- To maintain knowledge and comprehension of *An Inspector Calls* activities are embedded within this unit.
- This unit is designed specifically with the GCSE Literature exams in mind. Students will be exposed to several exam style questions and complete revision activities targeting key points/ideas in the poems.
- This unit is designed specifically with the GCSE Language exams in mind. In this unit, students will target specific exam questions for revision of Language Paper 1.

## Additional Higher Content

- Students encouraged to apply critical theories to their analysis of writers' presentation of ideas in their poems, using these to inform literary criticisms of the text.
- Students informed of mature/sophisticated poetic methods with expectation of evaluating their deployment in studied poems.
- Consider how love is presented through the ages in Literature.
- Students make conceptual and complex comparisons between poems.
- Access to Grade 9 exemplar material.

**Summer Half Term 1**

**GCSE Language and Literature Revision**

This final half term will be flexible and adapted to meet needs of final revision preparation, dependent on needs of learners in each class.