

KS4 Curriculum Overview

English

AQA English Language

OCR English Literature

Curriculum Intent

By the end of KS4 students are able to...

- Select and synthesise pertinent evidence, both explicit and implicit, from different texts
- 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
- Evaluate texts critically through a well-developed and informed personal response.
- Show understanding of the relationships between texts and the contexts in which they were written
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Use structural and grammatical features, vocabulary and punctuation to support coherence and cohesion of texts

Rationale for Literature Text Choices:

'Jekyll and Hyde' is chosen for its engaging plot and characters; the twinned Gothic and mystery genres hook students in and create an exciting start to their GCSE course.

Our **poetry cluster** is selected for its binding theme of conflict; this creates powerful links to the internal and philosophical conflicts explored in 'Jekyll and Hyde', the physical and familial conflicts which they will encounter in 'Romeo and Juliet', and the moral, often internalised conflict they will study in 'An Inspector Calls'.

'Romeo and Juliet' is chosen for its challenging yet universal themes; the timeless relevance of young love, family feuding, honour and reputation for teenage audiences makes it engaging for our GCSE cohorts. It also provides opportunities to engage with our school's PSHE provision through discussions of healthy relationships.

'An Inspector Calls' is selected for its gripping structure and themes. Despite being a 20th century text, it examines contemporary issues surrounding class, responsibility, wealth, equality, and gender. In addition to this, the element of mystery sustains students' interest and create a dynamic reading experience. It also encourages individualised responses as students are able to evaluate which character(s) are most culpable for Eva's death.

What do students do with this knowledge or these skills?

Students use their canonical knowledge from KS3 ('Igniting the Canon', 'Gothic Horror') to approach their core KS4 texts with an already established understanding of the codes and conventions of different texts. We are therefore able to immediately begin the KS4 with a rigorous and challenging approach to GCSE style questioning.

Students' understanding of genres (e.g. Gothic and Tragedy) are developed further through Year 10 with an in-depth focus on 'Jekyll and Hyde' and 'Romeo and Juliet'.

The KS3 curriculum develops students' writing skills across a range of forms ('Poetry', 'Short Stories', 'Rhetorical Communication'). As a result, students in KS4 can approach different forms of writing (creative and persuasive) with an existing toolkit of skills and take on the challenge of more demanding questions. The KS3 curriculum also trains students in the metacognitive process of writing ('Short Story Writing', 'Nova Fiction'). This is developed in the KS4 curriculum as students approach more demanding and in some cases unseen texts (e.g. Conflict Poetry) and are able to comment on the effect of a writer's choices. One of the biggest demands of KS4 is approaching unseen texts. Our KS3 curriculum ensures students have read a wide range of text types from different genres and eras (some seen and some unseen), helping to demystify this element of the GCSE.

How does the KS4 curriculum align to the National Curriculum?

Students' knowledge and understanding of texts are supplemented by additional reading beyond the core texts; for example, the first chapter of 'Jekyll and Hyde' is compared to Edgar Allen Poe's 'The Raven' to form comparisons and allow a deeper focus on symbolism.

Our English Language curriculum incorporates extracts from modern canonical texts ('To Kill a Mockingbird') and texts traditionally studied at A Level ('The Great Gatsby').

Textual and contextual studies are interwoven; non-fiction texts studied for English Language are chosen deliberately to draw on themes and issues introduced in core Literature texts. For example, students will read about the treatment of factory workers in a modern and 19th Century text to add depth to their understanding of 'An Inspector Calls'.

All Literature units have an accompanying 'Critical Reading Booklet'; this provides further reading for students beyond the requirements of the exam specifications. Students also have the opportunity to take part in a 'Literature Lecture' series. This is conducted in the style of a university lecture/seminar and introduces themes, theorists, and genres beyond those covered in exam specifications.

When productions allow, students are taken to see performances of their core Literature texts (e.g. Romeo and Juliet/Jekyll and Hyde).

What new knowledge or skills are students taught?

Term	Year 10	Year 11
Autumn	<p>English Language: Explorations in Creative Reading and Writing Responding to an unseen fiction extract and producing a piece of original writing.</p> <p>The Strange Case of Dr Jekyll and Mr Hyde Analysing extracts with references to the broader novel and relevant context.</p>	<p>An Inspector Calls Analysing the text and comparing key moments to unseen drama extracts.</p> <p>Spoken Language Endorsement Devising and delivering a speech on a topic of the student's choice.</p>

<p>Spring</p>	<p>English Language: Writers' Viewpoints and Perspectives Responding to 2 unseen extracts (including a 19th century text) and producing a piece of original writing. Conflict Poetry Analysing 15 poems linked by a common theme and comparing these to unseen poetry.</p>	<p>Revision Students follow a bespoke revision programme.</p>
<p>Summer</p>	<p>Romeo and Juliet Analysing extracts with references to the broader play and relevant context. Mock Exam Period Students follow a bespoke revision programme.</p>	<p>SUMMER EXAMS</p>
<p>Rationale for this sequencing</p>	<p>We begin with Language Paper 1 so students can develop a solid foundation in language analysis skills before delving into the intricacies of a Victorian text. The creative writing component of this unit develops students' literacy skills, encouraging them to consider their impact both in terms of accuracy and how they might affect a reader. The reciprocal relationship between the students' twinned role as reader and writer in this paper allows them to enhance both their analytical and writing skills by planning and examining the choices made in their own writing.</p> <p>Students then transition into Victorian novel, Jekyll and Hyde, which consolidates students' study of Horror Writing from the end of year 9. Students are now better prepared to analyse and grasp the themes and concepts of the novel. Novel studies from KS3, especially Victorian novel ACC in year 8, can be revisited so that students draw on key terminology and concepts (narrative perspective, context).</p> <p>The second English Language unit builds the foundations of comparative and unseen analysis skills students will later need in the poetry unit. Students will also use their contextual and inference skills from 'Jekyll and Hyde', as well as their ongoing consideration of how to effectively analyse a writer's language and structure choices. The added demand of balancing two unseen extracts is tempered by previous exposure to 19th century texts (J&H from Autumn 2) and increased practice with unseen analysis</p>	<p>The final unit of the GCSE course, 'An Inspector Calls', is saved for the start of year 11 as it is arguably the most demanding Literature paper in terms of format and revision. Anticipating that students may lose a degree of confidence/familiarity with their studies over the summer break, this unit recaps and develops almost all core skills studied from the previous year: language and structure analysis, responding to unseen texts, giving consideration to contextual influences, comparing two extracts, and responding to 20th century writing and contexts. Students are already familiar with the question format from Poetry and are able to supplement their knowledge of the play with their study of non-fiction texts from English Language paper 2. This also builds well on their study of 'Romeo and Juliet', as the moral element of the play encourages debate and discussion about the play's 'message'.</p> <p>After completing their first set of year 11 mock exams, students will plan, write, and deliver a speech on a topic of their choice. Students are able to enhance their creative and persuasive writing skills from English Language Papers 1 and 2 by considering how language and structural choices are likely to impact their audience; this in turn can strengthen their ability to analyse these skills in a text. By responding to questioning during the delivery of their speech, students are able to reflect on their articulation and how to best convey their views, another skill aptly transferred to their own analytical/creative writing.</p>

(Language 1). The persuasive writing element of the paper furthers students' confidence in exploring and justifying their own opinions in an effective and engaging manner, a skill which they will need to revisit for their subsequent Literature studies as well as their Spoken Language Endorsement.

The poetry unit allows students to revisit key terminology for the language/structural features which have been studied over the previous three units, as well as the necessary skills for reading/responding to unseen elements which they explored in Autumn 1. Students will also examine comparative writing skills, refreshing existing skills from KS3 and consolidate comparative skills. Previous poetry study across KS3 has established a baseline of concepts, skills and terminology which students are able to apply in the more challenging context of a GCSE cluster.

Students conclude their year 10 curriculum by studying Shakespeare's 'Romeo and Juliet'. This allows students to draw together their analytical skills from all previous units with, arguably, the most demanding text of the GCSE course. Exposure to Shakespearean texts across KS3 has provided students with a baseline of core concepts, context, dramatic features and terminology which they are now able to apply in a more rigorous analytical format.

In summer 2 students will complete a personalised revision programme as outlined by their class teacher. These programmes are designed to respond to trends identified in the formative and summative assessments carried out so far. This provides an opportunity for students to consolidate all of their accumulated knowledge. The results of these exams are used to inform teaching approaches for year 11.

From Spring onwards, year 11 students will complete a personalised revision programme as outlined by their class teacher. These programmes are designed to respond to trends identified in the data from previous mock exam cycles.

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • Wider reading around each genre – Victorian fiction, Shakespeare’s Tragedies • Keeping uptodate with current news and events to inform English Language Writing • Extended reading from authors and poets • Maintaining Homework completion each week – extended exam questions, timed practice to build writing stamina and confidence
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • YouTube – Mr Bruff channel • BBC Bitesize
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • CGP Revision Text guides for each set text • CGP AQA English Language workbook and complete revision