

### What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 curriculum is to inspire, motivate and further assist students to harness critical reading, writing, speaking, and thinking skills regardless of their abilities. It also provides students with the opportunities to be stretched and challenged, while enjoying a broad selection of materials that span across decades. Students follow the AQA English specification course of study based holistically on two equally-balanced papers, each assessing reading and writing in an integrated way.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<b>Macbeth</b>  (Literature: Shakespeare)	<ul style="list-style-type: none"> <li>Cultural influence Jacobean era, Social/religious ethics, Philosophy, Tragedy, Tragic Hero, The Supernatural, Soliloquy, Regicide,</li> <li>Cultural influence 16<sup>th</sup> Century</li> <li>Social/religious ethics, Philosophy</li> <li>The role/expectation of women</li> <li>The characteristics of the Scottish Warrior</li> <li>The principles of Shakespearean drama</li> <li>Conventions of Tragedy and the Tragic Hero Themes including Supernatural, Ambition, Violence, Guilt, Power and Authority, Manhood, Good vs Evil, Morality, Disorder</li> <li>Structures including soliloquy, monologues, asides, character foils</li> <li>Ideas relating to tyranny, social archetype</li> <li>Types of leadership</li> <li>Fate and freewill</li> <li>Anti-hero, character foil</li> <li>Playwright's purpose/message</li> </ul> <p>PSHE -Power, Greed, Corruption, Gender, Relationships</p> <p>Careers - Actor, Biographer, Historian, Playwright, Editor, Director</p>	<ul style="list-style-type: none"> <li>✓ Writing with confidence</li> <li>✓ Reading with understanding</li> <li>✓ Critical Thinking-making judgement influenced by own opinion of studied text</li> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Researching</li> <li>✓ Assessing the impact of language, form/genre, structure and context of a text and how they influence meaning</li> <li>✓ Selecting judicious evidence from text to support opinion</li> <li>✓ Assess how ideas/message from studied text link to modern society</li> </ul>	<p>In line with GCSE Literature Paper 1 Section A – Literature AO's: AO1, AO2 and AO3</p> <p>It's an extended writing piece that is extract based and values 30 marks and 4marks for SPaG.</p>
Autumn 2	<b>The Strange Case of Dr Jekyll &amp; Mr Hyde</b>  Or <b>A Christmas Carol</b>	<ul style="list-style-type: none"> <li>Gothic conventions, Cultural influence 19<sup>th</sup> Century</li> <li>Social/religious ethics of the period, Dynamics of a villain</li> <li>Epistolary form, Contrast</li> <li>Graphology, Theme of Horror</li> <li>Theme of Science, Theme of Fantasy</li> <li>Stereotype, Character as construct, duality of man and the impact of stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing with confidence</li> <li>✓ Reading with understanding</li> <li>✓ Critical Thinking-making judgement influenced by own opinion of studied text</li> <li>✓ Listening</li> <li>✓ Speaking</li> </ul>	<p>In line with GCSE Literature Paper 1 Section B – Literature AO's: AO1, AO2 and AO3</p>

	<p><b>(Literature: 19<sup>th</sup> Century Fiction)</b></p> <ul style="list-style-type: none"> <li>• Impact of social division- class, race</li> <li>• The hypocrisy of religion/society- aspects that are mandatory for certain social groups while other groups are not punished by the same laws.</li> <li>• Role of Christianity in society</li> <li>• Impact of social division- class, race</li> <li>• The hypocrisy of religion/society, such as aspects that are mandatory for certain social groups while other groups are not punished by the same laws.</li> <li>• Role of Christianity in society</li> <li>• How ideas/message from studied text link to modern society</li> </ul> <p>PSHE - Families, Class, Poverty, Charity, Masculinity, Good Vs Evil Careers – Journalists, Biographers, Historians</p>	<ul style="list-style-type: none"> <li>✓ Researching</li> <li>✓ Assessing the impact of language, form/genre, structure and context of a text and how they influence meaning</li> <li>✓ Selecting judicious evidence from text to support opinions</li> <li>✓ Assess how ideas/message from studied text link to modern society</li> </ul>	<p>It's an extended writing piece that is extract based and values 30 marks and 4marks for SPaG.</p>
Spring 1	<p><b>Reading &amp; Writing Fiction</b></p> <p><b>(Language Paper 1: Exploration in creative reading and writing)</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> and discussing literary fictional extracts across decades- 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>• Identifying and interpreting explicit and implicit information and ideas. Select and synthesise evidence from different texts.</li> <li>• 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.</li> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>• Evaluate texts critically and support this with appropriate textual references.</li> <li>• <b>Writing</b> to demonstrate own opinion of a topic.</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul> <p>Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>PSHE – A Range of topical issues will be explored Careers – Journalists, Novelists and Short Story Writers</p>	<ul style="list-style-type: none"> <li>✓ Activities where students retrieve information for section of a text.</li> <li>✓ Structural analysis (whole extract)</li> <li>✓ Evaluation opinion</li> <li>✓ Using picture stimulus to write a description</li> <li>✓ Using a statement as a story prompt.</li> </ul>	<p>In line with GCSE Language Paper 1 Section A and B – AO's: AO1 and AO2</p>

Spring 2	<b>An Inspector Calls</b>  <b>(Literature: Modern Prose)</b>	<ul style="list-style-type: none"> <li>• Cultural influence of post-war Edwardian England- social/religious, social and political</li> <li>• Dichotomy between socialism and capitalism</li> <li>• The morality play</li> <li>• Detective play</li> <li>• Impact of civic duties on the sustainable development of society</li> <li>• Overarching impact of classism and gender discrimination</li> <li>• Dramatic irony to reveal characters</li> <li>• Dynamic of family relationship- importance of love rather than money or business</li> <li>• Importance of promoting a community-like ethos in society- we are responsible for the wellbeing of each other (paradigm shift)</li> <li>• Acknowledge the development in society between the two world wars and how much/less ideas and attitudes have changed</li> </ul> <p>PSHE – Families, Class, Women’s Rights, Equality, Power, Patriarchal Societies</p> <p>Careers – Directors, Actors/Actresses, Social Historians and Commentators</p>	<ul style="list-style-type: none"> <li>✓ Writing comparatively</li> <li>✓ Reading with understanding</li> <li>✓ Critical Thinking-making judgement influenced by own opinion of studied poems</li> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Researching</li> <li>✓ Assessing the impact of language, form/genre, structure and context of a poem and how they influence meaning</li> <li>✓ Selecting judicious evidence from poems to support opinion</li> <li>✓ Assess how ideas/message from studied poems link to modern society</li> </ul>	<p>In line with GCSE Literature Paper 2 Section A – Literature AO’s: AO1, AO2 and AO3</p> <p>Two questions to select ONE. Questions may base on theme, character or structure of the play. It’s an extended writing piece that values 30 marks and 4marks for SPaG</p>
Summer 1	<b>Power &amp; Conflict Poetry</b>  <b>(Literature: Poetry)</b>	<ul style="list-style-type: none"> <li>• Fifteen poems are studied across decades and cultures- Power and Conflict cluster</li> <li>• Themes of identity, war (loss, PTSD), love, family relationships, migrations, nature, power- individual, natural world,</li> <li>• Contextual influences ranges – romanticism- sublime, gothic, Social, political unrest in Northern Ireland, Japanese warrior culture, impact of wars in Iraq, Afghanistan, impact of colonial heritage on individuals, WW1 and migrating from worn-torn countries,</li> <li>• First and third person point of view of different issues</li> <li>• Role of poetic language, form and structure- monologue, free verse, ballad, blank verse, sonnet</li> </ul> <p>PSHE – Power, Freedom, Human Rights, War, Refugees, Abuse of Power in Relationships</p> <p>Careers – Journalists, Poets, Historians, Lawyers,</p>	<ul style="list-style-type: none"> <li>✓ <b>AO1</b> - Read, understand and respond to both texts; maintaining critical style and developing informed personal responses, whilst using textual references, including quotations, to support and illustrate interpretations.</li> <li>✓ <b>AO2</b> - Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>✓ <b>AO3</b> – To show understanding of the relationships between texts and the contexts in which they were written.</li> </ul>	<p>In line with GCSE Literature Paper 2 Section B – Literature AO’s: AO1, AO2 and AO3</p> <p>Students will get one printed poem from the Power and Conflict cluster and must select another from the list to compare. It’s an extended comparative writing piece that values 30 marks.</p>

			<ul style="list-style-type: none"> <li>✓ <b>AO4</b> - Using a range of vocabulary and sentence structures for clarity, purpose and effect.</li> </ul>	
Summer 2	<b>Reading &amp; Writing Non-Fiction</b>  <b>(Language: Writers Viewpoints &amp; Perspectives)</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b> and discussing two non-fictional extracts across decades- 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>• Identifying and interpreting explicit and implicit information and ideas. Select and synthesise evidence from different texts.</li> <li>• 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.</li> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>• Evaluate texts critically and support this with appropriate textual references.</li> <li>• <b>Writing</b> to demonstrate own opinion of a topic.</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>• Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p>PSHE – A range of relevant and topical issues</p> <p>Careers – Journalists, Editors, Speech Writers, Bloggers</p>	<ul style="list-style-type: none"> <li>✓ Reading with accuracy and comprehension</li> <li>✓ Writing confidently and coherently</li> <li>✓ Speaking</li> <li>✓ Critical thinking</li> <li>✓ Activities where students retrieve information for section of a text using implied and explicit decoding skills.</li> <li>✓ Summary writing</li> <li>✓ Evaluation ideas and perspectives</li> <li>✓ Comparing ideas across centuries</li> </ul>	In line with GCSE Language Paper 2 Section A and B – AO's: AO1 and AO2