

## 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. This final year of the KS4 curriculum aims to synthesise all knowledge, key terms and skills for academic success in the GCSE examinations and for personal success in the future.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p><b>Interleaving:</b> <b>ACC/Macbeth/ Paper 1</b></p> <p><b>Shakespeare Study</b> - Macbeth</p> <p><b>19<sup>th</sup>Century Fiction</b> - A Christmas Carol</p> <p><b>Spoken Language Study</b> - Research and plan topic.</p> <p><b>4 weeks Macbeth and ACC</b> <b>3 weeks Language</b></p>	<ul style="list-style-type: none"> <li>✓ Revise the key themes, characters, narrative, contextual significance and writer's aims in Macbeth A Christmas Carol.</li> <li>✓ Ensure confidence to discuss and explore the text/s with close analysis of the writers use of methods to achieve certain effects on the audience.</li> <li>✓ Students will need to have a secure grasp of key quotes from the text/s.</li> <li>✓ Review language Paper 1 skills</li> <li>✓</li> </ul> <p>PSHE – Power, Greed, Corruption, Gender, Relationships, Families, Class, Poverty, Charity, Masculinity, Good Vs Evil Careers – Actor, Biographer, Historian, Playwright, Editor, Director, Journalists, Biographers, Historians</p>	<p><b>LITERATURE ASSESSMENT OBJECTIVES</b></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> <li>✓ <b>AO4</b> - Using a range of vocabulary and sentence structures for clarity, purpose and effect.</li> </ul>	Class based trial examination on Literature Paper 2.
Autumn 2	<p><b>Interleaving</b></p> <p><b>A Christmas Carol Language Paper 1</b> <b>Modern text</b> - An Inspector Calls</p>	<ul style="list-style-type: none"> <li>✓ Revise the key themes, characters, narrative, contextual significance and writer's aims in An Inspector Calls and the 15</li> </ul>	<p><b>LITERATURE ASSESSMENT OBJECTIVES</b></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.</li> </ul>	Hall based trial examination on English Literature Paper 1 and Paper 2

	<p><b>Power &amp; Conflict poetry</b></p> <ul style="list-style-type: none"> <li>- Named 15 poems</li> </ul> <p><b>Unseen poetry</b></p> <ul style="list-style-type: none"> <li>- Individual analysis</li> <li>- Comparative analysis</li> </ul>	<p>poems from their Power &amp; Conflict Cluster.</p> <ul style="list-style-type: none"> <li>✓ Ensure confidence to discuss and explore the text/s with close analysis of the writers use of methods to achieve certain effects on the audience.</li> <li>✓ Students will need to have a secure grasp of key quotes from the text/s.</li> </ul> <p>PSHE – Families, Class, Women’s Rights, Equality, Power, Patriarchal Societies, Power, Freedom, Human Rights, War, Refugees, Abuse of Power</p> <p>Careers – Directors, Actors/Actresses, Social Historians and Commentators, Journalists, Poets, Historians, Lawyers</p>	<ul style="list-style-type: none"> <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> <li>✓ <b>AO4</b> - Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>SPOKEN LANGUAGE: FAIL, PASS, MERIT, DISTINCTION.</b></p>	
Spring 1	<p><b>Interleaving:</b> <b>AIC/Poetry/Paper 2</b> <b>Language</b></p> <p><b>Writers’ viewpoints and perspectives</b></p> <ul style="list-style-type: none"> <li>- Section A</li> <li>- Section B</li> </ul> <p><b>Spoken language Study</b></p> <ul style="list-style-type: none"> <li>- Practice &amp; filming completion</li> </ul>	<ul style="list-style-type: none"> <li>• Exam revision and preparation.</li> </ul>	<p><b>LANGUAGE ASSESSMENT OBJECTIVES</b></p> <p><b>SECTION A: READING</b></p> <ul style="list-style-type: none"> <li>✓ AO1 - Identifying and interpreting explicit and implicit information and ideas from texts.</li> <li>✓ AO2 - Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, whilst using relevant subject terminology to support their views</li> <li>✓ AO4 - Evaluating texts critically and supporting this with appropriate textual references.</li> </ul> <p><b>SECTION B: WRITING</b></p> <ul style="list-style-type: none"> <li>✓ AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>✓ AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p>Class based trial examination on Language Paper 2.</p> <p>Video recording of final spoken language presentation.</p>
Spring 2	<p><b>REVISE ENGLISH</b> <b>Language Papers and skills based on targeted intervention.</b></p>	<ul style="list-style-type: none"> <li>• Exam revision and preparation.</li> </ul>	<p><b>LANGUAGE ASSESSMENT OBJECTIVES</b></p> <p><b>SECTION A: READING</b></p> <ul style="list-style-type: none"> <li>✓ <b>AO1</b> - Identifying and interpreting explicit and implicit information and ideas from texts.</li> </ul>	<p>Hall based trial examination on English Language Paper 1 and Paper 2</p>

	<p><b>Explorations in creative reading and writing</b></p> <ul style="list-style-type: none"> <li>- Section A</li> <li>- Section B</li> </ul>		<ul style="list-style-type: none"> <li>✓ <b>AO2</b> - Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers.</li> <li>✓ <b>AO3</b> - Compare writers' ideas</li> </ul> <p><b>SECTION B: WRITING</b></p> <ul style="list-style-type: none"> <li>✓ <b>AO5</b> - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>✓ <b>AO6</b> - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect.</li> </ul>	
<p><b>Summer 1</b></p>	<p><b>Revision on all papers (sections on question level analysis data)</b></p> <ul style="list-style-type: none"> <li>- Language Paper 1</li> <li>- Language Paper 2</li> <li>- Literature Paper 1</li> <li>- Literature Paper 1</li> </ul>	<ul style="list-style-type: none"> <li>• Exam revision and preparation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All of the Assessment Objectives for both Literature and Language will be covered in examination revision that will span the entirety of the GCSE syllabus.</li> </ul>	<p>Class based timed and exam condition responses.</p>