

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. We provide students with the opportunities to be stretched and challenged, whilst enjoying a broad selection of materials that span across decades, to deepen their cultural and social context. Students follow the **AQA English Language** and **AQA English Literature** specification. 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	Macbeth (Literature: Shakespeare)	<ul style="list-style-type: none"> • Cultural influence 16thC, Social/religious ethics, Philosophy, Tragedy, Tragic Hero, The Supernatural, Soliloquy, Regicide, • Violence, Disorder, Morality / immorality • Tyranny, Character as construct • Types of leadership/ the impact of vaulting ambition • Fate and freewill • Anti-hero, character foil 	<ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Listening ✓ Speaking ✓ Researching ✓ Assessing the impact of language, form/genre, structure and context of a text and how they influence meaning ✓ Selecting judicious evidence from text to support opinion ✓ Assess how ideas/message from studied text link to modern society 	<p>In line with GCSE Literature Paper 1 Section B – Literature AO's: AO1, AO2 and AO3</p> <p>Written assessment will focus on an extract from the novella with reference to the wider story. Students will be asked to examine either a character or a specific theme starting with the extract. A closed book test with an extract provided.</p>
Autumn 2	A Christmas Carol (Literature: 19 th Century Fiction)	<ul style="list-style-type: none"> • Gothic conventions, Cultural influence 19th Century • Social/religious ethics of the period, Dynamics of a villain • Epistolary form, Contrast • Graphology, Theme of Horror • Theme of Science, Theme of Fantasy • Stereotype, Character as construct, duality of man and the impact of stereotyping. • Impact of social division- class, race 	<ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Listening ✓ Speaking ✓ Researching ✓ Assessing the impact of language, form/genre, structure and context of a text and how they influence meaning 	<p>In line with GCSE Literature Paper 1 Section A – Literature AO's: AO1, AO2 and AO3</p> <p>Written assessment will focus on an extract from the play with reference to the wider</p>

		<ul style="list-style-type: none"> • The hypocrisy of religion/society- aspects that are mandatory for certain social groups while other groups are not punished by the same laws. • Role of Christianity in society 	<ul style="list-style-type: none"> ✓ Selecting judicious evidence from text to support opinions ✓ Assess how ideas/message from studied text link to modern society 	<p>play. Students will be asked to examine either a character or a specific theme starting with the extract. A closed book test with an extract provided.</p>
Spring 1	An Inspector Calls (Literature: Modern Prose)	<ul style="list-style-type: none"> • Cultural influence of post- war Edwardian England- social/ religious, social and political • Dichotomy between socialism and capitalism • The morality play • Detective play • Impact of civic duties on the sustainable development of society • Overarching impact of classism and gender discrimination • Dramatic irony to reveal characters • Dynamic of family relationship- importance of love rather than money or business • Importance of promoting a community-like ethos in society- we are responsible for the wellbeing of each other (paradigm shift) • Acknowledge the development in society between the two world wars and how much/less ideas and attitudes have changed 	<ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Listening ✓ Speaking ✓ Researching ✓ Assessing the impact of language, form/genre, structure and context of a text and how they influence meaning ✓ Selecting judicious evidence from text to support opinion ✓ Assess how ideas/message from studied text link to modern society 	<p>In line with GCSE Literature Paper 2 Section A – Literature AO’s: AO1, AO2 and AO3</p> <p>Students to write an extended written response to one of two essay options. Questions may be based on theme, character or structure of the play. A closed book test with no extract provided.</p>
Spring 2	Power & Conflict Poetry (Literature: Poetry)	<ul style="list-style-type: none"> • Fifteen poems are studied across decades and cultures- Power and Conflict cluster • Themes of identity, war (loss, PTSD), love, family relationships, migrations, nature, power- individual, natural world, • 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, 	<ul style="list-style-type: none"> ✓ Writing comparatively ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied poems ✓ Listening ✓ Speaking ✓ Researching ✓ Assessing the impact of language, form/genre, structure and context of a poem and how they influence meaning 	<p>In line with GCSE Literature Paper 2 Section B – Literature AO’s: AO1, AO2 and AO3</p> <p>Students will be assessed on their understanding of the writer’s craft in two of the studied poems. One</p>

		<ul style="list-style-type: none"> • First and third person point of view of different issues • Role of poetic language, form and structure- monologue, free verse, ballad, blank verse, sonnet 	<ul style="list-style-type: none"> ✓ Selecting judicious evidence from poems to support opinion ✓ Assess how ideas/message from studied poems link to modern society 	<p>poem will be provided with students referring to another poem of their choice unseen.</p>
<p>Summer 1</p>	<p>Reading & Writing Fiction</p> <p>(Language: Exploration in creative reading and writing)</p>	<ul style="list-style-type: none"> • Reading and discussing two non-fictional extracts • Reading and discussing literary fictional extracts across decades- 19th, 20th and 21st centuries • Identifying and interpreting explicit and implicit information and ideas. Select and synthesise evidence 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. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. • Evaluate texts critically and support this with appropriate textual references. • Writing to demonstrate own opinion of a topic. • 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. <p>Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> ✓ Activities where students retrieve information from a section of a text. ✓ Structural analysis (whole extract) ✓ Language analysis ✓ Evaluation of opinion ✓ Using picture stimulus to write a description ✓ Using a statement as a story prompt. 	<p>In line with GCSE Language Paper 1 Section A and B – AO's: AO1 and AO2</p> <p>Students will be assessed on their understanding of the writer's craft in two of the studied poems. One poem will be provided with students referring to another poem of their choice unseen.</p>
<p>Summer 2</p>	<p>English Literature Paper 1</p>	<ul style="list-style-type: none"> • Students are to revise for their Literature trial examinations and their Language paper 1 (FICTION) trial examination 	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response 	<p>Students will be assessed using specimen exam papers for the three units:</p>

**English Literature
Paper 2**

**English Literature
Paper 1**

- Students will go over all three topics in lessons in preparation for their end of year exams which will assess their learning of the content covered in Year 10.

- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO1: (i) identify and interpret explicit and implicit information and ideas. (ii) select and synthesise evidence from different texts

AO2: 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

AO4: Evaluate texts critically and support this with appropriate textual references

- English LITERATURE Paper 1
- English LITERATURE Paper 2
- English LANGUAGE Paper 1