



# Key Stage 4 Curriculum Information

## Year 10 English Curriculum (Week A = Language; Week B = Literature)

	Autumn		Spring		Summer	
Topic	<p><b>Literature:</b> Pre 19th Century Text: A Christmas Carol by Charles Dickens</p>	<p><b>Language:</b> Creative Reading &amp; Writing (Paper 1 Literature &amp; Language)</p>	<p><b>Literature:</b> Shakespeare Macbeth (Paper 2 Literature)</p>	<p><b>Language:</b> Reading non-fiction and texts that convey a viewpoint (Paper 2 Language)</p>	<p><b>Literature:</b> AQA Poetry Anthology: Power and Conflict (Literature paper 1)</p> <p><b>Language:</b> Writing to promote a point of view (Language Paper 2)</p>	<p><b>Language:</b> Writing to promote a point of view.</p> <p><b>Speaking:</b> Spoken Language Endorsement (Paper 2 Language)</p>
Knowledge Covered	<p>To identify, understand and analyse how writers use character, structure and setting to communicate their ideas.</p> <p>Understanding the context of production and reception over time.</p> <p>How the ideas in the texts are contextually linked and shaped by society at the time.</p> <p>To develop the ability to engage with the text and cross-reference the ideas to formulate a perceptive and critical argument.</p>	<p>To identify, understand and analyse how writers use:</p> <ul style="list-style-type: none"> <li>• Narrative voice</li> <li>• Character</li> <li>• Setting and atmosphere</li> <li>• Methods of creating meaning</li> <li>• Context</li> <li>• Language Choices</li> <li>• Structural Choices</li> </ul> <p>To convey key ideas and themes throughout a text.</p> <p>Section B: Extending prior knowledge of a range of imaginative texts and how using:</p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Genre</li> <li>• Intonation</li> <li>• Figurative language</li> <li>• Structural features can manipulate a reader.</li> </ul>	<p>To identify, understand and analyse how writers use character, structure and setting to communicate their ideas.</p> <p>Understanding the context of production and reception over time</p> <p>How ideas in the texts are contextually linked and shaped by society at the time.</p> <p>Developing the ability to engage with the text and cross-reference the ideas to formulate a perceptive and critical argument.</p>	<p>To understand and analyse how the writer's use:</p> <ul style="list-style-type: none"> <li>• Implicit and explicit meanings</li> <li>• Contextual situations to influence their text</li> <li>• Language and structure to create meaning</li> <li>• The ability to consider the structure of a text</li> <li>• Form, tone and a range of other methods to influence reader response</li> <li>• Methods to convey their ideas and perspectives</li> </ul>	<p>To identify, understand and analyse how poets use:</p> <ul style="list-style-type: none"> <li>• Language devices and techniques for effect.</li> <li>• Poetic structure to create a specific tone or atmosphere.</li> <li>• The social and historical context of individual poems.</li> <li>• Comparing themes and key ideas.</li> <li>• Writer's intentions and how they are received.</li> </ul> <p><b>Revision of Paper 1 Lit &amp; Lang for end of year mocks</b></p>	<p>To be able to write in an appropriate style with a knowledge of:</p> <ul style="list-style-type: none"> <li>• Vocabulary and sentence structure for quality, purpose and effect.</li> <li>• Accurate spelling and punctuation.</li> <li>• How to communicate clearly, effectively and with imagination.</li> <li>• How to select and adapt tone, style and register for different forms, purposes and audiences.</li> </ul> <p><b>Revision of Paper 1 Lit &amp; Lang for end of year mocks</b></p>
Online Resources	<p>Seneca: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>                      Spark Notes Shakespeare: <a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a>                      GCSE Pod: <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>                      BBC: <a href="https://www.bbc.co.uk/learningenglish/app">https://www.bbc.co.uk/learningenglish/app</a></p>					



# Key Stage 4 Curriculum Information

## Year 11 English Curriculum (Week A = Language; Week B = Literature)

	Autumn 1	Autumn 2	Spring Term & Summer 1	Summer 2	
Topic	<p><b>Language Paper 1:</b> Creative Reading and Writing (Prose Fiction)</p>	<p><b>Literature Paper 1:</b> A Christmas Carol</p> <p><b>Literature Paper 2 Compulsory:</b> Unseen Poetry.</p>	<p><b>Language Paper 2:</b> Writer's Viewpoints and Perspectives (Non-Fiction Sources)</p>	<p><b>Literature Paper 1:</b> Optional Poetry Comparison</p> <p><b>Literature Paper 2 Compulsory:</b> Macbeth</p>	<p><b>Revision and review –</b> Dependent on the needs of individuals/classes.</p>
Knowledge Covered	<p>In Language, extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use:</p> <ul style="list-style-type: none"> <li>Narrative voice</li> <li>Character</li> <li>Setting and atmosphere</li> <li>Methods of creating meaning</li> <li>Context</li> <li>Language choices.</li> <li>Structural choices</li> </ul> <p>To convey key ideas and themes throughout a text in Section A of Paper 1.</p> <p>Section B: Extending prior knowledge of a range of imaginative texts and how using:</p> <ul style="list-style-type: none"> <li>Language</li> <li>Genre</li> <li>Intonation</li> <li>Figurative language</li> <li>Structural features can manipulate a reader and create investment in the text</li> </ul>	<p>In Literature, extending prior knowledge to identify, understand and analyse how writers:</p> <ul style="list-style-type: none"> <li>Use character, structure, language, form and setting to communicate their ideas.</li> <li>Show understanding of context in production and reception over time</li> <li>Ideas in the texts are contextually linked and shaped by society at the time.</li> <li>Ability to engage with the whole text and tracking character and theme throughout in order to formulate a perceptive and critical argument.</li> </ul> <p>Poetry: Extending prior knowledge to identify, understand and analyse how poets use:</p> <ul style="list-style-type: none"> <li>Language devices and techniques for effect.</li> <li>Poetic structure to create a specific tone or atmosphere.</li> <li>Comparing themes and key ideas.</li> </ul>	<p>Extending prior knowledge of non-fiction texts in order to understand and analyse how the writer's use:</p> <ul style="list-style-type: none"> <li>Implicit and explicit meanings</li> <li>Contextual situations to influence their text</li> <li>Language and structure to create meaning</li> <li>The ability to consider the structure of a text</li> <li>Form, tone and a range of other methods to influence reader response.</li> </ul> <p>To convey their ideas and perspectives in a text of Section A of Paper 2.</p> <p>Section B: Extending their prior knowledge of non-fiction texts in order to be able to write in style with knowledge of:</p> <p>Vocabulary and sentence structure for quality, purpose and effect.</p> <ul style="list-style-type: none"> <li>Accurate spelling and punctuation</li> <li>How to communicate clearly, effectively and with imagination</li> <li>How to select and adapt tone, style and register for different forms, purposes and audiences.</li> </ul>	<p>In Literature, extending prior knowledge and understanding of texts to identify, understand and analyse how writers use:</p> <ul style="list-style-type: none"> <li>Character, structure and setting to communicate their ideas.</li> <li>The context of production and reception over time</li> <li>Ideas in the texts are contextually linked and shaped by society at the time.</li> <li>The ability to engage with the text and cross-reference the ideas to formulate a perceptive and critical argument.</li> </ul> <p>how poets use:</p> <ul style="list-style-type: none"> <li>Language devices and techniques for effect.</li> <li>Poetic structure to create a specific tone or atmosphere.</li> <li>The social and historical context of individual poems.</li> <li>Comparing themes and key ideas.</li> <li>Writer's intentions and how they are received.</li> </ul>	<p>GCSE EXAMS START EARLY THIS TERM</p> <p>To revise and review all sections as required. Some groups will focus on Paper 1, whilst other groups will need to focus on Paper 2.</p> <p>Practice questions and personalised intervention will be designed around individual groups and students.</p>
Online Resources	<p>Seneca Learning BBC Bitesize No Fear Shakespeare</p>		<p>Seneca Learning BBC Bitesize GCSE Pod: <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p>		<p>Revision: GCSE Pod BBC Bitesize</p>