Subject Curriculum Information Pack

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Aspire, Persevere, Succeed

Curriculum

Intent

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Curriculum Intent – KS4 English

Our curriculum intent is a 5-year plan, with the end goal being preparation for the wider world of work and success for students in their final exams for English Language and English Literature; increasing students' aspirations to exceed their target grade. We work to deliver a broad, balanced, enriching curriculum that enthuses our students and enables them to achieve success. The department, in collaboration with the MAT Director of English, begin by focusing on the key skills which students must have mastered by the end of the course. Texts are then selected from the AQA English Literature specification, chosen with our students' interests in mind, along with extracts from a range of text types and time periods to support preparation for the English Language qualification. This allows us to continue building upon the foundations already established for the successful further development and consolidation of these skills, developing resilience, working towards mastery; enabling students to read, write, speak and think like a literary critic, whilst always incorporating appropriate levels of stretch and challenge, and constantly testing memory recall as we link prior knowledge to current and future learning.

In the final half of the summer term, Year 9 students begin their GCSE work on the AQA Conflict and Power poetry anthology, as well as unseen poetry, analysing a range of features, delving into connotations and alternative interpretations, as well as drawing comparisons between poems.

In Year 10, the autumn term begins with the study of the modern text, alongside explorations in creative reading and writing, with the next term focusing on Shakespeare and writers' viewpoints and perspectives. The skills for English Language and English Literature are very closely linked and must therefore be taught in conjunction, interleaved and not as separate entities. Finally, in the summer term, students revisit the AQA Conflict and Power poetry, and, having built their confidence in poetry analysis, we then prepare them for the unseen poetry questions of the Literature exam, with students sitting a mock exam in these components once Year 11 external exams are completed. They also complete their Spoken Language endorsement, utilising their skills in oracy embedded over previous years.

In Year 11 students complete their study of the 19th century novel, as well as revisiting their Shakespeare play and explorations in creative reading and writing for English Language Paper 1, in preparation for their first series of mock exams at the end of the term. In term 2, they revisit their modern text, the AQA Conflict and Power poetry, unseen poetry and writers' viewpoints and perspectives for English Language Paper 2, in readiness for their second series of mock exams. This is rounded up by revision of all units ready for their final summer examinations at the end of the course. We do not currently enter students early for any of their GCSE exams as we believe the extra year to develop the maturity of their writing styles as well as their confidence and creative flair, places them in the optimal position to really achieve their highest aspirations and promote ongoing success in their post-16 pathways.
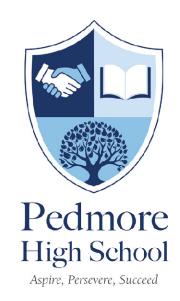
Knowledge organisers and knowledge books linked to each scheme of work assist students to focus on the key vocabulary, skills, plot, characters, themes and context. Each knowledge organiser and knowledge book is designed to cover the non-negotiable skills and required knowledge for each unit of work. Students complete knowledge organisers as part of their revision for each set text, and knowledge books, created for each of the course components, build and develop knowledge and critical analysis skills. To ensure students retain and secure this knowledge, a spiral curriculum embeds recall and retrieval skills, with ongoing knowledge quizzes, so that students can build on and develop their prior knowledge to achieve and exceed their end points. Students all have access to Seneca Learning for homework and revision tasks linked to each of the set texts and English Language skills to further support their ongoing revision.

English Language and English Literature encompass a range of reading, writing and communication skills which are progressively developed; each year building on the previous year's learning, part of a continual process through which the discipline evolves and students succeed in our subject areas. Oracy top tips and assessment grids have been shared across the school as we recognise skills in this area will promote progress across all subjects. This is further supported in KS4 through Talk the Talk workshops and the Speak Out Challenge to promote more confident communicators, as research proves this will in turn impact positively on reading and writing skills across the curriculum.

There are a range of opportunities on offer to students to further promote a love of the subject, such as reading mentoring, working as a librarian in our ILC (Independent Learning Centre), ILC and literacy prefects and ambassadors, book club, film club, debate club, masterclass revision and intervention sessions, in-school theatre productions, theatre visits, creative writing competitions, author visits, book sales, book swaps, Hay Festival, primary liaison sessions, Aspire to HE sessions. All designed to further enhance learning, challenge thinking and increase cultural capital.

Three formal assessments are scheduled for each academic year and groupings are reviewed following each data capture, with intervention strategies actioned and reviewed as appropriate. Coded marking grids have been developed for both English Language and English Literature, focusing on the GCSE Assessment Objectives as part of the 5-year plan and the skills we are working towards mastering. Students are trained in the language of the assessment criteria and are confident in applying this to their own work and that of their peers as well as responding effectively to teacher feedback to develop a meaningful dialogue which moves their learning forward. Termly health checks are conducted by the subject leader, in collaboration with department colleagues, to quality-assure the appropriateness of the curriculum, its delivery and impact. These consist of lesson visits, work scrutiny and student voice targeting key groups of students, for example HAP, PP, SEN, followed up by a written summary report of the findings with issues addressed as appropriate, ensuring our curriculum intent and planning remains a fluid process which is constantly evolving to suit the needs of all of our students.

Year 10 Curriculum Assessment Map

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Year 10 Units	Term 1 **Literature (8702/2) Paper 2a "Blood Brothers" > 45 minutes** **Language (8700/1) Paper 1 – reading and writing** One extract from prose fiction from 20th/21st century > 1 hour Creative writing – choice of scenario, written prompt or visual image > 45 minutes		Term 2 **Literature (8702/1) Paper 1a "Macbeth" > 55 minutes** **Language (8700/2) Paper 2 – reading and writing** Two extracts from 19th century and either 20th/21st century depending on focus of Paper 1a > 1 hour Writing to present a viewpoint in a given form > 45 minutes		Term 3 **Literature (8702/2) Paper 2c Unseen Poetry > 45 minutes (30 minutes + 15 minutes)** **Literature (8702/2) Paper 2b Power and Conflict Anthology Poetry revision > 45 minutes** **Literature (8702/2) Paper 2a "Blood Brothers" revision > 45 minutes** **Spoken Language Assessment**	
Building Skills	Functional Skills Level 1 > Level 2		Functional Skills Level 1 > Level 2		Functional Skills Level 1 > Level 2	
Key Learning	<u>**Reading**</u> – whole text based and extract based to explore genre, plot, character, setting, theme, structure, comparisons, links, impact of language choice, connotations, alternative interpretations, the writer's craft and context <u>**Writing**</u> – production of texts in response to reading, including writing to analyse and evaluate as well as writing creatively <u>**Oracy**</u> – articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate		<u>**Reading**</u> – whole text and extract based to explore genre, plot, character, setting, theme, structure, comparisons, links, impact of language choice, connotations, alternative interpretations, Shakespeare's craft and context <u>**Writing**</u> - production of texts in response to reading, including writing to analyse as well as writing to promote a point of view <u>**Oracy**</u> - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate		<u>**Reading**</u> – poetry and extract based to revise and consolidate understanding of form, genre, structure, theme, narrative perspective, writers' viewpoints, writers' craft, language, poetic techniques, inference and cultural capital <u>**Writing**</u> – production of texts in response to reading, covering a range of forms, including writing to analyse and writing creatively <u>**Oracy**</u> - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate	
Formal (Summative) Assessment	Choice of character / theme question Choice of two questions AO1, AO2, AO3, AO4		Question based on the extract from Act 1 scene 5 where Lady Macbeth reads Macbeth's letter AO1, AO2, AO3, AO4		Power and Conflict anthology poetry comparison question, with named poem printed AO1, AO2, AO3	
End Points (Non-negotiable Skills)	Analysis Criticism What? How? Why? Iceberg interpretation 3 things about 3 things Subject terminology Language Structure Form Texts and contexts	Identify and interpret Explicit and implicit Evaluate Tone, style, register Purpose Audience Crafting Coherence Cohesion Technical accuracy	Perceptive analysis Embedded quotations Theory Thesis Modern interpretation Contemporary response Historical context Subversion of conventions	Select and synthesise Explicit and implicit Summarise Comparative connectives Language and structure Subject terminology Writers' perspectives Writers' methods	Imagery Extended metaphor Simile Alliteration and assonance Anaphora and repetition Sibilance Enjambment Onomatopoeia Personification	Rhetorical question Refrain Caesura Tone Stanza Form Rhyme Sonnet Monologue
Cross-curricular Links	History – attitudes to crime and punishment Sociology – class division; causes of crime and deviant behaviour	Art / Photography – investigating the work of others French – writing about own experiences	Sociology – female conformity in male dominated societies RE – violence and pacifism History – crime and punishment	History/Geography/RE – non-fiction source materials; the Earth and changing climates Maths – statistics to support viewpoint Computer Science – ethical, legal, cultural, environmental concerns French – ethical and environmental issues	History – political developments and conflicts Art / Photography – investigating the work of others RE – violence and pacifism PSHE – stereotyping, human rights, body perceptions, self-concept, emotional health; extremism	Geography – challenges of an urbanising world and the UK's evolving human landscape Sociology – expressing a viewpoint Enterprise – presenting an idea

Year 11 Curriculum Assessment Map

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Year 11 Units	Term 1		Term 2		Term 3	
	Term 1 **Literature (8702/1) Paper 1b 19th Century Novel > 50 minutes** "Dr Jekyll and Mr Hyde" "Frankenstein" "A Christmas Carol" **Language (8700/1) Paper 1 – reading and writing revision** **Literature (8702/1) Paper 1a "Macbeth" revision**		**Term 2** **Language (8700/2) Paper 2 – reading and writing revision** **Literature (8702/2) Paper 2a "Blood Brothers" revision** **Literature Paper 2b Power and Conflict poetry revision** **Literature Paper 2c Unseen Poetry revision**		**Term 3** **Language (8700/1) Paper 1 revision > reading + writing** **Language (8700/2) Paper 2 revision > reading + writing** **Literature (8702/1) Paper 1 revision > 19th Century Novel + "Macbeth"** **Literature (8702/2) Paper 2 revision > "Blood Brothers"; Power and Conflict poetry; Unseen Poetry**	
Building Skills	Functional Skills Level 2		Functional Skills Level 2		Functional Skills Level 2	
Key Learning	<u>Reading</u> – whole text based and extract based to explore genre, plot, character, setting, theme, structure, comparisons, links, impact of language choice, connotations, alternative interpretations, the writer's craft and context <u>Writing</u> – production of texts in response to reading, including writing to analyse and evaluate as well as writing creatively <u>Oracy</u> – articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate		<u>Reading</u> – whole text, poetry and extract based to revise and consolidate understanding of form, genre, plot, character, structure, setting, theme, narrative perspective, comparisons, links, writers' viewpoints, writers' craft, impact of language choice, poetic techniques, inference, connotations, alternative interpretations and cultural capital <u>Writing</u> – production of texts in response to reading, including writing to analyse and writing to promote a point of view <u>Oracy</u> - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate		<u>Reading</u> – whole text, poetry and extract based to revise and consolidate understanding of form, genre, plot, character, structure, setting, theme, narrative perspective, comparisons, links, writers' viewpoints, writers' craft, impact of language choice, poetic techniques, inference, connotations, alternative interpretations and cultural capital <u>Writing</u> – production of texts in response to reading, including writing to analyse, writing creatively and writing to promote a point of view <u>Oracy</u> - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate	
Formal (Summative) Assessment	Question based on an extract from the novel AO1, AO2, AO3 Language Paper 1 mock exam AO1, AO2, AO3, AO4, AO5, AO6 Literature Paper 1 mock exam AO1, AO2, AO3, AO4		Language Paper 2 mock exam AO1, AO2, AO3, AO4, AO5, AO6 Literature Paper 2 mock exam AO1, AO2, AO3, AO4		Final exams Language Paper 1 + Language Paper 2 Literature Paper 1 + Literature Paper 2	
End Points (Non-negotiable Skills)	Critical analysis Theory and thesis What? How? Why? Iceberg interpretation 3 things about 3 things Subject terminology Language Structure Form Texts and contexts	Identify and interpret Explicit and implicit Evaluate Tone, style, register Purpose Audience Crafting Coherence Cohesion Technical accuracy	Critical analysis Theory and thesis What? How? Why? Iceberg interpretation 3 things about 3 things Subject terminology Language Structure Form Texts and contexts	Select and synthesise Explicit and implicit Summarise Comparative connectives Language and structure Subject terminology Writers' perspectives Writers' methods	Critical analysis Theory and thesis What? How? Why? Iceberg interpretation 3 things about 3 things Subject terminology Language Structure Form Texts and contexts	Identify, interpret, synthesise Explicit, implicit Summarise and analyse Language and structure Evaluate and compare Terminology and impact Crafting and cohesion Technical accuracy
Cross-curricular Links	Science – conducting experiments; ethical issues and constraints RE – Darwinism; Nature vs Nurture; traditions and beliefs Sociology / PSHE – ethical issues and constraints History – context of 19th century Britain	Art / Photography – investigating the work of others French – writing about own experiences	History/Geography/RE – non-fiction source materials; the Earth and changing climates Maths – statistics to support viewpoint Computer Science – ethical, legal, cultural, environmental concerns French – ethical and environmental issues	Sociology – class division; causes of crime and deviant behaviour	History/Geography/RE – non-fiction source materials; the Earth and changing climates Maths – statistics to support viewpoint Computer Science – ethical, legal, cultural, environmental concerns French – ethical and environmental issues	PSHE – relationships and life experience

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