

Key Stage 4 English Curriculum Overview

Key

Core Skills (steps within a unit)

Core Knowledge (Core Skills and Core Knowledge have been mapped into 'focuses' for delivery within units of work.)

Key Assessment Task (to assess understanding cumulatively against 8 Core Threads)

Big Questions


Disciplinary Literacy

Learning Locations (Themes and concepts that are taught in each unit and where they link to other units across KS3/KS4)

Assessment Point (To be confirmed)

Year 10 (8 English lessons per fortnight and 1 'interleaving' flashback lesson per fortnight)

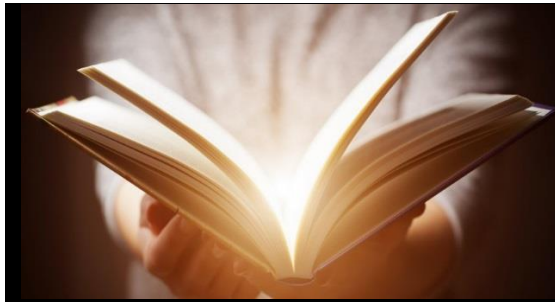
39 teaching weeks



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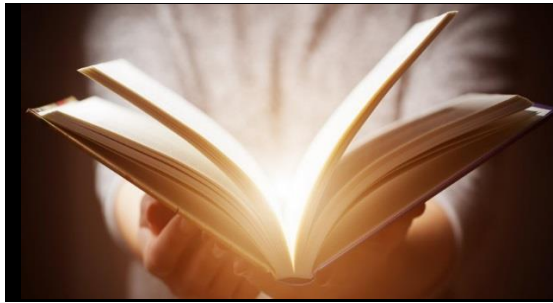
The units are taught in chronological order so that students can place their learning and the texts within a specific time frame.

GCSE texts	Core Knowledge and Skills	Key concepts/ Learning Locations	Disciplinary Literacy	Big Questions	Assessments and suggested shared responses
<p>Autumn 1 (8 weeks) Key Text: <i>Macbeth</i> <i>Suggested paired texts:</i> Read 'Excerpt from the Prince' prior to reading to discuss leadership. Pair 'The Masque of the Red Death' with Act 3, Scene 4 to address the consequences of ignoring problems Pair the informational text 'The Tonya Harding and Nancy Kerrigan Scandal' with Act 4, Scene 2 for a contemporary connection to the themes of betrayal and arch rivalry. Read on-line (CommonLit) Pair 'Morality as anti-nature' with</p>	<p>Core Skills– Analysing Language/Structure/Themes S1 – Reading skills/comprehension S2 – Analysing the methods used to present a character S3 – Analysing methods used to present a key theme//key concept S4 – Identifying and explaining structural methods</p> <p>Core Knowledge: K1 – Context Jacobean England (key facts) K2 – Characterisation, dialogue, stage directions, soliloquy, dramatic irony (terminology, recall) K3 – Symbolism, characterisation, context, (terminology) K4 – Foreshadowing, juxtaposition, dramatic irony (terminology, recall)</p>	<p>Relationships- KS3 Of Mice and Men, Blood Brothers, Romeo and Juliet. KS4- A Christmas Carol, An Inspector Calls, Lit Paper 2 (poetry questions)</p> <p>Appearance vs reality: KS3: Of Mice and Men KS4: An Inspector Calls</p> <p>Heroism: KS3-Myths and Legends, Conflict – WW1 poetry, Romeo and Juliet, Of Mice and Men, KS4- Power and Conflict poetry, Gender: KS3-Myths and Legends, The Tempest, Romeo and Juliet, Of Mice and Men, Relationships in Literature unit, Victorian Non-Fiction, KS4- An Inspector Calls</p>	<p>Tier 2: Eponymous Paradoxically Duplicitous Ambition Regicide Equivocator Mercurial Nihilistic Usurp</p> <p>Tier 3: Context Dramatic Irony Hubris Hamartia Soliloquy Allusion</p>	<p>What is context and what were the beliefs and ideas of those in Shakespeare's society? Who is Macbeth? What atmosphere is created at the beginning of the play and why? How are we initially introduced to Macbeth's character? What do we learn about Macbeth and Banquo's characters from their reactions to the witches? What is ambition? Who is Lady Macbeth? How does Lady Macbeth react to Macbeth refusing to kill Duncan? How does Macbeth act just before killing Duncan? Who is the Porter and Macduff? How does Duncan's murder affect the Great Chain of Being? How has Macbeth's state of mind developed from the beginning to now? Why does Banquo's ghost appear to Macbeth? Who is Lady Macduff? What becomes of Lady Macbeth? What becomes of Macbeth?</p>	<p>Key Assessment Task 1 – Starting with the speech, explore how far you think Shakespeare presents Lady Macbeth as a powerful woman – Act 1, Sc 5 (Literature AO1, AO2, AO3, AO4)</p> <p>Key Assessment Task 2 - Starting with the speech, explore how far you think Shakespeare presents Macbeth as a hero – Act 5 Sc 3 (Literature AO1, AO2, AO3, AO4)</p>



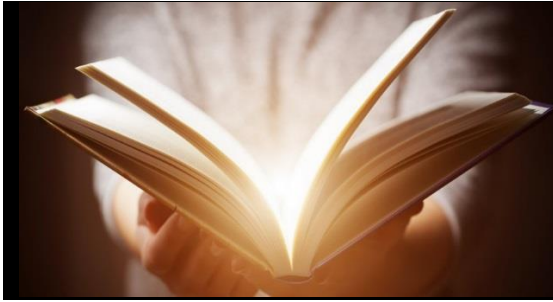
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<p><i>the end of the play looking at how Nietzsche claims people should act on human instinct.</i> <i>Conjuring Darkness</i> <i>Witches in Macbeth</i> <i>Excerpt from an essay about Lady Macbeth</i></p>		<p>Conflict: KS3- Myths and Legends, The Tempest, Private Peaceful and WWI poetry, Gothic, Romeo and Juliet KS4- Power and Conflict poetry</p> <p>Hubris as a literary device: KS3- Romeo and Juliet, KS4-, Power and Conflict poetry, An Inspector Calls</p> <p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, KS4- A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p>			
<p>Autumn 2 (7 weeks) Key Text: <i>A Christmas Carol</i> <i>Suggested paired texts:</i> <i>Pair the informational text 'You can buy</i></p>	<p>Core Skills– Analysing Language/Structure/Themes S1 – Reading skills/comprehension S2 – Analysing the methods used to present a character S3 – Analysing methods used to present a key theme/ key idea</p>	<p>Relationships– KS3 Of Mice and Men, Blood Brothers, Romeo and Juliet. KS4- Macbeth, An Inspector Calls, Lit</p>	<p>Tier 2: Damnation Empathy Benevolent Didactic Redemption Misanthropic Redemption</p>	<p>What galvanised Dickens to write A Christmas Carol? Who is Scrooge? How does Dickens use characterisation? How does Dickens present the theme of coldness?</p>	<p>Key Assessment Task 3: Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor. (Literature AO1, AO2, AO3, AO4)</p>



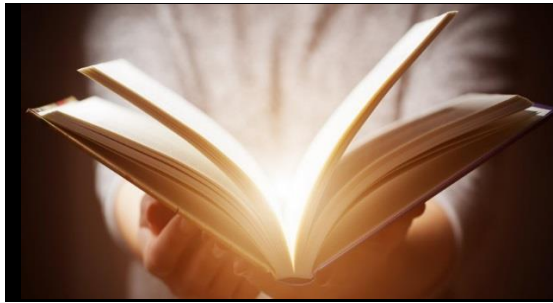
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<p><i>happiness, it it's an experience' with Marley's ghost. Pair 'Excerpt from Oliver Twist' with an expert about Marley's ghost to compare ideas, style and tone. Pair 'The Necklace' with and excerpt about Marley's ghost to compare characters and greed.</i></p>	<p>S4 – Identifying and explaining structural methods</p> <p>Core Knowledge: K1 - Context Victorian England (key facts) K2 – Characterisation, description, dialogue, action (terminology) K3 – Symbolism, characterisation, context, poverty, redemption (terminology) K4 – Foreshadowing, juxtaposition, antithesis (terminology, recall)</p>	<p>Paper 2 (poetry questions)</p> <p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, An Inspector Calls, Power and Conflict Poetry</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, An Inspector Calls, Power and Conflict Poetry</p> <p>Rhetoric as a literary device: KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, An Inspector Calls, Power and Conflict Poetry</p>	<p>Epiphany</p> <p>Tier 3: Context Antithesis Foreshadow Analepsis</p> <p>Dynamic Character</p>	<p>In Stave 1, what do we learn about Marley's ghost? How does Dickens create empathy and sympathy for Scrooge? How does Dickens present Fezziwig as the antithesis to Scrooge? How does Dickens present the Ghost of Christmas Present? How does Dickens present the Cratchits? How does Dickens present the Ghost of Christmas Yet to Come? How does Dickens present Scrooge's transformation?</p>	<p>Key Assessment Task 4: Starting with this extract, how does Dickens present the theme of redemption? (Literature AO1, AO2, AO3, AO4)</p>
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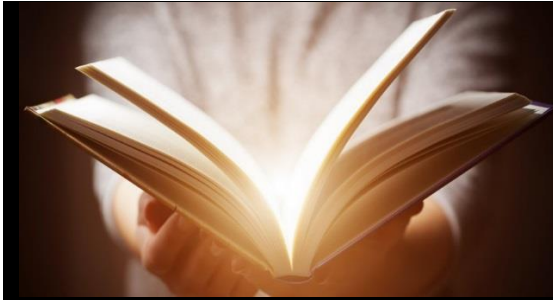
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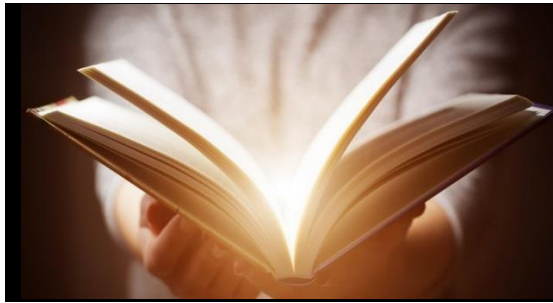
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<p>Spring 1 (6 weeks) Language Paper 1, Sections A and B (4 weeks) Key text: Mr Fisher Paper Mocks</p>	<p>Language Paper 1 Section A Core Skills- Identifying/interpreting/synthesising/analysing language and structure S1 - Identify and interpret explicit and implicit information and ideas S2 - Select and synthesise evidence from different texts S3 - Analysing language S4 - Analysing structural devices S5 - Evaluating texts Core Knowledge: K1 - Explicit and implicit (terminology) K2 - Synthesise, comparison (terminology, recall) K3 - Simile, metaphor, alliteration, word classes (terminology, recall) K4 - Shifts, foreshadowing, climax, juxtaposition (terminology, recall) K5 - Evaluative verbs (terminology)</p> <p>Language Paper 1 Section B Core Skills- Communicating imaginatively/using vocabulary for effect S1 - Communicating clearly S2 - Selecting and adapting tone/style/register for different forms/purposes/audiences S3 - Using structural, grammatical features to organise information and ideas S4 - Using vocabulary for clarity, purpose and effect S5 - Using sentence structures for clarity, purpose and effect Core Knowledge:</p>		<p>Tier 2: Illuminating Sullen Disillusionment Meticulous Amiable</p> <p>Tier 3 :Recap all terminology appropriate for each specific question</p>		<p>Key Assessment Task 5: Question 5 Paper 2</p>
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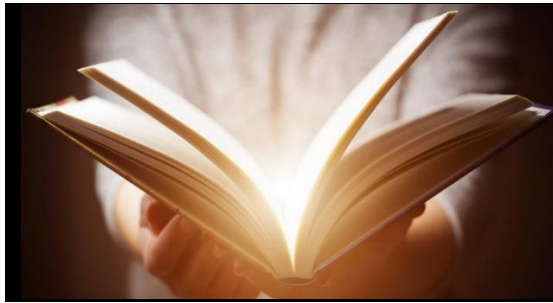
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	<p>K1 - Clear communication (terminology) K2 - Tone, style, register, form, purpose, audience (terminology) K3 - Structure, shift, cyclical (terminology, recall) K4 - Metaphor, extended metaphor, personification (terminology, recall) K5 - Simple, compound, complex, anaphora, epistrophe (terminology)</p>				
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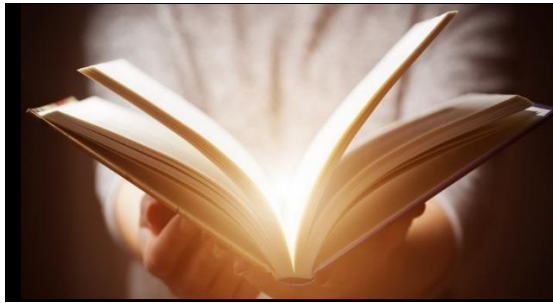
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<p>Spring 2 (5 weeks)</p> <p>Power and Conflict Poetry (2 weeks)</p> <p>Key Texts: London – William Blake Ozymandias – Percy Bysshe Shelley My Last Duchess – Robert Browning The Prelude – William Wordsworth Exposure – Wilfred Owen</p>	<p>Core Skills– Analysing and Comparing Language/Structure/Form/Themes</p> <p>S1 – Reading skills/comprehension S2 – Analysing poetic devices S3 – Identifying and explaining devices used to present a key theme S4 – Identifying and explaining poetic structural devices S5 – Comparing ideas/concepts within poems</p> <p>Core Knowledge:</p> <p>K1 - Context of Power and Conflict poetry (key facts) K2 – Simile, metaphor, alliteration, symbolism, stanza (terminology, recall) K3 – Symbolism (terminology) context (recall) K4 – Enjambment, caesura, first/last line (terminology, recall) K5 – Comparative terminology</p>	<p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, An Inspector Calls</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, An Inspector Calls</p>	<p>Tier 2: Oppressed Ephemeral Domineering Perturbed Incessant</p> <p>Tier 3: Oxymoron Irony Dramatic Monologue Sibilliance</p>	<p>How is William Blake presenting London? How does Ozymandias link to power and conflict? How is power presented in My Last Duchess? How is nature presented in Extract from The Prelude? What is Wilfred Owen saying about war and nature?</p>	<p>Self assessment</p>
<p>Language Paper 2, Section A (3 weeks)</p>	<p>Core Skills– Identifying/interpreting/synthesising/analysing language/comparing ideas and perspectives</p> <p>S1 – Identify and interpret explicit and implicit information and ideas S2 – Select and synthesise evidence from different texts S3 – Analysing language S4 – Comparing writers' ideas and perspectives</p> <p>Core Knowledge:</p> <p>K1 – Explicit and implicit (terminology) K2 – Synthesis (terminology, recall)</p>	<p>Rhetoric as a literary device: KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, An Inspector Calls</p> <p>Conflict: KS3- Myths and Legends, The Tempest, Private Peaceful and WWI poetry, Gothic, Romeo and Juliet KS4- Power and Conflict poetry, Macbeth</p>			<p>Key Assessment Task 5: Question 5 Paper 2</p>



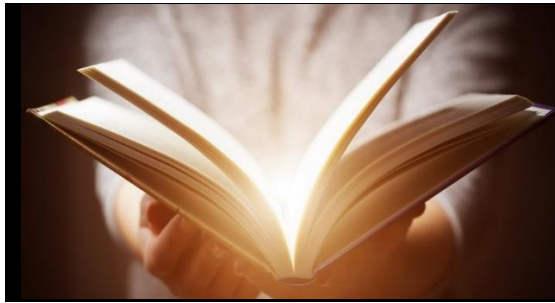
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	<p>S3 - Identifying and explaining the use of structure S4 - Analysing themes</p> <p>Core Knowledge: K1 - Context Edwardian England (key facts) K2 - Dialogue, characterisation, stage directions, context (terminology, recall) K3 - Foreshadowing, dramatic irony (terminology) K4 - Context and methods (recall)</p>	<p>Paper 2 (poetry questions)</p> <p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, A Christmas Carol, Power and Conflict Poetry</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, A Christmas Carol, Power and Conflict Poetry</p> <p>Rhetoric as a literary device: KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, A Christmas Carol, Power and Conflict Poetry</p>	<p>Tier 3: Monologue Dialogue Dramatic Irony Foreshadow Symbolism Allegory Static Character Dynamic Character Pathos Catharsis Morality play</p>	<p>What is the impact of the Inspector? What is the significance of Diasy Renton?</p>	<p>Birling? (Literature AO1, AO2, AO3, AO4)</p>
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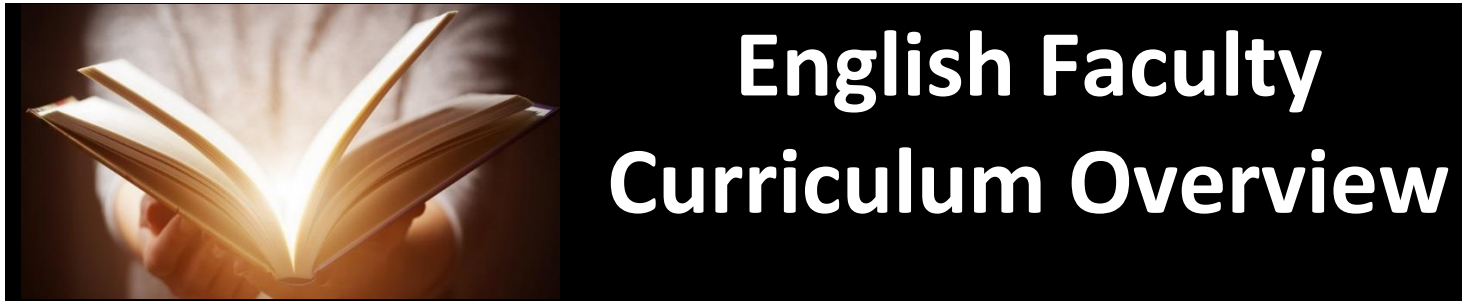
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<p>Summer 2 (6.5 weeks) Power and Conflict Poetry (3 weeks)</p> <p>Key Texts: Kamikaze – Beatrice Garland The Emigree – Carol Rumens Tissue – Imtiaz Dharker Checking Out Me History – John Agard Poppies – Jane Weir</p>	<p>Core Skills – Analysing Language/Form/Structure/Evaluate S1 – Reading skills/Comprehension S2 – Analysing poetic devices S3 – Identifying and explaining the effect of devices used to present a key theme S4 – Identifying and explaining the effect of poetic structural devices S5 – Comparing ideas/concepts within poems</p> <p>Core Knowledge: K1 – Context of Power and Conflict poetry (key facts) K2 – Simile, metaphor, alliteration, symbolism, stanza (terminology recall) K3 – Symbolism (terminology) context (recall) K4 – Enjambment, caesura, first/last line (terminology recall) K5 – Comparative terminology</p>	<p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, An Inspector Calls</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, An Inspector Calls</p>	<p>Tier 2 Elegy Nostalgia Fragility Crescendo Inhuman</p> <p>Tier 3 (Recall) Enjambment Sibilance Juxtaposition Simile Personification</p>	<p>How is conflict presented in Kamikazi? How does Rumens depict ideas about identity and memory in The Emigree? How does Dharker present the fragility of life? How does Agard present his argument on identity? How does Weir depict the mother's feelings in Poppies?</p>	<p>Key Assessment Task 8: Compare the ways poets present the power of the natural world in The Emigree and one other poem.</p>
<p>Spoken Language (2 weeks)</p>	<p>Core Skills – Individual Speaking and Listening Skills S1 – Identifying features to engage an audience S2 – Planning skills S3 – Writing the text for a speech S4 – Evaluating S5 – Effectively rehearsing presentations</p> <p>Core Knowledge: K1 – Inversion (vocabulary) statistics (terminology) K2 – Alliteration, exaggeration (terminology) K3 – Persuasive methods (recall)</p>	<p>Rhetoric as a literary device: KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, An Inspector Calls</p> <p>Conflict: KS3- Myths and Legends, The Tempest, Private Peaceful and WWI poetry, Gothic, Romeo and Juliet KS4- Power and Conflict poetry, Macbeth</p>			<p>Key Assessment Task 9 – Individual presentations</p>



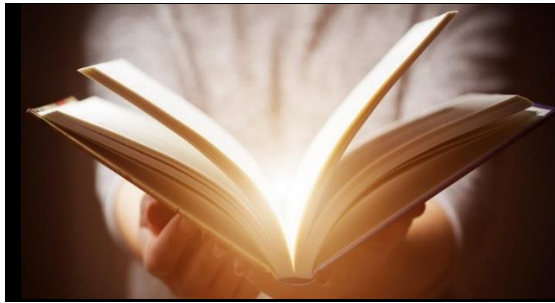
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	K4 – Evaluate (vocabulary) purpose and audience (terminology) K5 – Presentational skills (terminology)				
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Year 11 (8 English lessons per fortnight and 1 'interleaving' flashback lesson per fortnight)

Units of work/Key texts	Core Knowledge and Skills	Learning Locations	Disciplinary Literacy	Big Questions	Assessments
<p>Autumn 1 (8 weeks)</p> <p>Key texts: Unseen poetry (3 weeks)</p>	<p>Core Skills- Analysing and Comparing Language/Structure/Form/Themes S1 – Analysing poetic devices S2 – Identifying and explaining devices used to present a key idea S3 – Identifying and explaining poetic structural devices S4 – Comparing ideas/concepts within poems</p> <p>Core Knowledge: K1 – Simile, metaphor, alliteration, symbolism, stanza (terminology, recall) K2 – Symbolism (recall) K3 – Enjambment, caesura, first/last line (terminology, recall) K4 – Comparative terminology</p>		<p>Tier 2</p> <p>Tier 3:</p>		<p>Key Assessment Task 10 – In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? (Literature AO1, AO2, AO3, AO4)</p>
<p>Autumn 2 (7 weeks)</p> <p>Revision of key texts: Macbeth A Christmas Carol Language Paper 1 fiction extracts</p> <p>Address misconceptions</p>	<p>Revision: Macbeth - 2 weeks Revise all Core Skills and Knowledge from Term 1, Y10.</p> <p>Revision: A Christmas Carol - 2 weeks Revise all Core Skills and Knowledge from Term 1, Y10.</p> <p>Revision: Language Paper 1 - 3 weeks Revise all Core Skills and Knowledge from Term 2, Y10.</p>				
<p>Spring 1 (6 weeks)</p>	<p>Revision: An Inspector Calls - 2 weeks</p>				



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<p>Revision of key texts: An Inspector Calls Power and Conflict poetry/unseen Language Paper 2 non-fiction extracts</p>	<p>Revise all Core Skills and Knowledge from Term 3, Y10.</p> <p>Revision: Power and Conflict Poetry/Unseen - 2 weeks Revise all Core Skills and Knowledge from Power and Conflict Units from Year 9-11.</p> <p>Revision: Language Paper 2 - 2 weeks Revise all Core Skills and Knowledge from Term 2, Y10.</p>				
<p>Spring 2 (5 weeks)</p>	<p>Revision of all Assessment Objectives Address misconceptions</p> <p>Use mock QLA to identify areas for revision</p>				
<p>Summer 1 (3 weeks until examinations)</p>	<p>Revision of all Assessment Objectives Address misconceptions</p> <p>Use mock QLA to identify areas for revision</p> <p>Revision/Breakfast clubs prior to examinations.</p>				