

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.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>English Literature Paper 1- 19th Century Novel</p> <p><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Stevenson</p> <p>OR</p> <p><i>A Christmas Carol</i> by Charles Dickens</p>	<p>Students will explore:</p> <ul style="list-style-type: none"> ✓ Gothic conventions and Cultural influences of 19th Century ✓ Conventions of science fiction, horror and fantasy ✓ Social/religious ethics of the period ✓ Dynamics of a villain ✓ Epistolary form ✓ Themes including, Duality, Masculinity, Good vs Evil, Repression, Friendship and Loyalty ✓ Archetypes: Character as construct, duality of man and the impact of stereotyping. ✓ Impact of social division- class, race ✓ The hypocrisy of religion/society, such as aspects that are mandatory for certain social groups while other groups are not punished by the same laws. ✓ Role of Christianity in society ✓ How ideas/message from studied text link to modern society ✓ PCHE – Families, Class, Poverty, Charity, Masculinity, Good Vs Evil ✓ Careers – Journalists, Biographers, Historians 	<p>Students will garner skills such as:</p> <ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Listening to the opinion of others ✓ Speaking confidently about societal norms and expectations ✓ Research to aid meaning and understanding ✓ 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 and inform personal response 	<p>In line with the AQA GCSE Literature paper one specification - an extract based question from the studied text. 1 (an extended writing piece that values 30 marks)</p>

<p>Autumn 2</p>	<p>English Literature Paper 1- Shakespeare</p> <p>Macbeth</p>	<p>Students will explore:</p> <ul style="list-style-type: none"> ✓ Cultural influence 16thC ✓ Social/religious ethics, Philosophy, ✓ The role/expectation of women ✓ The characteristics of the Scottish Warrior ✓ The principles of Shakespearean drama ✓ Conventions of Tragedy and the Tragic Hero <p>Themes including Supernatural, Ambition, Violence, Guilt, Power and Authority, Manhood, Good vs Evil, Morality, Disorder</p> <ul style="list-style-type: none"> ✓ Structures including soliloquy, monologues, asides, character foils, ✓ Ideas relating to tyranny, social archetypes ✓ Types of leadership ✓ Fate and freewill ✓ Anti-hero, character foil ✓ Playwright's purpose/message ✓ PCHE – Power, Conflict, Authority ✓ Careers – Actors/Actresses, Directors 	<p>Students will garner skills such as:</p> <ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Listening to opinions of others ✓ Speaking confidently about aspects of the texts ✓ Researching to aid meaning and understanding ✓ 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 	<p>In line with the AQA GCSE Literature paper one specification- an extract based question from the studied play. It's an extended writing piece that values 30 marks and 4marks for SP&G.</p>
<p>Spring 1</p>	<p>English Language Paper 1 - Explorations in Creative Reading and Writing (Fiction) including AQA specimen extracts from:</p> <p>1. Propping Up the Line by Ian Beck</p> <p>2. White Fang by Jack London</p> <p>3. Jamaica Inn by Daphne du Maurier</p>	<p>Reading and discussing literary fictional extracts across decades- 19th, 20th and 21st centuries.</p> <p>Students will:</p> <ul style="list-style-type: none"> ✓ Be introduced to variety of texts from a diverse collection of writers ✓ Identify and interpret 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 ✓ Evaluate texts critically and support this with appropriate textual references 	<p>Students will develop skills such as:</p> <ul style="list-style-type: none"> ✓ to differentiate between implicit and explicit information ✓ Make judgements about writer's methods and ideas ✓ Increased efficacy with grammatical structures ✓ Extended vocabulary ✓ produce imaginative and creative pieces based on given prompt 	<p>Reading and writing assessment in line with the AQA GCSE English paper one course.</p>

		<p>Writing: Students will produce a variety of imaginative descriptive and narrative pieces with the aim to:</p> <ul style="list-style-type: none"> ✓ 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 ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation ✓ PCHE – A Range of topical issues will be explored ✓ Careers – Journalists, Novelists and Short Story Writers 		
Spring 2	English Language Paper 2 - Writers' viewpoints and perspectives (Non-fiction)	<p>Reading, discussing and comparing non-fiction extracts across decades- 19th, 20th and 21st centuries</p> <ul style="list-style-type: none"> ✓ Identifying and interpreting explicit and implicit information and ideas. Select and synthesise evidence from different texts. ✓ Summarise ideas of an extended piece of writing ✓ 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 ideas with appropriate textual references <p>Writing to demonstrate own opinion of a topic.</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, 	<p>Students will develop skills such as:</p> <ul style="list-style-type: none"> ✓ Reading with accuracy and comprehension ✓ Sharing thoughts and opinions openly and confidently ✓ Critically assess the viewpoint and perspective of others ✓ Produce writing that is logical, coherent and presents own opinions and ideas of others 	Reading and writing assessment in line with the AQA GCSE English paper two course.

		<p>purposes and audiences</p> <ul style="list-style-type: none"> ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation ✓ PCHE – A range of relevant and topical issues ✓ Careers – Journalists, Editors, Speech Writers, Bloggers 		
<p>Summer 1</p>	<p>English Literature Paper 2 – Poetry</p> <p><i>Power and Conflict Poetry</i></p>	<p>Students will explore:</p> <ul style="list-style-type: none"> ✓ Fifteen poems 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 ✓ First and third person point of view of different issues ✓ Role of poetic language, form and structure- monologue, free verse, ballad, blank verse, sonnet ✓ Similarities and Differences among the poems, including themes, language, structure and message/meaning ✓ PCHE – Power, Freedom, Human Rights, War, Refugees, Abuse of Power in Relationships ✓ Careers – Journalists, Poets, Historians, Lawyers 	<p>Students will continue to consolidate and further hone skills garnered from exploring other genres of literature in addition to:</p> <ul style="list-style-type: none"> ✓ Comparing and contrasting ideas presented by various poets ✓ Understanding how social events motivate, stimulate and influence poetry over time ✓ Begin to explore work through different lens to inform personal response to writers’ ideas 	<p>In line with the AQA GCSE Literature paper two specification-One question based on selected cluster of poem (Power and Conflict). Students will get one printed poem and must select another from the list to compare. It’s an extended comparative writing piece that values 30 marks.</p>
<p>Summer 2</p>	<p>Revision and Exam Prep</p>	<p>✓</p>	<p>✓</p>	

