English curriculum overview KS4

Year 10 – English Language and English Literature



Links to

specification

Assessment Task(s)

Key Knowledge

Key Skills

ENRICHMENT



| Ισρίς | English Eiterature Component 2 - BLOOD BROTHERS (6 Weeks) | English Eiterature Com |
|----------------------------|---|------------------------|
| Length of topic (in weeks) | Autumn 1 – 7 weeks 1 day | |

Literature: The relationship between Mrs Johnstone and Mrs Lyons Act 2 Blood Brothers

• understanding a word, exploring aspects of plot, characterisation, events and

settings; distinguishing explaining motivation, sequence of events, and the

• recognising the possibility of and evaluating different responses to a text; using

understanding of writers' social, historical and cultural contexts to inform evaluation;

making an informed personal response that derives from analysis and evaluation of

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

The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.

• Analyse the language, form and structure used by a writer to create meanings and

• Use a range of vocabulary and sentence structures for clarity, purpose and effect,

• evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to

quality and impact; using linguistic and literary terminology for such evaluation

• maintain a critical style and develop an informed personal response

effects, using relevant subject terminology where appropriate.

Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday.

• critical reading: identifying the theme and distinguishing between themes;

• supporting a point of view by referring to evidence in the text;

Literature AO1, 2, 4

literal and inferential comprehension:

Read, understand and respond to texts.

with accurate spelling and punctuation.

PODCAST Club every Tuesday.

relationship between actions or events

Literature:

the text

Literature:

English Literature Component 2 PLOOD PROTHERS (6 wooks)

Enalish Literature Component 2 - UNSEEN POETRY (1 week)

literal and inferential comprehension:

Read, understand and respond to texts.

• understanding a word, exploring events and settings; distinguishing explaining motivation,

making an informed personal response that derives from analysis and evaluation of the text

Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing

and evaluating how language, structure, form and presentation contribute to quality and

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

Analyse the language, form and structure used by a writer to create meanings and effects,

sequence of events, and the relationship between actions or events

impact; using linguistic and literary terminology for such evaluation

• maintain a critical style and develop an informed personal response

using relevant subject terminology where appropriate.

supporting a point of view by referring to evidence in the text;

critical reading: identifying the theme and distinguishing between themes;

recognising the possibility of and evaluating different responses to a text;

Literature

Literature:

Literature:

A01, 2

TBC

English curriculum overview – Year 10 (KS4) Autumn HT1 Exam board: EDUQAS



ENRICHMENT

<u>English curriculum overview – Year 10 (KS4) Autumn HT2</u> <u>Exam board: EDUQAS</u>



| Length of topic (in weeks) | Autumn 2 - 7 weeks 2 days |
|----------------------------|--|
| Links to specification | A01, 2, 4 |
| Assessment Task(s) | Presentation of Lady Macbeth – essay question |
| Key Knowledge | literal and inferential comprehension: understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation |
| Key Skills | Read, understand and respond to texts. maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

The faculty will look out for any suitable plays/ events/ productions to suit the current SOWs.

Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday.

PODCAST Club every Tuesday.

English Literature Component 1 – MACBETH (7 weeks 2 days)



ENT

<u>English curriculum overview – Year 10 (KS4) Spring HT3</u> <u>Exam board: EDUQAS</u>



| Topic | English Language Component 1 – READING – Combined with writing 5 weeks 2 days | English Language Component 1 – WRITING - Combined with reading 5 weeks 2 days |
|----------------------------|---|--|
| Length of topic (in weeks) | Spring 1 - 5 weeks 2 days | |
| Links to specification | Language AO1, AO2, AO4 | Language AO5, 6 |
| Assessment Task(s) | TBC | TBC |
| Key Knowledge | Language: Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text | Language: Producing clear and coherent text: to describe, narrate, explain, selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; maintaining a consistent point of view; maintaining coherence and consistency across a text Writing for impact: selecting, organising and emphasising facts, ideas and key points; creating emotional impact; using language creatively, imaginatively |
| Key Skills | Language: Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Explain, comment on 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 | 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. |
| ENRICHM | Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday. | |

PODCAST Club every Tuesday. The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.



English curriculum overview — Year 10 (KSA) Spring HTA. Exam hoard: EDLIOAS

A05, 6

TBC



Producing clear and coherent text: writing effectively for different purposes and audiences:

selecting vocabulary, grammar, form, and structural and organisational features judiciously to

maintaining a consistent point of view; maintaining coherence and consistency across a text

Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing

Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and

Organise information and ideas, using structural and grammatical features to support

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with

creating emotional impact; using language creatively, imaginatively and persuasively,

including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

to describe, narrate, explain, instruct, give and respond to information, and argue;

using information provided by others to write (in different forms);

evidence and quotation effectively and pertinently to support views;

reflect audience, purpose and context;

using language imaginatively and creatively;

register for different forms, purposes and audiences

coherence and cohesion of texts.

accurate spelling and punctuation.

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| - · | 5 11 1 | | | | |

Topic Length of

Links to

Assessment Task(s)

Key Knowledge

Key Skills

ENT

English Language Component 2 - Transactional Writing - Combined with reading 6 weeks English Language Component 2 - READING - combined with writing 6 weeks

Spring 2 - 6 weeks

topic (in weeks)

Critical reading and comprehension:

evidence and those that are not;

presentation of content for these purposes;

single text; synthesising from more than one text

terminology accurately to do so and paying attention to detail;

Identify and interpret explicit and implicit information and ideas

TBC

writing;

the text;

gained from wider reading; recognising the possibility of different responses to a text

• Comparing texts: comparing two or more texts critically with respect to the above

A01, 2,3,4

specification

· identifying and interpreting themes, ideas and information in a range of literature and other high-quality

reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and

identifying bias and misuse of evidence, including distinguishing between statements that are supported by

reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills

Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a

Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary

analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within

Select and synthesise evidence from different texts Explain, comment on 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

Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday. **ENRICHM** PODCAST Club every Tuesday.

The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.



weeks)

Links to

specification

Assessment Task(s)

Key Knowledge

Key Skills

ENRICHMENT



| 7.6 | | English curriculum overview – Year 10 (KS4)Summer H15 | Exam board: EDUQAS |
|-------|---|--|--------------------|
| Topio | C | Enalish Literature Component 2 - A CHRISTMAS CAROL (6 weeks) | |

Length of topic (in Summer 1–6 weeks

Literature AO1, 2, 4

Literature: The presentation of Scrooge in A Christmas Carol

Literature: literal and inferential comprehension:

• understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events

• critical reading: identifying the theme and distinguishing between themes; • supporting a point of view by referring to evidence in the text;

- recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; • making an informed personal response that derives from analysis and evaluation of the text
- Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and
- Literature:

impact; using linguistic and literary terminology for such evaluation

- Read, understand and respond to texts. • maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using
- relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.

Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday. PODCAST Club every Tuesday.

The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.



English curriculum overview – Year 10 (KS4) Summer HT 6



| | | | Learning Irust |
|----------------------------|---|--|------------------|
| Topic | English Literature | | English Language |
| Length of topic (in weeks) | Mock Exam preparation English Literature = BB/ACC mock in exam hall and UP in class English Language = Component 2 mock in exam hall | | |
| Links to specification | Literature AO1, 2, 3, 4 | Language A01, 2, 3, 4, 5, 6 | |
| Assessment Task(s) | Lesson by lesson timetable | Lesson by lesson timetable | |
| Key Knowledge | literal and inferential comprehension: understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above. | reading in different ways for diffe drawing inferences and justifying identifying bias and misuse of evi reflecting critically and evaluative different responses to a text Summary and synthesis: identifyi Evaluation of a writer's choice of effectiveness and impact, using lii analysing and evaluating how for Comparing texts: comparing two WRITING Producing clear and coherent text to describe, narrate, explain, instition selecting vocabulary, grammar, fousing language imaginatively and using information provided by oth maintaining a consistent point of Writing for impact: selecting, organized. | • |
| Key Skills | Read, understand and respond to texts. maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Show understanding of the relationships between texts and the contexts in which they were written. | Compare writers' ideas and persp Evaluate texts critically and supporting Communicate clearly, effectively, Organise information and ideas, u | · |
| ENRICHMENT | Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday. PODCAST Club every Tuesday. The faculty will look out for any suitable plays/ events/ productions to suit current SOWs | 's. | |

Year 11- English Literature and English Language



<u>English curriculum overview – Year 11 (KS4) Autumn HT1</u> <u>Exam board: EDUQAS</u>



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|----------------------------|--|---|
| Topic | English Literature Component 1 Section A – Anthology poetry | |
| Length of topic (in weeks) | Autumn 1 – 7 week 2 days | |
| Links to specification | Literature AO1, 2, 4 | |
| Assessment Task(s) | TBC | |
| Key Knowledge | Literature: literal and inferential comprehension: understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing e or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of write making an informed personal response that derives from analysis and evaluation of the text evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluation impact; using linguistic and literary terminology for such evaluation | ers' social, historical and cultural contexts to inform evaluation; |
| Key Skills | Literature: Read, understand and respond to texts. maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using releva Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spellin | • |
| ENRICHMENT | Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday. PODCAST Club every Tuesday. The faculty will look out for any suitable plays/ events/ productions to suit current SOWs. | REVISION TUESDAYS 3-4pm |



English curriculum overview – Year 11 (KS4) Autumn HT 2 – Summer HT6 Exam board: EDUQAS



| | | | | Learning Trust |
|----------------------------------|---|---|--|----------------|
| Topic | English Literature | | English Language | |
| Length of topic (in weeks) | Autumn 2 – 7 weeks 2 days – week by week plan covering all sections of lang and Spring 1 – 5 weeks lesson by lesson plan Spring 2 – 6 weeks lesson by lesson plan Summer 1 and 2 - exams | l lit | | |
| Links to specification | Literature AO1, 2, 3, 4 | Language A01, 2, 3, 4, 5, 6 | | |
| Assessment Task(s) | Week by week plan - TBC Lesson by lesson timetable | Week by week lesson plan - TBC Lesson by lesson timetable | | |
| Key Knowledge | literal and inferential comprehension: understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above. | reading in different ways for different purports of drawing inferences and justifying these with identifying bias and misuse of evidence, including reflecting critically and evaluatively on text, responses to a text Summary and synthesis: identifying the mai Evaluation of a writer's choice of vocabular impact, using linguistic and literary termino analysing and evaluating how form and structomparing texts: comparing two or more texts. WRITING Producing clear and coherent text: writing est to describe, narrate, explain, instruct, give as selecting vocabulary, grammar, form, and sisusing language imaginatively and creatively using information provided by others to writing for impact: selecting, organising and | effectively for different purposes and audiences: and respond to information, and argue; tructural and organisational features judiciously to reflect audience, purpose and context; (; | |
| Key Skills | Read, understand and respond to texts. maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Show understanding of the relationships between texts and the contexts in which they were written. | Compare writers' ideas and perspectives, as Evaluate texts critically and support this wit Writing Communicate clearly, effectively, and imagi Organise information and ideas, using struc | ent texts ise language and structure to achieve effects and influence readers, using relevant subject terminology to support their views is well as how these are conveyed, across two or more texts | |
| ENRICHMEN T | Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday. PODCAST Club every Tuesday. | | REVISION TUESDAYS 3-4pm | |

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The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.

REVISION TUESDAYS 3-4pm