

English curriculum overview KS4

Year 10 – English Language and English Literature

Topic	<i>English Literature Component 2 - BLOOD BROTHERS (6 weeks)</i>	<i>English Literature Component 2 - UNSEEN POETRY (1 week)</i>
Length of topic (in weeks)	Autumn 1 – 7 weeks 1 day	
Links to specification	<u>Literature</u> AO1, 2 , 4	Literature AO1, 2
Assessment Task(s)	<u>Literature</u> : The relationship between Mrs Johnstone and Mrs Lyons Act 2 <i>Blood Brothers</i>	TBC
Key Knowledge	<p><u>Literature:</u> literal and inferential comprehension:</p> <ul style="list-style-type: none"> • 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 	<p><u>Literature:</u> literal and inferential comprehension:</p> <ul style="list-style-type: none"> • understanding a word, exploring 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; • 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	<p><u>Literature:</u> Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • 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. 	<p><u>Literature:</u> Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • 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.
ENRICHMENT	<p>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.</p>	

Topic	<i>English Literature Component 1 – MACBETH (7 weeks 2 days)</i>
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	<p>literal and inferential comprehension:</p> <ul style="list-style-type: none"> • 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	<p>Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • 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.
ENRICHMENT	<p>Shakespeare Club runs lunchtime Tuesday, Wednesday, Thursday. PODCAST Club every Tuesday.</p> <p>The faculty will look out for any suitable plays/ events/ productions to suit the current SOWs.</p>

Topic	<i>English Language Component 1 – READING – Combined with writing 5 weeks 2 days</i>	<i>English Language Component 1 – WRITING - Combined with reading 5 weeks 2 days</i>
Length of topic (in weeks)	Spring 1 - 5 weeks 2 days	
Links to specification	Language AO1, AO2, AO4	<u>Language</u> AO5, 6
Assessment Task(s)	TBC	TBC
Key Knowledge	<p><u>Language:</u> Critical reading and comprehension:</p> <ul style="list-style-type: none"> 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 	<p><u>Language:</u> Producing clear and coherent text:</p> <ul style="list-style-type: none"> 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	<p><u>Language:</u> Identify and interpret explicit and implicit information and ideas</p> <ul style="list-style-type: none"> 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 	<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.
ENRICHMENT	<p>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.</p>	

Topic	<i>English Language Component 2 - READING - combined with writing 6 weeks</i>	<i>English Language Component 2 – Transactional Writing – Combined with reading 6 weeks</i>
Length of topic (in weeks)	Spring 2 - 6 weeks	
Links to specification	A01, 2,3,4	A05, 6
Assessment Task(s)	TBC	TBC
Key Knowledge	<p>Critical reading and comprehension:</p> <ul style="list-style-type: none"> identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; 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; synthesising from more than one 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 Comparing texts: comparing two or more texts critically with respect to the above 	<ul style="list-style-type: none"> Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); 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 evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).
Key Skills	<ul style="list-style-type: none"> 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 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 	<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.
ENRICHMENT	<p>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.</p>	

Topic	<i>English Literature Component 2 - A CHRISTMAS CAROL (6 weeks)</i>
Length of topic (in weeks)	Summer 1– 6 weeks
Links to specification	Literature AO1, 2 , 4
Assessment Task(s)	Literature: The presentation of Scrooge in <i>A Christmas Carol</i>
Key Knowledge	<p>Literature: literal and inferential comprehension:</p> <ul style="list-style-type: none"> • 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	<p>Literature: Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • 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.
ENRICHMENT	<p>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.</p>

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	<p>literal and inferential comprehension:</p> <ul style="list-style-type: none"> 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. 	<p>READING</p> <p>Critical reading and comprehension:</p> <ul style="list-style-type: none"> identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; 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; synthesising from more than one 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 Comparing texts: comparing two or more texts critically with respect to the above. <p>WRITING</p> <ul style="list-style-type: none"> Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); 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 evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anti thesis, parenthesis)
Key Skills	<p>Read, understand and respond to texts.</p> <ul style="list-style-type: none"> 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. 	<p>Reading:</p> <ul style="list-style-type: none"> 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 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 <p>Writing</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.
ENRICHMENT	<p>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.</p>	

Year 11- English Literature and English Language

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	<p>Literature: literal and inferential comprehension:</p> <ul style="list-style-type: none"> • 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	<p>Literature: Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • 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.
ENRICHMENT	<p>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.</p> <div data-bbox="1556 1205 2499 1305" style="background-color: #4a7ebb; color: white; padding: 10px; text-align: center; border-radius: 10px; margin-top: 20px;"> <p>REVISION TUESDAYS 3-4pm</p> </div>

Topic	<i>English Literature</i>	<i>English Language</i>
Length of topic (in weeks)	Autumn 2 – 7 weeks 2 days – week by week plan covering all sections of lang and lit Spring 1 – 5 weeks lesson by lesson plan Spring 2 – 6 weeks lesson by lesson plan Summer 1 and 2 - exams	
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	<p>literal and inferential comprehension:</p> <ul style="list-style-type: none"> • 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. 	<p>READING Critical reading and comprehension:</p> <ul style="list-style-type: none"> • identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; • reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; • drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; • identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; • 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; synthesising from more than one 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 • Comparing texts: comparing two or more texts critically with respect to the above. <p>WRITING</p> <ul style="list-style-type: none"> • Producing clear and coherent text: writing effectively for different purposes and audiences: • to describe, narrate, explain, instruct, give and respond to information, and argue; • selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; • using language imaginatively and creatively; • using information provided by others to write (in different forms); • 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 evidence and quotation effectively and pertinently to support views; • creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis
Key Skills	<p>Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • 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. 	<p>Reading:</p> <ul style="list-style-type: none"> • 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 • 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 <p>Writing</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.
ENRICHMENT	<p>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.</p>	

REVISION TUESDAYS 3-4pm