

KS4 English Curriculum Overview

Links to KS3		The links to KS4 are made explicit during KS3 and students develop their craft as both writers and readers by applying skills introduced from Years 7-9. All units at KS3 explore a novel, a play, Shakespeare, poetry and non-fiction reading and writing in preparation for the requirements of GCSE. Speaking and listening assessments at KS3 support students in their oracy, but also enable them to have confidence at KS4 in the classroom when analysing more challenging texts.													
Intent	Statement of Intent	Our KS4 curriculum builds on skills delivered at KS3 and follows the Eduqas specification for English Language and Literature. Students engage with challenging texts and their contexts, and are encouraged to draw parallels between these texts and the world we live in through analysis and exploration of universal themes. We intend for our learners to have a secure understanding of different text types and the impact of language and authorial technique, but also to use language purposefully themselves in written work for different purpose, form and audience. Students read a range of fiction and non-fiction texts throughout the course, and we aim to inspire students to become lifelong readers and provide them with the tools to be inquisitive learners who can evaluate texts and communicate confidently, creatively and precisely, both verbally and in their written work.													
	Timeline	Term 1 - 7 Weeks		Term 2 - 7 Weeks		Term 3 - 6 Weeks		Term 4 - 6 Weeks		Term 5 - 6 Weeks		Term 6 - 7 Weeks			
Implementation (Year 10)	Year 10 Overview	In Year 10, pupils will cover much of the Language and Literature content, including narrative writing (Lang Comp 1), non-fiction reading and writing (Lang Comp 2), An Inspector Calls (Lit Comp 2), A Christmas Carol (Lit Comp 2) and most of the poems from the Eduqas Poetry Anthology (Lit Comp 1).													
	SOW	1. LITERATURE - AN INSPECTOR CALLS (7 weeks)		2. LITERATURE - POETRY ANTHOLOGY (4 weeks)		3. LITERATURE - A CHRISTMAS CAROL (8 weeks)		4. LITERATURE - POETRY ANTHOLOGY (7 weeks)		4. LANGUAGE COMPONENT 2 AND LITERATURE POETRY ANTHOLOGY (7 weeks)		5. LANGUAGE - COMPONENT 3 (SPOKEN LANGUAGE) (4 weeks)			
	Assessment	Essay on the theme of responsibility		One essay on how love/relationships are presented in one poem from the anthology (Cozy Apologia)		Literature PPE - one essay question on a character or theme in A Christmas Carol and one a character or theme in An Inspector Calls		One essay comparing how love/relationships are presented in Cozy Apologia and a second poem of choice		Lang Comp 2 PPE (Non-Fiction Reading and Writing exam)		Spoken Language Exam - one speech + questions on a topic of choice			
	Unit Focus	In this unit, pupils will study the play An Inspector Calls by J.B. Priestley. They will develop an understanding of the plot, characters and the writer's intentions and learn key quotations to support their ideas and interpretations of the text. They will learn key language terminology and analyse how Priestley's use of language and structure create meaning. In addition to this, pupils will develop their essay writing skills and learn how to structure their responses to the text. They will be taught how to communicate their ideas, focusing on developing a broader vocabulary and accuracy of spelling, punctuation and grammar. At the end of the unit, pupils will write an essay on how the theme of responsibility is presented at different points in the play.		In this unit, pupils will study a range of love and war poems. They will develop an understanding and interpretation of the poems and learn how to structure their responses and communicate their understanding and ideas effectively in written responses. Pupils will learn a wide range of poetic techniques and analyse how writers use language, form and structure to create meaning. Pupils will also learn about the poems' social and historical context and link these to the ideas in the poems. In addition to this, pupils will study fiction and non-fiction texts linked to the themes and ideas in the poems. At the end of the unit, pupils will complete an essay analysing how Rita Dove presents love and relationships in her poem Cozy Apologia.		In this unit, pupils will study the play A Christmas Carol by Charles Dickens. They will study the novel's social and historical context and learn about how Dickens' life and views influenced his work. They will develop an understanding of the plot, characters and the writer's intentions and learn key quotations to support their ideas and interpretations of the text. They will learn key language terminology and analyse how Dickens uses language and structure to create meaning. In addition to this, pupils will develop their essay writing skills and learn how to structure their responses to the text. They will complete a mid-term assessment on the theme of family. Pupils will also be taught how to communicate their ideas, focusing on developing a broader vocabulary and improve accuracy of spelling, punctuation and grammar. At the end of the unit, pupils will sit a PPE, answering two questions: one question on A Christmas Carol and one question on An Inspector Calls (pre-released one week before the exam).		Two lessons a week: In this unit, pupils will study a range of poems from the anthology. They will develop an understanding and interpretation of the poems, and explore similarities and differences between poems. Pupils will learn how to structure their responses and communicate their understanding and ideas effectively in written responses. Pupils will learn a wide range of poetic techniques and analyse how writers use language, form and structure to create meaning. Pupils will also learn about the poems' social and historical context and link these to the ideas in the poems. In addition to this, pupils will study fiction and non-fiction texts linked to the themes and ideas in the poems. At the end of the unit, pupils will complete an essay comparing how love and relationships is presented in Cozy Apologia and a second poem of their choice.		Two lessons a week: pupils will study non-fiction texts written in the 19th and 21st Century. They will learn how to respond to texts, developing their ability to select information, use quotations, make inferences, synthesise, analyse writers' use of language, tone and structure and make comparisons between texts. They will learn how to approach different question types (e.g. How does the writer? questions, Evaluate questions, etc.) Pupils will also learn how to write for different purposes and audiences, and in different styles, focusing on formal letters, informal letters, articles and speeches.		Two lessons a week: pupils will study the remaining poems in the Eduqas Poetry Anthology, focused on a range of themes (power, time, place, etc.)		In this unit, pupils will study a range of speeches, learning how to use language to achieve their purpose (e.g. to inform, persuade, promote a point of view). They will learn how to structure their speeches and deliver a speech effectively to engage their audience. In preparation for their final assessment, pupils will carry out research into their topic in order to develop a detailed knowledge of their chosen topic. At the end of the unit, pupils will deliver their speech and will be assessed on their ability to use language appropriately to express ideas, achieve the purpose of their speech, organise ideas and arguments and respond effectively to questions on their topic.	
	Unit Focus	One lesson a week: pupils will study narrative writing (Language)		One lesson a week: pupils will study narrative writing (Language)		One lesson a week (until Christmas), pupils will study narrative writing (Language)				One lesson a week: revision of previous topics (retrieval)		One lesson a week: revision of previous topics (retrieval)/poetry			
	Timeline	Term 1 - 7 Weeks		Term 2 - 7 Weeks		Term 3 - 7 Weeks		Term 4 - 6 Weeks		Term 5 - 5 Weeks		Term 6 - 6 Weeks			
Implementation (Year 11)	Year 11 Overview	In Year 11, pupils will begin the year by studying content not covered in Y11 - Romeo and Juliet (Lit Comp 1), fiction reading (Lang Comp 1), unseen poetry skills (Lit Comp 2), and revise content covered in Year 10, including narrative writing (Lang Comp 1), non-fiction reading and writing (Lang Comp 2), An Inspector Calls (Lit Comp 2), A Christmas Carol (Lit Comp 2) and poems from the Eduqas Poetry Anthology (Lit Comp 1). They will be tested regularly by sitting Exam Thursdays throughout the year.													
	SOW	1. LITERATURE - ROMEO AND JULIET (10 weeks)		2. (From 28th Nov) LANGUAGE COMPONENT 1 and LITERATURE COMPONENT 2		3. (From 6th March) LANGUAGE COMPONENT 2 and LITERATURE COMPONENT 1		4. (from 1st May) REVISION (3 weeks)							
	Assessment	Romeo and Juliet PPE (Y11 Mock Week) - 17th November		Lang Comp 1 PPE (Fiction Reading and Narrative Writing) - 1st Feb Lit Comp 2 PPE (AIG, ACC and Unseen Poetry) - 7th March		Lang Comp 2 PPE (Non-Fiction Reading and Writing) - 2nd May		ENGLISH LANGUAGE FINAL EXAM ENGLISH LITERATURE FINAL EXAM							
	Unit Focus	In this unit, pupils will study the play Romeo and Juliet by William Shakespeare. They will develop an understanding of the plot and characters and learn key quotations to support their ideas and interpretations of the text. They will learn key terminology and analyse how Shakespeare's use of language, form and structure create meaning. In addition to this, pupils will develop their essay writing skills and learn how to structure their responses to the text. Pupils will be tested on their ability to analyse how characters are presented in an extract. They will be taught how to communicate their ideas, focusing on developing a broader vocabulary and accuracy of spelling, punctuation and grammar. Prior to the PPE, pupils will complete a practice essay on a character and aim to act on advice. At the end of the unit, pupils will sit a PPE, answering two questions: Q1.1 (analysis of an extract) and Q1.2 (an essay on a character or theme).		Two lessons a week: Pupils will study fiction texts written in the 20th Century. They will learn how to respond to texts, developing their ability to select information, use quotations, make inferences, evaluate and analyse writers' use of language, tone and structure. They will learn how to approach different question types (e.g. How does the writer? questions, What impressions? questions, and Evaluate questions). Pupils will revise narrative writing, learning how to write creatively and imaginatively to engage the reader, use vocabulary effectively and improve accuracy of spelling, punctuation and grammar. Pupils will also reflect on narrative work completed in Year 10 and attempt to address targets from previous work. Two lessons a week: Pupils will revise content covered in Year 10 - An Inspector Calls, A Christmas Carol and apply skills learnt while studying poems in the anthology to Unseen Poetry. Pupils will revise plot, characters, key quotations, language/structure, context and develop essay writing skills.		Two lessons a week: Pupils will build on the work done in Year 10 on non-fiction texts written in the 19th and 21st Century. They will learn how to respond to texts, developing their ability to select information, use quotations, make inferences, synthesise, analyse writers' use of language, tone and structure and make comparisons between texts. They will revise how to approach different question types (e.g. How does the writer? questions, Evaluate questions, etc.) and act on feedback given in Year 10 to improve their responses. Pupils will also learn how to write for different purposes and audiences, and in different styles, focusing on reports, reviews, guides and revise how to write to express their views. Two lessons a week: Pupils will revise the content covered in Year 10 and early in Year 11 - Romeo and Juliet and poems from the Poetry Anthology. Pupils will revise plot, characters, key quotations, language/structure, context and develop essay writing skills.		Revision of Language and Literature texts and Exam Practice							
	Unit Focus	During this time, pupils will also revise poems from the anthology and will sit an Exam Thursday followed by a feedback lessons.		During this time, pupils will sit Exam Thursdays, followed by feedback lessons.		During this time, pupils will sit Exam Thursdays, followed by feedback lessons.									
Impact	Year Tracking	Y11 RP1: T1, W5		Y10 RP1: T2, W1 Y11 RP2: T2, W5				Y10 RP2: T4, W5 Y11 RP3: T4, W5		Y11 RP4: T5, W3					
	Literacy and Numeracy links	The English curriculum is rooted on literacy skills and these are honed and developed implicitly and explicitly throughout SOW. Being able to write clearly, precisely and coherently is essential in both Language and Literature and spelling, grammar and punctuation is assessed in both subjects. Additionally, as well as being able to understand and engage with different text-types students are examined on, a range of text types are introduced to learners used to develop													
	How It Is Used / Skills Set Developed / Outcomes	Our English curriculum enables students to gain a broader understanding of the world outside of the set texts. Students develop reading skills, and are able to read for meaning, identify key information, analyse the effect and impact of language and structure, compare different text types and evaluate and form their own opinions. Through identifying these skills in other texts, students then are able to apply these skills to their own writing.													
	Links to Higher Education	Both English Literature and English Language are looked upon favourably by colleges and universities as the subject requires critical thinking, independent study and an engagement with the wider world through critical reading. Students have the opportunity to study English Literature or combined English Literature and Language in sixth form.													
Careers in the Curriculum	English Literature and Language, students can move onto a career in a variety of fields, including publishing, journalism, teaching, legal work, public relations, marketing and advertising. English Language and Literature provides students with the tools to be able to further understand the world they live in and use language with precision in the workplace and use the written word for impact and effect.														