Key Stage 4 LTP

|  |
| --- |
| **Curriculum Intent** |
| The English Department is a successful and forward-thinking department which is characterised by a strong sense of collaboration and enthusiasm for our subject and our pupils. The English department strives to foster within pupils a love of language and literature. We aim to develop pupils' ability to communicate effectively in a wide range of contexts; to enable pupils to use accurate Standard English and develop an interest in the richness of the English language in its various forms. We encourage pupils to develop an interest in extending the range of their own language in terms of style, vocabulary, structure and form, providing them with the tools to become engaging and imaginative writers. We endeavour to give pupils the opportunity to read texts by contemporary authors as well as those celebrated within our literary heritage. We strive to offer a wide range of enrichment opportunities. Above all else we provide a curriculum which offers a rich and diverse range of learning experiences enabling all pupils to enjoy and achieve. Through our choice of texts, we endeavour to make students aware of global issues. We study non- fiction texts on a diverse range of issues from climate change to human rights. We also encourage students to respond to these issues through writing, debate or speech. We are restricted by the texts predetermined by the exam boards but introduce multi culturalism through our study of English Language fiction and non-fiction texts as well as unseen poetry. We encourage our students to use our library regularly as it contains an inspirational range of global texts. The Catholic Ethos is at the heart of the curriculum and is touched upon in several units explicitly for example within our Macbeth and An Inspector Calls units we also touch upon key biblical extracts and examine how these are alluded to within literature, we also make links in our study of poetry to allusion to the bible found in individual poems such as ‘Charge of the Light Brigade’. Furthermore, in English we develop self-awareness through the exploration of a range of texts concerning individuals and life experiences. Through discussion and exploration students can see how others face and overcome difficulties and may be able to adopt some of these strategies in their own lives which supports the Catholic Ethos clearly. We also develop the skill of empathy by discussing our own situations and responses and the responses of others. We practise and develop the skill of discussion, verbalising thoughts and emotions alongside active listening and sensitive questioning. Through this, students become aware of their own personal strengths and weaknesses and how they can best achieve success.In English we ensure students have the high level of literacy needed to succeed in the workplace. We read a range of challenging fiction and non - fiction texts to ensure students can comprehend a text at speed. Our choice of non - fiction texts ensures they relate to economic and political issues that influence the workplace. We ensure students can express themselves accurately and clearly in a wide range of ways, from emails to formal letters and articles. We also develop the skill of collaboration and leadership through group work and long-term projects, with students taking on the project leadership. We also teach the skill of discussion and active listening, and how questioning can be used to move a discussion forward. In addition to these students are taught how to deliver presentations and speak confidently in front of others – essential skills in the modern workplace. Assessment takes place once per half term, parallel to the completion of a unit of work. Student’s attainment is measured with What Went Well, Even Better If and My Response Is statements which map out each individual's progress and provides an opportunity for students to respond to feedback and improve their work. The success criteria were created by looking at the demands of the GCSE examinations and working backwards, determining which skills we would like students to exhibit by the end of each year. The targets are challenging, but achievable and the use of the EBI response allows students to further their understanding of how to improve their work and so creates opportunities for success. Reading, writing and speaking assessments are used each year to help track a pupil's confidence and attainment across these three assessment forms, giving teachers a clear picture of a pupil's development across skillsets Most assessments are designed to be summative in order to accurately assess how each pupil is performing in comparison to their peers, to better inform our intervention programmes. |

|  |
| --- |
| **Prior Learning Summary** |
| Our KS3 curriculum is diverse and challenging. The units have been set to enhance the understanding of the units at GCSE but no curriculum from KS3 is repeated in KS4. The core skills found in both the English Language and English Literature Curriculum have already been taught through our unashamedly and unapologetically challenging curriculum where we support everyone towards excellence. |

|  |
| --- |
| **Curriculum Structure – Year 9 – KS4** |
| A | A | A | A | A | A | A | B | B | B | B | B | B | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Curriculum Structure – Year 10** |
| C | C | C | C | C | C | C | D | D | D | D | D | D | D | E | E | E | E | E | E | F | F | F | F | F | F | G | G | G | G | G | H | H | H | H | H | H | H | H |

|  |
| --- |
| **Curriculum Structure – Year 11** |
| I | I | I | I | I | I | I | J | J | J | J | J | J | J | K | K | K | K | K | K | L | L | L | L | L | L | M | M | M | M | M | M | M | - | - | - | - | - | - |

Year 9

|  |
| --- |
| **Unit A – Introducing Macbeth**  |
| **Overview** | Pupils will engage in a detailed study of Shakespeare’s bloodiest tragedy: ‘Macbeth’. Pupils will build upon their understanding of Shakespeare and his works. Pupils will read, study and perform the tragedy as they explore the downfall of one of Shakespeare’s most notorious characters. **Assessments Term 5:****Reading**: How does Shakespeare present the character of Lady Macbeth in Act 1, Scene 5? **Writing:** Write a speech to persuade the audience that Scotland is in safe hands following the murder of King Duncan. **Speaking and Listening:** Crimewatch reconstruction of the murder of King Duncan |
| **Aims** | * To engage with the reading of the play.
* To consider the contextual factors surrounding the play.
* To identify and interpret themes, ideas and feelings.
* To explore plot and character.
* To analyse writer’s choice of vocabulary, form and structure.
* To select and organise key ideas, facts and points.
* To craft a piece of writing using a range of devices.
* To restructure their writing to improve consistency and clarity.
* To work effectively in groups. To improvise, rehearse and perform play scripts.
* To increase pupils' cultural capital and understanding of the impact of Shakespeare’s tragedy's, as well as an understanding of philosophical ideas (for example Aristotle’s conventions of a tragic hero).
 |

|  |
| --- |
| **Unit B – Developing Macbeth**  |
| **Overview** | Pupils will delve deeper into the mystery and mayhem of Macbeth as they come to grips with Shakespeare’s greatest tragedy. They will begin to explore the nuances of Shakespeare’s language and the significance of themes, characters and setting.**Assessments:****Reading**: How does Shakespeare create tension and suspense in the banquet scene? **Writing**: Write a monologue for Lady Macbeth based on Act 5, scene 1 **Speaking and Listening**: Group discussion and presentation: who is the biggest villain in Shakespeare’s ‘Macbeth’? |
| **Aims** | * To evaluate the impact of the contextual factors surrounding the play.
* To identify and interpret themes, ideas and feelings. To explore and analyse the significance of plot and character.
* To analyse writer’s choice of vocabulary, form and structure.
* To select and organise key ideas, facts and points.
* To craft a piece of writing using a range of devices.
* To adapt their writing for a range of purposes and audiences. To revise, edit and proof-read their writing.
* Restructure their writing to improve consistency and clarity.
 |

Year 10

|  |
| --- |
| **Unit C – An Inspector Calls** |
| **Overview** | Pupils will experience the classic Priestley play ‘An Inspector Calls’. Set in the Fictional Brumley in 1912 but written in post-war Britain, the play explores a wealth of social and cultural issues under the microcosm of the Birling Family and their interaction with the working-class Eva Smith/ Daisy Renton. Pupils will have the opportunity to read, study and perform the play.**Assessments:****Reading**: How does Priestley present ideas about class through the characters of Mrs Birling? **Writing:** From Stage to Page. Turn one of the character’s interactions with Eva/ Daisy into a narrative. **Speaking and Listening**: Group Discussion - Who is responsible for the death of ‘Eva Smith’? The characters on trial |
| **Aims** | * To explore the impact of the contextual factors surrounding the play.
* To identify and interpret themes, ideas and feelings.
* To explore and analyse the significance of plot and character.
* To analyse writer’s choice of vocabulary, form and structure.
* To craft a piece of writing using a range of devices.
* To revise, edit and proof-read their writing.
* To restructure their writing to improve consistency and clarity.
* To work effectively in groups.
* To listen to and build on contributions from others.
* To increase pupils' cultural capital and understanding of the impact of Class and Socialism in post-war Britain
 |

|  |
| --- |
| **Unit D – Developing An Inspector Calls** |
| **Overview** | Pupils will begin to explore ‘An Inspector Calls’ in more detail; building on their prior knowledge of the play pupils will undertake GCSE style questions**Assessments:** **Reading**: How does Priestley explore the theme of ‘X’ in An Inspector Calls? **Writing**: Write an article for a school magazine arguing that your school days are the best days of your life. **Speaking and Listening**: (Optional) Script and perform an alternative ending to ‘AIC’.  |
| **Aims** | * To evaluate the impact of the contextual factors surrounding the play.
* To explore and analyse the significance of plot and character.
* To evaluate writer’s choice of vocabulary, form and structure.
* To select and organise key ideas, facts and points.
* To craft a piece of writing using a range of devices.
* To adapt their writing for a range of purposes and audiences.
* To revise, edit and proof-read their writing.
* To restructure their writing to improve consistency and clarity.
* To work effectively in groups.
* To improvise, rehearse and perform play scripts.
 |

|  |
| --- |
| **Unit E – Power & Conflict Poetry (Please note that unit I & J run alongside each other)** |
| **Overview** | Students will experience a range of poetry from across the literary cannon, thematically linked by ‘Power and Conflict’. From Shelley’s ‘Ozymandias’ to Beatrice Garland’s ‘Kamikaze’, pupils will be exposed to a wealth of literary poetic genius.**Assessments:****Reading:** Compare how poets present ideas about power in Bayonet Charge and in one other poem from ‘Power and Conflict’. **Writing**: Write a narrative using ‘My Last Duchess’ or ‘Kamikaze’ as a stimulus. **Optional Speaking and Listening**: Conflict is inevitable. Discuss. |
| **Aims** | * To identify and interpret themes, ideas and feelings.
* To consider the contextual factors of the poems.
* To analyse writer’s choice of vocabulary, form and structure.
* To make critical comparisons.
* To justify inferences with clear references to the texts.
* To craft a piece of writing using a range of devices.
* To select and use vocabulary, grammar and form to achieve the desired impact.
* To revise, edit and proof-read their writing. To restructure their writing to improve consistency and clarity.
* To listen to and build on the contributions of others.
* Use standard English confidently.
* To increase pupils' cultural capital and exposure to a range of literary voices and perspectives.
 |

|  |
| --- |
| **Unit F – Unseen Poetry (Please note that unit I & J run alongside each other)** |
| **Overview** | Alongside the set poetry, pupils will also venture into the unknown as they experience a range of unseen poetry, connected thematically. Pupils will be given the opportunity to build on their previous poetic studies as they begin to prepare for their English Literature GCSE.**Assessment**: Unseen Poetry Exam Questions |
| **Aims** | * To identify and interpret themes, ideas and feelings.
* To analyse writer’s choice of vocabulary, form and structure.
* To make critical comparisons.
* To justify inferences with clear references to the texts.
 |

|  |
| --- |
| **Unit G – Spoken Language Preparation and Exam and English Language Paper 1 Revision** |
| **Overview** | **Spoken Language Presentation** Pupils must undertake a prepared spoken presentation on a topic of their choice. Pupils will be given a range of ideas of topics to choose from and time to prepare for their speech. Presentations must be formal and pupils may use notes, PowerPoint, props to help them in the delivery of it.**Terminal Assessment**: * Pupils will complete a formal presentation or speech and respond to a series of questions or feedback. Pupils will be awarded a GCSE Level of Pass, Merit or Distinction. Pupils will initially be assessed by their class teacher and 30 pupils (from across each level) will be selected to be recorded and submitted to the awarding body for moderation.

**English Language Paper 1: Explorations in Creative Reading and Writing** Pupils will be exposed to a range of 20th and 21st century fiction texts from a range of different contexts. Pupils will be fully immersed into a literary world in which they can explore and engage with a range of fiction.**Assessment:** * Mock – English Language Full paper in Term 6
 |
| **Aims** | **Spoken Language:*** To plan and prepare a presentation.
* To work effectively independently to select and organise information.
* To listen to and build on contributions from others.
* To use intonation, mood and tone to add impact.
* To use standard English with confidence.

**English Language Paper 1: Section A*** To engage with the reading of fiction.
* To analyse writer’s choice of vocabulary, form and structure.
* To select and organise key ideas, facts and points

**English Language Paper 1: Section B*** To plan, draft, edit and proof-read their own writing
* To use vocabulary and grammar judiciously.
* To craft a piece of writing using a range of devices.
* To restructure their writing to improve consistency and clarity.
* To Plan their writing for different purposes and audiences.
 |

|  |
| --- |
| **Unit H – Mock Preparation (English Literature Paper 2 and English Language Paper 1), Spoken Language Final Exams** |
| **Overview** | **Revision for GCSE English Literature Paper 2 Mock**Pupils will take a journey back in time as they review and evaluate their learning so far. Pupils will revisit familiar texts (An Inspector Calls, Power and Conflict Poetry and unseen) in preparation for their GCSE English Literature mock exam.Revision for GCSE English Language Paper 1 Mock – Students will complete their learning of Paper 1 and Revise ready for their mock examination.**Assessment:** Mock Exams |
| **Aims** | **English Literature:*** To identify and interpret themes, ideas and feelings.
* To analyse writer’s choice of vocabulary, form and structure. To make critical comparisons.
* To justify inferences with clear references to the text

**English Language Paper 1: Section A*** To engage with the reading of fiction.
* To analyse writer’s choice of vocabulary, form and structure.
* To select and organise key ideas, facts and points

**English Language Paper 1: Section B*** To plan, draft, edit and proof-read their own writing
* To use vocabulary and grammar judiciously.
* To craft a piece of writing using a range of devices.
* To restructure their writing to improve consistency and clarity.
* To plan their writing for different purposes and audiences.
 |

Year 11

|  |
| --- |
| **Unit I – Introducing A Christmas Carol/ Jekyll and Hyde** |
| **Overview** | Pupils will study either A Christmas Carol or Jekyll and Hyde. The idea is that by the time the students have reached year 11, there will be no more set changes and therefore a text to suit ability can be selected. They will explore the 19th century prose text in detail Pupils will explore the contextual factors surrounding the novel as well as concentrating on extract analysis.**Assessments**:**Reading**: AQA style exam question **Writing:** Write an article to inform the reader about the life and times of Charles Dicken: ‘Dishing the Dirt on Dickens’ Or Create an essay entitled: The Context behind the monster: exploring the context of Victorian Gentlemen, Victorian Society, Gothic Genre, Fin de Siècle, Stevenson, Deacon Brodie, Religion and Science**Speaking and Listening**: Is money the root of all evil? Discuss in relation to the novel and given sources. |
| **Aims** | * To engage with the reading of the novel.
* To interpret themes and ideas and feelings.
* To consider the contextual factors surrounding the novel.
* To identify relevant quotations from texts.
* To analyse writer’s choice of vocabulary, form and structure.
* Plan, draft, edit and proof-read their own writing.
* To select and organise key ideas, facts and points.
* To craft a piece of writing using a range of devices.
* To restructure their writing to improve consistency and clarity.
* To use standard English confidently. To plan for different purposes and audiences.
 |

|  |
| --- |
| **Unit J – A Christmas Carol/ Jekyll and Hyde – Developing** |
| **Overview** | Pupils will continue their study of the novel as they focus their learning on considering themes, characters and plot linked to the GCSE specification. Pupils will be given opportunities to undertake GCSE style literature questions.**Assessments**:**Reading**: AQA Style Question for November mock **Writing**: AQA Lang paper 2 Style question for November mock |
| **Aims** | * To engage with the reading of the novel.
* To interpret themes and ideas and feelings.
* To consider the contextual factors surrounding the novel.
* To identify relevant quotations from texts.
* To analyse writer’s choice of vocabulary, form and structure.
* Plan, draft, edit and proof-read their own writing.
* To select and organise key ideas, facts and points.
* To craft a piece of writing using a range of devices.
* To restructure their writing to improve consistency and clarity.
* To use standard English confidently. To plan for different purposes and audiences.
 |

|  |
| --- |
| **Unit K – English Language Paper 2 (Please note that unit O runs alongside unit M &N for two lessons a fortnight)** |
| **Overview** | **Section A**Pupils will explore a range of non-fiction texts written in the 19th, 20th and 21st century and will focus on comparing and making links between them. Pupils will focus on how the writers uses language and structure to communicate their ideas and evaluate the impact and effect of it.**Section B** Pupils will focus on developing their skills in writing their own non-fiction texts. These will include letters, speeches, reports, articles, blogs, etc. Pupils will explore the key characteristics of each genre and be taught how to adapt their writing for different audiences and purposes.**Assessment**: Formative teacher and peer assessment of exam questions and summative mock in November. |
| **Aims** | * To engage with the reading of fiction and non-fiction.
* To make effective inferences one
* To analyse writer’s choice of vocabulary, form and structure as well as comparison and summary.
* To select and organise key ideas, facts and points.
* To use vocabulary and grammar judiciously.
* To craft a piece of writing using a range of devices.
* To restructure their writing to improve consistency and clarity.
* To plan their writing for different purposes and audiences.
* To use standard English with confidence.
 |

|  |
| --- |
| **Unit L – English Literature Paper 2 Revision (Please note that unit P & Q run alongside each other)** |
| **Overview** | Pupils will revise An Inspector Calls and Power and Conflict Poetry. A Christmas Carol. Students will revise plot, character analysis, themes, context and explore key extracts. Students will sit regular timed essays to help prepare them for the timing constraints of the real exams as well as expose them to a wide range of potential exam questions.**Assessment**: Formative teacher and peer assessment of exam questions and summative mock in February |
| **Aims** | * To identify and interpret themes, ideas and feelings.
* To consider the contextual factors of the poems.
* To analyse writer’s choice of vocabulary, form and structure.
* To make critical comparisons.
* To justify inferences with clear references to the texts.
* To evaluate the impact of the contextual factors surrounding the play.
* To explore and analyse the significance of plot and character.
* To evaluate writer’s choice of vocabulary, form and structure.
* To select and organise key ideas, facts and points
 |

|  |
| --- |
| **Unit M– English Language Paper 1 Revision (Please note that unit K & L run alongside each other)** |
| **Overview** | **Paper 1 Explorations in Creative Reading and Writing** **Section A**Pupils will be exposed to a range of 20th and 21st century fiction texts from a range of different contexts. Pupils will be fully immersed into a literary world in which they can explore and engage with a range of fiction**Section B:**Pupils will focus on developing their skills in creative writing. Pupils will be given opportunities to explore how writer’s establish setting, develop character and construct an engaging plot with an effective resolution. Assessment: Formative teacher and peer assessment of exam questions and summative mock in February |
| **Aims** | * To engage with the reading of fiction and non-fiction.
* To analyse writer’s choice of vocabulary, form and structure as well as evaluation.
* To select and organise key ideas, facts and points.
* To use vocabulary and grammar judiciously.
* To craft a piece of writing using a range of devices.
* To restructure their writing to improve consistency and clarity.
* To plan their writing for different purposes and audiences.
* To use standard English with confidence.

**Assessment**: Formative teacher and peer assessment of exam questions and summative mock in February. |

|  |
| --- |
| **Unit N – English Literature Paper 1 Revision (Please note that unit L & M run alongside each other)** |
| **Overview** | Pupils will revise Macbeth and A Christmas Carol. Students will revise plot, character analysis, themes, context and explore key extracts. Students will sit regular timed essays to help prepare them for the timing constraints of the real exams as well as expose them to a number of extracts that may be used in their terminal exams. |
| **Aims** | * To evaluate the impact of the contextual factors surrounding the play.
* To identify and interpret themes, ideas and feelings. To explore and analyse the significance of plot and character.
* To analyse writer’s choice of vocabulary, form and structure.
* To select and organise key ideas, facts and points.
* To craft a piece of writing using a range of devices.
* To adapt their writing for a range of purposes and audiences.
* To revise, edit and proof-read their writing.
* To restructure their writing to improve consistency and clarity.
 |

|  |
| --- |
| **Unit O – Revision for all units and final exam preparation**  |
| **Overview** | In this time students will be undertaking a wide range of revision tasks that will be interleaved. This will encompass all GCSE Literature texts as well as English Language Tasks.  |
| **Aims** | All objectives outlined above. |