

KS4 English Curriculum Map

Students are assessed half-termly using exam style questions.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Language Analysis							
Structure Analysis							
Responding to Unseen Texts							
Applying Context							
Analytical Writing							
Original Writing							
	Year 10	Language Paper 1: Explorations in creative reading and	Literature Paper 2: Romeo and Juliet	Language Paper 2: Writers' viewpoints and perspectives	Literature Paper 2: Poetry (Conflict Cluster)	Mock Exams Literature Paper 1: The Strange Case of Dr Jekyll and Mr Hyde (3 weeks)	Bespoke Revision.
	Year 11	Literature: An Inspector Calls	Mock Exams Language: Spoken Language Endorsement	Mock Exams Bespoke Revision programme	Bespoke Revision Programme	Bespoke Revision Programme	Bespoke Revision Programme

Year 10 (April) Mock Exams: Language Paper 1, Literature Paper 2

Year 11 (November) Mock Exams: Language Paper 2, Literature Paper 1

Year 11 (February) Mock Exams: TBC

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<p>-Select and synthesise pertinent evidence, both explicit and implicit, from different texts</p> <p>-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</p> <p>-Evaluate texts critically through a well-developed</p>	Autumn	English Language: Explorations in Creative Reading and Writing Responding to an unseen fiction extract and producing a piece of original writing	An Inspector Calls Analysing the text and comparing key moments to unseen drama extracts.	<p>‘Jekyll and Hyde’ is chosen for its engaging plot and characters; the twinned Gothic and mystery genres hook students in and create an exciting start to their GCSE course.</p> <p>Our poetry cluster is selected for its binding theme of conflict; this creates powerful links to the internal and philosophical conflicts explored in ‘Jekyll and Hyde’, the physical and familial conflicts which they will encounter in ‘Romeo and Juliet’, and the moral, often internalised conflict they will study in ‘An Inspector Calls’.</p> <p>‘Romeo and Juliet’ is chosen for its challenging yet universal themes; the timeless relevance of young love, family feuding, honour and reputation for teenage audiences makes it engaging for our GCSE cohorts. It also provides opportunities to engage with our school’s PSHE provision through discussions of healthy relationships.</p> <p>‘An Inspector Calls’ is selected for its gripping structure and themes. Despite being a 20th century text, it examines contemporary issues surrounding class, responsibility, wealth, equality, and gender. In addition to this, the</p>	<p>Students’ knowledge and understanding of texts are supplemented by additional reading beyond the core texts; for example, the first chapter of ‘Jekyll and Hyde’ is compared to Edgar Allen Poe’s ‘The Raven’ to form comparisons and allow a deeper focus on symbolism.</p> <p>Our English Language curriculum incorporates extracts from modern canonical texts (‘To Kill a Mockingbird’) and texts traditionally studied at A Level (‘The Great Gatsby’).</p>
		Romeo and Juliet Analysing extracts with references to the broader play and relevant context.	Spoken Language Endorsement Devising and delivering a speech on a topic of the student’s choice.		
	Spring	English Language: Writers’ Viewpoints and Perspectives Responding to 2 unseen extracts (including a 19 th century text) and producing a piece of original writing.	Revision Students follow a bespoke revision programme.		
		Conflict Poetry Analysing 15 poems linked by a common theme and comparing these to unseen poetry.			
	Summer	The Strange Case of Dr Jekyll and Mr Hyde	SUMMER EXAMS		

<p>and informed personal response.</p> <p>-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Use structural and grammatical features, vocabulary and punctuation to support coherence and cohesion of texts</p>		Analysing extracts with references to the broader novel and relevant context.		<p>element of mystery sustains students' interest and creates a dynamic reading experience. It also encourages individualised responses as students are able to evaluate which character(s) are most culpable for Eva's death.</p>	<p>Textual and contextual studies are interwoven; non-fiction texts studied for English Language are chosen deliberately to draw on themes and issues introduced in core Literature texts. For example, students will read about the treatment of factory workers in a modern and 19th century text to add depth to their understanding of 'An Inspector Calls'.</p> <p>All Literature units have an accompanying 'Critical Reading Booklet'; this provides further reading for students beyond the requirements of the exam specifications.</p> <p>Students also have the opportunity to take part in a 'Literature Lecture' series. This is conducted in the style of a university lecture/seminar and introduces themes, theorists, and genres beyond those covered in exam specifications.</p> <p>When productions allow, students are taken to see performances of their core Literature texts (e.g. Romeo and Juliet/Jekyll and Hyde).</p>
	Rationale for this sequence	<p>After a successful trial, we have made the decision to begin GCSE studies with English Language Paper 1. The reciprocal relationship between the students' twinned role as reader and writer in this paper allows them to enhance both their analytical and writing skills by applying them to a range of unseen texts and creative scenarios. Developing a deep understanding of writing as a craft at this stage underpins all further GCSE-level study, as students move on to grapple with our Literature units.</p> <p>In Autumn 2, we have opted to study Shakespeare's 'Romeo and Juliet'. As students engage with Shakespearean Tragedies towards the end of Year 9, we capitalise on their base-line knowledge as this is, arguably, the most demanding text of the GCSE course. Exposure to Shakespearean texts across KS3 provides students with a baseline of core concepts, context, dramatic features, and terminology, which they are now able to apply in a more rigorous analytical format using the skills gained in our first English Language unit.</p> <p>The second English Language unit introduces comparative analysis skills, consolidates inference skills from 'Romeo and Juliet', and hones students' ongoing consideration of how to effectively analyse a writer's linguistic and structural choices. Students are introduced to Literary non-fiction from the Victorian era, providing a springboard to explore a range of contextual factors ahead of their 19th century novel study. Comparing two unseen extracts also allows students to focus on the development of this skill ahead of the Literature 'Poetry' unit. The persuasive writing element of the paper furthers students' confidence in exploring and justifying their own opinions in an effective and engaging manner - a skill they will need to revisit for their subsequent Literature studies as well as their Spoken Language Endorsement in Year 11.</p> <p>Our Poetry unit allows students to revisit key terminology for the language/structural features which have been studied over the year so far, as well as the necessary skills for reading/responding to the unseen elements they have encountered in both Language units. Students further develop comparative writing skills, applying them to the context of the poetic form. Previous poetry study across KS3 has established a baseline of concepts, skills and terminology, which students are able to apply in the more challenging context of a GCSE cluster.</p> <p>Students conclude the year by studying Robert Louis Stevenson's 'The Strange Case of Dr Jekyll and Hyde'. This forms the second part of English Literature Paper 1, alongside 'An Inspector Calls' – the text studied at the beginning of Year 11. Novel studies from KS3, especially a Victorian novel in Year 8, can be revisited so that students draw on key terminology and concepts and apply them in light of their GSE studies. Students can also relate their study of the Horror genre in Year 9 and awareness of the Victorian era from English Language Paper 2, using this knowledge of conventions and context as they critique Stevenson's novella.</p>			
	How does the KS4 Curriculum build on previous	<p>The KS3 curriculum provides students with a foundational knowledge of analytical skills, terminology, forms, and genre. All of these are developed further at KS4.</p> <p>Students use their canonical knowledge from KS3 ('Igniting the Canon', 'Gothic Horror') to approach their core KS4 texts with an already established understanding of the codes and conventions of different texts. We are therefore able to immediately begin the KS4 with a rigorous and challenging approach to GCSE style questioning. Students' understanding of genres (e.g. Gothic and Tragedy) are developed further through year 10 with an in-depth focus on 'Jekyll and Hyde' and 'Romeo and Juliet'.</p>			

	learning at KS3?	<p>The KS3 curriculum develops students' writing skills across a range of forms ('Poetry', 'Short Stories', 'Rhetorical Communication'). As a result, students in KS4 can approach different forms of writing (creative and persuasive) with an existing toolkit of skills and take on the challenge of more demanding questions. The KS3 curriculum also trains students in the metacognitive process of writing ('Short Story Writing', 'Nova Fiction'). This is developed in the KS4 curriculum as students approach more demanding and in some cases unseen texts (e.g. Conflict Poetry) and are able to comment on the effect of a writer's choices.</p> <p>One of the biggest demands of KS4 is approaching unseen texts. Our KS3 curriculum ensures students have read a wide range of text types from different genres and eras (some seen and some unseen), helping to demystify this element of the GCSE.</p>	
--	-----------------------------	---	--