



## ENGLISH CURRICULUM: KS4

**Overview:** Our English curriculum is unapologetically knowledge-rich and ambitious. Our aim is to enable students to become readers, writers, and orators *for life*. The study of English at St Margaret's will foster a diverse understanding of the world in which we live, using a diverse and inclusive range of texts as vehicles for learning. Our curriculum aims to empower students with knowledge of: vocabulary, grammar, genre, form and the skilful interrogation of non-fiction and fiction texts. They will be given regular opportunities to develop coherent, creative and powerful voices, both in writing and in speech. Our curriculum is sequenced so that it enables students to grow in their knowledge, confidence and love of literature. The deliberate sequencing of content and concepts allows us to ensure that knowledge and skills are deepened and refined as the curriculum progresses.

<b>Qualification(s)</b>	English Literature English Language
<b>Exam Board</b>	AQA
<b>Link to Specification</b>	<a href="#">AQA   GCSE   English Literature   Specification at a glance</a> <a href="#">AQA   GCSE   English Language   Specification at a glance</a>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p><b>LITERATURE (Paper 2)</b> <i>Power and Conflict</i> <i>Poetry: Groups 1 + 2</i></p> <p>Students will study six poems from the anthology that we group thematically. Group 1 explores the power of art and legacy and Group 2 explores the power of nature.</p>	<p><b>LITERATURE (Paper 1)</b> <i>'A Christmas Carol'</i></p> <p>Students will complete a 'faster read' of the whole text and then study key themes, contexts and authorial intent.</p> <p><b>Key learning:</b> <i>Text as vehicle for protest</i></p>	<p><b>LANGUAGE</b> Introduction to <i>Language Paper 1</i> and <i>Language Paper 2</i></p> <p>Students will be given an introduction to the two Language papers and will be familiarised with the structure of the papers.</p> <p><b>Key learning:</b></p>	<p><b>LITERATURE (Paper 2)</b> <i>'Animal Farm'</i></p> <p>Students will complete a 'faster read' of the whole text and then study key themes, contexts and authorial intent.</p> <p><b>Key learning:</b> <i>Text as vehicle for protest</i></p>	<p><b>LITERATURE</b> <i>'Animal Farm'</i> And <i>'A Christmas Carol'</i> revision</p> <p>Students will revisit the two texts. Focus will be on recall and essay practise.</p> <p><b>LANGUAGE</b> <i>Paper 2:</i> Question 5</p>	<p><b>NEA</b> Spoken Presentations</p> <p>Students will prepare and present their spoken presentations.</p> <p><b>LITERATURE (Paper 2)</b> <b>Unseen Poetry</b> Students will revise poetic techniques and analysis and apply to unseen poems.</p>

	<p><b>Key learning:</b> Poetic technique Influence of context Comparative essays.</p>	<p><i>Influence of context Extract analysis (annotation, planning, analytical writing).</i></p>	<p><i>Continued practise of analysing writers' use of language and structure for effect.</i></p> <p><b>LITERATURE (Paper 2) Power and Conflict Poetry: Group 3</b> Students will study three more poems from the anthology that have been grouped in the theme of psychological conflict.</p> <p><b>Key learning:</b> <i>Poetic technique Influence of context Comparative essays</i></p>	<p><i>Influence of context Analytical response to statement (no extract) (quotation retrieval, planning, analytical writing).</i></p>	<p>Students will respond to some of the big ideas raised in the texts we have covered through a range of viewpoint writing.</p> <p><b>Key learning:</b> <i>Structure of viewpoint writing Application of rhetorical devices and structures Adapting writing to suit audience</i></p>	<p><b>LITERATURE (Paper 1)</b> Introduction to <b>'Macbeth'</b> Students will watch the text in performance as an introduction to the dramatic impact of the play.</p>
<p><b>Year 11</b></p>	<p><b>LITERATURE (Paper 1) 'Macbeth'</b> Students will complete a 'faster read' of the whole text and then study key themes, contexts and authorial intent.</p> <p><i>Text as drama Influence of context Extract analysis (annotation, planning, analytical writing).</i></p>	<p><b>LANGUAGE Language Paper 1</b> Students will practise responses to the five questions.</p> <p><b>Key learning:</b> <i>Continued practise of analysing writers' use of language and structure for effect.</i></p> <p><b>LITERATURE (Paper 2) Power and Conflict Poetry: Group 4</b> Students will study three more poems from the anthology that we</p>	<p><b>LANGUAGE Language paper 2</b> Students will practise responses to the five questions.</p> <p><b>Key learning:</b> <i>Continued practise of analysing writers' use of language and structure for effect.</i></p> <p><b>LITERATURE (Paper 2) Power and Conflict Poetry: Group 5</b> Students will study three more poems from the anthology that we</p>	<p><b>LITERATURE LANGUAGE</b> Revision and practise of all content.</p>	<p><b>LITERATURE LANGUAGE</b> Revision and practise of all content.</p>	

	<p>group thematically. Group 4 focuses on the theme of war.</p> <p><b>Key learning:</b> <i>Poetic technique</i> <i>Influence of context</i> <i>Comparative essays.</i></p>	<p>group thematically. Group 5 focuses on the theme of identity.</p> <p><b>Key learning:</b> <i>Poetic technique</i> <i>Influence of context</i> <i>Comparative essays.</i></p>			
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