

KS4 English

Curriculum Overview

Curriculum Intent

Our aims are to enable the learner to communicate effectively and appropriately in real life situation. To use English effectively for study purpose across the curriculum whilst developing an interest in and appreciation of Literature. We aim to ensure our students improve and integrate the use of the four language skills i.e. Reading, Listening, Speaking and writing alongside immersing the students in the world around them and developing their cultural capital.

We meet national curriculum requirements for KS3 and KS4 through the schemes of work; students read a range of fiction and non-fiction texts including; whole books, plays, short stories and poems. These cover a range of genres, historical periods and authors. Students are specifically taught new vocabulary and how to make inferences and how to analyse language and structure in a text. Through our schemes of work students learn to write clearly, fluently and for different purposes and with technical accuracy. Students develop their speaking and listening skills throughout the curriculum in order to ensure they are prepared for real life situations.

From year 7 students are introduced to the key knowledge that they will need in order to access the curriculum in every year. Key knowledge is repeated and built upon in lessons and through the schemes of work through retrieval practice to improve memory retention. We are currently embedding literacy starters with a focus on tier 2 vocabulary alongside the key skills which are repeated in every scheme of work – reading, writing etc.

How is English assessed at THA?

Pre and post-test in each scheme of work to track pupil progress, these are then moderated in the department to ensure equity. Medals and missions are used to give students specific targets which they then act on in targeted green pen lessons to improve work. Students will regularly peer/self mark using assessment criteria in order to help their understanding of the GCSE criteria. Formative assessments in class; verbal questioning, in the moment marking, verbal feedback, exit tickets.

Cross Curricular Links

History – context of texts. Drama – Study of plays, coordinated plays (Romeo and Juliet) RE/ PD – Ethics, debating skills. Geography – Understanding where texts are from

How this prepares students for their next stage of education/employment

From their studies, students should be able use their skills and knowledge acquired for further study but also for professional employment. The focus on oracy will aid them when dealing with customers on a day-to-day basis.

Enrichment Opportunities

Resources/Materials to Support Learning



**THE
HASTINGS
ACADEMY**

Just as in KS3, we aim to take all students to see the productions of their GCSE texts. We also attend Poetry Live every year so they have the opportunity to meet the poets and gain valuable insight.

We recommend students make the most of Mr Bruff on Youtube for their GCSE texts and the CGP AQA Language. We also provide each student with a CGP revision guide for Literature.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Topic: An Inspector Calls	Topic: Language Paper 2: Understanding writer viewpoints and perspective	Topic: Power and Conflict Poetry and Unseen Poetry		Topic: Language Paper 2: Expressing viewpoints and perspectives	Topic: Speaking and Listening Preparation	
	Key Knowledge: Students will study Priestley's play focusing on themes and authorial intent using the political and social context. They will look at the character progression, structure and literary techniques.	Key Knowledge: Students will read a range of non-fiction extracts and work on key GCSE skills such a summarising, identifying and commenting on the use of language and comparing viewpoints and perspectives.	Key Knowledge: Student will read through various poems looking at the connecting theme of power and conflict between nature and man. They will study poetic techniques and explore the use of language and structure in each poem whilst comparing on the thematic links between them.		Key Knowledge: Students will use their knowledge from term 2 to develop their own persuasive opinion pieces. They will look at the techniques and structures needed to create different forms (articles, blogs, speeches).	Key Knowledge: Students will look at a range of influential speeches by different celebrities that cover many controversial topics and analyse the language and structure they use. They will then use this to write and redraft their speeches on a topic of their choice for their Exam.	
	Key Skills: Locate and retrieve Comprehension Contextual links Connotations Inference Dramatic devices Authorial intent	Key Skills: Comprehension Locate and retrieve Summary Language devices Inference Connotations Comparisons Persuasive devices	Key Skills: Poetic devices Comparisons Inference Locate and retrieve Connotations Structure Contextual links Thematic links		Key Skills: Persuasive devices Paragraphing Language devices Punctuation Ambitious vocabulary choices Spelling Sentence types Structure	Key Skills: Persuasive devices Paragraphing Language devices Punctuation Ambitious vocabulary choices Spelling Sentence types Tone Pace Structure Inflection	
	Assessment: Students will sit a pre, mid and post unit assessment looking at reading skills (AO1, AO2, AO3)	Assessment: Students will sit a pre, mid, and post unit assessment on reading skills (AO1, AO2)	Assessment: Students will sit a pre, mid and post unit assessment looking at reading skills (AO1, AO2, AO3)	Assessment: Students will sit a pre, mid and post unit assessment looking at reading skills (AO1, AO2, AO3)	Assessment: Student will sit a pre, mid and post unit assessment on writing skills (AO5 and AO6)	Assessment: Students will spend the term drafting and redrafting a speech that will be used for their formal Spoken Language qualification	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						and receive a Pass, Merit or Distinction.
Year 11	Topic: Jekyll and Hyde	Topic: Language Paper 1: Exploring language in fiction	Topic: Language Paper 1: Writing creatively	Topic: Exam revision	Topic: Exam revision	Topic: Examinations
	Key Knowledge: Students will analyse Stevenson's presentation of characters, themes, events and link these to the context (Victorian). Students will explore and analyse how Stevenson develops key theme through his use of language and structure to build tension and suspense and how key events unfold the mystery surrounding Dr. Jekyll.	Key Knowledge: Students will read a range of fiction from different time periods and analyse their use of language and structure.	Key Knowledge: Students will write creatively using a range of descriptive techniques whilst also aiming to use varied vocabulary and punctuation choices. They will use various extracts from a range of fictional texts to see how different writers use language and structure techniques in order to create specific effects. They will then use these techniques in their own writing and continue to develop their creative writing skills in order to create specific effects.	Key Knowledge: Students will revise all key texts and structure.	Key Knowledge: Students revise all key texts and structure for each question.	Key Knowledge:
	Key Skills: Locate and retrieve Comprehension Contextual links Connotations Inference Language devices Authorial intent	Key Skills: Comprehension Locate and retrieve Language devices Inference Connotations Comparisons	Key Skills: Paragraphing Language devices Punctuation Ambitious vocabulary choices Spelling Sentence types Structure	Key Skills:	Key Skills:	Key Skills:

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