

## KS4 Curriculum Plan 2022-23

		LP1	LP2	LP3	LP4	LP5
<b>Year 10</b>	<b>TOPIC</b>	<b>ENGLISH LITERATURE:</b> <i>Drama: Macbeth by Shakespeare</i>	<b>ENGLISH LITERATURE</b> <i>Drama: Macbeth by Shakespeare</i> <i>Poetry: Anthology poetry (themes of power/war)</i>	<b>ENGLISH LITERATURE</b> <i>Novella: A Christmas Carol by Charles Dickens</i>	<b>ENGLISH LANGUAGE</b> <i>Reading skills – prose and non-fiction</i>	<b>ENGLISH LANGUAGE</b> <i>Writing skills – creative and transactional</i>
	<b>Knowledge</b>	Students will begin their Key Stage 4 journey in English by studying Shakespeare's tragedy 'Macbeth'. Students will learn about the impact of historical and social context in their study of the text. They will learn about Macbeth's pursuit of power and the consequences of his actions on both himself and Scotland. Students will recognise that Macbeth is a tragic hero. Students will be taught about tanistry and primogeniture in order to understand the society in which the play is set. They will be introduced to themes of supernatural, fate and destiny, personal autonomy and free will, guilt and ambition.	In LP2, students will continue with their study of 'Macbeth' before moving on to explore poems from the anthology which are based around power and war. Students will study 'The Manhunt' by Simon Armitage; 'The Soldier' by Rupert Brooke; 'Dulce et Decorum Est' by Wilfred Owen; 'Mametz Wood' by Owen Sheers; 'Hawk Roosting' by Ted Hughes; 'Ozymandias' by Percy Bysshe Shelley; 'London' by William Blake and 'Living Space' by Imitiaz Dharker. Students will be taught knowledge of the historical and social context of each poem.	This unit will re-introduce students to the gothic fiction genre. Students will learn about Dickens's life and its bearing on the novella. Students will acquire knowledge of Britain's growth in Victorian times, attitudes towards poverty, the ideas of Malthus and the Poor Law and attitudes towards Christmas. Students will understand how Dickens creates plot and character as an allegory. Students will consider how the novella might have been received when it was first published and how it might be interpreted in a modern context.	This unit will consolidate students' knowledge on the differences between fiction and non-fiction reading. In studying a range of Nineteenth century and contemporary fictional extracts and short stories, students will learn how to infer information from a text, analyse how writers create effects and how to evaluate evidence. In their study of non-fiction articles and journals, students will understand how to synthesise and compare texts and how to analyse how writers present their views.	This unit will consolidate students' understanding on the differences between fictional and non-fiction writing. Students will understand how to write for a variety of purposes and audiences in a range of formats. Students will also prepare for their GCSE Spoken Language endorsement.
	<b>Skills</b>	<p><b>English Literature:</b> AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>English Language:</b> AO1 - Identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts AO2 - Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 - Evaluate texts critically and support this with appropriate textual references clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO7 - Demonstrate presentation skills in a formal setting AO8 - Listen and respond appropriately to spoken language, including to questions and feedback to presentations AO9 - Use spoken Standard English effectively in speeches and presentations</p>				
<b>Key Vocab</b>	foreshadow, ambiguity, duplicity, hamartia, anathesis, equivocation, apparition	hubris, philosophical, conflict, intention, futile, poignant, consequence	misanthropic, miserly, repression, philanthropic, apparition, benevolent, transformed	prose, convey, evaluate, elaborate, exemplify, discern, evaluate	assert, position, determine, journal, opinion, examine, determine	
<b>Year 11</b>	<b>TOPIC</b>	<b>ENGLISH LITERATURE:</b> <i>An Inspector Calls by J.B Priestley</i>	<b>ENGLISH LITERATURE:</b> <i>Anthology poetry and unseen poetry</i>	<b>ENGLISH LANGUAGE:</b> <i>Reading and writing</i>	<b>ENGLISH LANGUAGE AND ENGLISH LITERATURE REVISION</b>	
	<b>Knowledge</b>	Students begin their Y11 journey in English with the study of 'An Inspector Calls'. Students are introduced to the three-act structure of the play, its function as an allegory and the moral message it conveys. Students study how Priestley uses the plot and characters to present his message. Additionally, students learn about the social and historical context when the play was set and when it was written and first performed. Students learn about the social class system of the Edwardian era, the gender divide, Socialism, Capitalism, generational gap, WW1, WW2, workers' rights.	Students continue their study of anthology poetry which they began in Year 10. In this unit, they will explore poems from the anthology with themes of nature, love and time. Students will study 'Sonnet 43' by Elizabeth Barrett Browning, 'She Walks in Beauty' by Lord Byron, 'As Imperceptibly as Grief' by Emily Dickinson, 'Cozy Apologia' by Rita Dove, 'Valentine' by Carol Ann Duffy, 'A Wife in London' by Thomas Hardy, 'Death of a Naturalist' by Seamus Heaney, 'To Autumn' by John Keats, 'Excerpt from the Prelude' by William Wordsworth and 'Afternoons' by Philip Larkin. Students will be taught knowledge of the historical and social context of each poem.	Students revise and consolidate their understanding of how to respond to prose and non-fiction texts and develop their knowledge of how to write for a variety of purposes.	ENGLISH LANGUAGE AND ENGLISH LITERATURE REVISION  As before – with opportunity to plug gaps in knowledge/visit exam techniques	

<b>Year</b>	<b>Skills</b>	<p><b>English Literature:</b>          AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.          AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.          AO3: Show understanding of the relationships between texts and the contexts in which they were written.          AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>English Language:</b>          AO1 - Identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts          AO2 - Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views          AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts          AO4 - Evaluate texts critically and support this with appropriate textual references          AO5 - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts          AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>			
	<b>Key Vocab</b>	Socialism, Capitalism, hierarchy, patriarchy, mouthpiece, didactic, intention	imagery, caesura, enjambment, alliteration, sibilance, structure, assonance	persuade, inform, purpose, conclude, reflect, enable, analyse	reveal, posit, analytical, thesis, purpose, argument, exposition