

## KS4 Curriculum

At KS4 our students follow the AQA English Literature and English Language courses. In Literature we study:

- *Macbeth*, William Shakespeare
- *The Strange Case of Dr Jekyll and Mr Hyde*, Robert Louis Stevenson
- *An Inspector Calls*, J B Priestley
- AQA Poetry Anthology: Power and Conflict poems

These text choices are directly linked to the work completed at KS3. Students have already studied three Shakespeare plays in year 7 – 9 and end KS3 with the study of *Julius Caesar*, a play with direct thematic links to *Macbeth*. Furthermore, they have studied *The Yellow Wallpaper* in year 9, a story also concerned with ideas about identity and duality, linking directly to *Jekyll and Hyde*. The modern plays studied in Year 9 are also concerned with issues relating to class, power and society – ideas which are developed in a different context in *An Inspector Calls*. Across KS3, students have read and explored a range of poetry preparing them for the poetry they will study in Years 10 and 11. The text choices provide continuity for our students and allow them to engage with the texts at the highest level.

We continue to build on the essay writing skills that have been developed across KS3, teaching students to write confident and exploratory pieces of writing, where students develop their own arguments in response to the texts studied.

In the Language GCSE, we continue to develop the students' independent reading skills in Paper 1 and 2, emphasising the cross-over between skills in Literature and Language. We encourage the students to read broadly in terms of fiction and non-fiction, setting reading and vocabulary homework to continue to expand the students' ability to engage with a range of texts and to build their confidence as readers. Alongside this, they continue to learn how to develop effective pieces of creative writing in terms of description, narrative and point of view pieces, looking at how to effectively use language, form and structure to develop coherent and powerful pieces of writing.

Our aim is to align our KS3 and KS4 curriculums to enhance our students' potential, to allow them to develop to the best of their ability, and to achieve the highest levels in their GCSE examinations, opening up opportunities as they venture into Higher Education.

## KS4 English: At a glance...

<b>LANG</b>	<b>AUT 1</b>	<b>AUT 2</b>	<b>SPR 1</b>	<b>SPR 2</b>	<b>SUM 1</b>	<b>SUM 2</b>
<b>Y10</b>	Lang P1	Lang P1	Lang P2	Lang P2	Lang P2	Question 5 skills
<b>Y11</b>	Lang P2	Lang P1	Lang P1	Lang P2	Revision P1 and P2 Tailored to class	Exams

<b>LIT</b>	<b>AUT 1</b>	<b>AUT 2</b>	<b>SPR 1</b>	<b>SPR 2</b>	<b>SUM 1</b>	<b>SUM 2</b>
<b>Y10</b>	Macbeth	Macbeth	Jekyll and Hyde	Jekyll and Hyde	Unseen Poetry Power and Conflict Poetry	Power and Conflict Poetry
<b>Y11</b>	Poetry Revision	An Inspector Calls	Jekyll and Hyde & Macbeth Revision	Poetry & An Inspector Calls Revision	Macbeth & Jekyll and Hyde Revision	Exams

	<b>Year 10 Course Outline Language and Literature</b>	<b>Year 11 Course Outline Language and Literature</b>	<b>Opportunities beyond the classroom</b>
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Autumn Term - Language	<p><b><u>Language Paper 1</u></b></p> <p><b>Key Skills:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop creative pieces of descriptive/story writing using a range of structural techniques</li> <li>- Use figurative language and sophisticated vocabulary to enhance writing (Descriptive/Story Writing)</li> <li>- Use of variety sentences/punctuation/vocabulary for effect</li> <li>- Independently read comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b> Students will learn:</p> <ul style="list-style-type: none"> <li>- How to approach Section A and Section B of Language Paper 1</li> <li>- How to plan responses for the reading and writing questions</li> <li>- What to include for each style of task</li> </ul>	<p><b><u>Language Paper 2</u></b></p> <p><b>Key Skills:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop coherent and precisely structured arguments (Point of View Writing)</li> <li>- Use rhetorical devices and sophisticated vocabulary to enhance writing (Point of View Writing)</li> <li>- Develop fluently link ideas (Point of View Writing)</li> <li>- Use varied sentences/punctuation/vocabulary for effect</li> <li>- Independently read and comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b> Students will learn:</p> <ul style="list-style-type: none"> <li>- How to effectively respond to each section of Language Paper 2</li> <li>- What the examiners are looking for in each question on the paper</li> <li>- How to manage time effectively in the exam</li> </ul> <p><b><u>Language Paper 1</u></b></p> <p><b>Key Skills:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop creative pieces of descriptive/story writing using structural techniques for effect</li> <li>- Use figurative language and sophisticated vocabulary to enhance writing (Descriptive/Story Writing)</li> </ul>	<ul style="list-style-type: none"> <li>- Creative Writing Club</li> <li>- Year 10 Peer Mentor Reciprocal Reading</li> <li>- Reading homework focused on reading widely (fiction)</li> </ul>
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		<ul style="list-style-type: none"> <li>- Use of variety sentences/punctuation/vocabulary for effect</li> <li>- Independently read and comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b> Students will learn:</p> <ul style="list-style-type: none"> <li>- How to effectively respond to each section of Language Paper 1</li> <li>- What the examiners are looking for in each question on the paper</li> <li>- How to manage time effectively in the exam</li> </ul>	
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Autumn Term – Literature	<p><b>Macbeth</b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop clearly structured, analytical responses to the play</li> <li>- Analyse and evaluate the writer's use of language/staging/structure</li> <li>- Embed links to context/ideas into a conceptualised response</li> <li>-</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to structure an exam response essay</li> <li>- How to link social and historical context to ideas in the play</li> <li>- The relevance of tragedy and tragic structure to the play</li> <li>- Concepts and ideas relating to: witchcraft/power/ambition/tyranny and other key ideas relevant to the study of the play.</li> </ul>	<p><b>Poetry Revision</b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop conceptualised comparative responses to the poems</li> <li>- Approach an unseen poem with confidence</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to discuss ideas, language and structure in unseen poetry</li> <li>- How to structure a poetry (exam response) essay</li> </ul> <p><b>An Inspector Calls</b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop clearly structured, analytical responses to the play</li> <li>- Analyse and evaluate the writer's use of language/form/structure</li> <li>- Embed links to context/ideas into a conceptualised response</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to structure an exam response essay</li> <li>- How to link social and historical context to ideas in the play</li> <li>- Dramatic forms, e.g the morality play</li> <li>- Concepts and ideas relating to class/capitalism and socialism/women's rights and other key ideas relevant to the study of the play</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Macbeth performance (production company in school)</b></li> <li>- <b>Encouraged to watch film productions of <i>Macbeth</i></b></li> </ul>
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Spring Term – Language	<p><b><u>Language Paper 2</u></b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop coherent and precisely structured arguments (Point of View Writing)</li> <li>- Use rhetorical devices and sophisticated vocabulary to enhance writing (Point of View Writing)</li> <li>- Develop fluently link ideas (Point of View Writing)</li> <li>- Use varied sentences/punctuation/vocabulary for effect</li> <li>- Independently read and comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to approach Section A and Section B of Language Paper 2</li> <li>- How to plan responses for the reading and writing questions</li> <li>- What to include for each style of task</li> </ul>	<p><b><u>Language Paper 1</u></b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop creative pieces of descriptive/story writing using structural techniques for effect</li> <li>- Use figurative language and sophisticated vocabulary to enhance writing (Descriptive/Story Writing)</li> <li>- Use of variety sentences/punctuation/vocabulary for effect</li> <li>- Independently read and comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to effectively respond to each section of Language Paper 1</li> <li>- What the examiners are looking for in each question on the paper</li> <li>- How to manage time effectively in the exam</li> </ul> <p><b><u>Language Paper 2</u></b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop coherent and precisely structured arguments (Point of View Writing)</li> <li>- Use rhetorical devices and sophisticated vocabulary to enhance writing (Point of View Writing)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Climate Club (run by English dept)</b></li> <li>- <b>Reading homework focused on reading widely (non-fiction)</b></li> <li>- <b>Jack Petchey Speaking Challenge</b></li> </ul>
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		<ul style="list-style-type: none"> <li>- Develop fluently link ideas (Point of View Writing)</li> <li>- Use varied sentences/punctuation/vocabulary for effect</li> <li>- Independently read and comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to effectively respond to each section of Language Paper 2</li> <li>- What the examiners are looking for in each question on the paper</li> <li>- How to manage time effectively in the exam</li> </ul>	
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Spring Term – Literature	<p><b>Jekyll and Hyde</b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop clearly structured, analytical responses to the novel</li> <li>- Analyse and evaluate the writer's use of language/form/structure</li> <li>- Embed links to context/ideas into a conceptualised response</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to structure an exam response essay</li> <li>- How to link social and historical context to ideas in the novel</li> <li>- Concepts and ideas relating to duality/nature of good and evil/science (especially evolution) and religion and other key ideas relevant to the study of the novel</li> </ul>	<p><b>Jekyll and Hyde Revision</b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop clearly structured, analytical responses to the novel</li> <li>- Analyse and evaluate the writer's use of language/form/structure</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to structure an exam response essay</li> <li>- Concepts and ideas relating to duality/nature of good and evil/science and religion and other key ideas in the novella</li> </ul> <p><b>Macbeth Revision</b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop conceptualised responses to the play that show detailed knowledge and understanding of the play</li> <li>- Analyse and evaluate the writer's use of language/form/structure</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to structure an exam response essay</li> <li>- The relevance of tragedy and tragic structure to the play</li> <li>- Concepts and ideas relating to power/ambition/tyranny and other keys ideas relevant to the study of the play</li> </ul>	<ul style="list-style-type: none"> <li>- Encouraged to watch live and/or film productions of <i>An Inspector Calls</i></li> <li>- Reading homework (non-fiction texts linked to the themes of the play/poetry)</li> </ul>
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Summer Term – Language	<p><b><u>Language P1 and P2 (Revision)</u></b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop creative pieces of descriptive/story writing using a range of structural techniques</li> <li>- Use figurative language and sophisticated vocabulary to enhance writing (Descriptive/Story Writing)</li> <li>- Develop coherent and precisely structured arguments (Point of View Writing)</li> <li>- Use rhetorical devices and sophisticated vocabulary to enhance writing (Point of View Writing)</li> <li>- Develop fluently link ideas (Point of View Writing)</li> <li>- Use varied sentences/punctuation/vocabulary for effect</li> <li>- Independently read comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to approach Section A and Section B of each language paper</li> <li>- How to plan responses for the reading and writing questions</li> <li>- What to include for each style of task</li> </ul>	<p><b><u>Language P1 and P2 (Revision)</u></b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop creative pieces of descriptive/story writing using a range of structural techniques</li> <li>- Use figurative language and sophisticated vocabulary to enhance writing (Descriptive/Story Writing)</li> <li>- Develop coherent and precisely structured arguments (Point of View Writing)</li> <li>- Use rhetorical devices and sophisticated vocabulary to enhance writing (Point of View Writing)</li> <li>- Develop fluently link ideas (Point of View Writing)</li> <li>- Use varied sentences/punctuation/vocabulary for effect</li> <li>- Independently read comment on a writer's use of language/form/structure and the writer's perspective</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to effectively respond to each section of the language paper</li> <li>- What the examiners are looking for in each question on the paper</li> <li>- How to manage time effectively in the exam</li> </ul>	
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Summer Term - Literature	<p><b><u>Unseen + Power &amp; Conflict Poetry</u></b></p> <p><b>Key Skills:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop conceptualised comparative responses to the poems that show detailed knowledge and understanding</li> <li>- Analyse and evaluate the writer's use of language/form/structure</li> <li>- Embed links to context/ideas into a conceptualised response</li> <li>- Approach an unseen poem with confidence</li> </ul> <p><b>Key Knowledge:</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to discuss ideas, language and structure in unseen poetry</li> <li>- How to structure a poetry (exam response) essay</li> <li>- Concepts and ideas relevant to the poems such as power/nature of war/identity and other ideas relevant to the study of the poems</li> </ul>	<p><b><u>Revision (tailored to class)</u></b></p>	
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Key Independent Learning Resources	GREAT READS
<ul style="list-style-type: none"> <li>- GCSE Pod</li> <li>- SAM Learning</li> <li>- Seneca Learning</li> <li>- The British Library Online</li> <li>- Visit Braintree Museum</li> <li>- Colchester Castle</li> <li>- Mercury Theatre – Colchester</li> <li>- Headgate Theatre – Colchester</li> <li>- Paycocke’s House – Coggeshall</li> <li>- Hedingham Castle</li> <li>- Mountfitchet Castle</li> <li>- British Library – Euston</li> <li>- Charles Dickens Museum – Holborn</li> <li>- The Globe – Southwark</li> </ul> <div data-bbox="327 1019 1066 1302"> <p><b>Green = Suitable for all readers</b></p> <p><b>Blue = More challenging texts, which may contain older themes</b></p> <p><b>Purple = Challenging texts which may deal with adult themes and challenging ideas</b></p> </div>	<p><b><u>The Alec 15: 15 books your English teachers recommend you should read before you finish Year 11</u></b></p> <p><i>The Diary of a Young Girl</i>, Anne Frank  <i>The Northern Lights Trilogy</i>, Philip Pullman  <i>To Kill a Mockingbird</i>, Harper Lee  <i>The Curious Incident of the Dog in the Night-Time</i>, Mark Haddon  <i>The Catcher in the Rye</i>, J.D. Salinger  <i>The Woman in Black</i>, Susan Hill  <i>Wuthering Heights</i>, Emily Brontë  <i>1984</i>, George Orwell  <i>Slaughterhouse Five</i>, Kurt Vonnegut  <i>The Great Gatsby</i>, F. Scott Fitzgerald  <i>Middlesex</i>, Jeffrey Eugenides  <i>The Remains of the Day</i>, Kazuo Ishiguro  <i>The Secret History</i>, Donna Tartt  <i>The Color Purple</i>, Alice Walker  <i>One Hundred Years of Solitude</i>, Gabriel García Márquez</p> <ul style="list-style-type: none"> <li>○ <i>Lord of the Flies</i>, William Golding</li> <li>○ <i>Noughts and Crosses</i>, Malorie Blackman</li> <li>○ <i>Maggot Moon</i>, Sally Gardner</li> <li>○ <i>The Hunger Games</i>, Suzanne Collins</li> <li>○ <i>Divergent</i>, Veronica Roth</li> <li>○ <i>The Fault in Our Stars</i>, John Green</li> <li>○ <i>The Maze Runner</i>, John Dashner</li> <li>○ <i>Holes</i>, Louis Sachar</li> <li>○ <i>Frankenstein</i>, Mary Shelley</li> <li>○ <i>The Secret Life of Bees</i>, Sue Monk Kidd</li> <li>○ <i>Percy Jackson and the Olympians</i>, Rick Riordan</li> <li>○ <i>Alex Rider: Scorpio Rising</i>, Anthony Horowitz</li> <li>○ <i>Blood Fever</i>, Charlie Higson</li> <li>○ <i>A Monster Calls</i>, Patrick Ness</li> <li>○ <i>The Kite Runner</i>, Khaled Hosseini</li> </ul>

- *Jane Eyre*, Charlotte Bronte
- *Emma*, Jane Austen
- *Oliver Twist*, Charles Dickens
- *Junk*, Melvin Burgess
- *Prisoners of Geography*, Tim Marshall
- *The Bunker Diaries*, Keith Brookes
- *Skellig*, David Almond
- *Their Eyes Were Watching God*, Zora Neale Hurston
- *In the Castle of My Skin*, George Lamming
- *Guns, Germs and Steel*, Jared Diamond
- *Black Betty*, Walter Moseley
- *Tunnel Vision*, Sara Paretsky
- *Swallows and Amazons*, Arthur Ransome
- *As I Walked Out One Morning*, Laurie Lee
- *Hiroshima*, John Hersey
- *Harry Potter and the Philosopher's Stone*, J. K. Rowling
- *Hitler: A Biography*, Ian Kershaw
- *Goodbye to All That*, Robert Graves
- *The Other Side of Truth*, Beverley Naidoo
- *Zero: The Biography of a Dangerous Idea*, Charles Seife
- *Going to Meet the Man*, James Baldwin
- *Money*, Martin Amis
- *My Swordhand Is Singing*, Marcus Sedgwick
- *Coraline*, Neil Gaiman
- *The Design of Everyday Things*, Donald A Norman
- *The Secret Diary of Adrian Mole*, Sue Townsend
- *Queenie*, Candice Carty-Williams
- *Perfume*, Patrick Suskind
- *Twilight*, Stephenie Meyer
- *The Invention of Air*, Steven Johnson
- *Silas Marner*, George Eliot
- *The Grapes of Wrath*, John Steinbeck
- *America: Empire of Liberty*, David Reynolds
- *The Plague*, Albert Camus
- *The Perfectionists: How Precision Engineers Created the Modern World*, Simon Winchester

- *I, Coriander*, Sally Gardner
- *Watership Down*, Richard Adams
- *Bog Child*, Siobhan Dowd
- *Millions*, Frank Cottrell Boyce
- *Hear Me Talkin' To Ya: The Story of Jazz As Told By the Men Who Made It*, Nat Shapiro and Nat Hentoff

#### Key Skills:

- Essay writing skills – how to develop coherent, analytical pieces of writing
- How to develop as fluent and interrogative readers
- To write cogent and coherent arguments
- To write engaging narrative pieces
- To use a range of structural devices to enhance creative writing
- To use a range of sentence structures for effect
- To use a range of punctuation for effect
- To develop a sophisticated and nuanced vocabulary
- To be able to use a range of figurative language effectively
- To be able to use a range of rhetorical devices effectively
- To be confident and fluent in their expression of their ideas
- To be able to listen to others and build on ideas/engage in discussion

#### Key Knowledge and Cultural Capital:

- Study of a Shakespearean play
- Study of a range of prose and non-fiction from across the 19<sup>th</sup> to the 21<sup>st</sup> century
- Study of a range of poetry from different periods and cultures
- Study of the social and historical contexts relevant to the different texts