

## KS4 Curriculum Intent

*'To instil a passion for the power of the written word'*

Our KS4 English Learning Journey is a progression and embeds the knowledge and skills that they have already acquired from our rich and diverse KS3 curriculum. We believe that all of our students are capable of excellence and our English team inspires them every step of the way. The department has a wealth of expertise and each member is enthusiastic, dedicated and caring in their approach. We are particularly focused on strategies to stretch and challenge, so that we can support the achievement of all our students. Our overarching aim is to promote a love of English Language and Literature and encourage deeper thinking and connect our students to the issues, ideas, and feelings that shape our lives.

We provide the opportunity for our students to be immersed in high-quality, diverse, and challenging reading material from across the literary heritage to contemporary writers and every scheme of learning includes a range of references to humanity. This supports students to debate and question big ideas whilst recognising the relevance of literary works in modern society.

### Course Overview

The AQA course offers two GCSE certificates, one in English language and one in English Literature. These examinations are non-tiered and students will be entered for both English Language and Literature, receiving two separate GCSE's.

Our GCSE curriculum is structured by exploring big ideas, providing a continuation of concept-based learning and making connections between English Language and Literature. Each term, students will study both elements of the Language course as well as the Literature course, enabling a broad spectrum of skills, knowledge and literary techniques.

### Year 10

#### Term 1 – Concept 'Power'

##### **Term 1 – 'Power'**

##### **Literature: Macbeth**

*A tale of castles, conflicts and dastardly murders. Our students will continue their exploration of this exciting tragedy, learning about the patriarchal context and the nature of the tragic hero himself. They will become familiar with the complex structure of the plot and explore key themes of gender, ambition and the supernatural.*

##### **Language: Paper 1 Section B**

*In this unit, students will fire up their imagination and learn how powerful vocabulary and storytelling can be. This unit provides students with the opportunity to gain skills and confidence to build imagined worlds; twisting and turning through complex structures to intrigue and entertain the reader.*

## **Term 2 – Concept ‘Horizons’**

<b>Term 2 – ‘Horizons’</b>	
<b>Literature – Modern Play</b>	
<i>Both ‘An Inspector Calls’ and ‘Blood Brothers’ can teach us about the impact that individual and collective decisions and actions can have on others. An Inspector Calls is a morality play which denounces the callousness of capitalism and delves into the social responsibility of society. Blood Brothers is a compelling story of friendship, loyalty and fate which questions the inevitable difference of class.</i>	
<b>Language – Paper 2 Section B</b>	
<i>Reading informational and non-fiction texts opens the world up for students. As the Internet becomes a ubiquitous part of modern, understanding who is behind the information that we are consuming and relying on to form our own opinions and inform our actions is more important than ever. By familiarizing our students with quality examples of non-fiction writing, we teach them what good non-fiction writing looks like so that they can emulate it themselves.</i>	

## **Term 3: Concept: ‘Conflict’**

<b>Term 3 ‘Conflict’</b>	
<b>Literature – Poetry</b> <ul style="list-style-type: none"><li>➤ Bayonet Charge</li><li>➤ COTLB</li><li>➤ War Photographer</li><li>➤ Remains</li><li>➤ Poppies</li><li>➤ Kamikaze</li></ul>	<i>Exceptionally powerful, the complex narratives told through poetry helps us to appreciate the human cost of conflict. By studying poems, it helps us to understand the different perspectives and viewpoints of conflict from across the globe. The study of conflict poetry helps students to find ways to talk about the difficult and unexplainable things in life.</i>
<b>Language - Paper 2 Section A</b>	
<i>Reading non-fiction texts will engage the mind of our students. Non-fiction has its own flavour. It’s like having a conversation with the writer and this unit will unfold the reality; they will get to know real people and their lives. Comparing non-fiction texts will expand their world and help to formulate discussions and debates.</i>	
<b>Spoken Language Component</b>	
<i>Students will have the opportunity to express their ideas, reflect on other opinions, ask insightful questions, and debate respectfully. They will develop their presentation skills and grown in confidence in speaking in the classroom.</i>	

## Term 4 – Concept ‘Transformation’

<b>Term 4 – ‘Transformation’</b>	
<i>Literature</i> <i>19<sup>th</sup> Century Novel</i>	
<p><i>To read a great Victorian novel doesn’t need to take place by candlelight or oil lamp. We have two options for our students: Jekyll and Hyde or A Christmas Carol. Published as a ‘shilling shocker’, Robert Louis Stevenson’s dark psychological fantasy gave birth to the idea of the split personality. The story of respectable Dr Jekyll’s strange association with ‘damnable young man’ Edward Hyde; the hunt through fog-bound London for a killer; and the final revelation of Hyde’s true identity is a chilling exploration of humanity’s basest capacity for evil.</i></p> <p><i>In A Christmas Carol, Ebenezer Scrooge is a mean, miserable, bitter old man with no friends. One cold Christmas Eve, three ghosts take him on a scary journey to show him the error of his nasty ways. Students are encouraged to understand the historical, social and literary context of the novel, as well as the timeless themes of charity, human reconciliation and redemption.</i></p>	
<i>Language</i> <i>Paper 1 Section A</i>	
<p><i>Reading fiction teaches us to understand the world as it is but, also, how to imagine a different one. This unit will allow our students to escape and understand how and why a writer creates the stories that they do. An exploration of narrative, character, language and a connection of ideas.</i></p>	

## Term 5 – ‘Nature’

<b>Term 5 – ‘Nature’</b>	
<p><i>Literature: Poetry (Human Nature and the natural world)</i></p> <ul style="list-style-type: none"><li>➤ <i>Emigree</i></li><li>➤ <i>Tissue</i></li><li>➤ <i>Checking out me History</i></li><li>➤ <i>London</i></li><li>➤ <i>My Last Duchess</i></li><li>➤ <i>Storm on the Island</i></li><li>➤ <i>Ozymandias</i></li><li>➤ <i>The Prelude.</i></li> <li>➤ <i>Unseen poetry</i></li></ul>	<p><i>Nature is one of the great themes of poetry and this unit encourages students to think about the awesome power of nature as well as human nature. They will consider how nature can be used as symbol to communicate deeper meanings, how it has always existed and will continue to do long after generations of people, and how humans connect with each other. They will explore meanings, language, structure as well as making comparisons.</i></p> <p><i>Students will also have the opportunity to study a range of unseen poems to consolidate their learning.</i></p>
<i>Language</i> <i>Paper 1 &amp; Paper 2.</i>	
<p>An opportunity to revisit and consolidate language skills.</p>	