

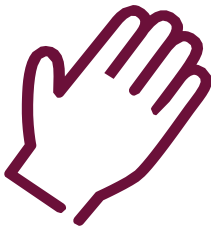


Malbank English Department KS4 Curriculum Map

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

Year 10 - Term 1 Concept 'Power'		
HEAD	HEART	HAND
		
<p>To be able to unlock Shakespeare's themes; exploring plot and characterisation.</p> <p>To explore literal and inferential meanings.</p> <p>To comment insightfully on authors' intent.</p> <p>To read critically.</p> <p>To develop the habit of reading widely and often.</p> <p>To appreciate the depth and breadth of literary heritage.</p> <p>To clearly understand the influence of social, historical and cultural contexts.</p> <p>To consider and appreciate the importance of the visual experience of watching plays and of the art of stagecraft.</p> <p>Making explicit connections between texts, considering any comparisons: thematic, style and form.</p> <p>To carefully and insightfully evaluate multiple</p>	<p>Students will have the opportunity to immerse themselves in a Shakespeare text, which will allow them to have an appreciation of the arts. They will experience a play being performed and why this can draw the audience in.</p> <p>They will be able to consider contextual factors that influenced the writer and make connections with their own lives.</p> <p>Students will develop their communication skills through their written work and be able to express their imagination, thoughts and ideas.</p>	<p>To have assured understanding of the purpose of literary terminology.</p> <p>To explore the effects of dramatic devices and evaluate the impact on an audience.</p> <p>To be able to conceptualise a response.</p> <p>To reflect on the use 'what-how-why' paragraphs and how response can be developed with alternative interpretations.</p> <p>To make assured evaluations of the visual and auditory experience and be able to comment insightfully on a dramatists' staging decisions.</p> <p>To write accurately using standard English.</p> <p>To consistently fulfil the assessment objectives required for a Shakespeare play.</p> <p>To vary writing style depending on the target</p>

<p>interpretations of literary texts and begin critiquing them.</p> <p>Evaluate language and structural choices.</p>		<p>audience; selecting formal or informal.</p> <p>To manipulate sentences and punctuation to enhance meanings.</p> <p>To effectively organise information and ideas to ensure coherence.</p> <p>Confidently use a wide range of ambitious vocabulary with an emphasis on spelling strategies.</p>
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Year 10 - Term 2
Concept 'Horizons'

<p>To critically analyse a range of high-quality literature in different forms.</p> <p>To develop confidence with making relevant connections between texts and the influence of context.</p> <p>To apply and understand wider vocabulary acquired through reading around the texts for GCSE.</p> <p>To become adept at evaluating multiple layers of literary meanings and begin to critique them.</p> <p>To explore character constructs and appreciate authorial intent.</p> <p>Additionally, connect texts to topics studied in subjects and current events.</p> <p>Develop a wider understanding of the connections between subjects such as history, music, art and science.</p>	<p>Students will be able to take on the role of a character and appreciate why a playwright constructs characters to appeal to an audience. They will be engaged with a text and make clear notes about the connections between the texts.</p> <p>To make connections with personal experiences and reflect on the wider social and cultural issues presented and they will confidently take the initiative to commit to wider reading around the subject to allow for multiple interpretations.</p> <p>Alongside this, they will have the confidence to communicate new knowledge that will take them beyond their own experiences.</p>	<p>To fully explore and critically analyse writer's methods and craft.</p> <p>To consistently write 'what-how-why' paragraphs which explore layers of meaning within texts.</p> <p>To consistently fulfil the assessment objectives required for the modern play.</p> <p>To have secure knowledge of deliberate structural devices used by playwrights.</p> <p>To identify and comment in detail on sophisticated literary devices.</p> <p>To judiciously explore ideas, perspectives, contextual factors shown by specific, detailed links between context and the text.</p> <p>Be able to apply understanding of different cultures (both geographically and historically) and explore how these affect</p>
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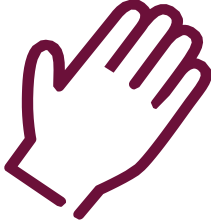
<p>To consider and appreciate the importance of the visual experience of watching plays and of the art of stagecraft.</p> <p>To recognise and apply a range of subject terminology.</p> <p>To understand the methods writers, employ when writing fiction and non-fiction texts.</p> <p>To adapt the tone, style and register of writing.</p>		<p>the writers' choices.</p> <p>To be able to evaluate the visual and auditory experience and be able to comment insightfully on a dramatist's staging decisions.</p> <p>To write in a thoughtful and convincing style.</p> <p>To vary writing style depending on the target audience; selecting formal or informal.</p> <p>To manipulate sentences and punctuation to enhance meanings.</p> <p>To effectively organise information and ideas to ensure coherence.</p> <p>Confidently use a wide range of ambitious vocabulary with an emphasis on spelling strategies.</p>
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Year 10 - Term 3
Concept 'Conflict'

<p>To show an understanding of the demands of the exams.</p> <p>To appreciate the link between the texts and the influence of contexts.</p> <p>To analyse how a poem uses its content to present its themes.</p> <p>To explore in detail why a poet presents different themes/ideas and the purpose.</p> <p>Making extensive explicit connections between texts,</p>	<p>Students will experience some hard-hitting poetry which will help them to appreciate the human cost of conflict. By studying poems, it helps them to understand the different perspectives and viewpoints of conflict from across the globe. This will enable students to discuss and debate difficult concepts and idea.</p> <p>Through the study of non-fiction, they will get to know real people and their lives. Comparing non-fiction texts will expand their world.</p>	<p>To maintain a critical style and develop informed personal responses.</p> <p>To make assured connections between themes and conceptualise responses.</p> <p>To make solid critical, exploratory and well-structured comparisons.</p> <p>To further develop the ability to identify various moods and atmosphere in texts.</p> <p>To evaluate securely how and why a poet manipulates the</p>
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<p>considering any comparisons: thematic, style and form.</p> <p>To recognise and apply a range of subject terminology.</p> <p>To understand the methods that writers employ when writing poetry and non-fiction texts.</p>		<p>mood of a poem and to what effect by comparing key words and phrases.</p> <p>To convincingly compare and contrast a range of ideas and methods.</p> <p>To analyse effectively the use of linguistic and structural techniques; commenting on their impact on the reader.</p>
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**Year 11 - Term 4
Concept 'Transformation'**

<p>HEAD</p> 	<p>HEART</p> 	<p>HAND</p> 
<p>To confidently read a range of high-quality literature.</p> <p>To have extensive knowledge of the contextual factors and infer ideas from novels/extracts.</p> <p>To consistently apply ambitious vocabulary acquired through reading around the texts for GCSE.</p> <p>To skilfully evaluate multiple interpretations of literary texts and develop critiquing skills.</p> <p>To make explicit connections between subjects such as history, music, art and science.</p> <p>To confidently read and comprehend, including retrieval of key information</p>	<p>Students will learn what it means to be kind and charitable as well as looking at how humans are flawed.</p> <p>They will be able to learn about past generations and how this history has influenced our society today.</p> <p>The nature of the texts studied across literature and language will lead to mature discussions with peers and teachers and they'll present findings through group discussions with ease.</p>	<p>To skilfully analyse writer's methods with subject terminology used confidently and accurately.</p> <p>To judiciously explore ideas, perspectives, contextual factors shown by specific, detailed links between context and the text.</p> <p>To maturely and confidently comment on the wider issues addressed in the texts studied and making concrete connections between genres.</p> <p>To scan and skim texts to retrieve key information.</p> <p>Explain, comment on and analyse how writers use language and structure to</p>

<p>from, a range of high-quality non-fiction from the 19th Century and contemporary texts</p> <p>To appreciate the writer's perspective and the effect of this on the reader.</p> <p>To infer ideas from contextual clues in the extract.</p> <p>To effectively understand and explore the methods that writers employ when writing fiction texts.</p> <p>To be able to identify similarities and differences in writers' viewpoints and perspectives and how they are conveyed.</p> <p>Evaluate language and structural choices.</p>		<p>achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Identify and interpret explicit and implicit information and ideas.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p>
<p>Year 11 - Term 5 Concept 'Nature'</p>		
<p>To show a firm understanding of the demands of the exams.</p> <p>To appreciate the link between the texts and the influence of contexts.</p> <p>To be exposed to unseen literature from a range of genres and styles.</p> <p>To analyse how a poem uses its content to present its themes.</p> <p>To explore why a poet presents different themes/ideas and the purpose.</p> <p>Making explicit connections between texts, considering any</p>	<p>Students will think about how the natural world has an impact on our everyday lives and they will also think about human nature and the decision that humans have made in the past and the present.</p> <p>They will build on their emotional intelligence so that students can communicate their ideas through poetry.</p>	<p>To maintain a critical style and develop informed personal responses.</p> <p>To make assured connections between themes and conceptualise responses.</p> <p>To make critical, exploratory and well-structured comparisons.</p> <p>To evaluate how and why a poet manipulates the mood of a poem and to what effect by comparing key words and phrases.</p> <p>To analyse the use of linguistic and structural techniques; commenting on their impact on the reader.</p>

comparisons: thematic, style and form.

To be able to identify similarities and differences in writers' viewpoints and perspectives and how they are conveyed.

To consolidate how to give a personal response.

To write in a thoughtful and convincing style.

Year 11 - Term 6
Revise. Consolidate. Master.