



Key Stage 4 Curriculum Journey

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where English as a subject has its place in culture.

THE YEAR 10 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Scheme of Learning	Social Responsibility & Modern Drama		Section A: Shakespeare		8700/C - Spoken Language Endorsement	Unseen Poetry
GCSE Provision: Text Choice(s)	Priestley's <i>An Inspector Calls</i> (1945)		Shakespeare's <i>Macbeth</i> (1606)		(n/a)	Assorted Poetry (Booklets)
Foundational Knowledge & Prior Learning Needed	<ul style="list-style-type: none"> understand the features of a dramatic text and how these texts are performed appreciate that Priestley was a playwright working in the mid twentieth century 		<ul style="list-style-type: none"> understand the features of a dramatic text and how these texts are performed appreciate that Shakespeare was a playwright working in the late sixteenth and early seventeenth century 			<ul style="list-style-type: none"> understanding the fundamental features of poetry, in how it is written and structured understand the setting (time and place) and context of historical and contemporary poets and their poems understand how poetry is written for a range of different purposes, about a range of different ideas



<p>Core Knowledge and/or Skills</p>	<ul style="list-style-type: none"> • explore how the text communicates its main ideas through • the interaction between plot and character and how these contribute to making different meanings • examine how the context in which the play was constructed could have shaped its meanings • identify and select features of language from the text • make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references 	<ul style="list-style-type: none"> • explore how the text communicates its main ideas through • the interaction between plot and character and how these contribute to making different meanings • examine how the context in which the play was constructed could have shaped its meanings • identify and select features of language from the text • make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references 		<ul style="list-style-type: none"> • communicating ideas about how language and structure are used within poems to create meanings • to identify and select a range of features of language to anchor these ideas • making clear and relevant points about ideas from within the poem, supported with sound textual references
<p>Developmental Knowledge and/or Skills</p>	<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • explore how texts communicate ideas by interpreting character representation, setting and plot • evaluate how context can affect texts' meanings 	<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • explore how texts communicate ideas by interpreting character representation, setting and plot • evaluate how context can affect texts' meanings 		<ul style="list-style-type: none"> • interpreting different ideas about meaning(s) from poets' uses of language and structure • interpreting how emotions, feelings and thoughts are evident within a range of poetic material • communicating ideas about the effects of these

				choices in order to articulate a deeper understanding of poetic material
Complex Knowledge and/or Skills	<ul style="list-style-type: none"> analyse how writers use features of language to achieve different dramatic effects evaluate how the plot is structured and sequenced in texts, and how this creates meanings 	<ul style="list-style-type: none"> analyse how writers use features of language to achieve different dramatic effects evaluate how the plot is structured and sequenced in texts, and how this creates meanings 		<ul style="list-style-type: none"> deepening understanding of the different, varied types of conflict, as that which is central to the intentions of the poets in the scheme articulating how these concepts are evident in – and central to – the meaning(s) created by the poets’ use of language comparing the methods used by the poets to create meaning(s)
Structure & Sequencing	The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all key stage areas are: the nature of identity, conflict, society and relationships.			
Links with the National Curriculum	<ul style="list-style-type: none"> read and appreciate the depth and power of the English literary heritage write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts 	<ul style="list-style-type: none"> read and appreciate the depth and power of the English literary heritage write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts 	<ul style="list-style-type: none"> speak confidently, audibly and effectively 	<ul style="list-style-type: none"> identifying a range of poetic devices in a range of poems from different genre,



	<ul style="list-style-type: none"> consolidate and build on their knowledge of grammar and vocabulary speak confidently, audibly and effectively, 	<ul style="list-style-type: none"> consolidate and build on their knowledge of grammar and vocabulary 		<p>poets and times in history</p> <ul style="list-style-type: none"> make inferences and refer to evidence write accurately, fluently, and effectively for pleasure and information through stories, scripts, poetry and other imaginative writing
Literacy (including reading)	<ul style="list-style-type: none"> reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts understand and critically evaluate texts. re-reading literature and other writing as a basis for making comparisons using Standard spoken and written English when the context and audience require it drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects 	<ul style="list-style-type: none"> reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts understand and critically evaluate texts. re-reading literature and other writing as a basis for making comparisons using Standard spoken and written English when the context and audience require it# drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects 		<ul style="list-style-type: none"> Develop a love and appreciation for poetry through the ages understanding and developing ideas about poetry and how meaning is conveyed through language speak confidently and fluently using standard English
Cultural Capital	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> the development of understanding Shakespearean language and ideas are necessary to understand intertextual references 		<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's



				attitudes, ideas and behaviour.
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> • Pupils explore how the choice of language used and style affects implied and explicit meaning. • Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed. • explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	<ul style="list-style-type: none"> • extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. • read texts that portray issues and events relating to contemporary life or past experience in interesting and challenging ways. • Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed. 		<ul style="list-style-type: none"> • pupils are provided with opportunities to extract meaning beyond the literal • consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama.
Fundamental British Values	<ul style="list-style-type: none"> • The rule of law • individual liberty • mutual respect and tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> • The rule of law • individual liberty • Democracy 		<ul style="list-style-type: none"> • Democracy • Individual liberty