

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 11 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Scheme of Learning	<b>AQA Anthology: Power and Conflict Poems Past and Present</b>		<b>The 19th Century Novel</b>		<b>Interleaved Revision Curriculum</b>	<b>(Adapted Timetables)</b>
GCSE Provision: Text Choice(s)	AQA Anthology: Power and Conflict		Stevenson's <i>Jekyll and Hyde</i> (1886)		(revisits)	(n/a)
Foundational Knowledge & Prior Learning Needed	<ul style="list-style-type: none"> <li>understand the features of poetic texts</li> <li>appreciate that poetry tells a story, and identify the 'storyline' within poems</li> </ul>		<ul style="list-style-type: none"> <li>understand the ideas of plot, character, narrative (and narrative voice) and setting (time and place)</li> <li>appreciate a range of different purposes behind fiction texts</li> </ul>			
Core Knowledge and/or Skills	<ul style="list-style-type: none"> <li>explore how the text communicates its main ideas through</li> <li>the interaction between plot and character and how these contribute to making different meanings</li> <li>examine how the context in which the play was constructed could have shaped its meanings</li> <li>identify and select features of language from the text</li> <li>make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references</li> </ul>		<ul style="list-style-type: none"> <li>understanding how plot and character contribute to making different meanings</li> <li>identify and select features of language from the text</li> <li>explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions</li> <li>make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references</li> </ul>			
Developmental Knowledge and/or Skills	<ul style="list-style-type: none"> <li>appreciate that texts develop different perspectives and points of view</li> </ul>		<ul style="list-style-type: none"> <li>appreciate that texts develop different perspectives and points of view</li> <li>evaluate different types of narration and their effects</li> </ul>			



	<ul style="list-style-type: none"> <li>explore how texts communicate ideas by interpreting character representation, setting and plot</li> <li>evaluate how context can affect texts' meanings</li> </ul>	<ul style="list-style-type: none"> <li>explore how texts communicate ideas by interpreting character representation, narrative and plot</li> <li>understand how context can affect texts' meanings</li> </ul>		
Complex Knowledge and/or Skills	<ul style="list-style-type: none"> <li>analyse how writers use features of language to achieve different dramatic effects</li> <li>evaluate how the plot is structured and sequenced in texts, and how this creates meanings</li> </ul>	<ul style="list-style-type: none"> <li>analyse how writers use features of language to achieve different effects</li> <li>evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings</li> </ul>		
Structure & Sequencing	<p>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.</p>			
Links with the National Curriculum	<ul style="list-style-type: none"> <li>read and appreciate the depth and power of the English literary heritage</li> <li>write accurately, fluently, effectively and at length for pleasure and information</li> <li>understand and critically evaluate texts</li> <li>consolidate and build on their knowledge of grammar and vocabulary</li> <li>speak confidently, audibly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>read and appreciate the depth and power of the English literary heritage</li> <li>write accurately, fluently, effectively and at length for pleasure and information</li> <li>understand and critically evaluate texts</li> <li>speak confidently, audibly and effectively,</li> <li>consolidate and build on their knowledge of grammar and vocabulary</li> </ul>		
Literacy (including reading)	<ul style="list-style-type: none"> <li>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</li> <li>understand and critically evaluate texts.</li> <li>re-reading literature and other writing as a basis for making comparisons</li> <li>using Standard spoken and written English when the context and audience require it</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>understand and critically evaluate texts.</li> <li>re-reading literature and other writing as a basis for making comparisons</li> <li>using Standard spoken and written English when the context and audience require it</li> <li>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</li> </ul>		



Cultural Capital	<ul style="list-style-type: none"> <li>encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>understanding how historical literature links to our national heritage and how this had changed through the years linking to modern day</li> </ul>		
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> <li>Pupils explore how the choice of language used and style affects implied and explicit meaning.</li> <li>Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>read texts that portray issues and events relating to contemporary life or past experience in interesting and challenging ways.</li> <li>Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed.</li> <li>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</li> </ul>		
Fundamental British Values	<ul style="list-style-type: none"> <li>The rule of law</li> <li>individual liberty</li> <li>mutual respect and tolerance of those with different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>The rule of law</li> <li>individual liberty</li> <li>mutual respect and tolerance of those with different faiths and beliefs</li> </ul>		