



KS4 English Curriculum Map

2020-2021

Year 10			
Term	Content	Rationale and Skills	Assessment
Autumn A	<i>An Inspector Calls (Modern Text for GCSE Literature Paper 2)</i>	<i>An Inspector Calls</i> is a morality play that denounces the hypocrisy and callousness of capitalism and argues that a just society can only be achieved if all individuals feel a sense of social responsibility. They will develop their literal and inferential comprehension : analysing a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; and distinguishing between what is stated explicitly and what is implied. They also develop <i>their critical reading</i> : supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using an understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. They will produce clear and coherent text : writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; and using detailed textual references.	<p>EMB: Priestley's presentation of Mr Birling (exam style question)</p> <p>EMB Therapy/Challenge: Priestley's presentation of capitalism (exam style question)</p>
Autumn B	An Inspector Calls/ GCSE Language Paper 1 – Explorations in Creative Reading and Writing	<p>Language Paper 1 Core skills:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views • compare writers' ideas and perspectives across two or more texts • evaluate texts critically and support this with appropriate textual references • communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • use a range of vocabulary and sentence structures for clarity, purpose and effect. 	<p>Exam style questions:</p> <p>EMB: Language Paper 1, Question 4 (Birdsong Extract).</p> <p>EMB Therapy/Challenge: Language Paper 1, Question 4 (Handmaid's Tale Extract).</p> <p><i>*GCSE spoken presentations to be completed during the last two weeks of this term.</i></p>



Spring A	Power and Conflict Poetry – Literature Paper 2	<p>Core skills:</p> <ul style="list-style-type: none"> • Students will produce critical, exploratory, and well-structured comparisons. • They will develop the skill of supporting their arguments by using a range of judicious references. • They will practise producing fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. • They will explore implicit ideas/perspectives/contextual factors/interpretations. 	<p>Exam style questions:</p> <p>EMB: how is the conflict between humans and nature presented in <i>Storm on the Island</i> and one other poem?</p> <p>EMB Therapy/Challenge: <i>Poppies</i> and the effect of conflict.</p>
Spring B	GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives	<p>This unit aims to develop students’ insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in section A, reading two linked sources from different periods and genres to consider how each presents a perspective or viewpoint to influence the reader • in section B, producing a written text to a specified audience, purpose and form. <p>Core skills:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • explain, comment on and analyse how writers use language and structure to achieve effects • compare writers’ ideas and perspectives • evaluate texts critically and support this with appropriate textual references • accurately use a range of vocabulary and sentence structures for clarity, purpose and effect 	<p>Exam style questions:</p> <p>EMB: Language Paper 2 Question 4.</p> <p>EMB Therapy/Challenge: Language Paper 2 Question 4 (different sources)</p>



Summer Term	Shakespearean Play – Macbeth (Literature Paper 1)	<p>Shakespeare’s tragedy is studied in the final term of Year 10. At this stage of their educational journey, we feel our students are well prepared to consider the complexities of the text. Macbeth helps our students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. In class, students are provided with opportunities to discuss how the Early Modern English text relates to contemporary life or experience in ways that are interesting and challenging.</p> <p><i>Core skills:</i></p> <ul style="list-style-type: none"> · read, understand and respond to texts · maintain a critical style and develop an informed personal response · use textual references, including quotations, to support and illustrate interpretations · analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate · show an understanding of the relationships between texts and the contexts in which they were written. 	<p>Exam style questions:</p> <p>EMB: Supernatural as mysterious and frightening.</p> <p>EMB Therapy/Challenge: Shakespeare’s presentation of power and ambition.</p> <p>Language Paper 1 Exam (End of Year Assessment).</p> <p>Literature Paper 2 Exam (End of Year Assessment).</p>
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Year 11			
Term	Content	Rationale and Skills	Assessment
Autumn A	19th Century Novel – The Strange Case of Dr Jekyll and Mr Hyde (Literature Paper 1)	<p>As stated in the national curriculum, pupils should be taught to read and appreciate the depth and power of the English literary heritage. This late-Victorian novella raises thought-provoking questions about evolution and degeneration, double-consciousness, repression, misleading appearances, censorship, sexuality, and gender. We teach this novella because it allows our students to reflect on the more profound philosophical questions about existence.</p> <p>Students will critically evaluate texts through:</p> <ul style="list-style-type: none"> • drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation • identifying and interpreting themes, ideas and information • exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects • seeking evidence in the text to support a point of view, including justifying inferences with evidence • analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact • making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading 	<p>EMB (consolidation EMB): Lady Macbeth as a powerful woman.</p> <p>EMB 2: Stevenson’s presentation of Mr Utterson.</p> <p>Mock 1: Full Literature Paper 1 Exam (mock exam)</p>



Autumn B	19th Century Novel and Language Paper 1	<p>As their Christmas exams approach, we focus on past papers. This paper aims to engage students in a creative text and inspire them to write creatively by:</p> <ul style="list-style-type: none"> • in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers • in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. <p>Skills:</p> <ul style="list-style-type: none"> · identify and interpret explicit and implicit information and ideas · select and synthesise evidence from different texts · explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views · compare writers' ideas and perspectives across two or more texts · communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences · use a range of vocabulary and sentence structures for clarity, purpose and effect 	<p>Mock 2: Full Language Paper 1 Exam (mock exam)</p> <p>Christmas Mocks:</p> <p>Mock 3: Full Language Paper 1 Christmas Mock</p> <p>Mock 4: Full Literature paper 1 Christmas Mock</p>
Spring A	Power and Conflict Poetry - Literature Paper 2	<p>Students will study the final three poems from their power and conflict anthology. This anthology aids the cultural development of our students. The poems encourage students to empathise with the feelings and experiences of others to develop their understanding of other people's attitudes, ideas and behaviour.</p> <p>Core skills:</p> <ul style="list-style-type: none"> • Students will produce critical, exploratory, and well-structured comparisons. • They will develop the skill of supporting their arguments by using a range of judicious references. • They will practise producing fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. • They will explore implicit ideas/perspectives/contextual factors/interpretations. 	<p>EMB: <i>London</i> and ideas about suffering.</p> <p>Mock 5: Full Literature Paper 2 Mock.</p>



Spring B	<p>GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives</p> <p>Revision of GCSE Language Paper 2</p>	<p>This unit aims to develop students’ insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in section A, reading two linked sources from different periods and genres to consider how each presents a perspective or viewpoint to influence the reader • in section B, producing a written text to a specified audience, purpose and form. <p><i>Core skills:</i></p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts • evaluate texts critically and support this with appropriate textual references • students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	Mock 6: Full Language Paper 2 Mock.
Summer Term	Exam Revision	<p>Consolidation of key knowledge. Practise completing exam style questions under timed conditions.</p>	Mock 7: Full Literature Paper 2 Mock.