

### Overall Curriculum Intent – The Brian Clarke CoE Academy

English has a pre-eminent place in education and in society. Our intent is to prepare students, ready for the world beyond the classroom, ensuring they are everything they are meant to be. They will leave as thoughtful, critical insightful thinkers and communicators. By fostering a love for both the written and spoken word our students will be submerged into a rich and diverse KS4 English curriculum that teaches them how to be both analytical and creative; strong- willed and open- minded; confident orators and empathetic listeners.

Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Knowledge Introduced</b>	<p><b>Language Paper 2 Non-fiction reading and writing: exploring convention and genre</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>read a variety of non-fiction genres for understanding and personal response; each piece acting as an exemplar thereof</li> <li>analytically explore authorial intention and the features and conventions of the genres contained within the exemplar</li> <li>imitate the exemplar by writing the genres, involving features and conventions.</li> <li>train students in the format of and approaches to the paper</li> <li>practise students in meeting the correct AOs per task</li> <li>practise students in time management</li> </ul> <p>Key source: AQA GCSE English Language: Reading Resource</p> <p>Assessment: Section A and B; Score/80</p>	<p><b>Literature Paper 1 (19<sup>th</sup> century novel) A Christmas Carol</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>ideas about the plot and characters</li> <li>Understanding of the context both external and internal and how this should be referenced and analysed.</li> <li>Focus on key themes of <b>redemption</b>; Christian ethics on the worship of money and the value of the individual.</li> <li>Stave 1: Scrooge as alienated from God and His creation; worships money</li> <li>By Stave 5: Scrooge as redeemed: returns to God, accepts his responsibilities to society in his heart</li> <li>Staves 2, 3 and 4 are the process by which Scrooge accepts responsibility</li> <li>Understanding of authorial intention, characters and plots as devices and constructs rather than realities</li> </ul> <p>Assessment: Essay; Score /30</p>	<p><b>Language Paper 1 Fiction reading and writing: exploring convention and technique</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>20<sup>th</sup> century fictional extracts</li> <li>Implicit and explicit inferences</li> <li>Language techniques used by writers and the effect of using such techniques.</li> <li>Structural elements of the text. (introduction of character, zooming in, shifts in focus, tension, juxtaposition etc)</li> <li>How to evaluate and critique a fictional text, using appropriate evaluative language to complement a written response.</li> <li>Writing a narrative – looking at examples (various grades)</li> <li>Construction – structure and planning</li> <li>Importance of technical accuracy.</li> </ul> <p>Assessment: Section A and B; Score/80</p> <p>Cumulative score /160</p>	<p><b>Literature Paper 2 (Modern texts) An Inspector Calls</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>The rules of Edwardian Society – context understanding</li> <li>The relationship between the rich and the poor</li> <li>ideas about the plot and characters</li> <li>Understanding of the context both external and internal and how this should be referenced and analysed.</li> <li>Motif of key factors of wealth vs poverty (The Titanic as a microcosm).</li> <li>Character constructs (characterisation)</li> <li>The role of the Inspector</li> <li>Understanding of authorial intention, characters and plots as devices and constructs rather than realities</li> <li>Wealth &amp; the class system</li> <li>Capitalist society</li> <li>Suicide</li> <li>Generational conflict</li> </ul> <p>Assessment: Essay; score /34</p> <p>Cumulative score /64</p>	<p><b>Literature Paper 2 (Anthology &amp; unseen) Power and conflict</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Overview of key themes; power, conflict, identity, memory, the human experience</li> <li>Discussions around the historical and social contexts</li> <li>Poetic techniques including language, structure and form.</li> <li>Reading and annotating of poems before analysis</li> <li>Skills of academic comparisons – model essays</li> <li>Poems to be ‘clustered’ to suit compatibility for comparison</li> <li>Practise comparing poems (structuring an essay)</li> </ul> <p>Assessment: Essays; scores /30 and /32</p> <p>Cumulative score /126</p>	<p><b>Spoken Language</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Formally presenting to an audience for an extended period</li> <li>Responding to questions posed by an audience</li> <li>Use of standard English</li> <li>Independent preparation</li> </ul>
<b>Key vocabulary/ concepts/</b>	<p>Genres: diary memoir</p>	<p>Redemption Idolatry Worship</p>	<p><u>Criticises</u> – rebukes, admonishes, chastises,</p>	<p>Condescending Imperious Prejudiced</p>	<p>Equate Align Resemble</p>	<p>Standard English Formal register Presentation</p>

<b>ideas students must master</b>	<p>interview speech letter</p> <p>Comparative verbs:</p> <p>Equate Align Resemble Mirror Parallel Simulate Distinguish Oppose Diverge Juxtapose</p>	<p>Responsibility Religious Irreligious Social/society Income disparity, inequality Misanthropic Rapacious</p>	<p>lambasts, castigates, demonises, condemns <u>Questions</u> – queries, disputes, casts doubt upon, refutes, interrogates, examines, challenges, exposes, provokes <u>Ridicules</u> – mocks, trivialises, satirises, lampoons, derides, pillories, parodies, caricatures <u>Celebrates</u> – commemorates, honours, salutes, recognises, acknowledges, memorialises, lionises, fetishises, idealises, eulogises, elevates, glorifies, sentimentalises, romanticises, beautifies, deifies <u>Subverts</u> – undermines, overturns, alters, modifies, corrupts <u>Accepts</u> – welcomes, embraces, affirms, reaffirms internalises, externalises <u>Technical terms</u> – anthropomorphises, zoomorphises</p>	<p>Petulant Narcissistic Capitalism (revisited) Socialism (revisited) Morality Culpable</p>	<p>Mirror Parallel Simulate Distinguish Oppose Diverge Prosody Verse Stanza Line reference Monologue Para-rhyme Blank verse Free verse Meter Voice</p>	<p>Voice and projection Preparation Expertise</p>
<b>Knowledge revisited</b>	<p>The art of rhetoric Ethos, pathos, and logos Thesis, discourse and analytical verbs for essay writing. Structures and formats of transactional writing</p>	<p>Industrialisation; urban poverty and income disparity; The poor Law. Charles Dickens. Romanticism.</p>	<p>Narrative writing – Freytag's pyramid. Writing techniques such as pathetic fallacy and other figurative methods</p>	<p>Drama as a genre; features of drama (stage directions, division of Acts, audience response) Early 20<sup>th</sup> century social class structure</p>		<p>Turn &amp; talk STAR: Answering in full sentences Poetry recital (in some cases)</p>
<b>CEIAG Links/ Opportunities</b>	Vocabulary, argument, extended writing, academic tone and register, inferential reading, cultural enrichment and wider range of cultural reference					<p>Formal tone and register, confidence, self-presentation, response, Standard English</p>

## KS4 – Year 11

Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<p><b>Literature Paper 1 (Shakespeare) Macbeth</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To understand the plot and the acts of the characters</li> <li>To understand the motives and presentations of the characters</li> <li>To explore the theme of ambition, especially but not only through the protagonist; also, connected sub-themes such as power, violence.</li> <li>To explore multiple possible readings of the text; text as dynamic in its interpretation</li> </ul>	<p><b>Revise: Language, both papers; assessment</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Further practice on exam questions against GCSE criteria</li> <li>Opportunities to look at more source material, continue to enhance vocabulary and to practise writing in different genres.</li> </ul> <p>Assessment: ongoing, formative</p>	<p><b>Revision: literature and language</b></p> <p>Priorities for Literature:</p> <ul style="list-style-type: none"> <li>Revisiting content from the earliest point in the course (<i>A Christmas Carol</i>, followed by <i>An Inspector Calls</i>)</li> <li>Ongoing formative assessment to guide where additional revision time should be spent</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Continued inter-leaved opportunities to practise Language reading and writing, both papers.</li> </ul> <p>Assessment: ongoing, formative</p>	<p><b>Revision: literature and language</b></p> <p>Priorities for Literature:</p> <ul style="list-style-type: none"> <li>Revisiting content from the earliest point in the course (Poetry, followed by <i>Macbeth</i>)</li> <li>Ongoing formative assessment to guide where additional revision time should be spent</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Continued inter-leaved opportunities to practise Language reading and writing, both papers.</li> </ul> <p>Assessment: ongoing, formative</p>	<p><b>Revision: literature and language</b></p> <p>Priorities for Literature:</p> <ul style="list-style-type: none"> <li>Ongoing formative assessment to guide where additional revision time should be spent</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Continued inter-leaved opportunities to practise Language reading and writing, both papers.</li> </ul> <p>Assessment: ongoing, formative</p>	<p><b>Revision: literature and language</b></p> <p>Priorities for Literature:</p> <ul style="list-style-type: none"> <li>Ongoing formative assessment to guide where additional revision time should be spent</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Continued inter-leaved opportunities to practise Language reading and writing, both papers.</li> </ul> <p>Assessment: ongoing, formative</p>

	<ul style="list-style-type: none"> <li>To develop independent critical responses in extended writing (essays)</li> </ul> <p>Assessment: Essay; score /34</p> <p>Cumulative score /160</p>					
<b>Key vocabulary/ concepts/ideas students must master</b>	<p>Ambition</p> <p>Dynasty</p> <p>Regicide</p> <p>Damnation</p> <p>Equivocation</p> <p>Hallucination</p> <p>Soliloquy</p> <p>Thane</p> <p>Fatal flaw/hamartia</p>					
<b>Knowledge revisited</b>	<p>Tragic hero</p> <p>Fatal flaw/hamartia</p> <p>Shakespearean tragedy</p> <p>Five-act structure</p> <p>Verse and prosody</p> <p>Extended response (essay writing), especially thesis statements</p>					
<b>CEIAG Links/ Opportunities</b>	Vocabulary, argument, extended writing, academic tone and register, inferential reading, cultural enrichment and wider range of cultural reference					