

Key Stage 4: English Curriculum Map 2022-23

Prior Learning:

At KS3 the aim was:

- To inspire students to read critically, widely and for pleasure by exploring a diverse range of texts.
- To build on the grammar skills taught in KS2 by revisiting these skills, as well as regularly introducing new grammar terms.
- To develop students' vocabulary by explicitly - and repeatedly - teaching key terms which have been mapped across the curriculum.
- To develop understanding of language and literature by deepening and refining key analytical skills regularly across a carefully-sequenced, spiralled curriculum.
- To progress and advance oracy and collaborative skills in a wide range of contexts, boosting students' confidence.
- To encourage all learners to take pride in their writing as well as providing them with opportunities to create writing that can influence the world around them.
- To encourage students to make links across the curriculum by using the interwoven key concepts of Identity, Power & Conflict and Inequality.
- To begin exploring the key skills required for both GCSE Language and Literature by approaching the teaching of them in a more holistic manner than at KS4.

Curriculum Intent:

Our English curriculum nurtures a passion and love of literature from across the world and throughout history, with the ambition to equip all students with the ability to speak, read and write fluently and with confidence. Our students embrace exposure to cultural capital through a range of well-considered texts across the literary canon, but also reaching beyond the traditionally studied authors to include a diverse range of voices and perspectives; these texts focus on our three key concepts of Identity, Power & Conflict and Inequality which are interwoven across our curriculum. Our curriculum teaches students critical reading skills, enabling them to read a range of texts intelligently, academically and perceptively. Students at Chantry Academy are given a wealth of opportunities to write creatively and for real meaning and purpose; writing is linked to the real world through speech contests, letter writing and published anthologies. This enables students to see the impact of their writing and the differences it can make to their school, community and the world. There is also a significant focus on developing students' oracy skills; lessons frequently focus on talk-based tasks which help to boost the confidence of our students, both at school and beyond. Our curriculum is built on a foundation of core knowledge in the areas of grammar, vocabulary, context and reading. Knowledge and skills are mapped in a spiral curriculum, building on from the KS2 curriculum towards a secure grasp of key skills and knowledge at GCSE level, as well as their lives beyond education. The skills and knowledge learned are regularly deepened through regular retrieval tasks, as well as through the careful sequencing of our thematic curriculum.

English Curriculum's golden threads: subject skills to develop, or knowledge to deepen or refine over time:

- 1) How can writers use **structures** at a micro and macro level to create meaning?
- 2) How can I create **meaning** with **precision**, and **write like a** novelist, journalist, politician, campaigner, literary scholar...?

- 3) How can powerful knowledge of **genre** enhance my appreciation and understanding of literature?
- 4) How do historical, social, political, religious, literary and personal factors **influence** writers and their audiences?
- 5) How can writers use **language, imagery** and **symbolism** to explore themes and universal human truths?
- 6) How can **exploratory talk** be used to create a deeper understanding of key skills, knowledge and concepts, as well as develop our vocabulary in order for us to speak eloquently?

English Literature Assessment Objectives:

Read, understand and respond to texts. Students should be able to:

- 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 understanding of the relationships between texts and the contexts in which they were written.

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Language Assessment Objectives:

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

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Demonstrate presentation skills in a formal setting

Listen and respond appropriately to spoken language, including to questions and feedback on presentations

Use spoken Standard English effectively in speeches and presentations.

Students in English explore poems and texts from a wide range of different cultures, periods of history and countries. They also learn about the contextual issues surrounding these poems. They are also encouraged to discuss and consider the moral issues of texts, as well as the many other complex issues addressed. For instance, students study Romeo & Juliet for GCSE Literature. Themes explored include: mental health, suicide, relationships, societal roles and parent/child dynamics.

We regularly reflect on how a character may be feeling and discuss their emotions.

Within writing, students create a variety of different text types which present their viewpoint on various issues. Extracts selected for GCSE-style exam analysis are varied in message and theme often addressing contentious and topical issues.

Oracy is a key part of the English curriculum and is integral to every lesson. This ranges from full-lessons focusing on exploratory talk to regular, quicker-paced “Turn to your partner”-style tasks. Oracy is woven through our curriculum at both key stages and is integral to our teaching of vocabulary. Students also complete their Speaking & Listening assessment in Year 10 – regular oracy tasks will help to boost students’ confidence when approaching this assessment.

Literacy is a constant focus in all English lessons. Teachers mark-in-the-moment, highlighting any SPAG errors for students to self-correct. Grammar and vocabulary (which are both taught explicitly) are both mapped across the KS3 and into the KS4 curriculum. Students engage in regular spelling tests. IT is used for researching context surrounding key texts as well as for revision purpose through platforms such as Seneca. IT is also used for quick retrieval tasks on quiz-based platforms such as Blooket and Quizziz.

English is in discussion with the history department to make cross-curricular links. The First World War and Elizabethan Era are explored in both subjects so initial plans are in place to potentially hold thematic days. Drama and English have also made links, working together in Shakespeare workshops.

Year 10 – English Literature

	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	IDENTITY: Blood Brothers (plus two lessons a week on an anthology poem)	INEQUALITY: A Christmas Carol (plus two lessons a week on an anthology poem)	INEQUALITY: A Christmas Carol (plus two lessons a week on an anthology poem; then comparison)	Unseen poetry	POWER & CONFLICT: Romeo & Juliet/Blood Brothers revision	Preparing speaking and listening assessment
Learning Focus	BB: Students will read the text in full and develop a detailed understanding of the relationship between text and context. Character and theme will also be explored in depth. Students will critically explore the text and craft an informed personal response, using judiciously	ACC: Students should critically explore the text and craft an informed personal response, utilising judicious quotations to support interpretations. They should also analyse writer’s method using a sophisticated subject terminology. Students must explore ideas, perspectives, contextual factors and make a detailed link to the task or text.		Pupils revise their knowledge and understanding of key poetic techniques by applying them to a range of unseen poems. The focus will be on writing a short, succinct analysis of a single poem and a	Throughout lessons students should revise the key quotations, character information, narrative, themes, motifs and context of both texts.	Throughout lessons students should: Organise and structure a presentation to engage an audience. Utilise a range of effective strategies to engage listeners. Express sophisticated ideas, information and feelings.

<p>selected quotations to support these interpretations as well as sophisticated subject terminology.</p> <p>Links to KS3: The play links well to the interwoven concept of “inequality”. Students should be able to make links between the inequality between the two protagonists and characters from texts explored in KS3 e.g. Oliver in “Oliver Twist” and Sephy and Callum in “Noughts and Crosses”.</p> <p>Anthology poetry (twice a week): Students should evaluate poems using judicious quotations, while analysing writer’s methods using appropriate subject terminology.</p> <p>Students should also explore ideas, perspectives and contextual factors surrounding each poem.</p> <p>Links to KS3: Students studied poetry for half-a-term each year in KS3 so already have an</p>	<p>Anthology poetry (twice a week): Students should evaluate poems using judicious quotations, while analysing writer’s methods using appropriate subject terminology.</p> <p>Students should also explore ideas, perspectives and contextual factors surrounding each poem.</p> <p>Links to KS3: Students studied poetry for half-a-term each year in KS3 so already have an understanding of the key poetic terms and analysis skills. The key concept of Power & Conflict has also been referred to throughout the spirals curriculum.</p>	<p>comparative analysis of two poems.</p>	<p>Students should also spend time finessing their analytical writing skills in preparation for the exam.</p>	<p>Use a sophisticated vocabulary. Use spoken Standard English. Clearly present and achieve the purpose of speech. Listen to questions and respond perceptively. Respond to questions by elaborating with further ideas and information.</p>
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	understanding of the key poetic terms and analysis skills. Theme of Power & Conflict has also been referred to throughout the curriculum.				
Careers Focus	Blood Brothers focuses on the importance of a good education in securing a career. "A Christmas Carol" can lead to discussion focussing on what makes an effective employer. The analytical and critical thinking skills would help students in many career paths.				
Assessment	Literature Exam-style question focussing on Blood Brothers	Literature Exam-style question focussing on "A Christmas Carol"	Unseen Poetry exam question (a cumulative score from all assessments since Literature course began in Year 9) <u>GCSE LITERATURE EXAM – MAY/JUNE 2023</u> SP&L assessment week: June/ July 7		

Year 11 – English Language

	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks
Module Title	Paper 1 skills: taught through "The Woman in Black"	Paper 2 skills: extracts focussing on identity, inequality and conflict	Paper 1: Question walk-through lessons	Paper 2: Question walk-through lessons	REVISION: Bridging the gap – targeted to each group (must include walk-throughs)
Learning Focus	<i>Throughout lessons students should:</i> Analyse the writer's use of language to achieve effects and influence the reader. Use an ambitious subject terminology. Analyse the writer's use of structure to achieve effect and influence readers.	<i>Throughout lessons students should:</i> Explore a range of different texts (written from various perspectives and using different structural features). Identify both implicit and explicit information to utilise within a response. Analyse writers' use of language and structure to influence readers.	Each week will focus on a different question from Paper 1. Students should use these lessons to deepen and refine the skills taught during HT1.	Each week will focus on a different question from Paper 2. Students should use these lessons to deepen and refine the skills taught during HT1.	<i>Throughout lessons students should:</i> Identify strengths and weaknesses in past PPE papers. Utilise the skills necessary to improve on past exam performance.

	<p>Evaluate texts critically with appropriate textual references.</p> <p>Communicate clearly, effectively and imaginatively by selecting and adapting tone, style and register for purpose and audience.</p> <p>Organise ideas using a range of structural and grammatical features to support coherence and cohesion of text.</p> <p>Explore a range of different texts (written from various perspectives and using different structural features).</p> <p>Identify both implicit and explicit information to utilise within a response.</p> <p>Explore writers' use of language and structure to influence readers.</p> <p>Summarise relevant information.</p> <p>Confidently utilise relevant subject terminology throughout a written response.</p> <p>Embed relevant quotations throughout a response.</p>	<p>Summarise and infer perceptively.</p> <p>Confidently utilise relevant subject terminology throughout a written response.</p> <p>Embed relevant and concise quotations throughout a response.</p> <p>Compare writers' ideas and perspectives from two separate sources.</p> <p>Evaluate a text with supporting references.</p> <p>Communicate clearly and adapt tone, style and register for different forms, purposes and audiences.</p> <p>Organise writing using varied structural and grammatical features to support coherence.</p> <p>Use an ambitious vocabulary.</p>			
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	<p>Compare writers' ideas and perspectives from two separate sources.</p> <p>Evaluate a text with supporting references.</p> <p>Communicate clearly and adapt tone, style and register for different forms, purposes and audiences.</p> <p>Organise writing using varied structural and grammatical features.</p> <p>Utilise a varied vocabulary</p>				
Careers Focus	<p>Students develop analysis and critical thinking skills. Writing is 50% of the English Language GCSE so a primary focus – this opportunity will help to finesse their SPAG and general writing skills. Paper 2 focuses on writing non-fiction texts such as letters, speeches and articles. Extracts used often focus on people with different careers so can be an inspiration or a discussion point about potential future jobs.</p>				
Assessment	PPE1	PPE2			