

## Curriculum Overview

Year group: 11

Subject (include exam board if examination subject): English Language and Literature **AQA**

Periods per fortnight: 8

### INTENT:

The KS4 GCSE English Language and English Literature curriculum is designed to provide students with opportunities to engage with a range of fiction and non-fiction from across time periods to develop critical and reflective analytical skills. Students will develop creatively to write engaging and interesting narratives and descriptions; articulate strong and well supported arguments and to write with conviction. At the end of the two years, in addition to gaining two GCSEs students will have developed a greater understanding of the literary world.

Through the English Literature curriculum students will gain a thorough knowledge and understanding of how the literary texts they are studying are influenced by contextual factors and explore how different readers and audiences respond to presentations of characters, places and themes. Through the English Language curriculum students will develop the necessary skills to decode an unseen text with confidence in order to be able to unpick layers of meaning.

For English Literature, texts have been carefully selected from the options provided by AQA to challenge all students whilst providing a wide range of themes to engage all: *Much Ado About Nothing* provides scope to explore love, relationships, honour and conflict. Where necessary, alternative text choices are selected to ensure that our More Able students are appropriately challenged. For English Language, our units are thematically linked to our English Literature texts to provide further scope to explore key themes and ideas.

The beauty of both English Literature and English Language is the wide ranging skills it provides students with: resilience in the face of some challenging language in 19<sup>th</sup> Century texts; the ability to empathise with characters' situations and events; evoke curiosity to discover more about the time periods in which a text was written; respecting the opinions of others whilst having the confidence to express their own.

### IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b>English Literature:</b> <i>Priestley – An Inspector Calls</i></p> <p>Students will study JB Priestley's <i>An Inspector Calls</i> to develop an understanding of:</p> <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Context</li> </ul> <p><u>Assessment:</u> Oct 2019 – Analysis of an extract</p> <p>Nov/Dec 2019 – Y11 Mock Examination – Shakespeare and Poetry</p>	<p><b>English Literature:</b></p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- ___ Reading and annotating the play</li> <li>- ___ Context Research</li> <li>- ___ PiXL Literature App</li> <li>- ___ PiXL and YouTube Revision Videos – watch and make notes</li> <li>- ___ Annotating exam extracts</li> <li>- ___ Practice exam questions.</li> <li>- GCSE Pod</li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>- Theatre visit (dependent on availability)</li> <li>- Fortnightly departmental revision sessions</li> </ul>	<p><b>English Literature:</b></p> <ul style="list-style-type: none"> <li>- Ensure students have purchased a copy of the text to be reading at home.</li> <li>- Discuss the play with students asking about key characters and themes</li> <li>- Encourage students to use the PiXL Literature app.</li> <li>- Encourage students to attend after school revision sessions</li> </ul>

	<p><b>English Language:</b> <i>Paper 1 – Explorations in Creative Reading and writing</i></p> <p>Extracts for this unit will be linked by the theme of Love and Relationships to support the English Literature Unit. Students will focus on:</p> <ul style="list-style-type: none"> <li>- Understanding and comprehending unseen texts</li> <li>- Analysing how writers use language to convey meaning</li> <li>- Analysing how writers structure texts to convey meaning.</li> <li>- Evaluating viewpoints and supporting with evidence</li> <li>- Crafting effective descriptions to engage their reader</li> </ul> <p><u>Assessment:</u> September, December, January, March, April and July</p> <p><i>Paper 2 – Writer’s Viewpoints and Perspectives</i></p> <p>Extracts for this unit will be linked by the theme of Rich and Poor to support the English Literature Unit. Students will focus on:</p> <ul style="list-style-type: none"> <li>- Understanding and comprehending unseen texts</li> <li>- Analysing how writers use language to create a clear viewpoint</li> <li>- Comparing writer’s viewpoints and perspectives.</li> <li>- Conveying a clear viewpoint in their own writing.</li> </ul> <p><u>Assessment:</u> September, December, January, March, April and July</p>	<p><b>English Language:</b></p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading and annotating unseen non-fiction texts</li> <li>- Context Research</li> <li>- Vocabulary based tasks</li> <li>- PiXL and YouTube Revision Videos – watch and make notes</li> <li>- Practice exam questions.</li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> </ul>	<p>and mock opportunities.</p> <p><b>English Language:</b></p> <ul style="list-style-type: none"> <li>- Encourage students to read newspaper articles.</li> <li>- Encourage students to attend after school revision sessions and mock opportunities.</li> </ul>
Spring Term	<p><b>English Literature:</b> <i>Revision of Literature Texts:</i></p> <ul style="list-style-type: none"> <li>- <i>Shakespeare, Much Ado About Nothing</i></li> <li>- <i>19<sup>th</sup> Century Novel, A Christmas Carol</i></li> <li>- <i>Poetry, Power &amp; Conflict and Unseen</i></li> <li>- <i>Modern Text, An Inspector Calls</i></li> </ul> <p>Students will review their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> </ul>	<p><b>English Literature:</b></p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading and annotating the play</li> <li>- Context Research</li> <li>- PiXL Literature App</li> <li>- PiXL and YouTube Revision Videos – watch and make notes</li> <li>- Annotating exam extracts</li> <li>- Practice exam questions.</li> </ul>	<p><b>English Literature:</b></p> <ul style="list-style-type: none"> <li>- Ensure students have purchased a copy of the text to be reading at home.</li> <li>- Discuss the play with students asking about key characters and themes</li> </ul>

	<ul style="list-style-type: none"> <li>- Themes</li> <li>- Context</li> </ul> <p>Students will also focus on planning and answering exam style questions.</p> <p><b>Assessment:</b> Feb/March 2020 – Mock Examinations – English Literature Paper 2</p> <p>Ongoing exam practice focused on emerging needs.</p> <p><b>English Language:</b> <i>Paper 1 – Explorations in Creative Reading and writing</i></p> <p>Extracts for this unit will be linked by the theme of Love and Relationships to support the English Literature Unit. Students will focus on:</p> <ul style="list-style-type: none"> <li>- Understanding and comprehending unseen texts</li> <li>- Analysing how writers use language to convey meaning</li> <li>- Analysing how writers structure texts to convey meaning.</li> <li>- Evaluating viewpoints and supporting with evidence</li> <li>- Crafting effective descriptions to engage their reader</li> </ul> <p><b>Assessment:</b> September, December, January, March, April and July</p> <p><i>Paper 2 – Writer’s Viewpoints and Perspectives</i></p> <p>Extracts for this unit will be linked by the theme of Rich and Poor to support the English Literature Unit. Students will focus on:</p> <ul style="list-style-type: none"> <li>- Understanding and comprehending unseen texts</li> <li>- Analysing how writers use language to create a clear viewpoint</li> <li>- Comparing writer’s viewpoints and perspectives.</li> <li>- Conveying a clear viewpoint in their own writing.</li> </ul> <p><b>Assessment:</b> September, December, January, March, April and July</p>	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> <li>- Monthly after school mock opportunity</li> </ul> <p><b>English Language:</b></p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Reading and annotating unseen fiction and non-fiction texts</li> <li>- Context Research</li> <li>- Vocabulary based tasks</li> <li>- PiXL and YouTube Revision Videos – watch and make notes</li> <li>- Generate plans from stimulus images</li> <li>- Create vocabulary banks from stimulus images.</li> <li>- Practice exam questions</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> <li>- Monthly after school mock opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to use the PiXL Literature app.</li> <li>- Encourage students to attend after school revision sessions and mock opportunities.</li> </ul> <p><b>English Language:</b></p> <ul style="list-style-type: none"> <li>- Encourage students to read extracts from novels and discuss how characters and ideas are presented.</li> <li>- Discuss images and ideas for descriptive writing.</li> <li>- Encourage students to read newspaper articles.</li> <li>- Encourage students to attend after school revision sessions and mock opportunities.</li> </ul>
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Summer Term	<b>GCSE Examinations</b>
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**IMPACT:**

Ongoing formative assessment in lessons will provide students with the opportunity to demonstrate their analytical and creative skills alongside the seven key virtues. Formative assessments will allow students to practice skills before the termly summative assessments at the end of each unit of study whilst also allowing teachers to address any misconceptions and areas of weakness. Summative assessments are designed in line with the AQA English Literature and English Language specifications to provide ample opportunities for students to familiarise themselves with examination style questions to ensure they are fully prepared for the GCSE examinations at the end of Year 11.