# CURRICULUM AND ASSESSMENT PLAN



### CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Literature and develop students into confident and critical readers and writers. Units of work

at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the role of the writer and the context in which texts are produced will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to develop an understanding

of complex social and emotional issues including social responsibility, differences in class and ideas about types of conflict. The study of Literature will help students to realise that all texts are crafted and that a writer communicates their own ideas in a text meaning that they are better able to make informed judgements of all texts they encounter in real life, including news articles and other information texts.

	PRIOR LEARNING	Students are introduced to threshold concepts (1-7) in Ks3.		
		Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction, rhetoric, prose, plays		
		and poetry.		
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	Their study of historical contexts across both 'An Inspector Calls' and 'Power and		
_6		Conflict' poetry has links with elements of their history studies.		
_%		»Their study of playwriting, and the form and structure of the play 'An Inspector Calls',		
		as well as elements of stagecraft, has links with studies completed in performing arts.		
		English Literature requires the ability to consider a range of moral, ethical, cultural		
		and social issues, and their study of a range of topics within PRE will enable them to debate and explore these sensitively.		
	EXTRA-CURRICULAR & CULTURAL CAPITAL	Possibility for theatre trips/live screenings of productions if these are available.		

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_	ANUNCES CTOP CALLS	AUTUMN 2 AN INSPECTOR CALLS	SPRING 1 POETRY ANTHOLOGY - POWER	SPRING 2 A CHRISTMAS CAROL	SUMMER 1	SUMMER 2
- 0	AN INSPECTOR CALLS		All students will know:	All students will know:	A CHRISTMAS CAROL	POETRY ANTHOLOGY -
0	All students will know:	All students will know:			All students will know:	CONFLICT
PI C/	The plot and characters of 'An	The themes of 'An Inspector	Four poems taken from the	The plot and characters of 'A	The plot and characters of 'A	All students will know:
C/	Inspector Calls', including key	Calls' and how to answer an	AQA Power and Conflict	Christmas Carol', including key	Christmas Carol', including key	Six poems taken from the
K	themes and contextual	exam question on the text.	Anthology that focus on the	themes and contextual information.	themes and contextual information.	AQA Power and Conflict
N	information.	Students will know how to	themes of power of nature and	Students will know how Dickens uses	Students will know how Dickens	Anthology that focus on the
0	Students will know how	analyse the choices made by	power of man. They will build	language and structure to construct	uses language and structure to	themes of conflict. They will
W	Priestley uses language and	Priestley to construct characters	their knowledge of content,	characters and plot, and will be able	construct characters and plot, and	build their
LE	structure to construct	and plot, and will be able to use	authorial information and key	to analyse the effect of these on the	will be able to analyse the effect of	knowledge of content,
D	characters and plot, and will	critical verbs to explore the effect	ideas. They will also know	reader. They will be able to identify	these on the reader. They will be	authorial information and key
G	be able to analyse the effect	of these on the reader. They will	poetic terminology and how to	the different ways that Dickens	able to identify the different ways	ideas. They will also know
E	of these on the reader. They	be consider the wider social and	establish a writer's meaning.	conveys his message to the reader	that Dickens conveys his messages	poetic terminology and how
	will be able to identify the	cultural impact of the text and	Students will begin to make	and will consider the wider social and	to the reader and will consider the	to establish a
	different ways that Priestley	comment on how these	links across poems and make	cultural impact of the text. They will	wider social and cultural impact of	writer's meaning. Students
	conveys his message to the	influenced Priestley and his	relevant comparisons.	build on their knowledge of form,	the text. They will build on their	will begin to make links across
	reader and will consider the	writing.	During this half term, students	language and structure from KS3 to	knowledge of form, language and	poems and make relevant
	wider social and cultural		will be introduced to some	help them form personal responses	structure from KS3 to help them	comparisons.
	impact of the text. They will		unseen poetry. Students will	to the text that they can support with	form personal responses to the text	Students will explore key
	build on their knowledge of		explore key contextual	evidence from the text and detailed	that they can support with evidence	contextual information for the
	form, language and structure		information for the poems and	analysis.	from the text and detailed analysis.	poems and how these have
	from KS3 to help them form		how these have influenced their			influenced their production
	personal responses to the		production and reception. They			and reception.
	text that they can support		will be able to make their own			They will be able to make
	with evidence from the text		interpretations and discuss			their own interpretations and
	and detailed analysis.		ideas that they can justify and			discuss ideas that they can
			support with evidence.			justify and support with
						evidence.
SK	-Write accurately, effectively	-Write accurately, effectively	-Literal and inferential	-Write accurately, effectively and	-Write accurately, effectively and	-Literal and inferential
IL	and analytically.	and analytically.	comprehension.	analytically.	analytically.	comprehension.
LS	-Acquire and use a wide	-Acquire and use a wide	-Critical reading.	-Acquire and use a wide vocabulary.	-Acquire and use a wide vocabulary.	-Critical reading.
	vocabulary.	vocabulary.	-Evaluation of a writer's choice	-Comment on the relationship	-Comment on the relationship	-Evaluation of a writer's
	-Comment on the	-Comment on the relationship	of vocabulary.	between texts, and consider themes	between texts, and consider themes	choice of vocabulary.
	relationship between texts,	between texts, and consider	-Comparison of texts.	and context.	and context.	-Comparison of texts.
	and consider themes and	themes and context.				·
	context.					
AS	In class assessments including	Students to complete a formal	Students will complete an	In class assessments including whole	In class assessments including whole	Students will sit mock
SE	whole class feedback,	assessment on the play, that	assessment comparing two	class feedback, retrieval and	class feedback, retrieval and	examinations where they will
SS	retrieval and knowledge	focuses on a character.	poems	knowledge quizzes, self and peer	knowledge quizzes, self and peer	be assessed on all Literature
М	quizzes, self and peer			assessment and verbal feedback.	assessment and verbal feedback.	texts studied this year.
Е	assessment and verbal					·
N	feedback.					
Т						
V	Act, stage direction,	Act, Stage Direction, Character,	Poem, stanza, rhyme,	Characterisation, structure, plot,	Characterisation, structure, plot,	Poem, stanza, rhyme,
0	character, dialogue, dramatic	Dialogue, Dramatic Irony,	alliteration, simile, image,	imagery, motif, metaphor,	imagery, motif, metaphor,	alliteration, simile, image,
С	irony, cliffhanger, omniscient,	cliffhanger, omniscient,	imagery, metaphor, sibilance,	symbolism, redemption,	symbolism, redemption,	imagery, metaphor,
Α	generation, Context,	generation, context, Edwardian,	enjambment, power, tyranny,	benevolence, charity, humanity,	benevolence, charity, humanity,	sibilance, enjambment,
В	Edwardian, socialism,	tension.	corruption and exploitation.	empathy and welfare.	empathy and welfare.	conflict, internal, external,
	capitalism, tension,	Alderman, socialist, capitalist,				soldiers, experience and guilt.
	symbolism, responsibility,	responsibility, prosperous,				
	gender, division and privilege.	portentous, provincial, port,				
		dandy, scaremonger, squiffy,				
		officious, impertinent, vindictive,				
		notorious, rogue, sot, anguish,				
		infirmary, privilege, poverty.				

# **READING SKILLS**

- Inference
  - Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison



# **CAREER LINKS**

Journalism, Law, Medicine, Law Enforcement, Education, Digital.

## SUPPORTING STUDENTS AT HOME

BBC Bitesize includes relevant information on all English Literature texts (www.bbc.co.uk/bitesize), students have hard copies of An Inspector Calls, A Christmas Carol and poetry anthology and should be encouraged to read these at home, as well as reading wider fiction texts. Digital Theatre access is available from the school to allow students to watch productions and performances of texts online.

# CURRICULUM AND ASSESSMENT PLAN



### **CURRICULUM INTENT**

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Literature and develop students into confident and critical readers and writers. Units of work

at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the role of the writer and the context in which texts are produced will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to develop an understanding

of complex social and emotional issues including social responsibility, differences in class and ideas about the impact of power. The study of literature will help students to realise that all texts are crafted and that a writer communicates their own ideas in a text meaning that they are better able to make informed judgements of all texts they encounter in real life, including news articles and other information texts. Revision of texts studied in year 10 will ensure that students are prepared for examinations.

4	PRIOR LEARNING	Students are introduced to threshold concepts (1-7) in Ks3.  Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction,
举	PERSONAL DEVELOPMENT & CURRICULUM LINKS	Their study of historical contexts across both 'Macbeth' and 'Power and Conflict' poetry has links with elements of their history studies.  »Their study of playwriting, and the form and structure of 'Macbeth', as well as elements of stagecraft, has links with studies completed in performing arts. English Literature requires the ability to consider a range of moral, ethical, cultural and social issues, and their study of a range of topics within PRE will enable them to debate and explore these sensitively.
V	EXTRA-CURRICULAR & CULTURAL CAPITAL	Possibility for theatre trips/live screenings of these productions if they are available.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER		
то	MACBETH	MACBETH	POETRY ANTHOLOGY	UNSEEN POETRY AND REPEATED	REVISION OF ALL TEXTS		
PIC	All students will know:	All students will know:	All students will know:	PRACTICE	All students will know:		
/K	The plot and characters of	The plot and characters of	Five poems taken from the AQA	All students will know:	How to form personal responses to		
NO	'Macbeth', including key	'Macbeth', including key themes	Power and Conflict Anthology	How to form personal responses to texts,	texts, making informed		
WL	themes and contextual	and contextual information.	that focus on the themes of	making informed interpretations that they	interpretations that they can		
ED	information.	Students will know how	power and conflict including the	can support with relevant textual evidence.	support with relevant textual		
GE	Students will know how	Shakespeare uses language,	power of identity, and methods	They will know how writers create	evidence. They will know how		
	Shakespeare uses language,	dramatic devices, and structure	of power and control. They will	meaning, and how they use language, form	writers create meaning, and how		
	dramatic devices, and	to construct characters and plot,	build their knowledge of	and structure to fulfil their intentions.	they use language, form and		
	structure to construct	and will be able to analyse the	content, authorial information	Students will know how to express	structure to fulfil their intentions.		
	characters and plot, and will	effect of these on the reader.	and key ideas. They will also	themselves in a critical way, making	Students will know how to express		
	be able to analyse the effect	They will be able to identify the	know poetic terminology and	inferences from the text and considering	themselves in a critical way, making		
	of these on the reader. They	different ways that Shakespeare	how to establish a writer's	how social, cultural, political and historical	inferences from the text and		
	will be able to identify the	conveys his message to the	meaning. Students will begin to	influences helped to shape the writers, the	considering how social, cultural,		
	different ways that	reader and will consider the	make links across poems and	texts and the audience reaction.	political and historical influences		
	Shakespeare conveys his messages to the reader and	wider social and cultural impact	make relevant comparisons. Students will explore key		helped to shape the writers, the texts and the audience reaction.		
	will consider the wider social	of the text. They will build on	contextual information for the		texts and the addience reaction.		
	and cultural impact of the	their knowledge of form, language and structure from KS3	poems and how these have				
	text. They will build on their	and year 10 to help them form	influenced their production and				
	knowledge of form, language	personal responses to the text	reception. They will be able to				
	and structure from KS3 and	that they can support with	make their own interpretations				
	year 10 to help them form	evidence from the text and	and discuss ideas that they can				
	personal responses to the	detailed analysis.	justify and support with				
	text that they can support	detailed dilarysis.	evidence.				
	with evidence from the text						
	and detailed analysis.						
	•						
SKI	-Write accurately, effectively and	-Write accurately, effectively and	-Literal and inferential	-Literal and inferential comprehension.	-Write accurately, effectively and		
LLS	analytically.	analytically.	comprehension.	-Critical reading.	analytically.		
	-Acquire and use a wide	-Acquire and use a wide vocabulary.	-Critical readingEvaluation of a writer's choice of	-Evaluation of a writer's choice of vocabulary.	-Acquire and use a wide vocabularyComment on the relationship between		
	vocabularyComment on the relationship	-Comment on the relationship between texts, and consider themes	vocabulary.	-Comparison of texts.	texts, and consider themes and context.		
	between texts, and consider	and context.	-Comparison of texts.		texts, and consider themes and context.		
	themes and context.	and coment	·				
AS	In class assessments including	Students will complete a formal	In class assessments including	In class assessments including whole class	GCSE examinations will start in May.		
SE	whole class feedback,	assessment covering A Christmas	whole class feedback, retrieval	feedback, retrieval and knowledge quizzes,			
SS	retrieval and knowledge	Carol and Macbeth in November.	and knowledge quizzes, self and	self and peer assessment and verbal			
ME	quizzes, self and peer		peer assessment and verbal	feedback.			
NT	assessment and verbal		feedback.				
	feedback.						
1/0	Chanataniantian	Chamataniantian structure of	Danie stania ukriini	Highlights Consests Joseph Bootson	Highlights Comparts beauty		
VO	Characterisation, structure,	Characterisation, structure, plot,	Poem, stanza, rhyme,	Highlights, Suggests, Implies, Portrays,	Highlights, Suggests, Implies,		
CA	plot, imagery, motif,	imagery, motif, metaphor, symbolism, ambition, tragedy,	alliteration, simile, image,	Conveys, Demonstrates, Emphasises,	Portrays, Conveys, Demonstrates,		
В	metaphor, symbolism,		imagery, metaphor, sibilance,	Exaggerates, Exposes, Reveals, Symbolises,	Emphasises, Exaggerates, Exposes, Reveals, Symbolises, Represents,		
	ambition, tragedy, heroism, manipulation and tyranny.	heroism, manipulation and	enjambment, power, tyranny, corruption and exploitation.	Represents, Indicates, Challenges, Illustrates, Hints, Signifies and Displays.	Indicates, Challenges, Illustrates,		
	i manipulation and tyranny.	tyranny.	corruption and exploitation.	inustrates, mints, signifies and Displays.	Hints, Signifies and Displays.		
					Times, Signifies and Displays.		

## READING SKILLS

- Reading fiction and non-fiction for meaning
- Inference
  - Judicious selection of evidence
- Critical analysis
- Critical comparison

## **CAREER LINKS**

Journalism, Law, Medicine, Law Enforcement, Education,

## SUPPORTING STUDENTS AT HOME

Students have hard copies of the plays, the novel and anthology, and should be encouraged to read these at home, as well as reading wider fiction texts.

Versions of An Inspector Calls and A Christmas Carol are available

on Youtube also.

ERA access is available from the school to allow students to watch productions and performances of texts online.

BBC bitesize includes relevant information on all English Literature text