

# KS4 Long Term Plan 2021-2022

**Subject: English**

**Exam Board: AQA**



## **Curriculum Statement of Intent:**

The English curriculum at KS4 is broad and varied and intended to cater for the needs of all our students. The curriculum allows for choice and flexibility to ensure it is accessible to all. We use a skill based approach which allows for students to transfer their skills across both language and literature.

Our English curriculum will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. In Literature, we ensure all students are equally competent in a range of important texts including Shakespeare.

Through our lessons, we seek all opportunities to raise student 'cultural capital' and provide a comprehensive curriculum and engage them in world issues.

All of our teaching provides an excellent foundation for future studies at A Level, further education and higher education as well as essential skills for employment and apprenticeships. It is designed for students to explore all aspects of society, including social, economic and cultural understanding in order to prepare them for their future as well rounded, educated young adults.

The KS4 English curriculum offers opportunities to understand and respond to important topical issues – ensure student can formulate their own opinions and articulate themselves both verbally and in the written form.

## **Curriculum Statement of Implementation**

In both Y10 and Y11 we cover all units of study leaving time from the spring term to revise it. We ensure that they are able to make the jump to the expected level through regular writing practice, interleaving quizzes, assessments and mocks. Where there is a need, all teachers are involved in giving selected students additional support.

We teach both language and literature every week. This is usually a 3:2 (LIT 3 / LANG 2).

In year 10, we have 6 lessons a week and do a 3:3 split (or 4:2) depending on demands of the LIT texts.

Our lessons are designed to assess what they know, application of a skill and review of learning. We build on this over a course of lessons so they feel knowledgeable and competent to retain this knowledge and apply these skills to other units.

Our Blue Book Assessments are monitored and checked to ensure quality and consistency and we regularly take part in training sessions to ensure we are teaching the relevant skills and assessment objectives accurately.

Our Homework effectively allows students to do 'knowledge based learning' so that we can test in class and focus on their ability to apply it. One of our main focuses at Key stage 4 is to ensure students know how to respond to a task and text with confidence and clarity – thus enabling them to be successful.

In year 11. We carefully select the most appropriate areas to cover using past papers and practice GCSE questions. The team work carefully to identify any gaps so we are always adapting appropriately as we move through the year.

In English – students feel they can do well and enjoy the subject when they can see success – our role is to build their confidence, resilience and ensure they can thrive in this important subject.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	<p><u>Literature Paper 2:</u></p> <p><b>A.I.C</b> – 14 single lessons, 3 doubles (20 lessons total)</p> <p>(ORU)</p> <p><u>Language Paper 1:</u></p> <p><b>Section A: Reading</b> – 9 single lessons, 2 doubles (13 lessons total)</p> <p><u>Language Paper 1:</u></p> <p><b>Section B: Writing</b> – 5 single lessons, 1 double</p> <p>(ORU)</p>	<p><b>LIT:</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>LANG:</b> AO1:</p> <ul style="list-style-type: none"> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> <li>• AO2: 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</li> <li>• AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• AO5: 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</li> <li>• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>	<p><b>AIC Blue Book assessment – full 45 min answer to exam question</b></p> <p><b>Writing Assessment – 45 minute creative writing</b></p>
Yr 10 Autumn 2	<p><u>Literature Paper 2:</u></p> <p><b>Unseen Poetry</b> - 10 single lessons, 3 doubles</p> <p>(ORU)</p> <p><u>Language Paper 2:</u></p> <p><b>Section A: Reading</b> – 9 lessons, 2 doubles</p> <p><u>Language Paper 2:</u></p> <p><b>Section B: Writing</b> – 5 singles, 1 double</p> <p>(ORU)</p> <p><b>Speaking and Listening</b> – 8 single lessons, 2 doubles</p> <p>(ORU)</p>	<p><b>S&amp;L:</b> AO7: Demonstrate presentation skills in a formal setting</p> <ul style="list-style-type: none"> <li>• AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>• AO9: Use spoken Standard English effectively in speeches and presentations.</li> </ul> <p><b>LANG:</b> Reading AO1, 2, 3, 4 Writing AO5 &amp;6 (as above)</p>	<p><b>Y10 formal exams: LIT paper 2 – AIC &amp; Poetry and LANG Paper 1.</b></p> <p><b>GSCE formal S&amp;L assessment. Recorded and submitted in Year 11.</b></p>

<p>Yr 10 Spring 1</p>	<p><u>Literature Paper 2:</u></p> <p><b>Anthology</b> (<i>Identity and Power</i>) – 12 single lessons, 4 doubles</p> <p>(ORU)</p> <p><b>Reading Skills</b> (<i>Fiction</i>) – 12 single lessons, 2 doubles</p> <p>(ORU)</p>	<p><b>LIT:</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading AO1, 2, 3, 4</li> <li>Writing AO5 &amp; 6 (as above)</li> </ul>	<p><b>Poetry Anthology comparison assessment – 45 mins</b></p>
<p>Yr 10 Spring 2</p>	<p><u>Literature Paper 1:</u></p> <p><b>Romeo and Juliet</b> – 12 single lessons, 2 doubles</p> <p>(ORU)</p> <p><b>Reading Skills</b> (<i>Non-Fiction</i>) – 12 single lessons, 4 doubles</p> <p>(ORU)</p>	<p><b>LIT:</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>Reading Skills:</b></p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> <li>• AO2: 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</li> <li>• AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> </ul>	<p><b>Blue Book Assessment Romeo and Juliet</b></p> <p><b>Paper 2 Blue Book Assessment</b></p>

<p>Yr 10 Summer 1</p>	<p><b>Y10 Exams (2 weeks): LANG Paper 2 / Poetry Anthology / Unseen</b></p> <p><u>Literature Paper 2:</u></p> <p><b>Anthology (<i>Nature and War</i>)</b> – 12 single lessons, 4 doubles</p> <p>(ORU)</p> <p><u>Language Paper 1:</u></p> <p><b>Section A: Reading</b> – 7 single lessons, 1 double</p> <p><b>Section B: Writing</b> - 5 single lessons, 1 doubles</p> <p>(ORU)</p>	<p><b>LIT:</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>LANG:</b></p> <p>AO1: identify and interpret explicit and implicit information and ideas</p> <ul style="list-style-type: none"> <li>• select and synthesise evidence from different texts</li> <li>• AO2: 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</li> <li>• AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• AO5: 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</li> <li>• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>	<p><b>Exams / Assessments</b></p> <p><b>Anthology Poem Blue Book</b></p> <p><b>Language Paper 1</b></p>
<p>Yr 10 Summer 2</p>	<p><u>Literature Paper 1:</u></p> <p><b>Frankenstein</b> – 12 single lessons, 4 doubles (ORU)</p> <p><u>Language Paper 2:</u></p> <p><b>Section A: Reading</b> – 7 single lessons,</p> <p><b>Section B: Writing</b> – 5 single lessons, 1 double</p> <p>(ORU)</p>	<p><b>LIT AOs 1-3 as above</b></p> <p><b>LANG AOs 1-6 as above</b></p>	<p><b>Frankenstein full answer in Blue Book</b></p>
<p>Yr 11 Autumn 1</p>	<p>Paper 1 English Lit – Frankenstein (2 weeks – 3 per week)</p> <p>Paper 1 An Inspector Calls (4 weeks – 3 per week)</p>	<p><b>LIT:</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> </ul>	<p><b>Writing practice in class during double periods</b></p>

	<p>Paper 1 LANG (6 – 2 lessons week)</p> <p><b>Mocks 11<sup>th</sup> October.</b></p> <p>Once English exams done, we will start Paper 1 English Lit – Romeo and Juliet</p>	<ul style="list-style-type: none"> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul>	<p><b>At least 2 assessed.</b></p> <p><b>Followed by full mock exam</b></p>
		<p><b>LANG:</b></p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> </ul> <p>AO2: 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</p> <ul style="list-style-type: none"> <li>• AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• AO5: 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</li> <li>• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>	
<p>Yr 11 Autumn 2</p>	<p><b>Autumn 2 (7 weeks with a 3:2 split for Lit and LANG)</b></p> <p>Paper 1 English Lit – Romeo and Juliet</p> <p>Paper 2 LANG</p> <p>Paper 2 LIT – Poetry (2 weeks)</p> <p><b>Assessments: LANG Paper 2 / Romeo and Juliet</b></p>	<p><b>All AOs as above for LANG and LIT</b></p> <p><b>For R&amp;J JWL to select specific areas of study within these units based on gaps</b></p> <p><b>Poetry – cover the identity/nature poems</b></p>	<p><b>Student to complete blue book assessments for R&amp;J And LANG P2 Q4 / Q5</b></p>
<p>Yr 11 Spring 1</p>	<p>Paper 2 – Unseen Poetry (2 week)</p> <p>Paper 2 LANG revision (1.5 weeks) interleaved R&amp;J revision lessons.</p> <p><b>PPEs 1<sup>st</sup> Feb</b></p> <p>Paper 2 Frankenstein revision</p>	<p><b>All AOs as above for LANG and LIT</b></p> <p><b>Poetry – cover the war poems</b></p>	<p><b>Unseen poetry assessment</b></p> <p><b>Full mock Paper 2 LANG &amp; Paper 2 LIT</b></p>

Yr 11 Spring 2	Frankenstein cont. (1-2 weeks) – dependent on what is covered after PPEs	<b>All AOs as above for LANG and LIT</b>  <b>A range of varied exam questions covering all possible areas that could come up in exams.</b>  <b>Past papers used for LANG</b>	<b>Mock based on questions not yet covered / decided by JWL after evaluation of mocks and assessments to date.</b>
	LANG Paper 1 – 2 weeks  Mixed Literature revision – JSA to arrange based on learning needs and gaps (1-2 weeks)		<b>29<sup>th</sup> March- Y11 Mocks (last week of term)</b>
Yr 11 Summer 1	Revision – 4 weeks All Topics	<b>All AOs as above for LANG and LIT</b> <b>Revision lessons written / planned and delivered to students.</b>  <b>Interleaving and regular testing in class.</b>	<b>Monday 17<sup>th</sup> May – GCSE exams start</b>