

Key Stage Four Curriculum Overview for English Language and English Literature

Curriculum Intent and Rationale for Exam Boards (for examined subjects)

- 1) Have a secure understanding of the English Literary Canon.
- 2) To confidently communicate in different forms, for different audiences and to achieve different effects.
- 3) To synthesise knowledge and skills in order to respond critically and purposefully to a wide range of texts.
- 4) To foster a passion for reading that extends beyond their school years.

Why OCR Literature?

- The course is designed to encourage students to engage critically with and explore a variety of texts across the major genres.
- Unique to OCR, students have the opportunity to explore unseen modern prose or drama as well as unseen poetry.
- The straightforward questions and assessment structure means that students will understand what they need to do and be rewarded for their achievement with clear hurdle-free mark schemes.

Why AQA Language?

- Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.
- Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
- This specification ensures that students can read fluently and write effectively.
- Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

How does the KS4 curriculum build on that from KS3?

- Mastery of skills introduced at KS3: making inferences; making predictions; summarising; identifying how language, structure and form contribute to meaning; comparing characters, setting and themes; and making reasoned justification for views and opinions of texts.
- Increase knowledge of a wide range of texts, building on familiarity of writers studied at KS3.
- Providing students with more challenging opportunities of transcription and composition.
- Building a more comprehensive and accurate knowledge of vocabulary, grammar and punctuation to increase range and accuracy.

What do students do with their acquired knowledge and skills?

English Language:

- 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.

Writing:

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

Spoken Language:

- Demonstrate presentation skills in a formal setting.
- Listen and respond appropriately to spoken language, including to questions and feedback to presentations.
- Use spoken Standard English effectively in speeches and presentations.

English Literature

- Read, understand and respond to texts.
- 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.

How does the KS4 curriculum align to and go beyond the National Curriculum?

In Year 10 and 11 students deepen their understanding of the English Literary heritage through reading a Shakespeare play, an anthology of poetry which includes Romantic poetry, and a variety of texts from the 20th and 21st century. Students will also understand and critically evaluate these texts, making informed personal responses, and at times drawing comparisons with other texts from similar or different periods. Pupils will write accurately and effectively, with a fluency and a crafting for effect, using the grammatical knowledge and evaluating the effectiveness in the texts they have studied. Terminology and extended vocabulary are used accurately and confidently throughout our curriculum.

What new knowledge are students taught?

Term	Year 10	Year 11
Autumn	English Language Paper 1: We begin with Language Paper 1 so students can develop a solid foundation in language analysis skills before delving into the intricacies of a Victorian text. The creative writing component of this unit develops students' literacy skills, encouraging them to consider their impact both in terms of accuracy and how they might affect a reader. The reciprocal relationship between the students' twinned role as reader and writer in this paper allows them to enhance both their analytical and writing skills by planning and examining the choices made in their own writing.	<i>An Inspector Calls:</i> The final unit of the GCSE course, 'An Inspector Calls', is saved for the start of year 11 as it is arguably the most demanding Literature paper in terms of format and revision. Anticipating that students may lose a degree of confidence/familiarity with their studies over the summer break, this unit recaps and develops almost all core skills studied from the previous year: language and structure analysis, responding to unseen texts, giving consideration to contextual influences, comparing two extracts, and responding to 20th century writing and contexts. Students are already familiar with the question format from Poetry and are able to supplement their knowledge of the play with their study of non-fiction texts from English Language paper 2. This also builds well on their study of 'Romeo and Juliet', as the moral element of the play encourages debate and discussion about the play's 'message'. Despite being a 20th century text, it examines contemporary issues surrounding class, responsibility, wealth, equality, and gender.

	<i>Romeo and Juliet:</i> Exposure to Shakespearean texts throughout KS3 has equipped students with a solid foundation in core concepts, historical and social context, dramatic techniques, and key terminology, which they can now apply in a more rigorous analytical manner. This particular Shakespeare text is chosen for its challenging yet universal themes; the timeless relevance of young love, family feuding, honour and reputation for teenage audiences makes it engaging for our GCSE cohorts. It also provides opportunities to engage with our school's PSHE provision. Contextual analysis is strengthened by giving students the opportunity to make their own judgements on the characters' choices and consider how the shifting moral, social, and political landscape impacts our response to this text.	MOCK EXAMS – Language Paper 2 and Literature Paper 1 Spoken Language Endorsement: After completing their first set of year 11 mock exams, students will plan, write, and deliver a speech on a topic of their choice. Students are able to enhance their creative and persuasive writing skills from English Language Papers 1 and 2 by considering how language and structural choices are likely to impact their audience; this in turn can strengthen their ability to analyse these skills in a text. By responding to questioning during the delivery of their speech, students are able to reflect on their articulation and how to best convey their views, another skill aptly transferred to their own analytical/creative writing.
Spring	Language Paper 2: The second English Language unit builds the foundations of comparative and unseen analysis skills students will later need in the poetry unit. The added demand of balancing two unseen extracts is tempered by increased practice with unseen analysis (Language 1). The persuasive writing element of the paper furthers students' confidence in exploring and justifying their own opinions in an effective and engaging manner, a skill which they will need to revisit for their subsequent Literature studies as well as their Spoken Language Endorsement.	Revision Programme: From Spring onwards, year 11 students will complete a personalised revision programme. These programmes are designed to respond to trends identified in the data from the Autumn 2 mocks.

	Exploring Poetry – Conflict Poetry Cluster: The poetry unit allows students to revisit key terminology for the language/structural features which have been studied over the previous three units, as well as the necessary skills for reading/responding to unseen elements which they explored in Autumn 1. Students will also examine comparative writing skills, refreshing existing skills from KS3, and consolidate comparative skills. Previous poetry study across KS3 has established a baseline of concepts, skills and terminology which students are able to apply in the more challenging context of a GCSE cluster. This particular poetry cluster was selected for its binding theme of conflict; this creates powerful links to the internal and philosophical conflicts students will later explore in ‘Jekyll and Hyde’, the physical and familial conflicts which they have encountered in ‘Romeo and Juliet’, and the moral, often internalised conflict they will study in ‘An Inspector Calls’. This unit acts as a key bridge between previously studied units and those still to come, justifying its position midway through the year 10 curriculum.	
Summer	MOCK EXAMS – Language Paper 1 and Literature Paper 2 <i>The Strange Case of Dr Jekyll and Mr Hyde:</i> Students conclude the year with the Victorian novel <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, building on their prior study of Horror Writing at the end of Year 9. By the end of	

	Year 10, students are better equipped to analyse and engage with the novel's complex themes and concepts. Previous novel studies from KS3—particularly the Victorian text <i>A Christmas Carol</i> in Year 8—are revisited, enabling students to draw on established key terminology and conceptual understanding to deepen their analysis.	
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How and where do students build knowledge through KS4?		
• Throughout KS4, students develop knowledge of key terminology for language and structural features. • Through regular exposure to a range of unfamiliar extracts and texts, students' confidence in approaching unseen texts increases. • Students' contextual analysis is strengthened throughout the course. • Students are able to enhance their creative and persuasive writing skills throughout KS4. • Students are exposed to critical reading to push students to engage with theorists and academics across multiple disciplines.		