

Curriculum Rationale

The aim of the English curriculum is to offer a coherent curriculum that is robust and rich in reading, writing and oracy opportunities. It provides access to a stimulating and challenging variety of texts, to encourage, foster and nurture a love of reading for life. High challenge is embedded across the English curriculum through a purposely thought-provoking, exciting and wide selection of texts. Our GCSE set texts have been selected by the department to highlight the importance of a diverse English Literature curriculum. To complement this, the use of learning objectives aimed at the higher order skills enables students to achieve the deepest levels of understanding in order for students to be successful through their English learning journey.

Exam board AQA: At KS4, the English department follows the AQA specification for both English Language (8700) and English Literature (8702). Students are assessed on Reading, Writing and their analysis of literature.

Key Stage 4 - Year 10:

Pupils knowledge from KS3 is taken into consideration when planning and teaching this curriculum			
	Autumn Term	Spring Term	Summer Term
KS4 Year 10	Literature Paper 1: 19 th Century Novel: A Christmas Carol <p style="text-align: center; color: red;">Term 1 and 2</p> Language Paper 1 Skills : Explorations in Creative Reading and creative writing <p style="text-align: center; color: red;">Term 2</p>	Literature Paper 1: Shakespeare: Macbeth <p style="text-align: center; color: red;">Term 1 and 2</p>	Literature Paper 2 Poetry: AQA Power & Conflict Cluster Unseen Poetry <p style="text-align: center; color: red;">Term 1 and 2</p> Introduction: to Spoken Language Endorsement (NEA)- last week of <p style="text-align: center; color: red;">Term 2</p>
Assessment	Two extract based essays using the following question format: Starting with this extract, how does Dickens present? (Lit AO1,2,3) Students' knowledge and understanding will also be assessed throughout the unit through a range of short and extended exploratory writing tasks. (Lit AO1- AO3 and Lang AO1, 2, 4, 5 and 6)	2 extract based essays using the following question format: Starting with this extract, explain how far you think Shakespeare presents (AO1,2,3,4) Students' knowledge and understanding will also be assessed throughout the unit through a range of short and extended exploratory writing tasks linking it to Q5 of Lang paper 1 (Lit AO1, 2, 3 and 4)	A timed assessment of: Section B: A question on a named poem from the anthology which is compared to a chosen second poem. Section C: A question on a single unseen poem A comparison of the methods used in the poem are now compared to the methods used in the second poem

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Knowledge	<p>Term 1: - Literary devices/ writers' methods (Form/Structure/Language)</p> <ul style="list-style-type: none"> - What to include in analytical paragraphs - Context of the novella - Relevant information about authors - Plot of the novella <p>Term 2 Understanding of the AOs of each exam paper question and the structure needed to present response and satisfy assessment requirements.</p> <ul style="list-style-type: none"> - Learning new, unfamiliar and sophisticated vocabulary 	<p>Term 1 and 2- Literary devices/ writers' methods (Form/Structure/Language)</p> <ul style="list-style-type: none"> - What to include in analytical paragraphs - Context of the play - Relevant information about Shakespeare - Plot of the play <p>- Understanding and applying the AOs of each exam paper question and the structure needed to present response</p> <ul style="list-style-type: none"> - Understanding of what max mark bracket indicates - knowledge of devices and how to identify/use them 	<p>Term 1 and 2- Poetic devices</p> <ul style="list-style-type: none"> - What to include in analytical, evaluative, and comparative paragraphs - Comparative connectives - Plot of the poems in the Power and Conflict cluster - Context of the poems in the power and conflict cluster - Understanding of the AOs of each exam paper question and the structure needed to present response <p>Term 2- Understanding the requirements of the Spoken Language Endorsement unit.</p> <ul style="list-style-type: none"> - Knowledge of how to select a suitable topic
Literacy Skills	<p>Term 1-2</p> <ul style="list-style-type: none"> - Identifying points relevant to given question - Supporting with relevant evidence from the novella - Analysing the novella including the necessary strands of analysis - Selecting/using appropriate analytical/vocabulary essay vocabulary - Punctuating sentences accurately - Writing in role and in a range of PAFs 	<p>Term 1 and 2- Identifying points and ideas relevant to given question</p> <ul style="list-style-type: none"> - Supporting with relevant evidence from the text - Inferring implicit and explicit ideas - Analysing the text including the necessary strands of analysis - Selecting/using appropriate and ambitious analytical/vocabulary essay vocabulary - Punctuating sentences accurately 	<p>Term 1 and 2- Identifying points relevant to given question</p> <ul style="list-style-type: none"> - Supporting with relevant evidence from the poem - analysing the poem including the necessary strands of analysis and comparison - Selecting/using appropriate analytical/vocabulary essay vocabulary - Using the correct homophones in sentences - Punctuating sentences accurately <p>Term 2- Producing a range of non-fiction texts using relevant devices</p>
Reading Skills	<p>Term 1-2</p> <p>Analyse deeper meaning/connotations of language</p> <ul style="list-style-type: none"> - Decoding unfamiliar words using their existing knowledge of root words, prefixes, and/or suffixes. - Identifying and inferring explicit and implicit information - Identifying and relating to the feelings and attitudes of the writer 	<p>Term 1 and 2- Reading uncommon words which are no longer commonly used in the English language</p> <ul style="list-style-type: none"> - Analyse deeper meaning/connotations of language - Identifying and inferring explicit and implicit information - Identifying and relating to the feelings and attitudes of the writer 	<p>Term 1 and 2- Skim and scan</p> <ul style="list-style-type: none"> - Identifying and inferring explicit and implicit information - Identifying and relating to the feelings and attitudes of the writer - Identifying unfamiliar words and investigating their meaning

Key Stage 4 - Year 11

Literature & Language

	Autumn Term	Spring Term	Summer Term
Y11 Literature & Language	<p>Literature Paper 2- Modern Drama: An Inspector Calls Term 1</p> <p>Language Paper 1- Explorations in Creative Reading and Writing Term 2</p>	<p>English Language Paper 2- Writers' Viewpoints and Perspectives Term 1 and 2</p> <p>GCSE Spoken Language Endorsement Term 2</p>	<p>English Language and Literature final revision</p> <p>Students are given time in class to revisit all of the material learned through the 2-year linear course. <i>AIC</i>, <i>A Christmas Carol</i> and <i>Macbeth</i> will be revised in a variety of engaging ways. Retrieval practice sessions and guidance on how to recall key plot events, themes, quotations or references; on how to select judiciously when writing essays will be offered to students. Past exams practice will be used to revise core exams skills and to practice time management skills Term 1</p> <p>GCSE Exams Term 2</p>

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Assessment	<p>A timed assessment of: Section A Modern Drama: A choice of a theme or character based question</p> <p style="text-align: center;">Term 1 A walking talking past paper</p> <p>A full Paper 1 past paper assessment (AO1, 2,3,4,5,6)</p> <p style="text-align: center;">1 hour 45 minutes Term 2</p>	<p>Mock exams A full Lang Paper 1 and 2 past paper (AO1, 2,3,4,5,6).</p> <p style="text-align: center;">1 hour 45 minutes, each Term 1</p> <p>Recording of Spoken Language Endorsement (AO7, 8 ,9) Term 2</p>	<p>Revision of all set texts for GCSE English Literature Papers 1 and 2</p> <p style="text-align: center;">Term 1</p> <p>Revision of GCSE English Language Papers 1 and 2. (Walking Talking Mocks)</p> <p style="text-align: center;">Term 1 GCSE Exam Term 2</p>
Knowledge	<p>Term 1</p> <p>Structural features of a play *</p> <ul style="list-style-type: none"> - Context of the play * - Plot of the play * - Literary devices - How to identify relevant points/information - What to include in analytical paragraphs 	<p>Term 1 and 2</p> <ul style="list-style-type: none"> - Understanding narrative, descriptive, and non-fiction text structures - Impact of descriptive/persuasive language whilst also drawing upon individual experiences of the world around them - knowledge of devices and how to identify and apply them - Understanding and refining exam skill/technique -Communicating clearly and adapting tone for different audience 	<p>Term 1 and 2</p> <ul style="list-style-type: none"> - Understanding of the AOs of each exam paper question and the structure needed to present response -Understanding of what max mark bracket indicates
Literacy Skills	<p>Term 1 and 2</p> <ul style="list-style-type: none"> Identifying points relevant to given question - Supporting with relevant evidence from the text - Inferring implicit and explicit ideas - Selecting/using appropriate and ambitious analytical/vocabulary essay vocabulary - Punctuating sentences accurately 	<p>Term 1 and 2</p> <ul style="list-style-type: none"> Identifying points relevant to given question - Supporting with relevant evidence from the play - Analysing the play including the necessary strands of analysis - Selecting/using appropriate analytical/vocabulary essay vocabulary - Punctuating sentences accurately -Writing in role and in a range of PAFs - Producing a range of non-fiction texts using relevant devices 	<p>Term 1 and 2</p> <ul style="list-style-type: none"> Identifying points relevant to given question - Selecting/using appropriate analytical/vocabulary essay vocabulary - Punctuating sentences accurately - Application of all skills during the revision period.
Reading Skills	<p>Term 1 and 2</p> <ul style="list-style-type: none"> Analyse deeper meaning/connotations of language - Identifying and inferring explicit and implicit information - Identifying and relating to the feelings and attitudes of the writer - Decoding unfamiliar words using their existing knowledge of root words, prefixes, and/or suffixes. 	<p>Term 1 and 2</p> <ul style="list-style-type: none"> Decoding unfamiliar words using their existing knowledge of root words, prefixes, and/or suffixes. - Analyse deeper meaning/connotations of language - Identifying and inferring explicit and implicit information - Identifying and relating to the feelings and attitudes of the writer 	<p>Term 1 and 2</p> <ul style="list-style-type: none"> -Reading, marking and grading responses using mark scheme/success criteria - Proof reading writing

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Y12 Resits:

Language

	Autumn Term	Spring Term	Summer Term
Language Y12 Resit	<p>English Language Paper 1- Explorations in Creative Reading and Writing Term 1 and 2</p> <p>Introduction to English Language Paper 2- Writers Viewpoints and Perspectives Term 2</p>	<p>English Language Paper 2- Writers' Viewpoints and Perspectives Term 1 and 2</p> <p>GCSE Spoken Language Endorsement Term 2</p>	<p>English Language final revision Term 1</p> <p>GCSE Exams Term 1 and 2</p>
Assessment	<p>Walking Talking Mocks- Language Paper 1 and 2 Past Exams Papers (Lang AO1, 2, 3,4, 5,6) 1:45mins each</p>	<p>Recording of Spoken Language Endorsement (Lang AO7, 8, 9)</p> <p>Mock exams Language Paper 2 (AO1, 2, 3, 5, 6)</p>	<p>Language Papers 1 and 2 - Walking Talking Mocks (AO1, 2, 3, 4, 5, 6)</p> <p>GCSE Exam</p>

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Knowledge	Term 1 and 2 - fiction and non-fiction genres - Literary devices - How to identify relevant points/information - What to include in analytical paragraphs -Creative and persuasive writing	Term 1 and 2 Understanding narrative, descriptive, and non-fiction text structures - Impact of descriptive/persuasive language whilst also drawing upon individual experiences of the world around them - knowledge of devices and how to identify and apply them - Understanding and refining exam skill/technique -Persuasive writing	Term 1 and 2 - Understanding of the AOs of each exam paper question and the structure needed to present response - Understanding of what max mark bracket indicates
Literacy Skills	Term 1 and 2 - Identifying points relevant to given question - Supporting with relevant evidence from the text - Inferring implicit and explicit ideas - Selecting/using appropriate and ambitious analytical/vocabulary essay vocabulary - Punctuating sentences accurately	Term 1 and 2 - Identifying points relevant to given question - Supporting with relevant evidence from the play - Analysing the play including the necessary strands of analysis - Selecting/using appropriate analytical/vocabulary essay vocabulary - Punctuating sentences accurately -Writing in role and in a range of PAFs - Producing a range of non-fiction texts using relevant devices	Term 1 and 2 - Identifying points relevant to given question - Selecting/using appropriate analytical/vocabulary essay vocabulary - Punctuating sentences accurately - Application of all skills during the revision period.
Reading Skills	Term 1 and 2 - Analyse deeper meaning/connotations of language - Identifying and inferring explicit and implicit information - Identifying and relating to the feelings and attitudes of the writer - Decoding unfamiliar words using their existing knowledge of root words, prefixes, and/or suffixes.	Term 1 and 2 - Decoding unfamiliar words using their existing knowledge of root words, prefixes, and/or suffixes. - Analyse deeper meaning/connotations of language - Identifying and inferring explicit and implicit information - Identifying and relating to the feelings and attitudes of the writer	Term 1 and 2 -Reading, marking and grading responses using mark scheme/success criteria - Proof reading writing

What parents can do to support:

We encourage all our parents to support our students with their reading. At home, they should read, every day, for at least 30 minutes.

You can also watch films on set texts together, all of which are available on YouTube, and discuss plot (key events), key ideas/themes, contexts and characters.

- **A Christmas Carol, by Charles Dickens:** <https://www.youtube.com/watch?v=dZaFvTL8KJs>
- **An Inspector Calls, by J. B. Priestley:** <https://www.youtube.com/watch?v=zXT0FqfrQWM&t=4527s>
- **Macbeth, by William Shakespeare:**
- https://www.youtube.com/watch?v=7KQz1mgDv9I&list=PLcvEcrcF_9zlurvVuQFZxC2_OUlu09Un6&index=2
- **Power and Conflict Poetry:** https://www.youtube.com/watch?v=PVEeGJmWqA&list=PLqGFsWf-P-cAO64IBHZTFwTz2X0DD_Cxk
- **DNA, by Dennis Kelly:** <https://www.youtube.com/watch?v=K6u3M4-1eBU>

A trip the theatre to watch a production of their choice .

Appendix

Students begin their GCSE Literature course studying a 19th century novel. This text is challenging yet accessible, making it an excellent starting point for the students' KS4 career.

Students from our feeder schools will have studied a play and/or a novel each year in KS3 and are familiar with the generic conventions of drama/ novel as well as having become increasingly skilled readers. **All literature units build on students' skills of:**

- literal and inferential comprehension
- exploring plot, events characterisation, and settings;
- distinguishing between what is explicit/implied
- explaining motivation, sequence of events
- identifying the theme and distinguishing between themes;
- supporting a point of view by referring to evidence
- recognising the possibility of and evaluating different responses
- understanding of writers' social, historical and cultural contexts
- making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact
- comparing and contrasting texts
- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate;

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discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references