

## Subject overview: ENGLISH (Key Stage 4)

### Subject Rationale (Intent) linked to whole school curriculum mission

**In brief (no more than four sentences):**

The English curriculum at St Edmund's prepares students for life. They are challenged to think; to have opinions; to engage in discussions and debates; to explore, interpret and understand the world around them and their rich cultural heritage. They develop enquiring minds and become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. High standards of language and literacy are promoted by equipping students with a strong command of the spoken and written word.

**Additional details:**

Similarly to KS3, discrete units are delivered alongside *Let's Think in English* and *Let's Write in English* which run throughout the year. Spacing and interleaving allow texts to be revisited and revised on a regular basis.

The study of English "is like a long conversation through time" (Arthur Applebee). These classroom conversations, he explains, can take place in speech or writing, at any level from primary to post-graduate, but be the same types of conversation. Our curriculum has been developed to allow these conversations to take place. There is a focus on 'big questions' which can be asked about one text and then returned to in another, thereby making links explicit. The contexts will be different in the new texts studied, but knowledge about rhetoric, lyric poetry or what is meant by comedy, for example, in one text can be applied to the next. The relationship between the reader and writer is key and students' contributions to these discussions are valued.

At GCSE, the English Department follows the AQA specification for both English Language (8700) and English literature (8702). Students are assessed on: reading, writing, speaking/listening and their analysis of literature.

### YEAR 10

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	Main method of assessment?
Term 1:1	<p><b>AN INSPECTOR CALLS</b>  <b>GCSE Literature Paper 2, Section A</b>  <b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>● The plot, structure and characters of <i>An Inspector Calls</i></li> <li>● Key themes</li> <li>● Stagecraft including stage directions and dramatic irony</li> <li>● Key features of a morality play</li> <li>● Historical, social, cultural contexts of 1912 (setting) and 1945 (first performance), including capitalism and socialism</li> <li>● How to write a GCSE literature essay</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>● Annotate/summarise</li> </ul>	<p><b>Rationale:</b>            Students begin their GCSE English Literature course with the study of a 20th century play. This text is challenging yet accessible, making it an appropriate starting point for the students' GCSE course. It is also chosen as the first text of a two-year course due to the high level of engagement it receives from the students.</p> <p>Students have studied a play each year in KS3 and are familiar with the generic conventions of drama, as well as having become increasingly skilled readers.</p> <p>The GCSE English Literature course is fully</p>	<p>Series of short questions to test knowledge of text.</p> <p>Two essays:            1. Character            2. Theme</p>

	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Support a point of view by referring to evidence</li> <li>Effective use of a range of short, precise quotations embedded in sentences</li> <li>Recognise the possibility of and evaluate different responses</li> <li>Explain, comment on and analyse how writers use language/structure for effect</li> <li>Write/talk effectively about literature for a range of purposes (summarise, explain, describe, argue, analyse, evaluate)</li> <li>Apply understanding of contextual features to explore the relationship between the text and its context</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	co-teachable with GCSE English Language and students benefit from the transferable skills learnt across the two subjects. While studying this text students also develop their own descriptive/narrative writing skills for GCSE English Language Paper 1: Explorations in Creative Reading and Writing.	
Term 1:2	<p><b>19th CENTURY NOVEL</b>  <b>GCSE Literature Paper 1, Section B</b>  <b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>The plot, structure and characters of <i>A Christmas Carol</i> or <i>Dr Jekyll &amp; Mr Hyde</i></li> <li>Key themes</li> <li>Understanding of genre and genre conventions (Gothic literature, tyrannical villainous figures)</li> <li>Historical, social, cultural contexts of Victorian London/Edinburgh</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Annotate/summarise</li> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Support a point of view by referring to evidence</li> <li>Effective use of a range of short, precise quotations embedded in sentences</li> <li>Recognise the possibility of and evaluate different responses</li> <li>Explain, comment on and analyse how writers use language/structure for effect</li> <li>Write/talk effectively about literature for a range of purposes (summarise, explain, describe, argue, analyse, evaluate)</li> <li>Apply understanding of contextual features to explore the relationship between the text and its context</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p><b>Rationale:</b>  Students embark on their second literature text, now studying a 19th century novel for Paper 1. Those groups studying <i>A Christmas Carol</i> will finish their first study of the text as we break up for the Christmas holiday, thereby appreciating the full impact of Dickens' message.</p> <p>Students have studied prose texts throughout KS3. Students will be challenged by the themes and methods of Dickens/Stevenson, however, they will have knowledge of the Victorian context as well as plot, characterisation, themes, narrative voice etc. through their study of <i>19th Century Short Stories</i> at the end of Year 9.</p> <p>The GCSE English Literature course is fully co-teachable with GCSE English Language and students benefit from the transferable skills learnt across the two subjects. While studying this text students continue to develop their writing skills for Language Paper 1 Section B and also prepare to analyse unseen fiction for Language Paper 1 Section A.</p>	<p>Series of short questions to test knowledge of text.</p> <p>Two extract based essays using the following question format:</p> <p><i>Starting with this extract, how does the writer present ...</i></p>
Term 2:1	<p><b>LANGUAGE PAPER 1: EXPLORATIONS IN CREATIVE READING</b>  <b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>Revisit genre and genre conventions</li> <li>Revisit features of narrative writing: character development, descriptive writing, use of setting, structure, imagery, pathetic fallacy etc.</li> <li>Understand the events, language and structure of the extracts studied and different interpretations</li> </ul>	<p><b>Rationale:</b>  Students now move on to the first discrete English Language unit. Their prior study of prose fiction in KS3, and up to now in Year 10, means that they have already explored the key areas of reading for meaning and inference along with analysis of language and structure. Evaluating the responses of</p>	<p>Walking Talking Section A, looking at a range of exemplar answers.</p> <p>Section A</p>

	<ul style="list-style-type: none"> <li>Understand significant contextual/literary influences on authors and their stories</li> <li>Secure understanding of technical accuracy</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Annotate/summarise</li> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Explain, comment on and analyse how writers use language/structure for effect</li> <li>Evaluate texts critically and support with references, appreciating that readers will respond in a range of different ways</li> <li>Use relevant, accurate subject terminology</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p>others is a skill that is already practised.</p> <p>This unit is an opportunity for students to consolidate what they know and to develop their reading skills further. They will also become familiar with the format of the Paper 1 examination.</p> <p>Fortnightly <i>Let's Write</i> lessons build on the skills and routines developed in KS3, so that writing creatively is something that students undertake on a regular basis. They are encouraged to craft their own narrative/descriptive writing, experimenting with the methods explored in a range of texts.</p>	<p>Assessment.</p> <p>Section B Assessment.</p>
Term 2:2	<p><b>LANGUAGE PAPER 2: WRITERS' VIEWPOINTS/PERSPECTIVES</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>Revisit conventions of a range of forms of non-fiction writing including: <ul style="list-style-type: none"> <li>speech (clear address to audience, effective/fluent linked sections to indicate sequence, rhetorical devices, clear sign off)</li> <li>letter (address, date, formal mode of address, effectively/fluent sequenced paragraphs, appropriate mode of signing off)</li> <li>leaflet (clear/apt/original title, organisational devices such as subheadings or boxes, bullet points, effectively/fluent sequenced paragraphs)</li> <li>article (headline, strapline, subheadings, introductory overview paragraph, effectively/fluent sequenced paragraphs)</li> <li>essay (an effective introduction, effectively/fluent linked paragraphs to sequence a range of ideas, convincing conclusion)</li> </ul> </li> <li>Understand how writers adapt their writing for purpose, audience and form</li> <li>Explore writers' ideas and perspectives through comparison</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Annotate/summarise</li> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>Explain, comment on and analyse how writers use language/structure for effect</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Use relevant, accurate subject terminology</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p><b>Rationale:</b></p> <p>Students now have an opportunity to consider writers' viewpoints and perspectives and to continue to develop their comparison skills. Their prior study of non-fiction in KS3 (Y7 Survival, Y8 War Poetry &amp; Propaganda and Perfect Places, Y9 Famous Faces) means that they have already explored the key areas of reading for meaning and inference, along with analysis of the methods used by writers to convey their views.</p> <p>The focus on different perspectives is timely preparation for next half term's focus on Power and Conflict poetry (Cluster 1: Identity).</p> <p>Fortnightly <i>Let's Write</i> lessons build on the skills and routines developed in KS3, so that writing creatively is something that students undertake on a regular basis. They are encouraged to craft their own non-fiction writing, experimenting with the methods explored in a range of texts.</p>	<p>Walking Talking Section A, looking at a range of exemplar answers.</p> <p>Section A Assessment.</p> <p>Section B Assessment.</p>
Term 3:1	<p><b>POWER &amp; CONFLICT POETRY</b></p>	<p><b>Rationale:</b></p> <p>Having already studied a modern play and a 19th</p>	<p>Series of short</p>

	<p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand variations in forms of poetry: epic, ballad, dramatic monologue, sonnet etc.</li> <li>• Understand the structure of poems: stanza, rhyme, pararhyme, rhythm, blank verse, free verse, enjambment, anaphora, refrain, repetition, semantic field etc.</li> <li>• Understand the effects of poets' language choices: alliteration, simile, metaphor, personification, onomatopoeia, pathetic fallacy etc.</li> <li>• Understand the significance of context</li> <li>• Understand different aspects of power (nature, culture, identity, childhood, pride, individuals/communities/countries, propaganda etc.)</li> <li>• Understand different aspects of conflict (war, societal, familial, personal/internal, humans vs. nature etc.)</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>• Annotate/summarise</li> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Support a point of view by referring to evidence</li> <li>• Effective use of a range of short, precise quotations embedded in sentences</li> <li>• Recognise the possibility of and evaluate different responses</li> <li>• Explain, comment on and analyse how writers use language/structure for effect</li> <li>• Compare writers' ideas and perspectives</li> <li>• Write/talk effectively about literature for a range of purposes (summarise, explain, describe, argue, analyse, evaluate)</li> <li>• Apply understanding of contextual features to explore the relationship between the text and its context</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p>century novel, the focus now turns to poetry.</p> <p>Students studied a range of poetry during KS3, including poems from different cultures, and started to develop skills which will support the in-depth study of 15 poems linked by ideas about Power and Conflict.</p> <p>The study of the poems is spread across the course and delivered in four clusters. Students will look at poems grouped by ideas about the power of identity (cluster 1) and place (cluster 2).</p> <p>While studying these poems, they will also be encouraged to craft their own writing, experimenting with the methods explored in a range of texts.</p>	<p>questions to test knowledge of texts.</p> <p>One comparison essay focusing on an aspect of power.</p>
<p><b>Term 3:2</b></p>	<p><b>UNSEEN POETRY</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand variations in forms of poetry: epic, ballad, dramatic monologue, sonnet etc.</li> <li>• Understand the structure of poems: stanza, rhyme, pararhyme, rhythm, blank verse, free verse, enjambment, anaphora, refrain, repetition, semantic field etc.</li> <li>• Understand the effects of poets' language choices: alliteration, simile, metaphor, personification, onomatopoeia, pathetic fallacy etc.</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>• Annotate/summarise</li> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Support a point of view by referring to evidence</li> <li>• Effective use of a range of short, precise quotations embedded in sentences</li> <li>• Recognise the possibility of and evaluate different responses</li> <li>• Explain, comment on and analyse how writers use language/structure for effect</li> <li>• Participate in structured discussions, summarising and/or building on what has</li> </ul>	<p><b>Rationale:</b></p> <p>After exploring a range of poems from the Power and Conflict collection and developing their skills of analysis and comparison, students now look at a selection of unseen poems in preparation for Literature Paper 2, Section C.</p> <p>While studying unseen poetry, students will also continue to craft their own writing, experimenting with the methods explored in a range of texts.</p>	<p>Two questions on unseen poetry:</p> <ul style="list-style-type: none"> <li>- a question on a single unseen poem</li> <li>- a question requiring a comparison of the methods used in the poem and a second unseen poem</li> </ul>

<p>been said</p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><b>PREPARATION FOR END OF YEAR EXAMS</b></p> <ul style="list-style-type: none"> <li>All of the substantive and disciplinary knowledge gained/developed during the year</li> </ul> <p><b>POWER &amp; CONFLICT POETRY</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul>		<p><b>Rationale:</b> In addition to regular low-stakes testing of content, students are given time in class to revisit the material learnt during Year 10.</p> <p>These exams require students to draw together all of the content learnt in Year 10, as well as all of the skills developed throughout their English lessons at KS3 and KS4.</p> <p>This is an opportunity for students to demonstrate their knowledge/skills and for teachers to identify any gaps/weaknesses.</p> <p><b>Rationale:</b> Students finish the year by studying two poems which explore ideas about pride and power (cluster 3), generating discussion which will prepare students for their first text of Year 11 (<i>Macbeth</i>).</p>	<p>GCSE English Language Paper 2</p> <p>GCSE English Literature Paper 2</p>
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**YEAR 11**

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	Main method of assessment?
Term 1:1	<p><b>SHAKESPEARE: MACBETH</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>The plot, structure and characters of <i>Macbeth</i></li> <li>Key themes</li> <li>Stagecraft</li> <li>Historical, social and literary contexts, including aspects of tragedy</li> <li>How to write a GCSE literature essay</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Annotate/summarise</li> <li>Identify and interpret explicit and implicit information and ideas</li> </ul>	<p><b>Rationale:</b> Year 11 starts with the last literature set text to be studied and it will be the third Shakespeare play studied by students. Their KS3 learning (<i>Taming of the Shrew</i> and <i>A Midsummer Night's Dream</i>) will have prepared them to engage confidently with Shakespeare as a playwright and dramatist at GCSE level.</p>	<p>Series of short questions to test knowledge of text.</p> <p>Two extract based essays using the following question format:</p>

	<ul style="list-style-type: none"> <li>Support a point of view by referring to evidence</li> <li>Effective use of a range of short, precise quotations embedded in sentences</li> <li>Recognise the possibility of and evaluate different responses</li> <li>Explain, comment on and analyse how writers use language/structure for effect</li> <li>Write/talk effectively about literature for a range of purposes (summarise, explain, describe, argue, analyse, evaluate)</li> <li>Apply understanding of contextual features to explore the relationship between the text and its context</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p>The play is studied in much more depth than at KS3, as students need a strong knowledge and understanding of the full play in order to engage with any given extract in the exam. Students' critical analysis will be stretched as they consider the significance of the play's Jacobean context and aspects of tragedy, as well as rhyme, meter, imagery and allusion.</p> <p>Fortnightly <i>Let's Write</i> lessons continue with a focus on narrative and descriptive writing in preparation for the first set of mock examinations.</p>	<p><i>Starting with this extract, how does Shakespeare present ...</i></p>
Term 1:2	<p><b>REVISE LANGUAGE PAPER 1 &amp; 19th CENTURY NOVEL</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul>	<p><b>Rationale:</b></p> <p>Students now start to prepare for their first set of mock examinations. Revision focuses on the reading section of Language Paper 1, as students' writing skills are developed during fortnightly <i>Let's Write</i> sessions.</p>	<p>Mock Exams 1: GCSE English Language Paper 1</p> <p>GCSE English Literature Paper 1</p>
Term 2:1	<p><b>POWER &amp; CONFLICT POETRY</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand variations in forms of poetry: epic, ballad, dramatic monologue, sonnet etc.</li> <li>Understand the structure of poems: stanza, rhyme, pararhyme, rhythm, blank verse, free verse, enjambment, anaphora, refrain, repetition, semantic field etc.</li> <li>Understand the effects of poets' language choices: alliteration, simile, metaphor, personification, onomatopoeia, pathetic fallacy etc.</li> <li>Understand the significance of context</li> <li>Understand different aspects of power (power of nature, power of culture, power of individuals, propaganda, pride, identity, childhood etc.)</li> <li>Understand different aspects of conflict (war, societal, familial, personal/internal, humans vs. nature etc.)</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Annotate/summarise</li> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Support a point of view by referring to evidence</li> <li>Effective use of a range of short, precise quotations embedded in sentences</li> <li>Recognise the possibility of and evaluate different responses</li> <li>Explain, comment on and analyse how writers use language/structure for effect</li> <li>Compare writers' ideas and perspectives</li> <li>Apply understanding of contextual features to explore the relationship between the text and its context</li> <li>Participate in structured discussions, summarising and/or building on what has been said</li> </ul>	<p><b>Rationale:</b></p> <p>The study of Power and Conflict poetry is spread across the course and delivered in four clusters.</p> <p>The final cluster has a focus on war (cluster 4) which follows on well from <i>Macbeth</i>. For example, <i>Remains</i> with its allusion to Macbeth: "his bloody life, in my bloody hands".</p> <p>The content of the literature course has now been delivered, leaving time to revisit and revise texts studied earlier in the course.</p>	<p>Series of short questions to test knowledge of texts.</p> <p>One comparison essay focusing on an aspect of conflict.</p>

	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>		
Term 2:2	<p><b>REVISE LANGUAGE PAPER 2 and AN INSPECTOR CALLS</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul>	<p><b>Rationale:</b> Students now start to prepare for their second set of mock examinations. Revision focuses on the reading section of Language Paper 2, as students' writing skills are developed during fortnightly <i>Let's Write</i> sessions.</p> <p>Students also revise <i>An Inspector Calls</i>.</p>	<p>Mock Exams 2:</p> <p>GCSE English Language Paper 2</p> <p>GCSE English Literature Paper 2</p>
Term 3:1	<p><b>REVISION</b></p> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul>	<p><b>Rationale:</b> Revise all set texts for GCSE Literature Papers 1&amp;2.</p> <p>Revise GCSE Language Papers 1&amp;2.</p>	
Term 3:2	<b>REVISION &amp; GCSE EXAMINATIONS</b>		