



## St Matthew's RC High School

### Key Stage 4 Curriculum Plan 2016/17

#### Subject:

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Post 1914 British Play – Blood Brothers Paper 1 LITERATURE 25%</p> <p>Students explore the play, exploring the themes, structure, characters, setting and context. Skills developed to explore language techniques and their effects. Skills developed in writing to critically analyse text using critical terminology confidently and linked ideas so that the essay forms a cohesive whole.</p>	<p>19<sup>TH</sup> Century Novel A Christmas Carol Focus = Exam Skills Paper 2 LITERATURE 25%</p> <p>Students read and analyse A Christmas Carol – focusing on exam skills: characters, relationships, plot, setting, themes followed by exam practise of each section.</p>	<p>Unseen Non Fiction Texts Paper 2 LANGUAGE 30%</p> <p style="text-align: center;"><b>And</b></p> <p>Writing Non Fiction Texts Paper 2 LANGUAGE 30%</p> <p>Students explore a range of unseen, high quality, challenging non-fiction and literary non-fiction texts from 20<sup>th</sup> and 21<sup>st</sup> century, including journalism (articles and reviews), speeches, journals and reference book extracts, selections from</p>	<p>Shakespeare Romeo and Juliet Focus = Exam Skills Paper 1 LITERATURE 25%</p> <p>Students study Romeo and Juliet, focusing on exam skills: characters, relationships, plot, setting, themes followed by exam practise of each section.</p>	<p>Writing imaginatively Paper 1 LANGUAGE 20%</p> <p style="text-align: center;"><b>And</b></p> <p>Unseen Fiction Extracts from the 19<sup>th</sup> Century Paper 1 LANGUAGE 20%</p> <p>Students will read selections from high-quality, challenging prose fiction in preparation for responding to an unseen 19<sup>th</sup> century prose fiction extract in the examination (approx. 650 words). They should read extended texts that make significant demands on them in terms of content, structure and the quality of language.</p>	<p>Speaking and Listening Preparation and delivery for Edexcel</p> <p style="text-align: center;"><b>And</b></p> <p>Anthology/unseen Poetry – SOME OF THE POEMS (REST FOR Y11) Paper 2 LITERATURE 25%</p> <p>Students will prepare and deliver a speech and a discussion about a topic of their choice, guided by their teacher to select a topic/issue about which they can speak and discuss at length. Students explore poems from one Edexcel Anthology collection Relationships/Conflict/</p>

	Skills developed in SPAG as marks are awarded for accurate writing.		autobiographies, letters, reports, obituaries and travel writing. (NOT news feeds, advertisements). Students practice writing these non-fiction texts as they study so that a cohesive study of text types is created.		Students will develop the skills of inference, analysis and evaluation.  Students will apply what they have learned about the writer's craft (and their previous Literature studies) to inspire and influence their own imaginative writing. They should develop a range of creative writing techniques, and planning and proofreading skills.	Time and Place TBC. Students should explore each poem using unseen poetry skills using SMILER or equivalent so that skills for tackling unseen poems are built into the SOW. Skills developed in exploring portrayals of themes through the use of structure, language and form. Skills developed in exploring the CONTEXTS in which the poems were written. Skills developed in comparing two known poems. Skills developed in comparing two unknown poems.
11	<b>Shakespeare Romeo and Juliet</b> Students will explore the play Romeo and Juliet. They will learn key quotations to	<b>3 weeks English Language AO2 (Language and Structure)</b>	<b>2 weeks Comparing Skills (for Language and Poetry)</b>  <b>2 weeks English Literature AO3 (Context)</b>	<b>2 weeks English Language AO5, AO6 (Transactional Writing)</b>  <b>4 weeks – Personalised Revision</b>	<b>Personalised Revision</b> To create more personalised learning, teachers will assess the progress of students in their class. They will cover the 6 areas above,	<b>FINAL REVISION – ENGLISH LANGUAGE</b>

	<p>explore both characters, themes and ideas. They will explore Shakespeare's use of language, structure and form. Their assessment will test, through one extract-based question and one essay question on the text as a whole, knowledge and understanding of the Shakespeare text. Learners will be expected to comment on Shakespeare's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This section will also test learners' spelling, punctuation and grammar, therefore a</p>	<p><b>2 weeks English Language AO4 (Evaluation)</b></p> <p><b>2 weeks English Language AO5, AO6 (Writing Creatively)</b></p> <p>In these two weeks, students will develop their ability to analyse a writer's use of language and structure. They will focus on sentence types and vocabulary as well as shifts in topic and tone so that they can access the higher levels of the mark scheme for AO2. They will use both modern non-fiction texts and 19<sup>th</sup> Century fiction texts to increase their exposure to this type of exam question. In these two weeks, students will learn how to develop simple evaluative comments into a detached and critical</p>	<p>)</p> <p><b>2 weeks English Literature AO1 (Characters/Themes /Interpretation)</b></p> <p>In these two weeks, students will recap and revise how to use comparative phrases and how to structure comparative analysis of both non-fiction papers (previous examples can be used if needed to save time) and poems from the anthology. Students will make sure they focus on the writer's ideas and perspectives and are able to comment on how these ideas and perspectives are conveyed in the text.</p> <p>In these two weeks, students will revise and develop their</p>	<p>In these two weeks students will practise writing a range of non fictional, transactional texts. They will explore how to engage the reader with better openings, how to structure their writing, and how apply their 'invisible bag' of writing tricks including: sentence types, range of punctuation, higher level vocab, imagery, figurative language to achieve higher marks.</p> <p>To create more personalised learning, teachers will assess the progress of students in their class. They will cover the 6 areas above, but in proportion to the students' knowledge and ability during this four week period. The HOF and Head of KS4 English will closely monitor and oversee these plans using prior data and class trackers.</p>	<p>but in proportion to the students' knowledge and ability during this half term. The HOF and Head of KS4 English will closely monitor and oversee these plans using prior data and class trackers. Revision resources for all 6 areas will be available, which teachers will be expected to adapt and personalise for their students.</p>	
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	<p>constant focus on SPAG will be made during the SOW.</p>	<p>style, exploring, in particular, the themes, events, settings, ideas and details in both modern non-fiction texts and 19<sup>th</sup> Century fiction texts. Students will explore how to select positive and negative aspects of content and style in order to gain higher marks at this skill. In these two weeks students will practise writing imaginatively given either a scenario or an image to prompt ideas. They will explore how to engage the reader with better openings, how to create settings and characters in more interesting ways, how to structure their writing, and how to ensure that they use an 'invisible bag' of writing tricks</p>	<p>understanding of the contexts of the relevant Literature texts – poems from the anthology, and 19<sup>th</sup> Century novel. They will also explore how contexts can mean within the context of the full story in terms of the novel, and be able to comment on this using extracts.</p> <p>In these two weeks, students will revise the characters and themes in their Literature texts – 19<sup>th</sup> Century novel, Shakespeare play and Post 1914 Prose/Drama. In particular, they will create revision materials with quotes to learn for these texts, as well as practise planning essays and writing linked points using</p>	<p>Revision resources for all 6 areas will be available, which teachers will be expected to adapt and personalise for their students</p>		
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		including: sentence types, range of punctuation, higher level vocab, imagery, figurative language to achieve higher marks.	literary terminology and a critical style independently.			
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