



# KS4 Curriculum Content

**English Literature  
and Language**

Year 10	September - October	October - November	November - December
	<p style="text-align: center;"><b>Macbeth</b></p>  <p><b>Knowledge:</b> Students will actively utilise and revisit their knowledge of Shakespeare's style and methods that has been built at KS3, through anthology extracts and whole play study, and apply this to the chosen KS4 play, Macbeth. Students will read, and watch, the play in its entirety- mapping and critically scrutinising the structural development of the narrative. Through purposeful refined revision of Shakespeare's political and social context, students will critically examine the constructed microcosm of the Scottish moors and battlefields and consider the purposeful meaning behind both linguistic and dramatic devices employed to present this to the audience. Students will also meticulously apply their critical and cultural lenses to characters such as Lady Macbeth and the Witches, considering the intended impact these characters have on both a contemporary Shakespearean or modern audience. A precise focus on analysing the message and intent of the writer and justifying this with precise reference to key quotations will be employed by all students. Students will undertake frequent independent personal practise of the AQA exam question for the Literature Paper 1 Exam. As previously discussed, the texts chosen in addition to Macbeth</p>	<p style="text-align: center;"><b>Unseen Poetry</b></p> <p style="text-align: center;">?</p> <p><b>Knowledge:</b> Students will continue their study of poetry (begun in Year 9). For this year only, students will not be studying the Poetry Anthology. They will instead be studying an anthology of unseen poems. Students will also be exposed to the concept of analysing unseen poetry across the unit, developing their confidence in approaching unseen texts in timed conditions. They will be given the freedom to express their personal response to unseen poems considering; ideas, meaning, and the methods writers use to engage the reader. Students will be explicitly taught how to structure an essay, beginning with a thesis, which is personal to them, supported by arguments and evidence from the poems.</p> <p><b>Mock Exam:</b> Literature Paper 2</p> <ul style="list-style-type: none"> <li>- Macbeth</li> <li>- Unseen Poetry</li> </ul> <p><b>1 Hour 45 Minutes</b></p>	<p style="text-align: center;"><b>An Inspector Calls</b></p>  <p><b>Knowledge:</b> Students will apply their knowledge and understanding of the varied and wide-ranging methods that writers use to create drama and tension in their study of An Inspector Calls. Students will examine the themes of responsibility, morality, social class and gender (all covered at KS3 through the chosen literary texts) and explore the ways in which J B Priestley presents these ideas to a live audience. Students will be encouraged to personally consider the message and purpose of the play, and link this precisely to the political and social contexts of the Edwardian and post-war period. Students will be introduced to the structure of the Paper 2 Literature exam and will complete frequent independent practise at responding to the expectations of the GCSE Examination. This text complements the literary novel, A Christmas Carol, due to its similar use of plot with characters undertaking a journey of transformation from ignorance to knowledge. This allows students the benefit of considering these methods in more detail and considering the authors' varied methods for utilising them in their texts.</p> <p><b>Assessment: Exam Question</b></p>

	<p>at KS4 closely complement the themes and ideas that will be explored by students at this stage and the KS3 texts studied allow students to feel confident in their solid foundation of Shakespeare's critical response to contextual ideas and values.</p> <p><b>Assessment:</b> Macbeth Extract Question</p>		
Vocabulary Links	<p>Shakespeare, Tomorrow, Norwegian, Warrior, Treachery, Enemies, Villain, Macbeth, Weird, Knowledge, Invisible, Prophecies, Prophecy, Antagonist, Protagonist, Tortured, Epiphany, Playwright, Tragedy, Hamartia, Revelation, Committed, Hubris, Flaw, Tragedy, Thesis</p>	<p>Colloquial, Volta, First person, Collective pronoun, Singular pronoun, Repetition, Adverb, Enjambment, Graphic imagery, Violent imagery, Motif, Natural imagery, Semantic Field, Simile, Metaphor, Personification, Rhyme, Cultural, Power, Conflict, Experience, Compare, Ideas</p>	<p>Priestley, Inspector, Edwardian, Envious, Confesses, Suicide, Theatre, Tension, Interrogation, Admission, Engagement, Believe, Arrogant, Socialist, Capitalist Business, Thesis</p>
AQA Assessment Objectives	<ul style="list-style-type: none"> <li>- AO1: Read, understand and respond to texts. Students should be able to:</li> <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> <li>- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- AO1: Read, understand and respond to texts. Students should be able to:</li> <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>- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- AO1: Read, understand and respond to texts. Students should be able to:</li> <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> <li>- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>

# Year 10

January-Feb

March-May

Half Term 6  
June - July



## A Christmas Carol

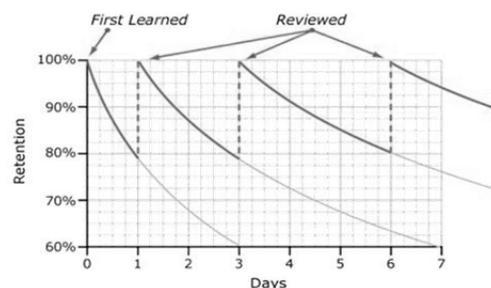
### Knowledge:

Students will explore the challenging Victorian novella, A Christmas Carol, utilising their developed critical analysis skills, creating personal interpretations and opinions of characters, themes and ideas. Students will ensure that they have a thorough and precise understanding of narrative development, characterisation and the purposeful methods employed by Dickens to create emotion, sympathy and moral reckoning for the reader. Students will explore some of the key aspects of contextual influence: including Victorian repression, class conflict, and attitudes towards religion, wealth and family values. Students will purposefully unpick extracts and use of language in order to comment on the construction of an intentional message by Dickens including a consideration of the 'Preface' to his novella. This text, like An Inspector Calls, is one of the shorter offered on the syllabus and therefore allows students the opportunity to re-read in a class setting and revisit key events and characters in copious detail. The themes within the text closely complement those that are seen within Macbeth and An Inspector Calls and improve the students' confidence in commenting and exploring aspects of power, conflict, sexuality and enigma.

## Interleaved (all)



Typical Forgetting Curve for Newly Learned Information



### Mock Exam:

Literature Paper 1

- A Christmas Carol
- An Inspector Calls

**1 Hour, 45 Minutes**



Examination Season  
Spoken Language Endorsement

Students are required to undertake a prepared spoken presentation on a specific topic. As a guide, the duration of the whole assessment should be no more than ten minutes.

**Assessment:** Final GCSE English Literature Examination (AQA)

	<b>Assessment:</b> Extract-based Question		
Vocabulary Links	Dickensian, Solitary, Simile, Adjectives, Political, Writer, Apparition, Destitute, Responsibility, Allegory, Ignorance Christmas, Diatribe, Forgiveness, Malthusian, Listing, Morality, Stave, Novella, Thesis	Revisit all.	Speaking, Listening, Speech, Purpose, Audience, Intonation, Persuasive, Rhetorical, Rhetoric, Sophisticated, Engaging, Bathos, Pathos, Ethos, Logos
AQA Assessment Objectives	<ul style="list-style-type: none"> <li>- AO1: Read, understand and respond to texts. Students should be able to:</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>- AO1: Read, understand and respond to texts. Students should be able to:</li> <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> <li>- AO4: Use a range of vocabulary and sentence structures for clarity,</li> </ul>	<ul style="list-style-type: none"> <li>- AO7: Demonstrate presentation skills in a formal setting</li> <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>the contexts in which they were written.</p> <ul style="list-style-type: none"><li>- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li></ul>	<p>purpose and effect, with accurate spelling and punctuation.</p>	
--	---	--	--

# Year 11

Term 1  
September - December



## Language Paper 1: Explorations in creative reading and writing

### Knowledge:

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves. In section A, students will be reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

### Mock Exam:

Language Paper 1: Explorations in creative reading and writing  
**1 Hour, 45 Minutes**

Term 2  
January - April



## Language Paper 2: Writers' viewpoints and perspectives

### Knowledge:

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. In section A, students will be reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. In section B, students will be producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

### Assessment:

Language Paper 2: Writers' viewpoints and perspectives  
**1 Hour, 45 Minutes**

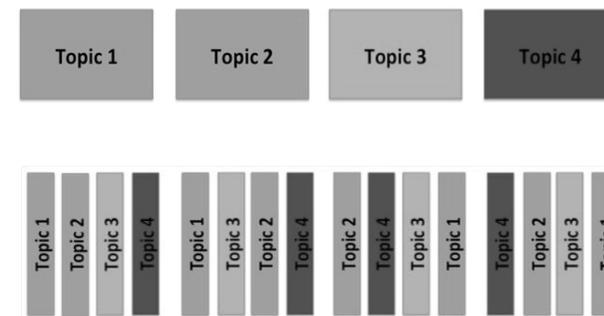
Term 3  
May - June



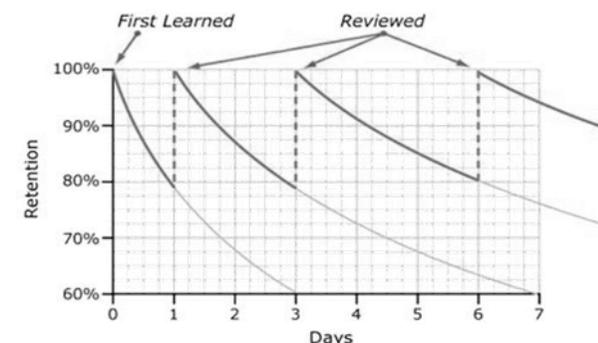
## Interleaved Paper 1/Paper 2 – weekly interchanges

### Examination Season

Interleaved (all):



Typical Forgetting Curve for Newly Learned Information



Vocabulary Links	Language, Vocabulary, Attitude, Justify, Effective, Explain, Influence, Analyse, Hyperbole, Emphasis, Connotation, Synthesise, Writer, Terminology, Mood, Setting, Character, Explore, Imagine, Audience, Personification, Onomatopoeia, Irony, Foreshadow, Structure, Prolepsis, Analepsis, Dialogue, Phrase, Slang, Fiction, Examine, Reason, Quotation, Opinion, Range, Evaluative, Assonance, Symbolism, Rule of Three, Cyclical	Synthesise, Summarise, Compare, Viewpoint, Terminology, Methods, Non-Fiction, Demonstrate, Examine, Perspective, Reason, Justify, Implies, Method, Effective, Identify, Judicious, Reference, Quotation, Comment, Bathos, Logos, Pathos, Ethos, Point of View, Explore, Argue, Persuade, Inform, Debate, Devise, Audience, Comparison, Counter-argument, Contrast, Informative, Rebuttle, Juxtaposition, Paradox, Objective, Bias, Subjective, Cyclical, Imperative	Revisit all.
AQA Assessment Objectives	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <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> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <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> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <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> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

