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| **LONG TERM KEY STAGE 4 CURRICULUM OVERVIEW**  **SUBJECT: English language and literature GCSE**  **TEACHER: Rachel Campbell** | | | | | | | |
| **YEAR 10 (two year linear course—AQA English Literature)** | **TERM** | **SEPTEMBER 2020 – DECEMBER 2020** | **JANUARY 2021 – MARCH 2021** | **APRIL 2021 – JULY 2021** | **SEPTEMBER 2021 – DECEMBER 2021** | **JANUARY 2022 – MARCH 2022** | **APRIL 2022 – JULY 2022** |
| **WHAT ARE WE LEARNING ABOUT?** | **Literature Paper 2 – An Inspector Calls.**  **Literature Paper 1 – A Christmas Carol** | **Literature Paper 2 – Conflict and Unseen Poetry.**  **Language Paper 1 – Analysing Fiction and Creative Writing.** | **Literature Paper 1 – Macbeth.**  **Language Paper 2 – Studies in Non-Fiction.** | **Study set cluster—Love and Relationships or Power and Conflict poetry from anthology.**  **Prepare response to unseen poem** | **Preparation for Literature paper**  **Comparative response to unseen poems.**  **Beginning to prepare for exams. Each exam question to be addressed in turn, following the order they appear on the exam paper. Specific attention to be paid to time management under exam conditions.** | **Final preparation for Language exam and Literature exam (May/June).** |
| **CASTLE** | **Tolerance, Aspiration, Love.** | **Creativity, Self-Belief, Enjoyment.** | **Aspiration, Self-Belief** |  |  |  |
| **ASSESSMENT OBJECTIVES** | **AO1: Read, understand and respond to texts. Students should be able to:**  **-maintain a critical style and develop an informed personal response**  **- use textual references, including quotations, to support and illustrate interpretations.**  **AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.** | **AO3: Show understanding of the relationships between texts and the contexts in which they were written.**  **AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.** | **AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing.** | **Lit AO1, AO2, AO3** | **Lit AO1, AO2, AO3** | **Lit AO1, AO2, AO3, AO4 (section A only)** |
| **PATHWAY** | **GCSE Literature**  **GCSE Language** | **GCSE** | **GCSE** | **GCSE** | **GCSE** | **GCSE** |
| **All Year 10 (two year linear course—AQA English Language)** | **TERM** | **SEPTEMBER 2020 – DECEMBER 2020** | **JANUARY 2021 – MARCH 2021** | **APRIL 2021 – JULY 2021** | **SEPTEMBER 2021 – DECEMBER 2021** | **JANUARY 2022 – MARCH 2022** | **APRIL 2022 – JULY 2022** |
| **WHAT ARE WE LEARNING ABOUT?** | Preparation for Language paper Creative Reading and Writing  Section A: Consider how established writers use narrative and descriptive techniques to engage their audience.  Section B: Demonstrate your narrative and descriptive skills in response to a written prompt, scenario or visual image. | Preparation for Language paper Writers’ viewpoints and perspectives  Section A: Study a range of non-fiction and literary non-fiction texts considering viewpoint and perspectives over time. Model responses given    Exam approaches—single question or extract question—to include specific modelling and exemplar graded responses. | Preparation for Language paper    Section B: Study a range of non-fiction and literary non-fiction texts considering viewpoint and perspectives over time.  Model responses given.  Exam approaches—single question or extract question—to include specific modelling and exemplar graded responses. | Preparation for Language paper    Beginning to look at comparing texts to one another    Non examination Spoken Language  Presenting, responding to questions, use of Standard English. | Preparation for Language paper  Technical accuracy for writing a comparative piece.  Beginning to prepare for exams. Each exam question to be addressed in turn, following the order they appear on the exam paper. Specific attention to be paid to time management under exam conditions. | Final preparation for Language exam and Literature exam (May/June). |
| **CASTLE** | **Tolerance, Aspiration, Love.** | **Creativity, Self-Belief, Enjoyment.** | **Aspiration, Self-Belief/** |  |  |  |
| **ASSESSMENT OBJECTIVES** | **Lang Section A: AO1, AO2, AO4,**  **Lang Section B: AO5, AO6** | **Lang: AO1, AO2, AO3, AO4** | **Lang AO5,AO6** | **Lang AO1, AO2, AO3, AO4**  **Spoken AO7, AO8, AO9** | **Lang AO1, AO2, AO3, AO4, AO5, AO6** | **Lang AO1, AO2, AO3, AO4, AO5, AO6** |
| **PATHWAY** | **GCSE** | **GCSE** | **GCSE** | **GCSE** | **GCSE** | **GCSE** |
| **YEAR 11 (two year linear course—AQA English Literature)** | **TERM** | **SEPTEMBER 2020 – DECEMBER 2020** | **JANUARY 2021 – MARCH 2021** | **APRIL 2021 – JULY 2021** |  |  |  |
| **WHAT ARE WE LEARNING ABOUT?** | **Preparation for Literature paper**  Read Literature exam set modern text—***An Inspector Calls*.** Areas of focus: social and historical context; character presentation/interaction; presentation and development of themes; language, structure and form of the text.    Exam approaches—single question or extract question—to include specific modelling and exemplar graded responses. | **Preparation for Literature and Language paper**  Comparative response to unseen poems.    Recap on all Literature texts and poetry.    Beginning to prepare for exams. Each exam question to be addressed in turn, following the order they appear on the exam paper (Literature only). Specific attention to be paid to time management under exam conditions. | **Final preparation for Language exam and Literature exam** (May/June). |  |  |  |
| **CASTLE** | **Tolerance**  **Love** | **Creativity**  **Enjoyment** | **Self-belief**  **Aspirations** |  |  |  |
| **ASSESSMENT OBJECTIVES** | Lit AO1, AO2, AO3, AO4(section A only) | Lit AO1, AO2, AO3, AO4 (section A only) | Lit AO1, AO2, AO3, AO4 (section A only) |  |  |  |
| **PATHWAY** | **GCSE** | **GCSE** | **GCSE** |  |  |  |
| **YEAR 11 (two year linear course—AQA English Language)** | **TERM** | **SEPTEMBER 2020 – DECEMBER 2021** | **JANUARY 2021 – MARCH 2021** | **APRIL 2021 – JULY 2021** |  |  |  |
| **WHAT ARE WE LEARNING ABOUT?** | **Explorations in creative reading and writing.**  **Writers from other cultures and backgrounds different from our own experiences.**  **Descriptive writing.**  **Narrative writing.** | **Writer’s viewpoints and perspectives.**  **Different genre texts.**  **Writers from different time periods.**  **Compare and contrast.**  **Non-fiction writing.**  **Perspective writing.**  **Spoken Language – debate.** | **Revision of both papers in preparation for exam.**  **Paper 1 – 2/6/20**  **Paper 2 – 5/6/20**  **Non-assessment to be submitted by 7/5/20** |  |  |  |
| **CASTLE** | **Tolerance**  **Love** | **Creativity**  **Enjoyment** | **Self-belief**  **Aspirations** |  |  |  |
| **ASSESSMENT OBJECTIVES** | AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. | AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. AO7, 8, 9 for Spoken language | AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. |  |  |  |
| **PATHWAY** | **GCSE** | **GCSE** | **GCSE** |  |  |  |

**The core aims of the Key Stage 4 English Curriculum are to encourage learners to:**

* read a wide range of texts, fluently and with good understanding
* read critically, and use knowledge gained from wide reading to inform and improve their own writing
* write effectively and coherently using Standard English appropriately
* use grammar correctly, punctuate and spell accurately
* acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, the curriculum will enable students to:

* listen to and understand spoken language, and use spoken Standard English effectively.

**All schemes of learning are tailored to new GCSE specification requirements for AQA English language 8700 including the Spoken Language endorsement which will be reported on as part of the qualification, but will not form part of the formal mark and grade.**

Paper 1: Explorations in creative reading and writing (8700/1)

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

* in section A, 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.

The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Paper 2: Writer’s viewpoints and perspectives (8700/2)

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. It will encourage students to demonstrate their skills by:

* in section A, 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, 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.

The paper will assess in this sequence, AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

**Assessment:**

* Each scheme of learning will conclude with a formal assessment focused on reading, writing and spoken language.
* The assessments and marking criteria will be modelled on GCSE frameworks and the school’s data entry policies.
* Formative assessment will take place continuously with either written or verbal feedback.
* Students will be involved in a Progress Review meeting with their teacher at the end of each term.