

Queen Katharine Academy English Department KS4 Curriculum Overview 2023-24

In Year 10 lesson allocation is divided in the following way: Literature content 3 lessons, 1 lesson for Poetry and 1 for Language. Links will be utilised where possible.

	Autumn term (1-14 weeks)	Spring term (Weeks 14-26)	Summer term (Weeks 27-39)
Year 10	<p>19th Century: Christmas Carol (ELIP1, Section B)</p> <p>Autumn 1 (7 weeks) Literature: Christmas Carol & contextually relevant texts. Knowledge: History: 19th Century life in London: poverty, work houses & disease. Industry and population. Economic divide. The Victorian Christmas. Beliefs in the supernatural. Carol/stave structural significance. The Gothic genre. Skills: Language Paper 1 skills, Relevancy of evidence, depth of detailed analysis. Knowledge (above) to be covered in class alongside the text to heighten context as an influencer not a separate entity. All skills built on from KS3 embedded skills Assessment: Complete Language Paper 1.</p> <p>Autumn 2 (7 weeks) Literature: Christmas Carol & Contextually relevant texts. Knowledge: History: 19th Century life in London: poverty, work houses & disease. Industry and population. Economic divide. The Victorian Christmas. Beliefs in the supernatural. Carol/stave structural significance. The Gothic genre. Skills: Relevancy of evidence, depth of detailed analysis. Knowledge (above) to be covered in class alongside the text to heighten context as an influencer not a separate entity. All skills built from embedded KS3 skills Assessment: Christmas Carol & Unseen Poetry questions. Unseen question set by EDLT & moderated.</p> <p>REAL LIFE: Poetry Live? Autumn 2 (Dec)</p>	<p>Modern Prose: An Inspector Calls (ELIP2, Section A)</p> <p>Spring 1 (6 weeks) Literature: An Inspector Calls & contextually relevant texts. <u>Include some Anthology/relationship poetry</u> Knowledge: History: The relevance between the time of writing and the time of setting (1912 vs 1945). Events such as the sinking of the Titanic (Class), World War 1, the Russian Revolution, Capitalism vs Socialism, the Great Depression, The General Strikes, Hunger marches. World War 2, the blitz. When and where the play was first performed. Skills: Language paper 2 skills, Comparison skills developed through different chronological settings (AO3). Relevancy of evidence, depth of detailed analysis. Knowledge (above) to be covered in class alongside the text to heighten context as an influencer not a separate entity. All skills built on from KS3 skills already embedded. Assessment: Complete Language Paper 2</p> <p>Spring 2 (6 weeks) Literature: An Inspector Calls & contextual texts. Knowledge: (See Spring 1) Skills: Relevancy of evidence, depth of detailed analysis. Knowledge (above) to be covered in class alongside the text to heighten context as an influencer not a separate entity. All skills built on from KS3 embedded skills. Assessment: AIC and Anthology Poetry question covering AO1-AO4. Unseen question set EDLT & moderated.</p> <p>REAL LIFE: AIC performance live or film event? Freeze frames at key points, character hot seating</p>	<p>Shakespeare: Macbeth (ELIP1, Section A)</p> <p>Summer 1 (6 weeks) Literature: Macbeth & Contextually relevant texts. Knowledge: History: Feudal society in Scotland in the 11th century. The real Macbeth. Shakespeare's theatre, the regular practices, and restrictions. 16th /17th century England – the Jacobean era. James I and his background & beliefs. The Danish and Berwick (Scottish) witch trials. Skills: Relevancy of evidence, depth of detailed analysis. Knowledge (above) to be covered in class alongside the text to heighten context as an influencer not a separate entity. All skills built on from KS3 skills already embedded. Assessment: Macbeth question covering AO1-AO4. Unseen question set by the EDLT and moderated.</p> <p>Summer 2 (6 weeks) Literature: Macbeth & Contextually relevant texts. Knowledge: History: Feudal society in Scotland in the 11th century. The real Macbeth. Shakespeare's theatre, the regular practices, and restrictions. 16th /17th century England – the Jacobean era. James I and his background & beliefs. The Danish and Berwick (Scottish) witch trials. Skills: Relevancy of evidence, depth of detailed analysis. Knowledge (above) to be covered in class alongside the text to heighten context as an influencer not a separate entity. All skills built on from KS3 skills already embedded. Assessment End of year 10 Practice Exams. Week 2 of Summer 2. <ul style="list-style-type: none"> - Language Paper 2 - Full Literature series: Paper 1 and 2. <p>REAL LIFE: Macbeth performance live or film event? Role play – Feudal Scotland with character asides.</p> </p>

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Year 11 lesson allocation advice is divided in the following way: Literature content: 1 lesson per text a week, 1 poetry (Unseen) and 1 language lesson per week.

	<u>Autumn term (1-14 weeks)</u>	<u>Spring term (Weeks 14-26)</u>	<u>Summer term (Weeks 27-39)</u>
Year 11	<p><u>Revisions of all elements: Literature & Language.</u></p> <p><u>Autumn 1 (7 weeks)</u></p> <p>NOTE: As a result of to new classes and disturbed teaching in year 10 due to CV-19 use the first two weeks to recall and assess knowledge and understanding on Language skills and the 3 main texts.</p> <p>Literature: All texts – weekly rotation. See above. NB: AIC was taught remotely so this may need additional focus.</p> <p>Knowledge: Recalling and building on the skills in preparation for the Autumn Practice Exams in the third week of Autumn 2. (w/c 15th November 2021).</p> <p>Skills: All language and literature skills. Particularly building on crafting responses and individual needs of students to achieve expected or above levels of progress.</p> <p>Assessment: In class practice exams for all texts, to be sat an inputted throughout the term. Teacher discretion on when and to communicate this with the class.</p> <p><u>Autumn 2 (7 weeks)</u></p> <p>Literature: All texts – weekly rotation. See above. NB: Reminder: AIC was taught remotely. Possible Anthology Poetry awaiting Ofqual confirmation.</p> <p>Knowledge: (See above)</p> <p>Skills: (see above)</p> <p>Assessment: Autumn Practice Exams (Nov)</p> <ul style="list-style-type: none"> - Language Papers 1 & 2 - Literature Papers 1 & 2 <p>REAL LIFE: Poetry Live? Autumn 2 (Dec)</p>	<p><u>Revision of all elements: Literature & Language.</u></p> <p><u>Spring 1 (6 weeks)</u></p> <p>Literature: All texts – weekly rotation. See above. NB: AIC was taught remotely so this may need additional focus.</p> <p>Knowledge: Recalling and building on the skills in preparation for the Spring Practice Exams in the last week of Spring 1. (w/c 7th February 2022).</p> <p>Skills: All language and literature skills. Particularly building on crafting responses and individual needs of students to achieve expected or above levels of progress.</p> <p>Assessment: Spring Practice Exams (Feb)</p> <ul style="list-style-type: none"> - Language Papers 1 & 2 - Literature Papers 1 & 2 <p><u>Spring 2 (6 weeks)</u></p> <p>Literature: All texts – weekly rotation. See above. Teacher may adapt this dependant on class need to continue to recall all texts regularly to ensure consolidation.</p> <p>Knowledge: (See above)</p> <p>Skills: (see above)</p> <p>Assessment: In class practice exams for all texts, to be sat an inputted throughout the term. Teacher discretion on when and to communicate this with the class.</p> <p>REAL LIFE: University style lectures by selected experts to encourage independence and stretch the learning from the classroom.</p>	<p><u>Exam preparation: Responsive teaching.</u></p> <p><u>Summer 1 (6 weeks)</u></p> <p>NOTE: This term is to be determined by the teacher from knowledge of the classes. What do your classes need, where are their areas of improvement? Revise all areas.</p> <p>Literature: All Literature texts and poems.</p> <p>Knowledge: Consolidating all learning.</p> <p>Skills: Relevancy of evidence, depth of detailed analysis. Knowledge (above) to be covered in class alongside the text to heighten context as an influencer not a separate entity. All skills built on from KS3 skills already embedded. <u>Skills from Language Papers to be woven into classroom practise</u> to enable sustained practice, transitional skill recognition and analytical development.</p> <p>Assessment: Ongoing teacher feedback.</p> <p><u>Summer 2 (6 weeks)</u></p> <p><u>EXAM PERIOD</u></p> <ul style="list-style-type: none"> • Support student’s wellbeing and academic needs. • Revision sessions, exam breakfast clinics etc.