

## TCS KS4 English Curriculum

### KS4: GCSE English Language and GCSE English Literature

Exam Board: Course Title:	AQA English Language AQA English Literature
QAN:	Language: 601/4292/3 Literature: 601/4447/6
Examination Dates	End of course
Controlled Assessment Dates	None

### Year 10

	Outline of Course/SOW delivery	Key Assessments	Skill Development
Autumn 1	Romeo and Juliet part 1 <ul style="list-style-type: none"> <li>▪ Understanding character and plot</li> <li>▪ Revisiting context and incorporating into written responses</li> <li>▪ Understanding the purpose of a Prologue</li> <li>▪ Close analysis of Shakespeare's language</li> <li>▪ Identifying and commenting on dramatic techniques</li> <li>▪ Introducing and planning exam responses</li> <li>▪ Understanding and commenting on the links between extract and the wider play.</li> </ul>	Character analysis question	Introducing GCSE play, developing knowledge of dramatic techniques and developing extract and character analysis. <ul style="list-style-type: none"> <li>▪ Exploration of ideas/ perspectives and contextual factors, linked to task and text</li> <li>▪ <b>Analysis</b> of how writer's use methods to create meaning, using a <b>range</b> of appropriate terminology, including dramatic techniques</li> <li>▪ <b>Embeds</b> and <b>analyses</b> quotations, including multiple interpretations</li> <li>▪ <b>Analysis</b> of the effects of the writer's methods on the reader.</li> </ul>
Autumn 2	Paper 1 Section A <ul style="list-style-type: none"> <li>▪ Understanding the exam</li> <li>▪ Identifying quotations</li> </ul>	Reading comprehension questions	Consolidating comprehension and analysis, of an unseen fiction extract. Developing understanding of structural analysis and evaluative writing.

	<ul style="list-style-type: none"> <li>▪ Analysing use of language and structure, in a wide range of fiction extracts</li> <li>▪ Constructing developed analytical paragraphs</li> <li>▪ Understanding evaluative writing.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Identify and interpret explicit and implicit information</li> <li>▪ <b>Analyse</b> the effects of the writer's methods, including language and structure, using a <b>range of accurate</b> subject terminology</li> <li>▪ <b>Embeds</b> a range of quotations, to support interpretation</li> <li>▪ Evaluates the effect of the writer's methods, on the reader.</li> </ul>
Spring 1	<p>Lord of the Flies</p> <ul style="list-style-type: none"> <li>▪ Understanding and commenting on character, plot and theme</li> <li>▪ Understanding context and incorporating into written responses</li> <li>▪ Understanding symbolism and allegory</li> <li>▪ Close analysis of Golding's language choices and authorial intention</li> <li>▪ Introducing, planning and writing exam responses.</li> </ul>	Character and theme analysis question	<p>Introducing GCSE modern novel, consolidating character analysis and developing thematic analysis.</p> <ul style="list-style-type: none"> <li>▪ Exploration of ideas/ perspectives and contextual factors, linked to task and text</li> <li>▪ <b>Analysis</b> of how writer's use methods to create meaning, using a range of appropriate terminology</li> <li>▪ <b>Embedding and analysing</b> quotations, including multiple interpretations</li> <li>▪ <b>Analysis</b> of the effects of the writer's methods on the reader.</li> </ul>
Spring 2	<p>Power and Conflict poetry part 1</p> <ul style="list-style-type: none"> <li>▪ Understanding thematic links across the anthology</li> <li>▪ Annotating the poems, commenting on meaning and poetic techniques</li> <li>▪ Understanding context</li> <li>▪ Introducing and planning exam responses</li> <li>▪ Constructing developed analytical comparative paragraphs, in a sustained response.</li> </ul>	Comparison of 2 poems	<p>Introducing the second part of the GCSE Poetry Anthology and key themes. Consolidating poetry analysis, comparative writing and embedding contextual information.</p> <ul style="list-style-type: none"> <li>▪ Comparative exploration of ideas/ perspectives and contextual factors, linked to task and text</li> <li>▪ <b>Analysis</b> of how poet's use methods to create meaning, using a <b>range of accurate</b> terminology</li> <li>▪ <b>Embedding and analysing</b> quotations, including multiple interpretations</li> <li>▪ <b>Analysis</b> of the effects of the writer's methods on the reader.</li> </ul>
Summer 1	<p>Paper 2 Section A</p> <ul style="list-style-type: none"> <li>▪ Understanding the exam</li> <li>▪ Identifying quotations, for a range of questions, across two extracts</li> <li>▪ Analysing use of language</li> <li>▪ Understanding summary and synthesis</li> <li>▪ Comparing writers' perspectives and</li> </ul>	Non-fiction reading comprehension questions	<p>Consolidating comprehension and analysis, of an unseen non-fiction extract. Consolidating comparative writing.</p> <ul style="list-style-type: none"> <li>▪ Identify and interpret explicit and implicit information</li> <li>▪ Select and synthesise information</li> <li>▪ <b>Analyse</b> the effects of the writer's methods, using a <b>range of accurate</b> subject terminology</li> </ul>

	<p>methods used to convey these</p> <ul style="list-style-type: none"> <li>Constructing developed analytical paragraphs</li> </ul>		<ul style="list-style-type: none"> <li><b>Embeds a range</b> of quotations, to support interpretation</li> <li>Compare writers' ideas and perspectives.</li> </ul>
Summer 2	<p>Jekyll and Hyde</p> <ul style="list-style-type: none"> <li>Understanding and commenting on character, plot and theme</li> <li>Understanding context and incorporating into written responses</li> <li>Close analysis of Stevenson's language and structural choices, alongside authorial intention</li> <li>Understanding symbolism and allegory</li> <li>Introducing, planning and writing exam responses</li> <li>Understanding and commenting on links between extract and the wider novella</li> </ul>	Character and theme analysis questions	<p>Introducing GCSE 19<sup>th</sup> century novella, consolidating character and thematic analysis.</p> <ul style="list-style-type: none"> <li>Exploration of ideas/ perspectives and contextual factors, linked to task and text</li> <li><b>Analysis</b> of how writer's use methods to create meaning, using a <b>range of accurate</b> terminology</li> <li><b>Embedding and analysing</b> quotations, including multiple interpretations</li> <li><b>Analysis</b> of the effects of the writer's methods on the reader</li> </ul>

## Year 11

	Outline of Course/SOW delivery	Key Assessments (End point task)	Skill Development (How does this unit build on prior knowledge?)	Key Vocabulary (URL link to Tier 2&3 key words)
Autumn 1	<p>Romeo and Juliet part 2</p> <ul style="list-style-type: none"> <li>Revisiting context, plot and character</li> <li>Understanding and commenting on key themes</li> <li>Planning and writing theme-focused exam responses</li> <li>Introducing additional vocabulary</li> <li>Understanding and commenting on the links</li> </ul>	Timed answer exploring a theme	<p>Consolidating thematic and extract analysis.</p> <ul style="list-style-type: none"> <li><b>Retrieval</b> of play terminology and contextual factors, to embed into responses, under timed conditions</li> <li><b>Consolidation</b> of skills (see Year 10 Autumn 1)</li> <li>Effectively incorporating <b>sophisticated vocabulary</b></li> </ul>	

	between extract and the wider play.			
Autumn 2	<p>Power and Conflict part 2</p> <ul style="list-style-type: none"> <li>▪ Understanding thematic links across the anthology</li> <li>▪ Annotating the poems, commenting on meaning and poetic techniques</li> <li>▪ Understanding context</li> <li>▪ Introducing and planning exam responses</li> <li>▪ Constructing developed analytical comparative paragraphs, in a sustained response.</li> </ul>	Timed answer comparing 2 poems	<p>Introducing the second part of the GCSE Poetry Anthology and key themes. Consolidating poetry analysis, comparative writing and embedding contextual information.</p> <ul style="list-style-type: none"> <li>▪ Comparative exploration of ideas/ perspectives and contextual factors, linked to task and text</li> <li>▪ <b>Analysis</b> of how poet's use methods to create meaning, using a range of appropriate terminology</li> <li>▪ <b>Embedding and analysing</b> quotations, including multiple interpretations</li> <li>▪ Exploration of the effects of the writer's methods on the reader.</li> </ul>	
Spring 1	<p>Paper 1 and 2 Section B</p> <ul style="list-style-type: none"> <li>▪ Revisiting fiction and non-fiction writing</li> <li>▪ Crafting linguistic devices and persuasive techniques</li> <li>▪ Exploring effective vocabulary choices</li> <li>▪ Using structural features</li> </ul>	Timed answer	<p>Consolidating non-fiction and fiction writing, under timed conditions, with independent planning (see Year 9 Autumn 1 and Spring 1).</p> <ul style="list-style-type: none"> <li>▪ Generating ideas under timed conditions</li> <li>▪ <b>Crafting</b> linguistic devices and structural features</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Planning and writing fiction and non-fiction responses.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Using <b>sophisticated vocabulary for effect.</b></li> </ul>	
Spring 2	Revision	Final GCSE exams	Consolidating relevant elements of the GCSE Literature and Language examinations, dependent upon group needs.	