

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 (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	Romeo and Juliet part 1 <ul style="list-style-type: none"> ▪ Understanding character and plot ▪ Revisiting context and incorporating into written responses ▪ Understanding the purpose of a Prologue ▪ Close analysis of Shakespeare's language ▪ Identifying and commenting on dramatic techniques 	Character analysis question	Introducing GCSE play, developing knowledge of dramatic techniques and developing extract and character analysis. <ul style="list-style-type: none"> ▪ Exploration of ideas/ perspectives and contextual factors, linked to task and text ▪ Analysis of how writer's use methods to create meaning, using a range of appropriate terminology, including dramatic techniques ▪ Embeds and analyses 	

	<ul style="list-style-type: none"> ▪ Introducing and planning exam responses ▪ Understanding and commenting on the links between extract and the wider play. 		<p>quotations, including multiple interpretations</p> <ul style="list-style-type: none"> ▪ Analysis of the effects of the writer's methods on the reader. 	
Autumn 2	<p>Paper 1 Section A</p> <ul style="list-style-type: none"> ▪ Understanding the exam ▪ Identifying quotations ▪ Analysing use of language and structure, in a wide range of fiction extracts ▪ Constructing developed analytical paragraphs ▪ Understanding evaluative writing. 	Reading comprehension questions	<p>Consolidating comprehension and analysis, of an unseen fiction extract. Developing understanding of structural analysis and evaluative writing.</p> <ul style="list-style-type: none"> ▪ Identify and interpret explicit and implicit information ▪ Analyse the effects of the writer's methods, including language and structure, using a range of accurate subject terminology ▪ Embeds a range of quotations, to support interpretation ▪ Evaluates the effect of the writer's methods, on the reader. 	
Spring 1	<p>Lord of the Flies</p> <ul style="list-style-type: none"> ▪ Understanding and commenting on character, plot and theme ▪ Understanding context and incorporating into written responses ▪ Understanding symbolism and allegory 	Character and theme analysis question	<p>Introducing GCSE modern novel, consolidating character analysis and developing thematic analysis.</p> <ul style="list-style-type: none"> ▪ Exploration of ideas/ perspectives and contextual factors, linked to task and text ▪ Analysis of how writer's use methods to create meaning, using a 	

	<ul style="list-style-type: none"> ▪ Close analysis of Golding's language choices and authorial intention ▪ Introducing, planning and writing exam responses. 		<p>range of appropriate terminology</p> <ul style="list-style-type: none"> ▪ Embedding and analysing quotations, including multiple interpretations ▪ Analysis of the effects of the writer's methods on the reader. 	
Spring 2	<p>Power and Conflict poetry part 1</p> <ul style="list-style-type: none"> ▪ Understanding thematic links across the anthology ▪ Annotating the poems, commenting on meaning and poetic techniques ▪ Understanding context ▪ Introducing and planning exam responses ▪ Constructing developed analytical comparative paragraphs, in a sustained response. 	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"> ▪ Comparative exploration of ideas/ perspectives and contextual factors, linked to task and text ▪ Analysis of how poet's use methods to create meaning, using a range of accurate terminology ▪ Embedding and analysing quotations, including multiple interpretations ▪ Analysis of the effects of the writer's methods on the reader. 	
Summer 1	<p>Paper 2 Section B</p> <ul style="list-style-type: none"> ▪ Understanding the exam ▪ Understanding purpose and audience ▪ Using persuasive techniques 	Non-fiction writing	<p>Consolidating non-fiction writing and developing an understanding of the exam specification.</p> <ul style="list-style-type: none"> ▪ Matching register to audience and purpose ▪ Effectively using conventions of form 	

	<ul style="list-style-type: none"> ▪ Using structural features ▪ Exploring powerful vocabulary for purpose ▪ Planning and writing across a range of forms 		<ul style="list-style-type: none"> ▪ Using sophisticated vocabulary and phrasing ▪ Using a range of crafted linguistic devices/persuasive techniques ▪ Using a variety of structural features, at word, sentence and text level ▪ Using coherent paragraphs, with integrated discourse markers ▪ Using a variety of sentence forms for effect ▪ Using a range of punctuation, with accuracy 	
Summer 2	<p>Jekyll and Hyde</p> <ul style="list-style-type: none"> ▪ Understanding and commenting on character, plot and theme ▪ Understanding context and incorporating into written responses ▪ Close analysis of Stevenson's language and structural choices, alongside authorial intention ▪ Understanding symbolism and allegory ▪ Introducing, planning and writing exam responses ▪ Understanding and commenting on 	Character and theme analysis questions	<p>Introducing GCSE 19th century novella, consolidating character and thematic analysis.</p> <ul style="list-style-type: none"> ▪ Exploration of ideas/perspectives and contextual factors, linked to task and text ▪ Analysis of how writer's use methods to create meaning, using a range of accurate terminology ▪ Embedding and analysing quotations, including multiple interpretations ▪ Analysis of the effects of the writer's methods on the reader 	

	links between extract and the wider novella			
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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	Paper 2 Section A <ul style="list-style-type: none"> Understanding the exam Identifying quotations, for a range of questions, across two extracts Analysing use of language Understanding summary and synthesis Comparing writers' perspectives and methods used to convey these Constructing developed analytical paragraphs 	Non-fiction reading comprehension questions	Consolidating comprehension and analysis, of an unseen non-fiction extract. Consolidating comparative writing. <ul style="list-style-type: none"> Identify and interpret explicit and implicit information Select and synthesise information Analyse the effects of the writer's methods, using a range of accurate subject terminology Embeds a range of quotations, to support interpretation Compare writers' ideas and perspectives. 	
Autumn 2	Power and Conflict poetry part 2, with unseen poetry <ul style="list-style-type: none"> Understanding thematic links across the anthology Annotating the poems, commenting on meaning and 	Comparison of 2 poems	Introducing the second part of the GCSE Poetry Anthology and key themes. Consolidating poetry analysis, comparative writing and embedding contextual information. <ul style="list-style-type: none"> Comparative exploration of ideas/ perspectives 	

	<p>poetic techniques</p> <ul style="list-style-type: none"> ▪ Understanding context ▪ Introducing and planning exam responses ▪ Constructing developed analytical comparative paragraphs, in a sustained response. 		<p>and contextual factors, linked to task and text</p> <ul style="list-style-type: none"> ▪ Analysis of how poet's use methods to create meaning, using a range of accurate terminology ▪ Embedding and analysing quotations, including multiple interpretations ▪ Analysis of the effects of the writer's methods on the reader. 	
Revisit Literature from January, structured dependent upon class				
Spring 1	<p>Romeo and Juliet part 2</p> <ul style="list-style-type: none"> ▪ Revisiting context, plot and character ▪ Understanding and commenting on key themes ▪ Planning and writing theme-focused exam responses ▪ Introducing additional vocabulary ▪ Understanding and commenting on the links between extract and the wider play. 	Timed answer exploring a theme	<p>Consolidating thematic and extract analysis.</p> <ul style="list-style-type: none"> ▪ Retrieval of play terminology and contextual factors, to embed into responses, under timed conditions ▪ Consolidation of skills (see Year 10 Autumn 1) ▪ Effectively incorporating sophisticated vocabulary 	
Spring 2	Re-visit novels			
Summer 1	Revisit Language Papers and final preparations			