

Curriculum Intent

Key Stage 4: Year 10

Overall Curriculum Goals			
<ul style="list-style-type: none"> To study seminal texts in English, relating them to their context To develop literary criticism and interpretations of texts, appreciating authors' craft and purpose To explore literary and linguistic techniques, using 'the best that has been thought and said' as inspiration for our own writing and creativity 			
Term One	Term Two	Half Term 5	Half Term 6
A Christmas Carol Interleaved Paper 1 Q5	Macbeth (Literature Paper One: Shakespeare) Interleaved Descriptive Writing (Language Paper One, Section A)		AIC Prep for Mock exams (Language Paper One) Paper 2 Q5 and Speaking and Listening
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
<p>Vocabulary: Hubris Repent Patriarchal Omniscient Responsibility Morality Hypocrisy Culpability Community Discrimination Inequality Prejudice Marginalisation Commodity Illicit Materialistic Superficial Microcosm Preconception Misanthropic</p> <p>Concepts: When was A Christmas Carol written and how is this significant?</p> <ul style="list-style-type: none"> 19th century England Exploitation of poor Industrial Revolution, workhouses, child labour... Rising belief in supernatural vs science <p>How does Dickens convey his message?</p> <ul style="list-style-type: none"> Characters as constructs to criticise Victorian rich, impact of Industrial Revolution, exploitation of the vulnerable... Religious overtones: sin and salvation Apparitions (provoke change in Scrooge) Personification of vices Want & Ignorance. <p>Why did Dickens write ACC?</p> <ul style="list-style-type: none"> To expose conditions of poor To challenge preconceptions about deserving and undeserving poor To expose vices of Victorian wealthy (Want & Ignorance) To emphasise importance of family and companionship & importance of wealth. <p>Concepts: How is analytical writing structured?</p> <ul style="list-style-type: none"> Topic sentences/thesis statements Use of noun appositives, participle phrases, nominalisation etc to build sophistication Embedding quotes Zooming in on writer's craft & developing alternative interpretations Evaluating writers' intentions: evaluative adverbs and modal language Making cross-references: patterns through text Whole-essay structure: writing introductions etc. <p>How is language used to describe?</p> <ul style="list-style-type: none"> Grammar: noun phrases, adverbials, appositives, different sentence types... Structure: zoom in & out, different paragraph lengths, whole-text structure. Devices: metaphor, personification, sensory language... 	<p>Vocabulary: Regicide Ambition Tyrant Somnambulism Psychological Hallucination Treason Manipulate Loyalty & betrayal Usurpation Emasculate Deception Courage Corruption Insecurity & paranoia Prophecy & premonition Fate Equivocation Insanity Conscience Treachery/traitor Vulnerable Apparition</p> <p>Concepts: When was Macbeth written and how is this significant?</p> <ul style="list-style-type: none"> Jacobean England and the supernatural (witchcraft & apparitions) Great Chain of Being Divine Rights of Kings Royalist propaganda (King James write Demonology which outlined his belief and fear of witches) Gunpowder Plot – Shakespeare showing what happens to traitors. <p>What conventions/devices are used?</p> <ul style="list-style-type: none"> Tragic hero (harmartia etc.) Motifs of light/dark, sleep, ornithological imagery... Patterns, sounds, metre in poetry Tragic hero structure (exposition etc.) <p>What is Shakespeare's message?</p> <ul style="list-style-type: none"> Power corrupts Danger of ambition Importance of natural order/loyalty Danger of collusion with supernatural/defying of gender stereotypes. <p>How is analytical writing structured?</p> <ul style="list-style-type: none"> Topic sentences/thesis statements Use of noun appositives, participle phrases, nominalisation etc to build sophistication Embedding quotes Zooming in on writer's craft & developing alternative interpretations Evaluating writers' intentions: evaluative adverbs and modal language Making cross-references: patterns through text Whole-essay structure: writing introductions etc. 	<p>Vocabulary: Repentance Damnation Apparition, spectre Salvation Avarice Misanthrope Allegory Miser Benevolence Solitude Prosperity Destitute Purgatory Penitence Didactic Sermonise Exploit Omnipotent Doctrine Altruistic Quintessential Pathos Metamorphosis</p> <p>Concepts: How is language used to describe?</p> <ul style="list-style-type: none"> Grammar: noun phrases, adverbials, appositives, different sentence types... Structure: zoom in & out, different paragraph lengths, whole-text structure. Devices: metaphor, personification, sensory language... <p>How is language used to persuade and influence?</p> <ul style="list-style-type: none"> Rhetoric and the Aristotelian Triad (ethos, logos and pathos) Classical speech structure Rhetorical devices <p>What type of play is AIC?</p> <ul style="list-style-type: none"> Political play genre Pre and post-war context Breaking of conventions Links to Brecht & Ibsen: fourth wall Morality play genre Religious overtones <p>How does Priestley convey his message?</p> <ul style="list-style-type: none"> Character constructs to convey writer's message Theories of time Dramatic irony <p>Why did Priestley write AIC?</p> <ul style="list-style-type: none"> Exposes contrasts: generational, gender, class, political systems... Criticises capitalism Theme of public vs private & hypocrisy Social responsibility 	

CIAG	CIAG	CIAG
<ul style="list-style-type: none"> ✓ Careers involving using language to influence: politicians, journalists, writers, public speakers, advertising... ✓ Careers on stage: actors, set-designers, directors... 	<ul style="list-style-type: none"> ✓ Local resident writer to speak about the life of a freelance, published writer & run workshops (not currently in place) ✓ Creative writing competitions throughout the year. ✓ Compare career as Shakespearean (classical) actor to generic actors e.g. Ian McKellen, Judy Dench, Helen Mirren 	<ul style="list-style-type: none"> ✓ Poet Laureate opportunity ✓ Poetry by Heart

Key Stage 4: Year 11

Overall Curriculum Goals					
<ul style="list-style-type: none"> To study seminal texts in English, relating them to their context To develop literary criticism and interpretations of texts, appreciating authors' craft and purpose To explore literary and linguistic techniques, using 'the best that has been thought and said' as inspiration for our own writing and creativity 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Power and Conflict and Unseen Poetry Interleaved Language Paper Two Section A		Power & Conflict Poetry (Literature Paper Two) Completion Unseen Poetry (Literature Paper Two) Completion and Practice Revision		Revision Collapsed Revision Timetable Final Examinations	
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
<p><u>Vocabulary:</u></p> <p>Enjambment Caesura Sibilance Assonance Consonance Stanza Blank verse Sonnet Iambic pentameter Stanza In media res Dramatic monologue</p>	<p><u>Concepts:</u></p> <p>How is poetry used to convey a message?</p> <ul style="list-style-type: none"> Poetic form, devices and metre to convey a message Devices: sounds, structure, rhyme, metre, vocabulary, images... <p>What messages are conveyed in the Power and Conflict Poetry?</p> <ul style="list-style-type: none"> Power of man, nature, war Conflict: physical, emotional, psychological The Sublime Terrors of war Hubris (MLD, Ozymandias) Identity Memory and remembrance Fragility of life <p>Why did poets write their poems?</p> <ul style="list-style-type: none"> To criticise, celebrate, condemn, expose issues/raise awareness of... <p>How is comparative analytical writing structured?</p> <ul style="list-style-type: none"> Comparative topic sentences/thesis statements Discourse markers to compare Use of noun appositives, participle phrases, nominalisation etc to build sophistication Embedding quotes Zooming in on writer's craft & developing alternative interpretations Evaluating writers' intentions: evaluative adverbs and modal language 	<p><u>Vocabulary:</u></p> <p>Revision and consolidation of Year 10 vocabulary and Term One Year 11 vocabulary</p> <p>Poetry</p> <p>Enjambment Caesura Sibilance Assonance Consonance Stanza Blank verse Sonnet Iambic pentameter Stanza In media res Dramatic monologue</p> <p>English Language</p> <p>Language Structure Evaluation Compare Perspectives Attitudes Description Narrative Argue</p>	<p><u>Concepts:</u></p> <p>How is poetry used to convey a message? (revision)</p> <ul style="list-style-type: none"> Poetic form, devices and metre to convey a message Devices: sounds, structure, rhyme, metre, vocabulary, images... <p>What messages are conveyed in the Power and Conflict Poetry? (revision)</p> <ul style="list-style-type: none"> Power of man, nature, war Conflict: physical, emotional, psychological The Sublime Terrors of war Hubris (MLD, Ozymandias) Identity Memory and remembrance Fragility of life <p>Why did poets write their poems? (revision)</p> <ul style="list-style-type: none"> To criticise, celebrate, condemn, expose issues/raise awareness of... <p>How is comparative analytical writing structured? (revision)</p> <ul style="list-style-type: none"> Comparative topic sentences/thesis statements Discourse markers to compare Use of noun appositives, participle phrases, nominalisation etc to build sophistication Embedding quotes Zooming in on writer's craft & developing alternative interpretations 	<p><u>Vocabulary</u></p> <p>Revision and consolidation of the aforementioned</p> <p><u>Concepts</u></p> <p>Revision and consolidation of the aforementioned.</p> <p>What type of play is AIC?</p> <ul style="list-style-type: none"> Political play genre Pre and post-war context Breaking of conventions Links to Brecht & Ibsen: fourth wall Morality play genre Religious overtones <p>How does Priestley convey his message?</p> <ul style="list-style-type: none"> Character constructs to convey writer's message Theories of time Dramatic irony <p>Why did Priestley write AIC?</p> <ul style="list-style-type: none"> Exposes contrasts: generational, gender, class, political systems... Criticises capitalism Theme of public vs private & hypocrisy Social responsibility 	

	<ul style="list-style-type: none"> • Making cross-references: patterns through text • Whole-essay structure: writing introductions etc. <p>How is language used to persuade and influence? (revision)</p> <ul style="list-style-type: none"> • Rhetoric and the Aristotelian Triad (ethos, logos and pathos) • Classical speech structure • Rhetorical devices • explore issues related to novella e.g. minimum wage 	<p>Persuade Explain</p>	<ul style="list-style-type: none"> • Evaluating writers' intentions: evaluative adverbs and modal language • Making cross-references: patterns through text • Whole-essay structure: writing introductions etc. 		
CIAG		CIAG		CIAG	
<ul style="list-style-type: none"> ✓ Careers involving using language to influence: politicians, journalists, writers, public speakers, advertising... ✓ Debating and speech-writing competitions 	<ul style="list-style-type: none"> ✓ Poet Laureate Opportunity ✓ Poetry by Heart 	✓			