

## Curriculum Overview KS4 Learning Capital Group

### AQA GCSE English and Literature (2 Years) and access to L1/L2 Functional Skills

|        |  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5   | Week 6   | Week 7   | Week 8  | Week 9   | Week 10  | Week 11  | Week 12   |  |
|--------|--|---|---|---|---|--|--|--|---|--|--|--|---|--|
| Autumn | Themes   | Explorations in Creative Reading and Writing:<br>Noughts and Crosses by Malorie Blackman                  |   |   |   |  |  | Writers' Viewpoints and perspectives: Our Culture and Contemporary Issues<br>Noughts and Crosses by Malorie Blackman |   |  |  |  |   |  |
|        | Equality<br>Prejudice<br>Discrimination<br>Segregation<br>Privilege        | Writer's craft:<br>Setting description<br>Writing to describe<br>AO5/6                                    | Writer's craft:<br>Narrative Devices:<br>Character analysis<br>AO1/2            | Using evidence and analysing<br>PEEL<br>AO2 DIRT<br>Q2                                | Writer's craft:<br>Narrative devices:<br>AO5/6<br>Structure<br>Q5 | Character and Plot development<br>AO2<br>Structure and Sequence<br>Q3  | Mcr<br>Terror Attacks<br>IRA/Arena<br>Creative Writing<br>Q5<br>DIRT         | Persuade<br>Language, rhetorical devices-<br>BLM   | Argue<br>Sequence and Structure:<br>Stop and Search     | Evaluate and Justify:<br>Freedom Fighters or Terrorists?<br>DIRT   | Exploring Voice<br>Tone and Formality<br>(1 <sup>st</sup> /3 <sup>rd</sup> person)<br>Education<br>Rich V Poor | Paper 2<br>Assessment<br>Extremism<br>Nationalism<br>Q5<br>AO5/6 | Argue/Persuade<br>Capital Punishment and Justice System<br>Q5<br>AO5/6 DIRT |  |
| Spring | Themes   | Explorations in Creative Reading and Writing<br>Modern Drama: Blood Brothers/Our Day Out by Willy Russell |   |   |   |  |  | Writers' Viewpoints and perspectives<br>Spoken Language Focus:   |   |  |  |  |   |  |
|        | Education<br>Privilege<br>Prejudice<br>Equality<br>Responsibility          | Social<br>Historical<br>Context/<br>Language  | Character<br>And<br>dramatic<br>irony   | DIRT<br>Mini Ass:<br>Contrasting<br>Characters  | Audience<br>Focus/<br>comic<br>relief and<br>chorus               | Paper 1<br>Assessment<br>Spoken Lang:<br>Drama- in<br>role   | DIRT<br>Female V<br>Male<br>characters                                       | Climate<br>Change:<br>Inform<br>and<br>persuade<br>Q1, 2   | Climate<br>Change:<br>Persuade<br>and<br>argue<br>Q2, 3 | Refugees<br>Analysing<br>and<br>creating<br>texts<br>Q2, 3<br>DIRT | LGBTQ<br>Sequencing and<br>structure<br>Q3, 4  | Paper 2<br>Assessment<br>Q5<br>White<br>Supremacy                | Spoken<br>Language<br>Oracy Skills<br>Individual<br>Presentation<br>DIRT    |  |
| Summer | Themes   | Explorations in Creative Reading and Writing<br>Great Lives: Autobiography and Biography Extract Focus:   |   |   |   |  |  | Writers' Viewpoints and perspectives and Never Let me Go ( Literature Text)<br>Modern Media and Identity Focus:      |   |  |  |  |   |  |
|        | Culture<br>Identity<br>Cloning<br>Relationships<br>Belonging<br>Resilience | Cultural<br>Icons<br>E.g.<br>Tyson Fury<br>Beyonce<br>Mohammed<br>Ali<br>Stormzy                          | Sporting<br>heroes<br>Marcus<br>Rashford<br>Nicola<br>Adams<br>Didier<br>Drogba | Modern<br>Art:<br>Banksy<br>Language<br>and<br>Structure<br>Focus<br>DIRT<br>Q1, 2, 3 | Leading<br>Legends<br>Chadwick<br>Boseman<br>Obama<br>Churchill   | Music icons<br>The Music<br>Industry:<br>RAP US and<br>UK artists<br>and history<br>NWA to<br>Eminem<br>Describe | Paper 1<br>Assessment<br>Descriptive<br>writing:<br>Face<br>Q1, 2, 3<br>DIRT | Never Let<br>me go:<br>Genre<br>Dystopian<br>novels<br>Character<br>And<br>Setting                                   | Cloning:<br>Evaluate<br>Judge<br>Persuade<br>& Argue    | Never let<br>me Go:  | Argue/Persuade<br>Social care<br>Never Let me go<br>Narrative voices<br>and language<br>and structure          | Never Let<br>me Go:<br>Non linear<br>narration                   | Group Presentation:<br>Relationships in the<br>modern world<br>DIRT         |  |

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|---------------|--|---|---|--|---|--|---|---|---|---|---|--|--|
| <b>Autumn</b> | Themes   | Shakespeare Romeo and Juliet ( English Paper 1 Review)  |   |  |   |  |   | Shakespeare Romeo and Juliet (English Paper 2 Review)                                     |   |   |   |  |  |
|               | Context<br>Conflict<br>Family<br>Love<br>Marriage<br>Friendship<br>Prejudice                                   | Prologue<br>Social and historical context   | Dramatic<br>Irony and use of symbolism in R&J   | <b>Using evidence</b> and analysing PEEL   | Dramatic devices:<br>Extract question   | Character and Plot development<br>AO2<br>Structure and Sequence <b>Q3</b>  | Presentation of female characters   | Soliloquy Study<br>Writing to <b>Persuade</b> -arranged marriages                         | Capulet and Juliet focus:<br><b>Argue</b> death penalty | <b>Evaluate and Justify:</b><br>Dramatic tension and comic relief           | Death scene:<br>Audience and context- religion        | <b>Paper 2 Assessment</b><br><b>Comparing texts-evaluate</b> | <b>Romeo and Juliet revision:</b><br>Create a Learn Sheet<br>Modern interpretations of R&J |
| <b>Spring</b> | Themes   | Jekyll and Hyde (English Paper 1 Review)/ Jekyll and Hyde   |   |  |   |  |   | NEA Viewpoints and Perspectives (English Paper 2 Review)<br><b>Spoken Language Focus:</b> |   |   |   |  |  |
|               | War/Conflict<br>Context<br>Politics<br>Peace   | Social<br>Historical<br>Context/<br>Language  | Opening-hook<br>Character development   | Setting  | Narrative voices-<br>structural<br>Devices:<br>Letters/diary                          | Paper 1<br>Assessment<br>Spoken Lang:<br>Drama- in role  | Extract QU<br>Hyde  | Introduction:<br>WAGOLL<br>WABOLL<br>Plan, prepare and feedback                           | Plan, prepare and practice                              | NEA<br>Spoken Language<br>Assessment<br>Week:<br>Never let me go - revision | Never let me go:<br>Sequencing and structure<br>Q3, 4 | Paper 2<br>Assessment<br><b>Q5</b><br>White Supremacy        | Spoken Language:<br>Group Presentation on Never Let Go DIRT                                |
| <b>Summer</b> | Themes   | Explorations in Creative Reading and Writing Revision<br>Writers' Viewpoints and perspectives Revision<br>Literature Revision |   |  |   |  |   | Personalised Revision   |   |   |   |  |  |
|               | My Future<br>Careers<br>Exam<br>Technique<br>Growth<br>Mindset<br>Brain training<br>Resilience<br>Perseverance | <b>Cultural Icons</b><br>E.g.<br><i>Tyson Fury</i><br><i>Beyonce</i><br><i>Mohammed Ali</i><br>Stormzy                        | <b>Sporting heroes</b><br><i>Marcus Rashford</i><br><i>Nicola Adams</i><br><i>Didier Drogba</i> | <b>Modern Art:</b><br><i>Banksy</i><br>Language and Structure<br>Focus<br>DIRT<br>Q1, 2, 3 | <b>Leading Legends</b><br><i>Chadwick Boseman</i><br><i>Obama</i><br><i>Churchill</i> | <b>Music icons</b><br>The Music Industry:<br>RAP US and UK artists and history<br>NWA to Eminem<br><b>Describe</b> | Paper 1<br>Assessment<br><b>Descriptive writing:</b><br><i>Face</i><br>Q1, 2, 3<br>DIRT |   |   |   |   |  |  |



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English is fundamental to learning in every curriculum area; and to every aspect of our pupils' lives. In KS4 it is vital that our pupils enhance their communication skills in speaking and listening, reading and writing to enable them to access the Post 16 opportunities and outcomes they deserve so they are able to interact independently in the world around them with confidence and success. English in KS4 not only widens pupils' knowledge of a range of genres and cultural and historical contexts but carefully selected literature and non-fiction texts create opportunity for our students to challenge prejudice and recognise healthy relationships and communication. KS4 pupils will leave Forest Moor School with the skills to communicate confidently and effectively. These are vital skills that our students need to contribute in a meaningful way to their communities and wider society, and the world of work.

KS4 students build on their experience of genre and the English literary heritage, they will be critical readers, analysing prose, drama, poetry and contemporary media texts which broaden their perspective on the world around them; they will become creative writers who can adapt language, tone, voice and structure for a range of purposes and audiences. KS4 students will enhance their listening skills, as well as presenting to an audience, responding to questioning and debate relevant controversial issues and topics.

Building on the foundations of the KS2 and KS3 curriculum, students will continue to work on areas for development including their use of spelling, punctuation and grammar as well as their use of language and structural devices. Through the exploration of more complex texts and regular opportunities for independent, extended pieces of writing students will be well equipped and more confident in their ability to approach their Post 16 learning and pathways.

Challenge- Honesty- Curiosity- Self-reliance- Belonging- Resourcefulness.