



## KS4 Curriculum: English

### Curriculum Vision

#### Vision

- AQA GCSE courses in English Language and English Literature, which are taught over two years. They form two separate GCSEs.
- English Literature and English Language GCSE courses at Chelmsford County High School for Girls should inspire students to develop inquisitive minds and teach them how to explore life through the literature and language. It should develop their understanding of the function of English Literature and Language in society and equip them for life with the necessary skills to become intellectual, reflective, and responsible adults, with the ability to make a positive and creative contribution to the wider world. English Literature and Language are important components in creating a well-rounded person, giving essential opportunities for growth and challenge beyond the mere subject content.
- The English Literature curriculum empowers students to explore modern literature (An Inspector Calls and some of the poetry), 19<sup>th</sup> century Literature (Frankenstein by Mary Shelley and some of the poetry) and Renaissance Literature (Shakespeare's Much Ado About Nothing).

The English Language curriculum has various aspects involving analysis of fiction, non-fiction, creative and transactional writing and a spoken word component. There are two examination papers at the end – Paper 1 is taught in year 10 and Paper 2 and the spoken word component occur in year 11. Paper 1 involves developing the skills to analyse extracts from modern literature and then write creatively in response to a picture or a topic. Paper 2 is taught in Year 11, it involves examining non-fiction writing, including newspaper articles, journals and speeches. Students will learn how to understand, analyse and compare two extracts - one from the 19<sup>th</sup> or early 20<sup>th</sup> century and an extract from the 21<sup>st</sup> century.

We aim to create bold, creative, critical and analytical students, who contribute to society through their reflective understanding gained through study of the subtleties of language and literature.

## Curriculum Profile

### Year 10

Autumn Term 1	Autumn Term 2
<p data-bbox="245 380 746 454"><b>Topic: Modern text - <i>An Inspector Calls</i> by J.B. Priestley</b></p> <p data-bbox="204 499 300 528"><b>Skills:</b></p> <ul data-bbox="252 539 767 1093" style="list-style-type: none"> <li data-bbox="252 539 767 651">• Read, understand, and respond to texts – exploration of key themes and characters.</li> <li data-bbox="252 663 767 775">• Develop a critical writing style, including appropriate use of quotations.</li> <li data-bbox="252 786 767 898">• Analysis of writer’s use of language, form, and structure to create meaning.</li> <li data-bbox="252 909 767 1093">• Show understanding of the relationships between texts and the context in which they are written (historical/social/genre/autobiographical).</li> </ul> <p data-bbox="204 1137 730 1249"><b>Assessment:</b> GCSE-style essay, from choice of two questions (theme and character)</p>	<p data-bbox="836 380 1369 409"><b>Topic: English Language Paper One</b></p> <p data-bbox="810 454 906 483"><b>Skills:</b></p> <ul data-bbox="858 495 1374 1048" style="list-style-type: none"> <li data-bbox="858 495 1374 568">• Identify key information from an unseen fiction extract.</li> <li data-bbox="858 580 1374 730">• Analyse the writer’s use of language, focused on words and phrases, language features and techniques, and sentence forms.</li> <li data-bbox="858 741 1374 815">• Analyse the writer’s use of structure across a whole text.</li> <li data-bbox="858 826 1374 900">• Evaluate a statement about the source text.</li> <li data-bbox="858 911 1374 1023">• Produce own fiction text, using a range of linguistic and structural techniques.</li> <li data-bbox="858 1034 1374 1048">•</li> </ul> <p data-bbox="810 1057 1358 1131"><b>Assessment:</b> Exam-style questions for English Language Paper One</p>

Spring Term 1	Spring Term 2
<p data-bbox="225 1518 772 1630"><b>Topic: Poetry Anthology - <i>a selection of poems from Romantic to Modern periods</i></b></p> <p data-bbox="204 1675 300 1704"><b>Skills:</b></p> <ul data-bbox="252 1715 751 1937" style="list-style-type: none"> <li data-bbox="252 1715 751 1827">• Read, understand, and respond to texts – exploration of key themes and ideas.</li> <li data-bbox="252 1839 751 1937">• Develop a critical writing style, including appropriate use of quotations.</li> </ul>	<p data-bbox="831 1518 1378 1630"><b>Topic: Poetry Anthology - <i>a selection of poems from Romantic to Modern periods</i></b></p> <p data-bbox="810 1675 906 1704"><b>Skills:</b></p> <ul data-bbox="858 1715 1358 1937" style="list-style-type: none"> <li data-bbox="858 1715 1358 1827">• Read, understand, and respond to texts – exploration of key themes and ideas.</li> <li data-bbox="858 1839 1358 1937">• Develop a critical writing style, including appropriate use of quotations.</li> </ul>

<ul style="list-style-type: none"> <li>• Make comparisons between poems, carefully considering how a shared theme is presented.</li> <li>• Analysis of writer's use of language, form, and structure to create meaning.</li> <li>• Show understanding of the relationships between texts and the context in which they are written (historical/social/genre/autobiographical).</li> </ul> <p><b>Assessment:</b> GCSE-style essay, comparing two poems</p>	<ul style="list-style-type: none"> <li>• Make comparisons between poems, carefully considering how a shared theme is presented.</li> <li>• Analysis of writer's use of language, form, and structure to create meaning.</li> <li>• Show understanding of the relationships between texts and the context in which they are written (historical/social/genre/autobiographical).</li> </ul> <p><b>Assessment:</b> GCSE-style essay, comparing two poems</p>
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Summer Term 1	Summer Term 2
<p><b>Topic: Revision and Exam Technique</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Reminders of key skills and exam techniques for each element of the GCSE English Language and Literature examinations.</li> <li>• In-class practise and peer-assessment of timed questions.</li> <li>• Group and individual planning of Literature essay-style questions.</li> <li>• Key quotes quizzes.</li> <li>• Fine-tuning revision resources.</li> </ul>	<p><b>Topic: Shakespeare - <i>Much Ado About Nothing</i></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read, understand, and respond to texts – exploration of key themes and characters.</li> <li>• Analysis of writer's use of language, form, and structure to communicate meaning regarding the key characters and themes.</li> <li>• Develop a critical writing style, including appropriate use of quotations in the extract to whole essay format.</li> <li>• Show understanding of the relationships between texts and the context in which they are written (historical/social/genre/autobiographical) e.g. Shakespeare the author, Elizabethan Theatre, the text of <i>Much Ado</i> and the genre of Comedy.</li> </ul> <p><b>Assessment:</b> GCSE-style essay, based on a short extract from the play</p>

	<p>The copy of the text that we use is published by Oxford School Shakespeare</p> <p>Study Guide recommendation: <i>Study and Revise for GCSE: Much Ado About Nothing by William Shakespeare (Published by Hodder Education)</i></p>
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## Year 11

Autumn Term 1	Autumn Term 2
<p><b>Topic: Shakespeare - <i>Much Ado About Nothing</i></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read, understand, and respond to texts – exploration of key themes and characters (see below).</li> <li>• Analysis of writer’s use of language, form, and structure to communicate meaning about the key characters and themes.</li> <li>• Develop a critical writing style, including appropriate use of quotations in the extract to whole essay format.</li> <li>• Show understanding of the relationships between texts and the context in which they are written (historical/social/genre/autobiographical) e.g. Shakespeare the author, Elizabethan Theatre and the text of <i>Much Ado</i> and the genre of Comedy.</li> </ul> <p><b>Assessment:</b> GCSE-style essay, based on a short extract from the play</p> <p>The copy of the text that we use is published by Oxford School Shakespeare</p>	<p><b>Topic: English Language Paper Two</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify key information from two unseen, non-fiction extracts.</li> <li>• Make inference from texts to show understanding of key ideas.</li> <li>• Analyse the writer’s use of language, focused on words and phrases, language features and techniques, and sentence forms.</li> <li>• Comparison of writer’s views and perspectives across two texts.</li> <li>• Produce own non-fiction text for a specific form, purpose, and audience.</li> </ul> <p><b>Assessment:</b> Exam-style questions for English Language Paper Two</p> <p><b>Topic: NEA Speaking and Listening</b> Students give a short individual presentation on a topic of their choice and respond to questions from the audience.</p>

Study Guide recommendation: <i>Study and Revise for GCSE: Much Ado About Nothing by William Shakespeare (Published by Hodder Education)</i>	
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Spring Term 1	Spring Term 2
<p><b>Topic: 19<sup>th</sup> Century Novel – <i>Frankenstein</i> by Mary Shelley</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read, understand, and respond to texts – exploration of key themes and characters.</li> <li>• Develop a critical writing style, including appropriate use of quotations.</li> <li>• Analysis of writer’s use of language, form, and structure to create meaning.</li> <li>• Show understanding of the relationships between texts and the context in which they are written (historical/social/genre/autobiographical).</li> </ul> <p><b>Assessment:</b> GCSE-style essay, based on a short extract from the novel</p>	<p><b>Topic: Revision and Exam Technique</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Reminders of key skills and exam techniques for each element of the GCSE English Language and Literature examinations.</li> <li>• In-class practise and peer-assessment of timed questions.</li> <li>• Group and individual planning of Literature essay-style questions.</li> <li>• Key quotes quizzes.</li> <li>• Fine-tuning revision resources.</li> </ul>

Summer Term 1	Summer Term 2
<b>Revision and Examination technique</b>	<b>Public Examinations</b>

*Please note that this timeline may be subject to change.*

### **Assessment and Feedback**

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students’ work.

- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

### **Resources to support learning beyond the classroom**

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

### **Useful online and additional resources:**

- CGP Revision guides
- <https://www.gcsepod.com/>
- BBC Bitesize English Language:  
<https://www.bbc.co.uk/bitesize/subjects/zr9d7ty>
- BBC Bitesize English Literature:  
<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>
- Production of Much Ado About Nothing starring David Tennant and Catherine Tate on Digital Theatre Plus. Website address is: [edu.digitaltheatreplus.com](http://edu.digitaltheatreplus.com) Then you need: *Username: student\_1162* and *Password: compare@6882*