





KS4 Curriculum Intent for English at Blessed Robert Sutton Catholic Voluntary Academy

	<p><u>Overall Aim of the English Department</u></p> <ul style="list-style-type: none"> To instil in students a love of literature and reading, and an appreciation of the nuances of language in order to be able to communicate clearly and effectively. To develop a love of reading that will last a life time To encourage students to think autonomously, develop opinions and arguments and be able to express these with clarity and impact To explore contemporary issues for young people today to ensure that learning is relevant and interesting
	<p><u>English will teach spiritual development by ...</u></p> <ul style="list-style-type: none"> Giving opportunities to reflect on personal values Exploring philosophical and ethical issues
	<p><u>English will teach social excellence through...</u></p> <ul style="list-style-type: none"> Exploring key issues in society, including prejudice, morality and justice Considering the opinions, experiences and perspectives of others Discussing emotions in an open and constructive way
	<p><u>English will teach academic excellence by...</u></p> <ul style="list-style-type: none"> Allowing students to understanding significant historical events Studying a range of literature from different time periods, and different cultures Encouraging exploration of deep and thoughtful ideas and concepts
<p style="text-align: center;">Enrichment opportunities in English KS4 trips to see texts studied in performance</p>	

Key Stage 4

At Blessed Robert Sutton, we deliver the AQA GCSE English Literature and AQA English Language course. The two GCSE are taught discretely, with dedicated books and lessons for Literature, and separate books and designated lessons each week focusing on Language.

Course description

<u>Literature</u>		<u>Language</u>	
<u>Paper 1</u>	<u>Paper 2</u>	<u>Paper 1</u>	<u>Paper 2</u>
Shakespeare	Modern Text	Fiction extract	Comparison of 2 non-fiction extracts
19 th century text 'Jekyll and Hyde'	Power and Conflict Poetry Anthology	Creative writing	Persuasive writing

In Year 10 study, students begin by studying a Modern Text (Literature Paper 2 Section A) ('Blood Brothers' or 'Animal Farm'). The teacher, using knowledge of the class' ability and interest, decides on the text chosen for each group. This way we can ensure that students are studying texts that are accessible to them, and offer them opportunities to engage fully with the text.

We start GCSE study with this element of the Literature exam to help students settle into the new curriculum, as they have previously studied modern texts at KS3. The demands of the exam for this text are challenging – this is the only literature question whereby students do not have a copy of the text, therefore, starting the two year course with this allows students maximum opportunity to revise and hone their skills in assessments in Year 10 and Year 11.

After the Modern Text, students will move onto the Shakespeare element of the Literature course (Literature Paper 1 Section A). Classes either study 'Macbeth' or 'Romeo and Juliet', depending on their ability. Using two terms of the school year allows for teaching to be thorough and learning to be effectively secured, helping students to grasp the plot and key ideas. Students often find this aspect of the curriculum difficult, and therefore much time is dedicated to ensuring a strong grasp on the text is established

For the Language curriculum, lessons in Year 10 focus on the first paper, which is fiction comprehension and creative writing.

Year 11 begins with the study of the 19th century text 'Jekyll and Hyde' (Literature Paper 1 Section B). By this stage in their academic career, students should be increasingly confident and proficient at reading texts, and their understanding of Victorian society is well honed from KS3 study

Finally students study the 15 poems in the 'Power and Conflict' anthology (Literature Paper 2 Section B), while developing skills for Unseen Poetry (Literature Paper 2 Section C). The poems are taught in a sequence that allows links to be drawn between each, and therefore allow students to develop their skills of comparison through the journey of learning. The teaching of comparison in Literature marries well at this point with the comparison skills established through the study of Language Paper 2, which is an exam based on comparing two sources.

For the Language curriculum, lessons in Year 11 focus on the Language Paper 2, which is comparison non-fiction comprehension and persuasive writing.

Exam board

AQA

Past papers

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

Assessments

- Students are assessed at 3 points in each year of GCSE study, in line with SPC deadlines.
- All assessments are in the style of the exam, and are conducted in exam conditions.

- Testing is cumulative over time, with each SPC revisiting previous texts.
- Regular marking of students' books ensures teachers track progress within lessons

Ways to help my child succeed

- Develop the habit of revision – little and often
- Encourage awareness of current affairs, and discuss with your child contemporary issues
- Encourage reading – both fiction and non-fiction texts

Useful websites

www.sparknotes.com

www.litcharts.com

www.cliffsnotes.com

www.shmoop.com