





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>
<p>Shakespeare 'Macbeth'</p> <p>19th century text 'A Christmas Carol'</p>	<p>Modern Text 'Animal Farm' Or 'Blood Brothers'</p> <p>Power and Conflict Poetry Anthology</p>	<p>Fiction extract</p> <p>Creative writing</p>	<p>Comparison of 2 non-fiction extracts</p> <p>Persuasive writing</p>

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 study 'Macbeth'. 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 'A Christmas Carol' (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

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

Catholic Social teaching and English



English gives pupils the opportunity to gain a wider understanding of the rights and responsibilities of different groups within society. Pupils are able to explore both current issues as well as those from the past. English allows pupils to see the changes that the world has experienced, particularly for those who are consider minority groups within society.

English gives pupils the opportunity to explore issues of inequality and raises awareness of how individuals and groups have faced persecution and how they have been able to overcome these to make the world a fairer place. English allows pupils to understand how they can have an impact on the most vulnerable groups within society



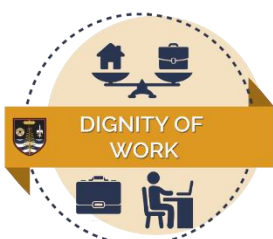
English teaches an appreciation or the natural world through descriptive writing. Pupils also have the opportunity to explore issues such as caring for the environment and global warming through nonfiction texts.

English encourages pupils to reflect on the diversity of God's creation of the world through exploration of different religions and cultures, nationalities and gender.



English helps pupils to gain an understanding of their role within the school community and the wider community. It has a clear focus on the importance of supporting each other and ways to overcome the challenges of different issues within the wider world.

English helps pupils to recognise the impact that conflict has had on the world, gaining a clear understanding of the cause and consequences of tension in the past. English also gives pupils the opportunity to reflect on their role in promoting the common good and making everyone feel valued.



English gives pupils the opportunity to explore the economic and social inequalities that have been faced in the past, as well as exploring current issues. Pupils have the opportunity to explore how working life has been developed for different groups of people as well as changes in society.