

Top-Level Overview for Key Stage 4 Curriculum: English

1. Endpoint for the end of Key Stage 4:

- Students will develop strategies to read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.
- Students will understand and critically evaluate texts, making informed personal responses as well as responding to alternative interpretations using context as a springboard
- Students will write accurately, fluently, effectively and at length for pleasure and information by adapting for audience and purpose
- Students will make notes, plan, draft, write, including using information provided by others, and proof read
- Students will speak confidently, audibly and effectively, listening to the views of others and building upon them
- Students will consolidate and build on their knowledge of grammar and vocabulary, using literary and linguistic terminology confidently

Story	Argument	S & I	Grammar	Context	Structure	Literary
Understand where narratives fit across all narratives	Stylised use of own voice to create rhetoric, adapting to audience and purpose	Fluency of reading to consider meaning	Know how to use punctuation and sentence types to create nuances of style, tone and meaning	Linking and embedding wide ranging contextual and theoretical knowledge to 17 th , 19 th , 20 th , 21 st century fiction	5-part and 7-part structure	Understand that all Literature addresses the Human condition
Exploit Five-part structure	Develop and structure closely analytical and widely evaluative essays with introduction and conclusion.	Performance of 7-part speech: DAFOREST and discourse markers, stress and pace	Know how to use a variety of punctuation, fragments and clauses	19 th , 20 th , 21 st century non-fiction	Explain reader response to opening, changes, endings	Know COMPASS, all sound techniques (including rhyme and rhythm), extended metaphor, symbolism, motif allusions
Create and subvert genre	Using quotation to support: varying length and being judicious.	Know how to vary use of tone: sarcasm	Secure knowledge of audience and purpose and coherence and cohesion of text	Building upon Cultural capital	Topic, temporal, pace shift. Zoom. Focus on character and setting. Finale, Denouement, cyclical structures	Know writers' intention: allegory
Know differing reader responses over time	Using discourse markers and topic sentences to frame argument with thesis statement	Recitation for revision including pace, cadence, rhyme, and rhythm	Know the word classes, comparatives and superlatives, use of clauses		To explore the meaning behind choices in stanza/repetition/form/p patterns and parallels, and structure	Know how to approach a poem
Recap: genre, Narrative viewpoint, Theme, thought, setting, STEAL, COMPASS, characterisation, dialogue, subtle shifts in tone	Evaluate, analyse and interpret	Know how to respond to questions and contributions of others in detail			Explain audience response to stagecraft and dramatic devices	

2. Topic Overview

Year Group	Autumn Term			Spring Term			Summer Term		
	Topics: Power		Assessment	Topics: Social Criticism		Assessment	Topics: Power and Authority		Assessment
10	Lit: 1 Macbeth	Lit: 2 A Christmas Carol: revision	Paper 1: Macbeth essay CC essay	Lit:1 3x Power and Conflict poems: London, Ozymandias, My Last Duchess An Inspector Calls	Lit:2 An Inspector Calls	Paper 2: AIC essay	Lit: 1 Power and conflict poems Unseen poetry	Lit: 2 Revision poetry	Paper 2: Power and conflict poems Unseen poetry
	Lang*: imitate/innovate/invent at end of each half term Paper 1 reading questions Writing to describe/narrate		Writing to narrate and describe	Lang*: imitate/innovate/invent at end of each half term Paper 1 reading questions Writing to describe/narrate		Writing to narrate and describe	Lang: imitate/innovate/invent at end of each half term Paper 1 consolidation Paper 2 questions Writing to promote a point of view		Whole Paper 1 Paper 2 writing Speaking & Listening NEA assessment
	Topics: Power of Narratives		Assessment	Topics: Power of Voices		Assessment	Topics: Mastery		Assessment
11	Lit: Revision: A Christmas Carol Macbeth		Lit P1 mock	Lit: Revision: An Inspector Calls Poetry		Lit P2 mock	Lit: Revision: all texts		Timed essays
	Lang: Paper 1: explorations in creative reading and writing		Lang P1 mock	Lang: Paper 2: writers' viewpoints and perspectives		Lang P2 mock	Lang: Revision paper 1 and 2		Timed questions

3. End point Overview

Year Group	Autumn Term	Spring Term	Summer Term
	Topics & Endpoints:	Topics & Endpoints:	Topics & Endpoints:
10	Power To know the methods a writer uses to make social criticisms and the impact on the reader. Baseline knowledge: Plot/character/theme Thesis and topic sentences	Social Criticism To know and analyse how writers explore themes of power and the impact on the audience. Baseline knowledge: Plot/character/theme in AIC Thesis and topic sentences	Power and authority To know how to express critical thought. Baseline knowledge: To know how to tackle anthology poetry and write about it To know how to write a point of view To know how to write analytically and express critical thought.
11	Power of narratives To know how to analyse language, structure and form, and to model in own writing Baseline knowledge: How to answer the questions in paper 1 Lit and Lang	Power of voices To know how to articulate own opinion and know ideas and perspectives of others Baseline knowledge: How to answer the questions in paper 2 Lit and Lang. Revision of paper 1	Mastery To know the significance of the texts and their message. To analyse reading with clear interpretation. Baseline knowledge: How to answer the questions in paper 2 Lit and Lang Revision of paper 1