

**Subject Area: English      Year 11**

**INTENT at KS4**

Building on the components and wide knowledge base from KS3, and of course with direct reference to the GCSE specification, we aim to develop the students' resilience towards reading and writing by reflecting on their prior knowledge and taking greater responsibility for their learning. We will develop independent learners who are inspired to see the greater value of their knowledge across all subject areas and in their everyday lives. Students will be resourceful and make the most of the opportunities offered to them to develop their knowledge outside of the classroom creating self-belief amongst our students. Through our ambitious curriculum and pedagogical practice at KS4 all students develop the knowledge and skills to think critically about complex topics and understand the cultural significance of literature and thus an appreciation of diversity. Students will take pride in their work and be able to articulate themselves in spoken and written communication appropriately through an expansive vocabulary. We develop integrity in our students and instil values such as equality and inclusivity.

<b>Term</b>	<b>Topics Covered</b>	<b>Resources</b>
Autumn Term 1	<p><b>Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>- How does Shakespeare present key characters and themes?</li> <li>- How have language, structure, form shaped meaning?</li> <li>- How does context influence the text?</li> </ul> <p><b>Assessment 1: English Literature focus.</b> <b>How has Shakespeare created character/ theme across the play?</b></p> <p><b>Assessment 2: English Literature focus.</b> <b>How has Shakespeare created character/ theme across the play?</b></p>	<p><a href="#">Copy of text</a> Film: via DisneyPlus/ Amazon Prime <a href="#">Massolit</a> <a href="#">Seneca quizzing</a> <a href="#">BBC Bitesize</a></p>
Autumn Term 2	<p><b>English Literature Paper 1/ English Language Paper 1 mock exams</b></p> <ul style="list-style-type: none"> <li>- How much can be remembered from Sign of Four and Romeo and Juliet?</li> <li>- How should answers be structured to be successful?</li> <li>- How should we prioritise our timing in exam conditions?</li> </ul> <p><b>Assessment 1: English Literature Paper 1</b></p> <p><b>Assessment 2: English Language Paper 1</b></p>	<p><a href="#">English Language Paper 1 /Insert 1/Mark scheme</a> <a href="#">Paper 2 /Insert 2 / Mark scheme</a> <a href="#">Paper 3 /Insert 3/ Mark scheme</a> <a href="#">English Literature Paper 1 Paper 2</a></p>
Spring Term 1	<p><b>English Language Paper 2 Section A</b></p> <ul style="list-style-type: none"> <li>- How do non – fiction texts achieve their purpose?</li> <li>- How do two non-fiction writers achieve their purpose in different ways?</li> </ul> <p><b>Assessment 1: English Language focus.</b> <b>Q1: Identify 4 true statements in an article.</b> <b>Q2: Summarise the key similarities / differences in two articles.</b></p> <p><b>Assessment 2: English Language focus.</b> <b>Q3: How does a writer use language to shape meaning?</b> <b>Q4: Compare how writers present their similar/ different perspectives.</b></p>	<p><a href="#">Paper 1 /Insert 1/Mark scheme</a> <a href="#">Paper 2 /Insert 2 / Mark scheme</a> <a href="#">Paper 3 /Insert 3/ Mark scheme</a> <a href="#">Seneca quizzing</a> <a href="#">BBC Bitesize</a></p>
Spring Term 2	<p><b>English Language Paper 2 Section B / Unseen Poetry</b></p> <p><b>Assessment 1: English Language focus.</b> <b>Write a non-fiction text which articulates a viewpoint.</b></p> <p><b>Assessment 2: English Literature focus.</b> <b>Q1. How has a writer used language, structure, form to shape meaning?</b> <b>Q2. Compare how two poets use language, structure and form.</b></p>	<p><a href="#">Seneca quizzing</a> <a href="#">BBC Bitesize</a> <a href="#">Mr Bruff</a></p>
Summer Term	<p><b>Revision of all required skills and texts</b></p> <ul style="list-style-type: none"> <li>- How much can we recall?</li> <li>- How can we refine our written responses?</li> <li>- How can we manage our timing effectively?</li> </ul> <p><b>Assessment: Regular practice papers and questions dependent upon the requirements of the individual classes.</b></p>	