

Croxley Danes School : Key Stage 4 Curriculum Map



Subject: English

Pearson Edexcel English Language and Literature

Key Concepts

Vocabulary	Knowledge	Personal voice	Exposure to the best communicated thought	Critical thinking	Writing with intent
<ul style="list-style-type: none"> - To understand the meaning of subject specific terminology - To comprehend the inferred meaning of specific word choices - To use a range of ambitious words for effect 	<ul style="list-style-type: none"> - To form insightful interpretations using relevant evidence - To understand the key aspects of specific literary and/or historical periods (e.g the Romantic period) - To discuss important constructs and themes in both fiction and non fiction 	<ul style="list-style-type: none"> - To develop the confidence to express one's thoughts and ideas - To accurately use language, form and structure to communicate ideas clearly and appropriately - To articulate viewpoints and perspectives in a meaningful and respectful way 	<ul style="list-style-type: none"> - To read a variety of significant literary texts from a range of different historical periods - To read powerful non fiction texts that communicate important ideas - To encounter other forms of communication, such as art, to broaden one's understanding of themes and ideas 	<ul style="list-style-type: none"> - To analyse language, structure and form - To manipulate textual evidence to generate original and insightful interpretations - To evaluate writer's craftsmanship of ideas and themes 	<ul style="list-style-type: none"> - To use vocabulary and structural features with precision and accuracy - To formulate accurate sentence structures to convey meaning - To use accurate grammatical structures in written work

What is the Croxley vision for this subject at Key Stage 4 ?

Through the study of the written word, we hope to empower our students to express their voice with precision and passion.

At Key Stage 4, we endeavour to purposefully and intentionally prepare our students for the expectations and demands of the GCSE English Language and Literature examinations. By continuing to study the best communicated thought, our students will build on the skills solidified at KS3 to enhance both their reading, writing and oracy skills at KS4.

To deepen students' understanding of core knowledge and skills, there will be purposeful retrieval opportunities throughout the academic year.

Key Stage 4 Year Group: 10			
	Autumn Term 1: Poetry (external conflict)	Autumn Term 2: Macbeth	Spring Term 1: Macbeth
key concept	Vocabulary Knowledge Critical thinking Exposure to the best communicated thought	Vocabulary Knowledge Critical thinking Exposure to the best communicated thought	
Content: (Know what...)	Students will study a range of poems that convey the theme of internal conflict. By the end of this unit, students will be able to compare how poets, across different contexts, convey the theme of internal conflict.	Students study Macbeth as a core aspect of the English GCSE Literature examination. Students explore how Macbeth is a product of Jacobean England by exploring the supernatural element and ideas about rightful kingship.	
Skills: (know how...)	<ul style="list-style-type: none"> • To use comparative vocabulary to support the comparison of ideas • To select relevant evidence from two texts to inform and support interpretations • To analyse language, structure and form • To comment on the relationship between context and text 	<ul style="list-style-type: none"> • To track the tragic constructs and explore how they drive the tragedy of the play • To select evidence judiciously to inform personal interpretations • To analyse language, dramatic devices and structural features • To explore the relationship between the text, as a tragedy, and relevant contextual factors to inform critical interpretations 	
Key vocabulary (5- 10 words)	External Mood Patriotism Suffering Chaos	<ul style="list-style-type: none"> - Peripeteia - Anagnorisis - Catharsis - Hamartia - Tyrant 	
End of Half term assessment	An analytical comparison of two poems.	(a) Analysis of an extract (b) Response to a thematic question	
Planned trips / Clubs / links		Globe Players' performance of Macbeth	

Key Stage 4 Year Group: 10			
	Spring 2: Language Paper 2 (Section A)	Summer 1: An Inspector Calls	Summer 2: Language Paper 2 (Section B) and Spoken Language
Key Concept	Vocabulary Knowledge Critical thinking	Vocabulary Knowledge Critical thinking Exposure to the best communicated thought	Vocabulary Knowledge Writing with intent Personal voice
Content: (Know what...)	The purpose of this unit is to prepare students for Language Paper 2 (Section A). This section of the Language Paper assesses students' reading skills of two non fiction texts.	As part of the GCSE curriculum, students study one post 1914 text. Therefore, students study An Inspector Calls. Students learn how the playwright constructs each character to convey his social and political message to a 1945 audience.	Building on the complex ideas conveyed in An Inspector Calls and the knowledge of non fiction texts, students will learn how to craft a transactional piece of writing. Students will use these writing opportunities as a springboard for writing their own speech for their GCSE Spoken Language assessment.
Skills: (Know how...)	<ul style="list-style-type: none"> • To infer meaning from challenging texts • To explain a writer's viewpoint by selecting relevant evidence from the text • To use of accurate subject terms to inform analytical comments • To compare writers' viewpoints 	<ul style="list-style-type: none"> • To select evidence from the whole text to support interpretations • To generate thoughtful and critical interpretations • To manipulate evidence to form a compelling argument • To explore the relationship between the context of 1912 and 1945, and how it influences the ideas in the play 	<ul style="list-style-type: none"> • To use structural features, such as anaphora, to emphasise viewpoint • To craft the structure of a transactional piece of writing to convey an opinion • To use language devices to evoke a response from the audience and/or reader • To speak with precision and confidence • To listen intently with the view of posing questions to show understanding
Key vocabulary (5- 10 words)	<ul style="list-style-type: none"> - Tone - Rhetoric - Conventions - Writers' perspective - Comparison 	<ul style="list-style-type: none"> - Mouthpiece - Socialism - Capitalism - Allegory - Microcosm 	<ul style="list-style-type: none"> - Abhorrent - Epitome - Moral - Pervasive - Fastidious
End of Half term assessment	Language Paper 2 (Section A)	An essay style exam question.	GCSE Spoken Language assessment
Planned trips / Clubs / links			