

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 support the revision process, there will be purposeful retrieval opportunities throughout the academic year.

Key Stage 4 Year Group: 11			
	Autumn Term 1: Language Paper 2 (Sections A and B)	Autumn Term 2: An Inspector Calls	Spring Term 1: Unseen poetry
key concept	Vocabulary Knowledge Critical thinking Writing with intent	Vocabulary Knowledge Critical thinking Exposure to the best communicated thought	Vocabulary Knowledge Critical thinking Exposure to the best communicated thought
Content: (Know what...)	The purpose of this unit is to prepare students for Language Paper 2. Students will read a range of non fiction texts with the view of being equipped with the necessary knowledge and skill to write their own non fiction text. To support students for Literature Paper 2, students will also begin to prepare for the unseen poetry section.	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.	To prepare for Literature Paper 2, students will be exposed to a range of unseen poems. These poems will convey challenging themes and concepts.
Skills: (know how...)	<ul style="list-style-type: none"> To infer meaning from non fiction texts using evidence judiciously To analyse language and structure in non fiction texts To evaluate a writer's craft To compare ideas and concepts To craft a compelling transactional piece of writing 	<ul style="list-style-type: none"> To select relevant 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 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 develop insightful interpretations
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"> - Rhyme Scheme - Couplet - Sonnet - Dramatic Monologue - Extended metaphor
End of Half term assessment	Language Paper 2	Literature Paper 1 (Section B)	Unseen poetry assessment

Planned trips / Clubs / links			
Key Stage 4 Year Group: 11			
	Spring 2: Revision	Summer 1: Revision	Summer 2: N/A
Key Concept	Knowledge Critical thinking Writing with intent	Knowledge Critical thinking Writing with intent	
Content: (Know what...)	Responsive revision	Responsive revision	
Skills: (Know how...)			
Key vocabulary (5- 10 words)			
End of Half term assessment			
Planned trips / Clubs / links			