

KS4 Big Picture

Y10 Autumn 01 Weeks 1 – 7 (7 weeks)	Y10 Autumn 02 Weeks 8 – 15 (7 weeks)	Y10 Spring 01 Weeks 16 - 21 (6 weeks)
<p>Lit Paper 2 – Jekyll & Hyde/A Christmas Carol Section A – 19th-century novel: students will work towards the completion of a two-part question.</p> <ul style="list-style-type: none"> Part 1 is focussed on a close language analysis of an extract of approximately 400 words. Part 2 questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, setting(s), character(s), theme(s). <p>Students should be able to:</p> <ul style="list-style-type: none"> Read, understand and respond to texts maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <p>Language Paper 2 Reading Section A: Reading – Students will work towards the completion of short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts.</p> <p>Students will study and analyse a wide range of prose fiction and literary non-fiction, such as novels, autobiographies, biographies, memoirs, letters, speeches and travel writing.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> read and understand a wide range of 20th- and 21st-century prose fiction and literary non-fiction, including unseen texts. identify and interpret themes, ideas and information in a range of literature and other high-quality writing read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text; reflect critically and evaluatively on text use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text. identify the main theme or themes; summarise ideas and information from a single text synthesise from more than one text. compare two or more texts critically with respect to the above. 	<p>Pre Mock Language Paper 2 Writing Section B: Writing – Students will explore and develop imaginative writing skills in preparation for their imaginative writing assessment question.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> produce clear and coherent text write accurately and effectively for different purposes and audiences describe, narrate, explain, instruct, give and respond to information, and argue select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context use language imaginatively and creatively use information provided by others to write in different forms maintain a consistent point of view maintain coherence and consistency across a text. write for impact select, organise and emphasise facts, ideas and key points create emotional impact use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis). <p>Students will use what they have learned about the writer’s craft in their reading of fiction to inspire and influence their own imaginative writing. They will develop a range of creative writing techniques and planning and proofreading skills and develop extended response writing skills.</p> <p>Post Mock Lit Paper 2 – Jekyll & Hyde/ A Christmas Carol Continuation of Autumn 01 (See Unit plan for end date)</p> <p>Lit Paper 2 – Poetry (6 of the 15 poems to be studied, see Unit Plan) The Charge of the Light Brigade The Man He Killed Half Caste No Problem Catrin Poppies Section B – Poetry since 1789: students will work towards the completion of two separate questions.</p> <ul style="list-style-type: none"> Part 1: students answer ONE question on one named poem from the poetry anthology collection, 	<p>Pre Mock: Revision of J&H/ACC and Anthology Conflict poetry</p> <p>Post Mock: Literature Paper 1 Section B Benjamin Zephaniah’s Refugee Boy Adapted for the stage by Lemn Sissay</p> <p>Students will examine a current theme and the issues surrounding this theme in today’s society.</p> <p>Through their study of this text, students will learn about the wider implications surrounding the current issues relating to refugees; these may be issues they can relate to. If they don’t have any first-hand experience of refugees, this will develop their understanding of diversity in British society. Through critical thinking and philosophical discussions surrounding the themes raised in ‘Refugee Boy, they will deepen their understanding and knowledge of these topics.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Read, understand and respond to texts maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations Show understanding of the relationships between texts and the contexts in which they were written Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <p>Language Paper 1 – Writing Section B: Writing – Students will work towards a choice of two writing tasks that require an extended response.</p> <p>Students will explore and develop transactional writing skills, in the form of letters, articles, reports, speeches, reviews, formal emails or blogs.</p> <p>Students should:</p> <ul style="list-style-type: none"> produce clear and coherent text write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context use language imaginatively and creatively use information provided by others to write in different forms maintain a consistent point of view

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	<p>reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poems and the contexts in which the poems were written</p> <ul style="list-style-type: none"> • • Part 2: students answer ONE question comparing two unseen contemporary poems that are linked by a theme. Students are required to compare the poets' portrayals of the theme through their use of language, form and structure. • Using the Pearson Edexcel Poetry Anthology, students will be prepared to compare language, structure, form and contextual features of two poems from the anthology. Teachers will ensure that students are aware of the context in which the poems were written and the influence this context may have had on the poems. • Students will need to be able to analyse the ideas, language, form and structure of two unseen poems and compare them. It is possible that works from anthology poets could be used as unseen poems, however these works will be selected from outside of the anthology. Teaching will focus on the study of whole texts, developing students' comprehension, critical reading and comparison skills, as well as their ability to produce clear and coherent writing using accurate Standard English. Wider reading of literary texts will also be encouraged to help students develop their skills. 	<ul style="list-style-type: none"> • maintain coherence and consistency across a text. • write for impact • select, organise and emphasise facts, ideas and key points • cite evidence and quotation effectively and pertinently to support views • create emotional impact • use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis). <p>Students will use what they have learned about different text types to feed into their transactional writing and develop extended response writing skills. They will be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques planning and proofreading skills. The transactional text types that students will be asked to write are:</p> <ul style="list-style-type: none"> • article • blog • formal email • letter • report • review • text for a speech • section for guide/textbook/leaflet/booklet.
<p>Assessment Objectives Lit Paper 2 – Jekyll & Hyde/ A Christmas Carol Assessment Objectives covered are AO1 and AO2. Language Paper 2 Reading Assessment Objectives covered are AO1, AO2, AO3</p>	<p>Assessment Objectives Lit Paper 2 – Jekyll & Hyde/ A Christmas Carol Assessment Objectives covered are AO1 and AO2 Lit Paper 2 – Poetry Assessment Objectives covered are AO1, AO2, AO3 Language Paper 2 – Writing Assessment Objectives covered are AO5 and AO6</p>	<p>Assessment Objectives Lit Paper 1 – An Inspector Calls Assessment Objectives covered are AO1, AO3 and AO4 Language Paper 1 – Writing Assessment Objectives covered are AO5 and AO6</p>
<p>Big Test – Yr 10</p>	<p>Big Test – Yr. 10</p>	<p>Big Test – Yr. 10</p>
<p><i>Y10 Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i></p>	<p><i>Y10 Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i></p>	<p><i>Y10 Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i></p>
<p>Lit Paper 1 – Refugee Boy Continuation of Spring 01</p> <p>Language Paper 1 – Reading Section A: Reading – Students will work towards the completion of short and open-response questions on two thematically linked, unseen nonfiction extracts.</p> <p>Students will study and analyse a wide range of functional 19th-century non-fiction, such as newspaper and magazine</p>	<p>Lit Paper 1 – Macbeth Section A – 19th-century novel: Students will work towards a two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</p> <p>Students will study Macbeth and develop skills to analyse how the language, form, structure and context of the text can create meanings and effects. They will also develop skills to maintain a critical style and informed personal response.</p>	<p>Lit Paper 1 – Exam Revision Lang Paper 1 – Exam Revision</p> <p>Post Exam</p> <p>Lang Paper 2 - Poetry (4 of the 15 poems to be studied, see Unit Plan)</p> <p>Lit Paper 2 – Jekyll & Hyde/ A Christmas Carol Revision</p>

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<p>articles and reviews, instructional texts, speeches, journals and reference book extracts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts. • critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing • read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes • draw inferences and justify these with evidence • support a point of view by referring to evidence within the text • identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not • reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading • recognise the possibility of different responses to a text. • summary: identifying the main theme or themes • summarising ideas and information from a single text. • evaluation of a writer's choice of vocabulary, form, grammatical and structural features • explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail • analyse and evaluate how form and structure contribute to the effectiveness and impact of a text. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to texts • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • show understanding of the relationships between texts and the contexts in which they were written 	
<p>Assessment Objectives: Lit Paper 1 – An Inspector Calls Assessment Objectives covered are AO1, AO3 and AO4 Language paper 1 – Reading Assessment Objectives covered are AO1, AO2 and AO4</p>	<p>Assessment Objectives: Lit Paper 1 – Macbeth Assessment Objectives covered are AO1, AO2 and AO3</p>	
<p>Big Test – Yr. 10</p>	<p>Big Test – Yr. 10</p>	<p>Big Test – Yr. 10</p>

<p style="text-align: center;"><i>Y11 Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i></p>	<p style="text-align: center;"><i>Y11 Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i></p>	<p style="text-align: center;"><i>Y11 Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i></p>
<p>Lit Paper 2 – Jekyll & Hyde / A Christmas Carol Section A – 19th-century novel: students will work towards the completion of a two-part question.</p> <ul style="list-style-type: none"> • Part 1 is focussed on a close language analysis of an extract of approximately 400 words. • Part 2 questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, setting(s), character(s), theme(s). <p>Students should be able to:</p>	<p>(Pre Mock) Section B – Poetry since 1789:</p> <ul style="list-style-type: none"> • Part 1: students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poems and the contexts in which the poems were written • The poems to be studied this HT are: Poppies and What Were They Like 	<p>Lit Paper 1 – Refugee Boy Section B – Post-1914 British play or novel: Students will work towards the completion of ONE essay question from a choice of two on the 1945 play An Inspector Calls. Each question will be preceded by a short quotation from the text, to provide a stimulus for the response. Questions will focus on one or more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context. Marks will</p>

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- Read, understand and respond to texts
- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations
- analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

Section B – Poetry since 1789:

- Part 1: students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poems and the contexts in which the poems were written
- The poems to be studied this HT are: **War Photographer & Catrin.**

Language Paper 2 Reading

Section A: Reading – Students will work towards the completion of short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts.

Students will study and analyse a wide range of prose fiction and literary non-fiction, such as novels, autobiographies, biographies, memoirs, letters, speeches and travel writing.

Students should be able to:

- read and understand a wide range of 20th- and 21st-century prose fiction and literary non-fiction, including unseen texts.
- identify and interpret themes, ideas and information in a range of literature and other high-quality writing
- read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes
- draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text;
- reflect critically and evaluatively on text use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text.
- identify the main theme or themes;
- summarise ideas and information from a single text
- synthesise from more than one text.
- compare two or more texts critically with respect to the above.

Language Paper 2 Writing

Section B: Writing – Students will explore and develop imaginative writing skills in preparation for their imaginative writing assessment question.

Students should be able to:

- produce clear and coherent text
- write accurately and effectively for different purposes and audiences
- describe, narrate, explain, instruct, give and respond to information, and argue
- select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context
- use language imaginatively and creatively
- use information provided by others to write in different forms
- maintain a consistent point of view
- maintain coherence and consistency across a text.
- write for impact
- select, organise and emphasise facts, ideas and key points
- create emotional impact
- use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Students will use what they have learned about the writer's craft in their reading of fiction to inspire and influence their own imaginative writing. They will develop a range of creative writing techniques and planning and proofreading skills and develop extended response writing skills.

(Post Mock)

Lit Paper 1 – Macbeth

Section A – 19th-century novel: Students will work towards a two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.

Students will study Macbeth and develop skills to analyse how the language, form, structure and context of the text can create meanings and effects. They will also develop skills to maintain a critical style and informed personal response.

Students should be able to:

- Read, understand and respond to texts
- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations
- analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
- show understanding of the relationships between texts and the contexts in which they were written

also be given for accurate use of spelling, punctuation and grammar.

Teaching will focus on the study of the whole text, developing students' comprehension, critical reading and analytical skills, and their ability to write with clarity and coherence using accurate Standard English.

Students should be able to:

- Read, understand and respond to texts
- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations
- Show understanding of the relationships between texts and the contexts in which they were written
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Language Paper 1 – Section A Reading: 19th Century Non Fiction extracts.

Section A: Reading – Students will work towards the completion of short and open-response questions on two thematically linked, unseen nonfiction extracts.

Students will study and analyse a wide range of functional 19th-century non-fiction, such as newspaper and magazine articles and reviews, instructional texts, speeches, journals and reference book extracts.

Students should be able to:

- read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts.
- critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing
- read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes
- draw inferences and justify these with evidence
- support a point of view by referring to evidence within the text
- identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not
- reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading
- recognise the possibility of different responses to a text.
- summary: identifying the main theme or themes
- summarising ideas and information from a single text.
- evaluation of a writer's choice of vocabulary, form, grammatical and structural features

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		<ul style="list-style-type: none"> explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail <p>analyse and evaluate how form and structure contribute to the effectiveness and impact of a text</p>
<p>Lit Paper 2 – Jekyll & Hyde/ A Christmas Carol Assessment Objectives covered are AO1 and AO2.</p> <p>Lit Paper 2 – Poetry Assessment Objectives covered are AO1, AO2, AO3</p>	<p>Language Paper 2 Reading Assessment Objectives covered are AO1, AO2, AO3</p> <p>Language Paper 2 – Writing Assessment Objectives covered are AO5 and AO6</p> <p>Lit Paper 1 – Macbeth Assessment Objectives covered are AO1, AO2 and AO3</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test:</p> <p>AO1: Read, understand and respond to texts Students should be able to</p> <ul style="list-style-type: none"> . Maintain a critical style and develop an informed personal response . use textual references, including quotations, to support and illustrate interpretations <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation</p>
<p>Big Test – Yr 11</p>	<p>Big Test – Yr. 11 =</p>	<p>Big Test – Yr. 11 =</p>

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<i>Y11 Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Y11 Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Y11 Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Pre Mock Language Paper 1 Writing Lit Paper 1 Macbeth</p>	<p>Content GCSE REVISION.</p>	<p>GCSE exam season and revision if term is extended for Year 11. Focus on language skills at this point.</p>
<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: AO1: Read, understand and respond to texts Students should be able to . Maintain a critical style and develop an informed personal response . use textual references, including quotations, to support and illustrate interpretations AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test in Autumn 01 next year (where applicable). AO1: Read, understand and respond to texts Students should be able to . Maintain a critical style and develop an informed personal response . use textual references, including quotations, to support and illustrate interpretations AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. <u>READING</u> AO1 – Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO4 – Evaluate texts critically and support this with appropriate textual references. <u>WRITING</u> AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 – Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
Big Test – Yr. 11 =	Big Test – Yr. 11 =	