

Key Stage 4 Curriculum Mapping, September 2021
Upton Hall School FCJ English Department

	English Language	English Literature
Year 10	Creative/Prose Writing English Language Component 1B – 20% Fiction Reading English Language Component 1A – 20%	A Christmas Carol English Literature Component 2B – 20% WJEC Poetry Anthology English Literature Component 1B – 20% Much Ado About Nothing English Literature Component 1A – 20%
Year 11	Non- Fiction Reading English Language Component 2A – 30% Transactional/ Persuasive Writing English Language Component 1B – 30%	An Inspector Calls English Literature Component 2B – 20%) Unseen Poetry English Literature Component C – 20%

Curriculum rationale

Creative/ Prose Writing

Different genres taught through year 7-9: Ghost Stories and Gothic Horror, Fairy Tales, Tales with a Twist, Rites of Passage (Bildungsroman). Fiction novels year 7 -9 act as inspiration in terms of building vocabulary, developing form and structure, time management, writers' ideas, techniques and literacy. KS3 development of creative writing tasks focus on effective openings and build up to whole-story writing by the end of year 9. SPaG sessions also allow for accurate and varied use of literacy skills.

A Christmas Carol

Fiction novels that we explore in Key Stage 3: Private Peaceful/The Girl of Ink and Stars, Of Mice and Men/ Rooftoppers, Short Stories from Arthur Conan Doyle - here the students practise analysing language techniques using subject terminology and sophisticated vocabulary, ensuring that they make clear links back to the focus question. The students are also encouraged to make relevant links to context (Victorian England, drawing on knowledge from Sherlock Holmes), they explore characterisation, structure and themes. Students will have studied and practiced skills of 'exploding the extract' and will be able to comment on how this could link to the wider text. The students are provided with opportunities to attend theatre productions of the text if possible.

Fiction Reading

The skills from the KS3 end of year examinations mirror the skills required in this component: structuring answers, time management, selecting relevant evidence, providing a succinct and focused analysis. The Creative Writing modules and the fiction novels explored at KS3 develop a deeper understanding of texts from 20th Century and their genre.

WJEC Poetry Anthology

Different units in KS3 cover a variety of poetic themes and forms allowing for competent analysis of the varied content in the WJEC Poetry Anthology, including: vocabulary, key themes, language devices, structural techniques, alternative interpretation and contextual links, where applicable. We look at poetry from different ages: contemporary poetry, Shakespearean sonnets and pre-1914 poetry.

Much Ado About Nothing

The students will be familiar with a variety of Shakespearean plays: A Midsummer Night's Dream, The Tempest and Romeo and Juliet. This also links to the Shakespearean sonnets taught in the Love Poetry unit in year 8. The general poetry modules of KS3 also look at form, structure, language analysis and context. Throughout KS3 we continuously explore Shakespearean England and theatre. The theme of love in Shakespearean plays is common to all of the texts taught at KS3 and the genre of Shakespearean comedy and love is taught explicitly through A Midsummer Night's Dream in Year 7. The students are provided with opportunities to attend theatre productions of the play if possible. Where it is not, Digital Theatre + is available so that students can watch a variety of different productions of the play at home or in school.

Non-Fiction Reading

The skills from the KS3 end of year examinations mirror the skills required in this component: structuring answers, time management, selecting relevant evidence, providing a succinct and focused analysis. The non-fiction modules taught at Key Stage 3 focus analysis on individual non-fiction extracts and on the comparisons of two texts from 19th – 21st Century. From year 7, the articles that are given increase in difficulty according to age and ability and to ensure stretch and challenge.

Transactional Writing

Throughout KS3, the students are exposed to a range of different styles of writing, including: letters, newspapers, magazines, reports and speeches. By looking at these styles, the students learn persuasive, argumentative, informative and explanative skills and techniques in order to eloquently express their opinions and ideas in a coherent way and with meaning.

An Inspector Calls

As part of the KS3 curriculum overview, we explore Shakespearean plays within class and promote reading of other plays in wider reading, linked to each module. In the Shakespearean plays, the skills we establish and nurture are transferable to: characterisation, plot, thematic exploration, a deep analysis, consideration of alternative interpretations, staging and mise-en-scene. The students are provided with opportunities to attend theatre productions of the play if possible.

Unseen Poetry

Different units in KS3 cover a variety of poetic themes and forms, allowing for competent analysis of the varied content of the challenging Unseen Poetry module. Having also explored the WJEC Poetry Anthology, students should have developed a competence and confidence working with poetry of varying themes, forms and eras. The students will be required to recall prior knowledge in their ability to analyse vocabulary, key themes, language devices, structural techniques, alternative interpretation and contextual links where applicable. During KS3, we look at poetry from different ages: contemporary poetry from different Cultures in Year 7, the theme of love in Ballad poetry and Shakespearean sonnets in Year 8 and pre-1914 / post-1914 poetry about the relationship between parent and child in Year 9.

Assessment

Curriculum assessment is standardised across the department through the Assessment Booklets, which assess the full range of English tasks in Literature and Language. Formative assessment is shown through questioning, practice questions, verbal feedback, written feedback, peer assessment and self-assessment. Summative assessment is shown through practice questions given at the end of each unit and the mock assessments at the end of each GCSE year.

The Literature assessments offer extract-based questions (20 minutes) and an essay-styled question which mirror the GCSE format. The initial extract question allows the students to express their understanding and analytical abilities, adhering to Assessment Objectives: AO1, AO2, AO3 and AO4. As a result of this formative assessment, the students receive in-depth feedback to help them to improve their responses in preparation for the summative assessment which is given at the end of studying a unit. Having practised extract-styled questioned at Key Stage 3, the students should be adept in this format and the skills needed to provide a perceptive, critical, analytical, contextual and evaluative response to the focus question.

The Language assessments reflect the format of the GCSE paper. For the Fiction and Non-fiction reading units, the students are given texts and questions in accordance to the WJEC GCSE format – the students are familiar to this format, as they have developed the relevant skills and techniques in their Key Stage 3 end-of-year assessments. For the Creative Writing and Transactional and Persuasive Writing units, the students have learned, practised and developed the relevant skills and techniques needed to create an imaginative, convincing piece of writing which offers coherence, sophistication and clear organisation of ideas.