

## Huntington School English Department: Curriculum Intent KS4

Very much like our KS3 provision, in Years 10 and 11 students will connect concepts across texts and to the wider world, as well as the discipline of literary study. They will respond thoughtfully to what they read by engaging with key cultural reference points from their knowledge of historical context and literary themes over time, from the world of Shakespeare and Dickens to more contemporary concerns.

As part of students' journey in their study of Language, students will construct language for deliberate effect with an awareness of register, audience and an extensive vocabulary, ensuring they are prepared for life beyond school.

Our curriculum will also give pupils an informed appreciation of the spoken and written word and equip them with the skills to express themselves confidently in a variety of contexts, both in and outside of the classroom.

### **Key concepts**

Our approach at KS3 with regards our concept-led curriculum is very much mirrored at KS4.

As an example, let's consider the thread of hierarchy from Years 7 to 11:

**Year 7:** we consider hierarchy in relation to the 'Great Chain of Being' in our study of 'Macbeth'.

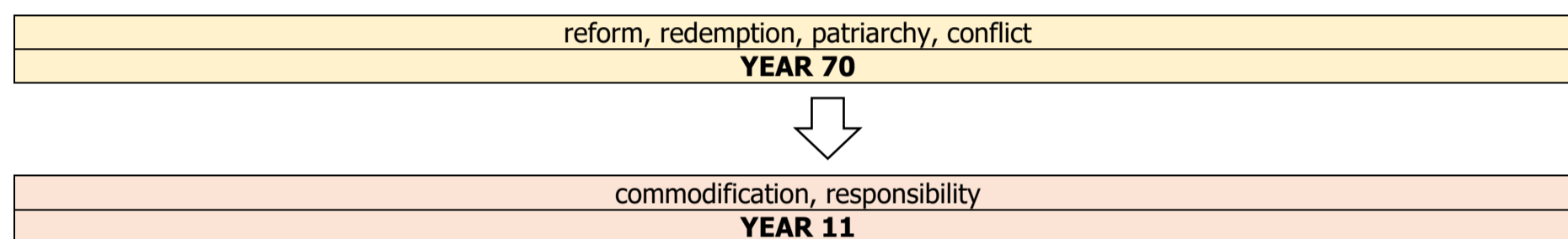
**Year 8:** we consider hierarchy within the camp in 'The Bone Sparrow'.

**Year 9:** we consider hierarchy through the corruption of Animalism in 'Animal Farm'.

**Year 10:** we consider hierarchy through the wealth divide in the Victorian era depicted in 'A Christmas Carol'.

**Year 11:** we consider hierarchy through the class divide of the Edwardian era depicted 'An Inspector Calls'.

As well as all of the Key Concepts from KS3, students will explore:



### **Key Stage Four Overview**

Our examination board is AQA and the full course titles and specification codes are:

- GCSE English Language (8700)
- GCSE English Literature (8702)

You can find out additional information, or, download copies of the specification, from:

English Language: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

English Literature: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

	Autumn Term	Spring Term	Summer Term
10	Charles Dickens' 'A Christmas Carol' + Power and Conflict Poetry	English Language Paper 1 Explorations in Creative Reading and Writing + William Shakespeare's 'Romeo and Juliet' + Power and Conflict Poetry	English Language Paper 1 Explorations in Creative Reading and Writing + William Shakespeare's 'Romeo and Juliet' + Power and Conflict Poetry
11	J.B. Priestley's 'An Inspector Calls' + unseen poetry	English Language Paper 2 Writers' Viewpoints and Perspectives	Revision

### **Assessment**

For each of our units at Key Stage 4, there will be two assessments.

The First assessment is a mid-unit review with the purpose of identifying any misconceptions or signposting any gaps in their learning. Teachers use this to modify their teaching to meet the needs of their students.

The Second Assessment comes towards the end of the unit and assesses the students more formally. Marks are recorded by class teachers and feedback lessons are designed to address any misconceptions from students' learning.

### **Feedback**

The type and frequency of feedback in KS4 English is detailed below:

1. Students will receive feedback twice a half term.
2. Students will receive feedback on their work in one of the following ways: weekly book sampling; whole class feedback; live marking in lessons.
3. All feedback will lead to students engaging in DIRT to improve their work or go over misconceptions.
4. Written comments are not given for class notes, unless SPAG/presentation errors are being addressed.
5. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate.
6. DIRT is embedded in lessons and students are given frequent opportunities to respond to targets.

### **Homework**

Frequency: Homework tasks will be set on a weekly basis, with a maximum of two tasks set if necessary.

Types of tasks:

- Reinforce and extend learning in class e.g. to practise examination questions.
- Watching Massolit lectures and making notes
- Embed key subject content in long term memory, e.g. memory recall tasks such as learning key terminology, key events, characterisation and key themes.
- Practise and develop skills e.g. independent reading, extended writing tasks and annotation of text extracts.
- Extension of learning from the lesson e.g. consolidation of understanding through writing analytical paragraphs.
- Learning and revision for class tests and examinations e.g. mind maps, flash cards and other graphic organisers.
- Use of DIRT to improve or develop written responses.
- Develop broader understanding of the topic through wider reading.
- Quizzes set on Microsoft Forms.

### **How can I support my child?**

Parents and carers have an important role in this and there are many ways you can support your children to continue their progress in English.

#### **1. How can I help support my child's learning of English at home?**

Parents and carers have an important role in this and there are many ways you can support your children to continue their progress in English.

- Talk about what they have been reading in school in the last few weeks/ terms.
- Continue to encourage them to read regularly from a range of fiction and non-fiction.
- Check they are regularly working on English revision (and homework) of all the set texts. Read the texts yourselves where appropriate and talk to them about the characters, ideas and issues the writer is exploring.

#### **2. Recommended revision resources for parents (and students)**

- CGP currently offer a range of workbooks and revision resources shaped towards these GCSEs. We would particularly recommend:

[GCSE English | CGP Books](#)

- All KS4 students have access to the online lecture series Massolit. Students can watch Professors analyse the texts we study in class. In many cases, there are worksheets to complete. [MASSOLIT – Short video lectures from the world's best academics for school teachers and students around the world.](#)

#### **3. How should my child use these English revision materials to reinforce their learning?**

- Make flashcards of key themes and characters and then test understanding
- Talk about what they have been studying and get them to ask you questions.
- Create mind maps of topics and have a go at planning exam questions and even write longer responses.
- The more you DO with the material the easier it will be to remember.
- Practise creative writing using an image as a prompt.

#### **4. The importance of reading**

You may want to spend time encouraging them to read a range of fiction and non-fiction texts. There are many free books available online and you can find some suggestions on The School Reading List website. [School reading list - recommended books for children and teens](#)

There are also websites which also for useful for practising spelling and grammar skills too, such as BBC Bitesize.

Again, it is useful to discuss what they have learnt with someone else, so talking about it with a parent/carer or friend will help them to commit this learning to memory, ready to explore it in more depth later. Shared reading and discussion is a great activity for all ages.

Whatever you decide to explore, the most important thing is to keep talking about what your children have been exploring and encouraging them to explain what they have or have not understood. Discussion and evaluating what you do and don't like is still a key skill in English and in life beyond so make sure you enjoy it.