

English KS4 Curriculum Intent, Implementation and Impact Overview

	Year: 10 Subject: English IMPLEMENTATION						
INTENT (including key concepts and skills)	Half Term 1	Half Term 2	Half Term 3 and 4		Half Term 5	Half Term 6	
	Context: <i>'Weather' - A scheme focusing on development of 'Language' skills</i>	Context: <i>19th Century Prose: 'A Christmas Carol' - Thorough exploration of the key 19th century text for the GCSE</i>	Context: <i>3 lessons per week on The Poetry Anthology - Analysis and exploration of GCSE poems and the context surrounding them</i> <i>1 lesson per week of Language Non-fiction</i>		Context: <i>'Blood Brothers' and Unseen Poetry</i>	Context: <i>Shakespearean Play - 'Macbeth'</i>	
	Key Vocabulary: Analysis, exploration, evaluation, summarise, synthesise, attitudes, colloquialisms, Standard English	Key Vocabulary: <i>Literature paper combined with preparation for Language non-fiction reading</i>	Key Vocabulary: Structure, oxymoron, juxtaposition, meter, assonance, sibilance Summarise, identify, intent, register, analyse, inferred		Key Vocabulary: Playwright, superstition, nature vs nurture, crime	Key Vocabulary: Jacobean, Divine Right of Kings, fatal flaw, Soliloquy, dramatic irony, patriarchal society	
	Prior Learning/LTM: Information retrieval skills, inference and deduction, analysis and exploration of multiple texts throughout KS3	Prior Learning/ LTM: Social mobility, novella, supernatural, redemption,	Prior Learning/LTM: Poetry study in HT1 of Y9 - key terminology and comparison skills Non-fiction texts studied at various times in KS3 working on a wide range of texts in the media and through time		Prior Learning/LTM: Introduction to contemporary play in Y8 and Shakespeare play in Y9. Students have also studied poetry at KS3 and have knowledge of poetic devices	Prior Learning/LTM: Introduction to Shakespeare in Y7, study of 'The Tempest' in Y8 and another key play in Y9	
	Cultural Capital:	Prior Learning/ LTM: Exploration of Victorian England in Y7, Study of Dickens in Y8 and other influential writers of the 1900s during KS3	Cultural Capital: Contextual understanding of key wars throughout history		Cultural Capital: Social mobility, education in 1960s Britain, icons in 1960s, economy of the 1980s, Liverpool	Cultural Capital: British culture: Shakespeare, Gunpowder plot, Attitudes to witchcraft	
	Retrieve information from a text and comprehend its meaning	X	X	X	X	X	X
	Make inferences and consider what is being implied in a text	X	X	X	X	X	X
	Explore language and structural choices used by a writer and their effects	X	X	X	X	X	X
	Consider the contextual relevance of a text	X	X	X	X	X	X
Communicate clearly, effectively and imaginatively	X		X	X			
Adapt writing to suit purpose, audience and format	X		X	X			
Use a range of vocabulary, sentence structure for clarity, purpose and effect	X		X	X			
Use a range of punctuation and apply accurate spelling	X	X	X	X	X	X	

<p>IMPACT</p>	<p>Assessment: Language Paper 1 Reading and Writing Progression to KS5: English Language - transactional writing skills.</p>	<p>Assessment: Literature Paper 1: ACC response Progression to KS5: English Literature - Shakespearean drama and 19th century prose. English Language - reading analysis.</p>	<p>Assessment: Literature Paper 2: Anthology response Language Paper 2: Non-Fiction Reading Progression to KS5: English Literature - 19th century and contemporary poetry. English Language - Political language analysis. Reading and writing non-fiction texts.</p>	<p>Assessment: Literature Paper 2: Blood Brothers and Unseen Poetry Progression to KS5: English Literature - Contemporary drama. 19th century and contemporary poetry. Unseen poetry and prose.</p>	<p>Assessment: Literature Paper 1: Macbeth Progression to KS5: English Literature - Shakespearean drama. English Language - transactional writing skills.</p>
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Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.