



SIR GRAHAM BALFOUR SCHOOL



CURRICULUM OVERVIEW – KEY STAGE 4 ENGLISH

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 10 | <p>Introduction to English Language</p> <p>Reading: Students study:</p> <ul style="list-style-type: none"> - Implicit/explicit meaning - Summarising information - Writer's use of language - Comparing writers' different perspectives <p>Writing: Transactional Writing</p> <ul style="list-style-type: none"> - Content and Organisation - Technical Accuracy <p>Supporting Texts: Paired Non-fiction extracts sharing the same theme - one C21st extract and the other C19th.</p> | <p>Introduction to English Language</p> <p>Reading: Students study:</p> <ul style="list-style-type: none"> - Implicit/explicit meaning - Writer's use of language - Writer's use of structure - Development of viewpoint and opinion. <p>Writing: Creative Writing</p> <ul style="list-style-type: none"> - Content and Organisation - Technical Accuracy <p>Supporting Texts: C20th or C21st fictional extracts.</p> | <p>Modern Play: An Inspector Calls</p> <p>Literature: Students analyse:</p> <ul style="list-style-type: none"> - Priestley's ideas and themes. - Characterisation and stagecraft. - The structure of the play. - The effect of Priestley's drama on both the student and society as a whole. <p>Students will learn how to arrange their ideas and present them in a balanced and analytical written response.</p> | <p>Poetry: Power and Conflict</p> <p>Literature: Students cover a range of 15 poems from the '<i>Power and Conflict</i>' Anthology. They will learn how to analyse the poems' key messages and the poets' use of language, structure and poetic forms in order to create their finished works.</p> <p>Students will learn how to compare the ideas and methods of two of the poets and arrange their ideas within a detailed, comparative response.</p> | <p>Shakespeare: Romeo and Juliet</p> <p>Literature: Students analyse: Shakespeare's ideas and themes, characterisation and stagecraft, the structure of the play and the effect of the play on both the student and societies throughout time.</p> <p>Students will learn how to arrange their ideas and present them in a balanced and analytical written response.</p> | |
| Year 11 | <p>C19th Novel: Dr Jekyll and Mr Hyde or The Sign of Four</p> <p>Literature:</p> <p>Students analyse:</p> <ul style="list-style-type: none"> - Stevenson's ideas and themes. - Characterisation and Themes. - The structure of the play. - The effect of Stevenson's novel on both the student and society as a whole. <p>Students will learn how to arrange their ideas and present them in a balanced and analytical written response.</p> | <p>Unseen Poetry</p> <p>Literature:</p> <p>Students will learn how to analyse 'unseen' poems and develop skills in analysing the poet's key message, their use of language, structure and poetic forms in order to create their finished works.</p> <p>Students will also learn how to compare the ideas and methods of two unseen and thematically linked poems and taught how to arrange their ideas within a detailed, comparative response.</p> | <p>English Language Revision</p> <p>Revision of all of the key elements for English Language</p> | <p>Responsive Timetable</p> <p>Having identified individual's own specific areas for improvement, students will revisit areas of study across both English Language and English Literature.</p> | | |