

Beths Grammar School KS4 English Literature and Language Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
GCSE AQA	<p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities</p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term Y10 1A	<p><u>Dr Jekyll and Mr Hyde</u></p> <p><u>Language Paper 1 Section A</u></p> <p>Dr Jekyll and Mr Hyde is the first text taught for the Literature AQA syllabus at GCSE.</p> <p>Language Paper 1 Section A is the first part of the Language Paper 1 AQA syllabus at GCSE.</p>	<p><u>Literature:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to the text. • 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><u>Language</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence 	<p>One AQA essay style question on a character/theme seen in the novella.</p> <p>Full AQA Paper 1 Language Section A past paper.</p>

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		<p>readers, using relevant subject terminology to support their views.</p> <ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. 	
<p>Autumn Term 1B</p>	<p><u>Dr Jekyll and Mr Hyde</u></p> <p><u>Language Paper 1 Section B: imaginative writing</u></p> <p><u>Intent</u> Why is this taught now?</p> <hr/> <p>Dr Jekyll and Mr Hyde is the first text taught for the Literature AQA syllabus at GCSE.</p> <p>Language Paper 1 Section B is the final part of the Language Paper 1 AQA syllabus at GCSE.</p>	<p><u>Literature:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Read, understand and respond to the text. 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><u>Language</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> 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. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>One AQA essay style question on a character/theme seen in the novella.</p> <p>Full AQA Paper 1 Language Section B past paper.</p>

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<p>Spring Term 2A</p>	<p><u>An Inspector Calls</u></p> <p><u>Language Paper 1 Section A</u></p> <p>Intent Why is this taught now?</p> <p>An Inspector Calls is the next text for the Literature AQA syllabus at GCSE and follows conventions learned at Key Stage 3.</p> <p>Language Paper 1 Section A is the first part of the Language Paper 1 AQA syllabus at GCSE and is revisited here to check retention.</p>	<p>Literature:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to the text. • 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Language</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. • 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. <p>Evaluate texts critically and support this with appropriate textual references.</p>	<p>One AQA essay style question on a character/theme seen in the play.</p> <p>Full AQA Paper 1 Language Section A past paper.</p>
<p>Spring Term 2B</p>	<p><u>An Inspector Calls</u></p> <p><u>Language Paper 1 Section B</u></p>	<p>Literature:</p> <p>Students will be able to:</p>	<p>One AQA essay style question on a character/theme seen in the play.</p>

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	<p><u>Intent</u> Why is this taught now?</p> <p>An Inspector Calls is the next text for the Literature AQA syllabus at GCSE and follows conventions learned at Key Stage 3.</p> <p>Language Paper 1 Section B is the final part of the Language Paper 1 AQA syllabus at GCSE and is revisited here to check retention.</p>	<ul style="list-style-type: none"> • Read, understand and respond to the text. • 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Language</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Full AQA Paper 1 Language Section B past paper.</p>
	<p>Summer Term 3A</p> <p><u>Poetry Anthology Section A</u></p> <p><u>Intent</u> Why is this taught now?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to the text. • Maintain a critical style and develop an informed personal response 	<p>One AQA essay style question on a poem from the poetry anthology.</p>

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	<p>This is middle section of AQA Literature Paper 2 and revisits the study of poetry seen at Key Stage 3.</p>	<ul style="list-style-type: none"> • 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
<p>Summer Term 3B</p>	<p><u>Spoken Language Endorsement Poetry Anthology and Unseen Poetry</u></p> <p><u>Intent</u> Why is this taught now?</p> <p>The Spoken Language Endorsement (SLE) is a compulsory unit set by AQA. It will look at the speaking and listening skills of the candidate.</p> <p>The first section of the Poetry Anthology will be used to teach the skills of understanding an unseen poem.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate presentation skills in a formal setting • Listen and respond appropriately to spoken language, including to questions and feedback on presentations • Use spoken Standard English effectively in speeches and presentations. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to the text. • 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Speech for the Spoken Language Endorsement</p> <p>Year 10 Mock:</p> <p>AQA essay questions on:</p> <ul style="list-style-type: none"> • An Inspector Calls • Poetry Anthology <p>AQA Language Paper 1.</p>

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	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term Y11 1A</p>	<p>Macbeth</p> <p>Language Paper 2 Section A</p> <p>Intent Why is this taught now?</p> <p>Macbeth can be seen as the most difficult component due to the language and themes within the play.</p> <p>Language Paper 2 Section A is the first part of the Language Paper 2 AQA syllabus at GCSE.</p>	<p>Literature:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to the text. • 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>Language</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. • 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. • Evaluate texts critically and support this with appropriate textual references. 	<p>One AQA essay style question on a character/theme seen in the play.</p> <p>Full AQA Paper 2 Language Section A past paper.</p>

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<p>Autumn Term 1B</p>	<p>Macbeth</p> <p>Language Paper 2 Section B</p> <p>Intent Why is this taught now?</p> <p>Macbeth can be seen as the most difficult component due to the language and themes within the play.</p> <p>Language Paper 2 Section B is the final part of the Language Paper 1 AQA syllabus at GCSE.</p>	<p>Literature:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to the text. • 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>Language</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Mocks</p> <p>Literature composite paper testing:</p> <ul style="list-style-type: none"> • Macbeth • Poetry Anthology <p>Full language Paper 2</p>
<p>Spring Term 2A</p>	<p>Poetry Anthology Language Paper 2 Section A</p> <p>Intent Why is this taught now?</p>	<p>Literature:</p> <p>Students will be able to:</p>	<p>One AQA essay style question on a character/theme seen in the play.</p>

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		<ul style="list-style-type: none"> • Read, understand and respond to the text. • 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><u>Language</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. • 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. <p>Evaluate texts critically and support this with appropriate textual references.</p>	<p>Full AQA Paper 1 Language Section A past paper.</p>
<p>Spring Term 2B</p>	<p><u>Poetry Anthology and Unseen</u></p> <p><u>Intent</u> Why is this taught now?</p> <p>An Inspector Calls is the next text for the Literature AQA syllabus at GCSE and follows conventions learned at Key Stage 3.</p>	<p><u>Literature:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read, understand and respond to the text. • Maintain a critical style and develop an informed personal response • Use textual references, including quotations, to support and illustrate interpretations. 	<p><u>Mocks</u></p> <p>Language Papers 1 and 2 Literature Papers 1 and 2</p>

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	<p>Language Paper 1 Section B is the final part of the Language Paper 1 AQA syllabus at GCSE and is revisited here to check retention.</p>	<ul style="list-style-type: none"> • 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
<p>Summer Term 3A</p>	<p><u>Revision</u></p> <p><u>Intent</u> Why is this taught now?</p>	<p><u>Literature:</u></p> <p>Students will be able to:</p>	
	<p>All components revised based upon need of the class.</p>	<ul style="list-style-type: none"> • Read, understand and respond to the text. • 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><u>Language</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence 	

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		<p>readers, using relevant subject terminology to support their views.</p> <ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.• Read, understand and respond to the text.• 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.• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	