|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Stage 4 Curriculum **Catch-up** Map 2021-22 Subject: English | | | | | | |
| Year 10 | Half term 1  Sept – October | Half term 2  November – December | Half term 3  January – Feb | Half term 4  February – April | Half term 5  April - May | Half term 6  June - July |
| Weeks | 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7.5 weeks |
| Module | **Gothic Horror ELC3**  Introduction to GCSE  (Lang.P1) | **Introduction to GCSE**  **Language (Reading)** | **Introduction to GCSE**  **Language (Writing)**  Functional Skills L1 exams | **Music ELC3**  **Hobbies ELC3**  **The Next Step ELC3**  Introduction to GCSE  (Lang.P2) | **GCSE Lang.P2**  **Viewpoints & Voices** | **GCSE Language**  **P1 & 2 Mock Exams**  Functional Skills L1&2 exams |
| **Key learning questions**  **Introduce**  **Revisit**  **Embed** | Can we understand key **vocabulary** & identify key **events** and **features** in a range of texts?  Can we **comment** on how writer’s use **language** to achieve **effects?**  Can we comment on how writers use **structure** to achieve effects?  Can we **compare** texts?  Can we plan a **PEE** response?  Can we use descriptive features and language devices for effect in our own writing?  Can we review and improve our work after feedback?  Can we identify our own TFIs? | Do we know the skills assessed for GCSE English Language?  Can we identify key events in a **summary** of the whole text?  Can we **annotate** a text with **language and structural features?**  Can we **evaluate** a text?  Can we **compare** texts?  Can we plan a **PETAL** response?  Are we aware of our own targets for improvement? (TFIs) | Can we identify the features of descriptive and narrative writing?  Can we use them effectively in our own writing?  Can we use language and structure to improve the effectiveness of our writing?  Can we use punctuation effectively?  Can we correct and re-draft work? | Can show understanding of a range of non-fiction texts by commenting on genre, audience, purpose & style? (GAPS)  Can we write in a range of forms?  Can we write for a range of audiences and purposes?  Can we regularly demonstrate GCSE level SPAG skills? | Can we name the areas of assessment for GCSE English Language?  Can we show understanding of texts from a range of historical periods?  Do we know the techniques writers use to persuade and influence readers?  Can we write in a range of forms and for different purposes and audiences?  Do we understand the format of the Language Paper 2 exam? | Do we know the areas of assessment? (AOs)  Do we know the exam format for AQA GCSE Language Papers 1 & 2?  Can we apply our knowledge & skills in an exam context?  Can we work effectively to a time limit?  Can we identify our own areas for improvement? |
| **Off-site opportunity** | Tour of Gothic Brighton (City Centre visit) | Theatre or Pantomime Trip | Sensory walks  Visit to local area of natural beauty/ interest | Visit College or local business of interest  Try out different hobbies | Open-mic event | Trip to local attraction |
| **Extended writing** | PEE Paragraph response to familiar textual extract  Narrative Writing:  Gothic Story | PETAL Paragraphs response to unseen extract |  | Personal Statement  Leaflet  Review  Article | Formal Letter  Speech | Q2,3,4&5 Practice |
| **Assessment**  **End of module** | AQA ELC3  Comp.2  Gothic Horror | Guided Exam Practice  AQA Paper 1  Explorations in Descriptive Reading & Writing |  | AQA ELC3  Comp.1  The Next Step/  Hobbies/ Music  Reading  Writing  Spoken Language  FSk L1 Spoken Language | Guided Exam Practice  AQA Paper 2  Viewpoints and Voices | Functional Skills EAs  GCSE Lang.P1  MOCK EXAMS |
| **Celebration of achievement:outcome, display, presentation, class book etc.** |  |  |  |  |  |  |
| **PD passport** |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KS4** | **Curriculum** | **Catch-up** | **Map** | **2021-22** | **Subject:** | **English** |
| Year 11 | Half term 1  September - October | Half term 2  November – December | Half term  January - Feb | Half term 4  February – April | Half term 5  April – May | Half term 6  June - July |
|  | 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7.5 weeks |
| Module | Assessment for Learning | Descriptive Reading & Writing | Viewpoints & Voices  Non-fiction  Functional Skills Level 1 exams | Spoken Language Endorsement  Functional Skills L1  SL Assessments | Exam Revision & Practice  Final Exams |  |
| **Key learning questions**  **Introduce**  **Revisit**  **Embed** | Do we know the skills assessed for GCSE English Language?  Can we review and improve our work after feedback?  Can we identify our own TFIs and predicted grades?  Can we plan a **PEE** response?  Can we use descriptive features and language devices for effect in our own writing? | Can we understand key **vocabulary** & identify key **events** and **features** in a range of texts?  Can we **comment** on how writer’s use **language** to achieve **effects?**  Can we comment on how writers use **structure** to achieve effects?  Can we plan a **PETAL** response?  Can we use descriptive features and language devices for effect in our own writing? | Can we identify GAPS in a range of non-fiction texts?  Can we identify the main ideas in a range of persuasive texts?  Can we identify the features of persuasion in a range of texts?  Can we **compare** texts?  Can we plan a **PETAL** response?  Can we write in different forms?  Can we write to express our opinions and communicate our ideas effectively?  Can we use descriptive or persuasive features and a range of language devices for effect in our own writing? | Can we identify rhetorical devices in a range of texts?  Can we write to form and for different audiences and purposes?  Can we plan to use rhetorical features in our own speaking?  Can we use language effectively to convey our ideas? | Do we know the areas of assessment? (AOs)  Do we know the exam format for AQA GCSE Language Papers 1 & 2?  Can we apply our knowledge & skills in an exam context?  Can we work effectively to a time limit?  Can we identify our own areas for improvement? |  |
| **Off-site opportunity** | Sensory Walks | Visit to local area of natural beauty/ interest (descriptive writing opportunity) | Visit to local area of natural beauty/ interest (non-fiction writing opportunity) | Brighton Festival Event | Visit a college or training provider |  |
| **Extended writing** | Baseline & APP Assessments | Descriptive  Narrative | Opinion Piece  Review | Speech or Presentation transcript  Presentation | Formal Letter  Article  Descriptive |  |
| **Assessment**  **End of module** |  | GCSE Lang.P1  Practice Exam | GCSE Lang.P2  Practice Exam | FSk L1&2  Spoken Lang.  GCSE Endorsement | Final Exams  FSk L1&2  GCSE Lang. 1&2 |  |
| **Celebration of achievement: outcome, display, presentation, class book etc.** |  |  |  | Record of Achievement | Leavers’ Assembly |  |
| **PD passport** |  |  |  | Speaking to a group of people |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Curriculum Catch-up Map 2021-22 Subject: English Literature | | | | | | |
| Year 10 | Half term 1  Sept – October | Half term 2  November – December | Half term 3  January – Feb | Half term 4  February – April | Half term 5  April – May | Half term 6  June - July |
|  | 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7.5 weeks |
| Module | **Gothic Horror/ Adventures & Explorations through 19th Century Literature** (ELC Comp.2)  LITERATURE P1 |  |  | **Shakespeare:**  Macbeth  LITERATURE P1 |  | **Viewpoints & Voices: Unseen/ Cluster Poetry**  LITERATURE P2  Viewpoints & Perspectives |
| **Key learning questions** | AQA EL3 assessment criteria (See MTP) |  |  | See KS3 Lit. Assessment Criteria |  | Can we understand how and why viewpoints and ideas are expressed through poetry?  Can we comment on and compare texts?  Can we use language effectively to express our own ideas and opinions? |
| **Skills and Abilities** | To read a range of 19thC texts  To understand and comment on how writers use language & structure for effect  To consider how experience influences viewpoint & how in turn viewpoint influences writing  To show understanding of structure and sequencing in non-fiction texts  To write to form  - diary entry  - story |  |  | Can we read and understand a challenging text from a different historical period?  Can we analyse language and structure and comment on how writers use these for effect? |  | To consider how experience influences viewpoint & how in turn viewpoint influences writing  Can we use spoken language effectively to communicate in a range of contexts? |
| **SEND & SEMH Provisions** | Audio-visual/ ICT resources  Dyslexia & ASC friendly classroom  Modified text  Sensory Toys  Writing frames/ sentence starters/ word banks |  |  | Audio-visual/ ICT resources including film clips of key scenes/ full 1996 film version  Graphic comic/ simplified text versions  Short/ detailed summaries |  |  |
| **Off-site opportunity** | Visit Gothic Architecture in Brighton  Go on a local adventure e.g. to the woods or the Downs  Visit a museum |  |  | Romeo & Juliet production (with TCH)/ Hip Hop Shakespeare Company visit |  | Visit a War Memorial – story-telling of poems  Imperial War Museum London |
| **Extended writing** | Description of character/ Summary/ Re-write Dracula ending  Write an adventure story/ account of an expedition – Free Solo/127 Hours/Touching the Void/Everest/ Falcon-Scott |  |  | Write a diary entry for a main character |  | Write a story linked to a poem or a character from literature you have read  Write a poem or a speech |
| **Assessment**  **End of module** | AQA Entry Level 2/3 assessment Comp.2 Gothic Horror/ Adventure |  |  | Reading: Analyse an extract/ structured response to an exam-style question |  | Reading: Compare two poems: structured response to an exam-style question |
| **Celebration of achievement: outcome, display, presentation, class book etc.** | Recording the reading of a gothic story using iMovie app sound effects/ class or assembly presentation  Presentation of an explorer in class or in assembly  Classroom display/ anthology of work |  |  | Act out a scene/ record using an iPad/ edit in iMovie/ class or assembly presentation |  | Poetry slam/ presentations in assembly |
| **PD passport** | Train journey to the local area  Watch a documentary as a group and discuss points of interest |  |  | Watch a Shakespeare production |  | Listen to a storyteller/ present to an audience |