



# Queen Elizabeth's Girls' School

*Educating Women of the Future*

## Key Stage 4 Curriculum

	Topic/Big Question	Focus
Year 10	<b>English Language Paper 1</b>	We start Year 10 by introducing students to English Language GCSE Paper 1 which is an exam paper testing students' ability in reading and writing. We explicitly teach the skills required for each question on the paper, drawing on their existing knowledge and introducing them to new and more sophisticated linguistic devices to develop their analysis. They have an opportunity to develop their skills of creative writing (narrative or description).
	<b>An Inspector Calls</b>	In this unit, students are taught JB Priestley's 'An Inspector Calls', the modern drama for English Literature GCSE Paper 2 Section A. We read the play together, watch it in performance and learn key information about the playwright's contextual influences. We focus on the plot, character and themes and look specifically at Priestley's use of dramatic techniques and the ways in which they affect the audience. This is a closed book exam text so students are encouraged to get as familiar with the play as possible and learn key quotes and contextual information.
	<b>Poetry</b>	In this unit we study a set of poems from the AQA Poetry Anthology on the theme of 'Power and Conflict'. In total there are 15 poems dating back from around 1800 to the present day. We study them chronologically focusing on the contextual influences of each poet and learning to analyse the language, form and structure of each, drawing on knowledge and skills developed in Key Stage 3 and extending this by introducing and teaching new, more high order linguistic techniques. This unit is in preparation for GCSE English Literature Paper 2 Section B which requires students to compare two poems, so they will be taught the skills of comparison and analysis, as well as the integration of context. We also focus on GCSE English Literature Paper 2 Section C, which is Unseen Poetry.
	<b>English Language Paper 2</b>	Here we teach English Language GCSE Paper 2 which is the second exam paper testing students' ability in reading and writing. We explicitly teach the skills required for each question on the paper, drawing on their existing knowledge and introducing them to new and more sophisticated linguistic devices to develop their analysis. The reading material will include an extract from 19 <sup>th</sup> Century non-fiction alongside a more modern piece of nonfiction writing. They have an opportunity to develop their skills of extended writing to argue, persuade or explain (in the form of a letter, article or speech), drawing on skills developed in previous units on polemical writing at Key Stage 3.
	<b>Romeo and Juliet</b>	Here we teach the Shakespeare play for GCSE English Literature Paper 1 Section B. We read the play together and watch it in performance, learning as we go about Shakespeare's contextual influences in constructing this play and his use of dramatic techniques. The exam demands that students are able to analyse a specified extract from the text and relate

		this to the wider play. This is a closed book exam text, so students are encouraged to get as familiar with it as possible and learn key quotes and contextual information.
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	Topic/Big Question	Focus
Year 11	<b>English Language Paper 1</b>	At specific times during Year 11 we focus on revisiting and revising units studied in Year 10, reinforcing and developing the skills required for each question. Students are coached for the exam and given a range of opportunities to further develop their skills of reading and writing, extending their vocabulary, improving their use of punctuation and grammar by practising, evaluating and consciously crafting their own writing. We use a wide range of reading material and past papers to fully prepare all students for the demands of this exam paper.
	<b>English Language Paper 2</b>	At specific times during Year 11 we focus on revisiting and revising units studied in Year 10, reinforcing and developing the skills required for each question. Students are coached for the exam and given a range of opportunities to further develop their skills of reading and writing, extending their vocabulary, improving their use of punctuation and grammar by practising, evaluating and consciously crafting their own writing. We use a wide range of reading material and past papers to fully prepare all students for the demands of this exam paper.
	<b>An Inspector Calls</b>	During Year 11 we spend time revising this text and reinforcing the knowledge acquired in Year 10. We focus on how to approach the exam questions, using a wide range of practice papers and tasks, and we look at how to structure the essay and reach high marks by hitting all the relevant assessment objectives. We further develop the students' ability to write about character and theme by exploring Priestley's dramatic techniques and applying relevant historical and sociological context.
	<b>Poetry</b>	In Year 11, we revise all 15 poems and do more specific work on tackling the exam question, honing skills of analysis, comparison and applying contextual information. We also do work on preparing students for the unseen section of Literature Paper 2 by studying a wide range of unseen poems in pairs, analysing and comparing them
	<b>A Christmas Carol</b>	At the start of Year 11, we study Dickens' 'A Christmas Carol,' which was first introduced to them at the end of Year 9. We revisit and strengthen their understanding of Dickens' contextual influences, particularly the factors which inspired him to write the book. We read the whole book together looking closely at the writer's use of prose and learning to analyse extracts for the exam. The students are taught how to approach the exam question which initially focuses them on an extract and then requires them to make reference to the wider novel.
	<b>Romeo and Juliet</b>	At specific times during Year 11, we revise Shakespeare's 'Romeo and Juliet' reinforcing and further developing their ability to analyse extracts, refer to the wider text and apply contextual information to their responses to exam questions.