



St Benedict's Catholic High School  
1971

## **English: KS4 Intent**

### **Year 10**

#### **Language Paper 1 Sections A & B – (7 weeks)**

As part of this paper students build on their prior learning of writer's methods and applying terminology. Students are explicitly taught the difference between language and structural methods so that they can successfully answer questions 2 and 3. Students build on their prior knowledge of evaluation and are given multiple opportunities to practise this challenging skill in a scaffolded way. Students also build on their prior learning, in relation to narrative and descriptive writing and apply what they know about sentence forms, paragraphing, linguistic devices and punctuation to exam style questions. Students practise writing under exam conditions more frequently to get used to the pace of the paper.

#### **Lit Paper 1 Section A - Shakespeare's Macbeth OR Romeo and Juliet (8 weeks)**

In this unit students are able to draw on their prior learning of Shakespearean England and revisit key contextual elements and themes such as patriarchy, gender roles, control and violence. Students continue to focus on crafting clear points on a range of exam style questions, including theme and character questions that they have been exposed to in prior learning. Students build on their knowledge of writer's methods and explore the language, form and structure of their text. Students are taught how to approach the extract style exam questions and the importance of whole text references are emphasised. Emphasis is placed on remembering the plot, intentions, and key references/methods.

#### **Language Paper 2 Sections A & B – (7 weeks)**



Students adapt the skills they use for language paper 1 to analyse and produce non-fiction texts in paper 2. Students are reminded and spend time practising how to compare texts for question 4 of this paper. Students are given engaging texts on topical issues social, cultural and political issues. Students build on their prior learning of opinion writing, including writing anecdotes and convincing facts and statistics. Students learn how to write a wider range of opinion texts such as letters, blogs and essays.

### **Lit Paper 1 Section B C19th Novel- ACC OR Jekyll and Hyde (7 weeks)**

Students draw and build on their prior learning of C19th England from when they studied the Speckled Band, using it to help develop their understanding of writer's intentions. Students continue to develop their essay writing skills in terms of forming clear points, linking to intention, exploring quotes as well as language, form and structural methods. Emphasis is again placed on remembering the plot, key intentions, references and methods. Like with the Shakespeare unit, emphasis and importance is placed on making a whole text reference as well as addressing the extract.

### **Literature Paper 2 – Power and Conflict Poetry (4 weeks +3 weeks in year 11)**

In this unit, students build on their knowledge of WWI from year 7, when studying poems such as Wilfred Owen's Exposure. To explore the theme of power students are able to reflect back on ideas such as 'abuse of power' from texts like Of Mice and Men and The Speckled Band, as well as their Shakespeare texts. Students also capitalise on their knowledge of the poetic form and revisit terms such as enjambment and caesura as well as looking at other methods such as end-stopped



lines and sibilance to name a few. As part of this unit students build on their prior learning of comparing texts.

### **Speaking & Listening (2 weeks)**

Students spend time planning and executing a presentation on a topic of their interest in an engaging and confident manner for their classmates.

*The remaining 6 weeks are for summative, assessment, exams, revision, and response to feedback.*

## **Year 11**

### **P&C poetry (3 weeks)**

In this unit, students build on their knowledge of WWI from year 7, when studying poems such as Wilfred Owen's Exposure. To explore the theme of power, students can reflect on ideas such as 'abuse of power' from texts like Of Mice and Men and The Speckled Band, as well as their Shakespeare texts. Students also capitalise on their knowledge of the poetic form and revisit terms such as enjambment and caesura as well as looking at other methods such as end-stopped lines and sibilance to name a few. As part of this unit, students build on their prior learning of comparing texts.



### **Unseen poetry (2 weeks)**

Students are exposed to a range of poems about other themes, such as love, relationships, growing old, childhood, gender roles, race etc. Students are taught how to break a poem down independently and continue to develop their essay writing skills. Students are taught how to adapt the skill of comparison to compare methods and their effect as well as ideas.

### **English Literature Paper 2 – Modern Novel (AIC OR LOTF)– (7 weeks)**

Students can draw on their prior learning of concepts such as socialism and capitalism and democracy from previous units, as well as the exploration of themes such as power and its abuse and the human condition. Students continue to work on their essay writing skills and should now confidently be able to explore references and arrange of methods across a text. Students should be starting to show confidence in answering a range of essay style questions and be able to craft clear points and intentions. As with all GCSE units, emphasis is placed on remembering the text.

*The remaining weeks will be spent on assessments, mocks, and revision of prior learning.*

*\*The year 11 cohort 2021-22 will not study Power and Conflict poetry as it has been dropped from the exam.*