

KS4 English at Benton Park School: The Power of Meaning.

Students will leave Benton Park School as great communicators, confident debaters, analytical thinkers, empathetic readers and thoughtful writers.

There are three important ideas or ‘pillars’ that underpin the study of English:

POWER: Language is power. If you can communicate ideas clearly, you can be persuasive, encouraging, helpful, informative and analytical. You can see how powerful language can be in the texts we study; and then you can demonstrate your power in your own writing.

MEANING: The root of success in English is being able to understand what texts MEAN. **What** message is the writer trying to give you? **How** do you know?

ACCURACY: In order for your communication to be powerful and to ensure that you communicate effectively, your writing must be clear, correct and coherent. It must make sense! You will need to be aware of how to ensure your writing is accurate and learn to self-correct and be aware at all times.

Year 10 2020-2021	Year 11 2020-2021
<p>GCSE English Literature Paper 2, Section B Power and Conflict Poetry: Cluster 1 Students have 15 poems to study as part of core content for AQA English Literature Paper 2. The poems will be taught in clusters, grouped thematically to make the poems more accessible and the anthology less daunting. Students will draw on skills developed throughout KS3, such as annotating, exploring and analysing poetry as well as drawing on knowledge of terminology already covered (language and structure based). Students will read and be confident with 15 poems on the theme of power and conflict and be able to on a basic level be able to ‘recount’ the story of the poem. As students become more confident they will be able to discuss poems as a construct and talk about the deliberate methods used by the poet and their effects. The most confident students will be able to discuss poetry</p>	<p>Macbeth The Shakespeare text takes up half of the first exam for the Literature GCSE, and is taught alongside many different filmed adaptations to emphasise its dramatic form, and how differing interpretations of characters and language have been key to the play’s longevity and universal appeal – while also showing pupils how alternative readings are possible, ultimately feeding into their individual interpretations and ownership of responses to essay questions, and their conception of the play as a whole. Pupils will draw upon their earlier encounters with Shakespearean texts within KS3 and the relevant reading skills and strategies they will have developed as a consequence, plus their knowledge of appropriate terminology and context; all will continue to be added to and further developed and fine-tuned to meet the needs of the exam, build confidence in reading Shakespeare, and to enable</p>

<p>thoughtfully and explore the deeper intentions and messages of the poet and the methods they use to express their ideas. As well as preparing students for the exam the aim is also to introduce a range of poetry from different periods, viewpoints and cultures and use this to generate discussion around different attitudes to power and conflict (and foster an enjoyment of poetry!).</p>	<p>appreciation of the play on its own merits. Pupils will read the play in its entirety, and become confident in discussing characters and their motivations; as they become more confident with the text, pupils will be able to discuss the play as construct, and begin to analyse the different effects of the writer’s choices of language, structure and form, and likely reactions of an audience, either modern or contemporary. The most confident pupils will be able to select relevant textual detail from across the play to build convincing analyses of character and/or theme in a thoughtful way, applying writer method/intent and contextual influence as ways of strengthening their central viewpoints, or as a response to a given topic of debate.</p> <p>In addition to the needs of the exam, the aim is to also facilitate pupil enjoyment in reading a challenging text, and to build an enjoyment and interest of drama and literature through the exposure of different viewpoints and contexts, and the discussion of various moralities and attitudes to ambition, the supernatural, power, loyalty and redemption.</p>
<p>Disciplinary Knowledge Reading: Analysis and connecting context to texts (AO2, AO3) Writing: Empathetic creative writing as a soldier (can be assessed for AO5, AO6) Oracy: Discussion of poetry themes and representations; reading poetry aloud. TVCOPS: T V C P</p>	<p>Disciplinary Knowledge Reading: Exploring effect of word choices and developing inferences through text analysis in Y7. Writing: Writing about a role model links to autobiographical writing in Y7, but with a more specific focus on audience and purpose here. Oracy: Justifying opinions of characters in discussion with reference to evidence. TVCOPS: T V C O P S</p>
<p>GCSE Language Paper 1, Section B Writing to narrate/describe</p>	<p>GCSE English Literature Paper 1: 19th Century Novel 19th Century Novel; NOT FOR SUMMER 21 ENTRY – REDUCED CONTENT OFQUAL IN CONSULTATION FOR 2022 ENTRIES</p>

Students are introduced to the narrative/descriptive writing section of their English Language GCSE.

We start with reminders of the work completed in KS3: narrative, character, openings, endings, structure and writers' purpose (including protest). Students are given a range of stimuli to inspire their writing and will be able to have the opportunity to write independently frequently as well as self-check.

There is a focus on the rubric, and students will begin to understand the way that they will be assessed but the focus is on the creative process, writing accurately but developing confidence in their own ideas. Each lesson will have an opportunity to write independently and share completed work and work in progress.

The Word Revolution here is very much focused on the technical language that students need to understand in order to craft successful narratives. However, there is still an expectation that students will explore new vocabulary and utilise it in their own writing.

In addition to recapping successful writing techniques from KS3, students will also examine and evaluate examples of writing using the GCSE marking criteria.

Studying a novel written in the 19th Century is a challenging and rewarding experience for young people. Students will use their experience of connecting context and writers' intentions and message as well as utilising the knowledge of how to analyse texts using relevant structures such as PEAL and WALAAL. Students approach the whole novel initially and appreciate it as a seminal piece of the canon before drilling down into specific extracts that focus on character or theme.

Jekyll and Hyde

This unit is designed to promote discussion and understanding of high level concepts of Darwinism and Calvinism, ethical practice in medicine, and the socio-economic development of London in the 1800s. The unit also represents a sustained study of the novel form in terms of structure, characterisation, narrative voices and figurative patterns.

A Christmas Carol

The study of this text promotes discussion of class division, poverty, family and the tradition of Christmas, its origins and its continued impact on modern society. This also represents a sustained study of the novel form in terms of structure, characterisation, narrative voices and figurative patterns.

AO1 Maintain a critical style/ use textual references to support interpretations

AO2 Analyse the language used by a writer to create meanings using relevant subject terminology where appropriate

AO3 Understanding of the context in which the text is set and written

AO4 Use a range of vocabulary and sentence structures for clarity

Disciplinary Knowledge

Reading: Evaluation of examples of creative writing (previous exam papers)

Writing: Two pieces of writing: one descriptive, one narrative.

Oracy: Sharing own writing, discussion of techniques.

TVCOPS: T V C O P S

Reading: Victorian Literature has been a significant feature in KS3: students studied A Christmas Carol in Year 7; extracts from Gothic novels and Victorian context studied in Yr 8 via 'Jane Eyre' scheme; and in Year 9, students explored short stories from different eras, including the Victorian. In addition, students have studied An Inspector Calls in Year 10, which is set post Victorian and pre WWI. This text explores contextual

	<p>issues around factory ownership and worker exploitation so students are familiar with the impact of poverty and writers' intentions in using their work to comment on aspects of society.</p> <p>Writing: Close extract analysis for formal essay assignments modelled and taught from Year 7 to Year 11, use of PEAL is embedded and students are used to working with extracts and linking them to wider themes.</p> <p>TVCOPS: T V</p>
<p>GCSE English Literature Paper 2: Modern Text An Inspector Calls</p> <p>By the end of the topic a student will have:</p> <p>A better understanding of and appreciation of the form of a play</p> <p>All students will have knowledge and understanding of the plot and characters as well as Priestley's intention</p> <p>The skills to analyse the language and structure used and the effect this has on the audience</p> <p>The skill to understand and discuss the importance of the context of the text</p> <p>The ability to apply their analytical skills to other texts (English Language extracts)</p>	<p>GCSE English Literature Paper 2: Poetry Cluster 3 and Unseen</p> <p>Students will be able to confidently recount the key ideas in each of the 15 anthology poems. By Year 11 students will be able to discuss the poems thematically and be exploring the links between the poems. This section of the exam also requires students to use comparison skills (could be linked to comparison skills for English Language, Paper 2). Students will have a developing awareness of writer's intent and the methods a writer uses to have an effect on their audience. Their awareness of the text as a construct will be becoming increasingly thoughtful and allow them to discuss the message and key ideas of each piece of poetry.</p> <p>Unseen poetry is worth 32 marks on the paper and is the only area of the literature exam where there is unseen content. Students should be able to apply the skills they have developed studying the anthology and their knowledge of methods and techniques. This area of the exam allows the students to explore a range of different poems (and allows a little more creativity in choices for planning) and develop their independence analysing and interpreting poetry without it being teacher led.</p>
<p>Disciplinary Knowledge</p> <p>Reading: Student will have read a whole play and develop understanding of the form</p> <p>Writing: Students will have the opportunity to complete a range of writing tasks both writing creatively in role and essay skills</p> <p>Oracy: Discussion of play as well as reading parts aloud</p>	<p>Disciplinary Knowledge</p> <p>Reading: Analysis of a range of different texts both set texts and unseen content (AO1, AO3)</p> <p>Writing: Developing essay style of writing and structure</p> <p>Oracy: Discussion of poetry themes and representations; reading poetry aloud.</p>

<p>TVCOPS: TVO</p> <p>GCSE English Language Paper 1, Section A Explorations in Creative Reading Students are re-introduced to the skills required for reading and analysing fiction building on work from KS3 schemes. Students will practise reading and analysing a range of fiction extracts. On a basic level students will be able to understand, recount and select information from texts. Students will already have experience with analysing language and the appropriate terminology for this (from KS£, poetry and studying the modern text) and this is an opportunity to cement these skills using a range of ‘unseen’ texts and help students build confidence approaching a text independently. A key focus will be helping the students explore the significance and impact of structure and this will be a key area of focus in this section.</p>	<p>TVCOPS: T V C P</p> <p>GCSE English Language Paper 2 Revision Section A – reading non fiction texts, comparison skills, language analysis and inference</p> <p>Section B - writing skills and techniques, writing non fiction texts (articles, speeches, letters and essays)</p> <p>GCSE English Literature Paper 2 Revision An Inspector Calls Revision of key content, characters and themes. Revision of writer’s method and intent Revision of contextual information and key messages. Apply knowledge to practice exam questions.</p>
<p>Disciplinary Knowledge Reading: Evaluation of examples of creative writing (previous exam papers) Writing: A range of exam style answers for Q2-4 Oracy: Discussion of content, techniques, meaning and structure. Response to Q4 and the response to a statement. TVCOPS: T V C O P S</p>	<p>Disciplinary Knowledge Reading: Evaluation of examples of non-fiction writing (previous exam papers) Writing: A range of exam style answers for Q2-4 Oracy: Discussion of content, techniques, meaning and structure. Response to Q4 and the response to a statement. TVCOPS: T V C O P S</p>
<p>GCSE English Literature Paper 2 Power and Conflict Poetry Cluster 2 Kamikaze, London and Poppies</p> <p>The 15 poems have been broken down into thematic clusters to make the anthology more approachable and allow for a regular re-cap of skills. As well as re-visiting skills and content from earlier in the year this allows students to apply skills to poems that have slightly more challenging themes. Responses should be becoming more thoughtful and developed.</p>	<p>GCSE English Language Paper 1 Revision Section A reading fiction texts, analysing language and structure, inference</p> <p>Section B writing skills, producing fiction texts</p> <p>GCSE English Literature Paper (1) Revision Power and Conflict Poetry Revision of key content and themes as well as exploring links between texts’</p>

	<p>Revision of writers' method and intent Revision of contextual information and key messages. Apply knowledge to practice exam questions. An Inspector Calls Revision Revision of key content, characters and themes. Revision of writer's method and intent Revision of dramatic methods Revision of contextual information and key messages. Apply knowledge to practice exam questions and annotating core extracts.</p>
<p>Disciplinary Knowledge Reading: Analysis and connecting context to texts Writing: Analytical responses to poems, making connections between texts Oracy: Discussion of poetry themes and representations; reading poetry aloud. TVCOPS: T V C P</p>	<p>Disciplinary Knowledge Reading: Student will have read a whole play and develop understanding of the form Writing: Students will have the opportunity to complete a range of writing tasks both writing creatively in role and essay skills Oracy: Discussion of play as well as reading parts aloud TVCOPS: TVO</p>
<p>GCSE English Language Paper 2, Section B Writing to persuade/argue Students will build on their creative writing skills established when studying Paper 1, Section A to apply to non-fiction writing styles. Students will read and explore a range of letters, articles and speeches (essays are also mentioned in the exam rubric), exploring the key features and style of each form of writing and then experimenting with their own writing. This will allow students not only to explore their own writing style but also to practise the skills of planning, drafting, editing and self-assessment.</p>	<p>GCSE English Literature Revision Paper (2) Macbeth Revision of key content, characters and themes. Revision of writer's method and intent Revision of contextual information and key messages. Apply knowledge to practice exam questions and annotating core extracts. Unseen Poetry</p>
<p>Disciplinary Knowledge Reading: Analysis of a range of non-fiction texts</p>	<p>Disciplinary Knowledge Key revision skills and exam technique</p>

Writing: Writing examples of articles, speeches and letters and considering the features and purposes of the different forms

Oracy: Discussion of key ideas

TVCOPS: T V C O P S

GCSE English Literature Paper 1

Macbeth

The Shakespeare text takes up half of the first exam for the Literature GCSE, and is taught alongside many different filmed adaptations to emphasise its dramatic form, and how differing interpretations of characters and language have been key to the play's longevity and universal appeal – while also showing pupils how alternative readings are possible, ultimately feeding into their individual interpretations and ownership of responses to essay questions, and their conception of the play as a whole. Pupils will draw upon their earlier encounters with Shakespearean texts within KS3 and the relevant reading skills and strategies they will have developed as a consequence, plus their knowledge of appropriate terminology and context; all will continue to be added to and further developed and fine-tuned to meet the needs of the exam, build confidence in reading Shakespeare, and to enable appreciation of the play on its own merits. Pupils will read the play in its entirety, and become confident in discussing characters and their motivations; as they become more confident with the text, pupils will be able to discuss the play as construct, and begin to analyse the different effects of the writer's choices of language, structure and form, and likely reactions of an audience, either modern or contemporary. The most confident pupils will be able to select relevant textual detail from across the play to build convincing analyses of character and/or theme in a thoughtful way, applying writer method/intent and contextual influence as ways of strengthening their central viewpoints, or as a response to a given topic of debate.

In addition to the needs of the exam, the aim is to also facilitate pupil enjoyment in reading a challenging text, and to build an enjoyment and

<p>interest of drama and literature through the exposure of different viewpoints and contexts, and the discussion of various moralities and attitudes to ambition, the supernatural, power, loyalty and redemption.</p>	
<p>Disciplinary Knowledge Reading: Exploring effect of word choices and developing inferences through text analysis in Y7. Writing: Writing about a role model links to autobiographical writing in Y7, but with a more specific focus on audience and purpose here. Oracy: Justifying opinions of characters in discussion with reference to evidence. TVCOPS: T V C O P S</p>	
<p>GCSE English Language Paper 2 Section A Writers' Viewpoints and Perspectives Students will already have had an introduction to key ideas from this section through their own writing practise of non-fiction texts. Students will have an opportunity to explore a range of different texts on various topics and from various contexts. On a basic level students should be able to recount basic information from two texts and retrieve key information to support their ideas. Most students will be able to compare the two texts and their content in an increasingly sophisticated way linked to the context of the texts and the language used.</p>	
<p>Disciplinary Knowledge Reading: Students will read and analyse a range of non-fiction texts from different contexts Writing: Students will respond to texts in written exam answers worth up to 16 marks Oracy: Students will discuss comparisons between texts TVCOPS: TVO</p>	
<p>GCSE English Language</p>	

<p>Spoken Word Presentation This standalone assessment is delivered in class and graded with a Pass, Merit or Distinction that is awarded on their GCSE certificate. This allows students to develop and gain confidence in their oracy skills by delivering a presentation to their class. Students must prepare, research and deliver their presentation. Oracy is a skill that is essential for students future success and the ability to succeed in the world outside the classroom.</p>	
<p>Disciplinary Knowledge Reading: Independent research Writing: Drafting process Oracy: Delivering presentation with clarity and confidence TVCOPS: TV</p>	
<p>Revision of Y10 Available time to re-cap and revisit content, allowing time to fill in any gaps any individual students may have. An Inspector Calls Power and Conflict Poetry Macbeth GCSE English Language Paper 1 GCSE English Language Paper 2</p>	
<p>Disciplinary Knowledge – re-capping knowledge, revision skills and exam technique</p>	