



## Key Stage 4 English Curriculum Maps

### Notes: Intent of the English Curriculum at Littlelover Community School

The English curriculum is designed to develop confident, capable communicators who appreciate the value of language in academic, social and cultural contexts. Its purpose is to equip students with strong literacy skills and to nurture a lifelong enjoyment of reading, writing, speaking and listening.

Through wide and varied engagement with texts, students deepen their understanding of literature, broaden their vocabulary and develop analytical thinking. The curriculum supports students in writing clearly and effectively for a range of audiences, ensuring they can express themselves with accuracy and coherence.

Students are encouraged to communicate thoughtfully and participate in discussions and presentations, recognising effective speaking and listening as essential life skills.

The curriculum also aims to build cultural awareness, connect English learning to the wider world and future careers, and provide inclusive opportunities for enrichment. Support and challenge are built in to help all learners thrive.

	AUTUMN													SPRING													SUMMER																																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39																																							
<b>Year 10</b>	<b>Topic</b> – 19 <sup>th</sup> Century Novel (A Christmas Carol / Jekyll & Hyde) S – Key characters/characterisation, author’s intent, symbolism. Themes, plot, tone, language and structure terminology. S – Terminology: revisit KS3, plus: anaphora, (a)syndetic listing, narrative voice/perspective, figurative language S (ACC) – Themes: poverty, kindness/philanthropy, family, greed, Christmas, work/workhouses, goodness, supernatural. S (J&H) – Themes: duality, science vs nature (Darwin), supernatural/gothic elements, nature of evil, duplicity. P – Recap PETER/inference, quotation, analysis, spotlighting, plus: development/patterns and use of discourse markers (Furthermore), writers’ intent. Sk – Close passage analysis and PETER (and beyond) paragraphs. <b>Assessment</b> – Close analysis of seen passage in the style of (a) part GCSE question (AO2)													<b>Topic</b> – Shakespeare (Romeo and Juliet / Macbeth) S – Key characters/characterisation, author’s intent, stagecraft and tools of playwright, plot, tone, themes, context, language and structure S – Terminology: revisit KS3, plus: iambic pentameter, foreshadowing, dramatic irony, genre of tragedy S (R&J) – Elizabethan era: patriarchy, father/daughter relationships (subservience), marriage, religion, beliefs (fate and superstition), notions of masculinity, duelling & feuds, family loyalty S (Mac) – Jacobean era: the supernatural, witchcraft, religion, divine right of kings, great chain of being. P – Recap PEER/inference, quotation, analysis, spotlighting plus: development/patterns and how to explain “importance” of themes/topics Sk – Whole text exploration and PEER (and beyond) paragraphs <b>Assessment</b> – Exploration of a theme in the play in the style of a (b) part GCSE question (AO1/AO3)													<b>Topic</b> – Transactional Writing S – Conventions of speeches, opinion articles, practical articles and reviews, altering register, tone and narrative viewpoint, sentence variety (including question runs, question & answer, listing and one-word sentences). P – Using rhetorical and figurative devices appropriately, writing to match GAP (focus on genre conventions), paragraphing for cohesion, using punctuation for clarity and vocabulary for effect, how to plan exam-related responses Sk – Transactional writing (opinion articles, practical articles, speeches and reviews) <b>Assessment</b> – Choice of transactional writing tasks, which is draft marked and then improved (AO5/AO6)													<b>Topic</b> – Anthology Poetry (Conflict & Relationships) S – Poetic form, structural techniques, language techniques (Key additional terminology: anaphora, dialect, phonetic spelling and standard vs non-standard English), and relevant context. S (Rel.) – SWIB, MLD, Valentine, IWBY & The Manhunt (+ recap 2 x Y9) S (Conf.) – TMHK, HC, Belfast C, Poppies & No Problem (+ recap 2 x Y9) P – PETER paragraphs. Write effective comparisons, use of comparative connectives, write analytically about language and structural choices. Sk – Comparing texts and PETER (and beyond) paragraphs <b>Assessment</b> – Comparison of 2 poems in the style of a GCSE question (AO2/AO3/ comparison)													<b>Topic</b> – Y10 exam (Eng Lang Paper 1) preparation S – Format of Paper 1, including AOs and timings. Focus on structural choices (e.g. split times, flashbacks, dual narrative) + consolidation of other Y7-10 skills. P – Evaluate (AO4) inc. use of DAD & SITE, recap of PETER, inference, spotlighting etc & use of imaginative writing features for effect (see Autumn term) Sk – Information retrieval, close extract analysis (PETER), whole text evaluation													<b>Topic</b> – Spoken Language Endorsement S – Features of SLEs at each level (P, M & D), challenging topic ideas P – Using rhetorical devices, presentation skills, techniques to meet needs of audience Sk – Producing well structured, engaging presentations <b>Assessment</b> – Deliver a presentation on a topic of your choice												
	<b>Topic</b> – Imaginative Writing S – Characterisation and creating a voice/persona: tone, vocabulary for effect, advanced punctuation choices, figurative language, sentence variety. P – Use of features above for deliberate effect, how to plan exam-related responses. Sk – Producing engaging, creative texts.																																																																													

		<p><b>Assessment</b> – Write about a time when you were shocked or surprised (AO5/AO6)</p>						<p>(PEER) and producing engaging, creative texts. <b>Assessment</b> – Full English Language Paper 1 (across 2 lessons)</p>
<p><b>Year 11</b></p>	<p><b>Topic</b> – Post-1914 Literature (An Inspector Calls / Blood Brothers) S -Key characters / characterisation, plot, themes, stagecraft and tools of a playwright (e.g. dramatic irony and foreshadowing), genre and context. S – Terminology: revisit KS3, plus: motif, montage, protagonist, antagonist foreshadowing, dramatic irony, genre of morality play, naturalistic drama and detective story. P – (BB) – Class differences in Liverpool, education system at time (grammar v sec mod), 1970s/80s, Lpool suffered some of highest rates of unemployment in England, Margaret Thatcher in the late 1970s became PM &amp; closed many industries affecting working class, in late 70s, the UK suffered recession, creating unemployment and dissatisfaction, 1981 Toxteth riots. P (AIC) – Edwardian society and class hierarchy inc. patriarchy and no votes for women, Titanic and what it symbolised, post-War Britain inc. Labour landslide, class barriers broken down for various reasons, socialism v capitalism Sk – Whole text exploration and PEER (and beyond) paragraphs <b>Assessment</b> – Exploration of a theme / character in the play in the style of a GCSE question</p>	<p><b>Topic</b> – English Language Paper Two (Non-Fiction Texts &amp; Transactional writing) S – Conventions of letters, textbooks and guides + see Spring &amp; Summer of Y10 P - See Spring &amp; Summer of Y10 Sk – See Spring &amp; Summer of Y10 <b>Assessment</b> – Full English Language Paper 2 (December mock exam)</p>	<p><b>Topic</b> – Shakespeare revision S – See Autumn &amp; Spring of Y10 P - See Autumn &amp; Spring of Y10 Sk – Transferring AO2 skills (inc. PETER and beyond to Shakespeare texts + revisiting Autumn/Spring Y10 skills. <b>Assessment</b> – Full English Literature Paper 1 (December mock exam)</p>	<p><b>Topic</b> – Anthology Poetry &amp; Unseen Poetry S - Poetic form, structural techniques, language techniques (Key additional terminology: anaphora, dialect, phonetic spelling and standard vs non-standard English) and relevant context S (Rel.) – La Belle Dame, A Child to his Sick, A Complaint, Sonnet 43, One Flesh, Love’s Dog, Nettles, My Father Would Not. S (Conf.) – Sennacherib, Prelude, Cousin Kate, COTLB, Catrin, War Photographer, The Class Game, WWTL. P - PETER paragraphs. Write effective comparisons, use of comparative connectives, write analytically about language and structural choices. Sk – Comparing texts and PETER (and beyond) paragraphs <b>Assessment</b> – English Literature Paper 2, Section B (Part 1 &amp; 2) mock exam</p>	<p><b>Topic</b> – English Language Paper One (Fiction &amp; Imaginative writing) S – See Autumn &amp; Summer of Y10 P - See Autumn &amp; Summer of Y10 Sk – See Autumn &amp; Summer of Y10 <b>Assessment</b> – Full English Language Paper One (March mock exam)</p>	<p><b>Topic</b> – 19<sup>th</sup> century novel revision S – See Autumn of Y10 P - See Autumn of Y10 Sk – Transferring whole text exploring skills (inc. PEER and beyond) to 19<sup>th</sup> century novel + revising Autumn Y10 skills. <b>Assessment</b> – English Literature Paper 2, Section A mock exam</p>	<p><b>Topic</b> – Revision S – At discretion of class teacher P – At discretion of class teacher Sk – At discretion of class teacher N.B. Should be an equal split of time between English Language and English Literature revision. <b>Assessment</b> – 2 x English Language and 2 x English Literature GCSEs</p>	

