

KS4 Curriculum Map – English Language:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Language Paper 2 – Non-Fiction Death Penalty	<ul style="list-style-type: none"> • Language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole • Understanding the difference between facts and opinions • Features of different writing forms (speeches, letters, articles) • Knowledge of the history of the use of the Death Penalty in the UK • Knowledge of the use of the Death Penalty around the world • Explore reasons for and against the death penalty • Securing understanding of technical accuracy of language (spelling, punctuation and grammar) 	<ul style="list-style-type: none"> • Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience. • Debating skills: explore how to frame and adapt language to persuade others of arguments for and against the death penalty. Skills in listening and responding to arguments made by others. • Persuasive writing: understand how to apply and adapt features for purpose, form and audience. • Critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing. 	<ul style="list-style-type: none"> • Shortened Language Paper 2 Section A (19th and 21st century sources on the death penalty). • Section B: students write a speech arguing for or against the death penalty (Assessed with exam criteria). • Speaking and listening – classroom debate

<p>Language Paper 1 – 20th Century Literature Reading</p> <p>Section B: Creative Writing Prose</p>	<ul style="list-style-type: none"> • Key vocabulary: protagonist, antagonist, exposition rising action, climax, anti-climax, denouement, resolution, mise-en-scene • Language features: similes, metaphors, personification etc. • Features of prose writing: story arcs, character development, descriptive writing and use of setting • Securing understanding of technical accuracy of language (spelling, punctuation and grammar) 	<ul style="list-style-type: none"> • Communicating clearly, effectively • Adapting style, register and tone for different forms, purposes and audiences • Narrative writing skills: organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning. • Use a range of vocabulary and sentence structures to achieve desired effects. • Read high-quality examples of Creative Writing to develop key writing skills. 	<ul style="list-style-type: none"> • Section B: students write a piece of creative prose writing (Assessed with exam criteria)
<p>Language Paper 1 – 20th Century Literature Reading</p> <p>Section A: 20th Century Literature Reading</p>	<ul style="list-style-type: none"> • Understand and identify language features: adjectives, similes, metaphor, personification, repetition, pathetic fallacy etc. • Understand and identify narrative/structural features: writer’s focus, flashbacks, paragraphing. • Understand and identify the difference between 1st and 3rd person narrative and the impact of these on a reader. 	<ul style="list-style-type: none"> • Select and synthesise evidence from different texts • Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Employ relevant, accurate subject terminology to support viewpoints • Evaluate texts critically 	<ul style="list-style-type: none"> • Section A: shortened Language Paper 1 (one ‘analyse’ question and one ‘evaluate’ question).
<p>Language Paper 2 - Section B: Transactional tasks</p>	<ul style="list-style-type: none"> • Understanding the intricacies of various forms of transactional writing: leaflets, articles, speeches, letters, reports, reviews and interviews. • Understand how writers adapt their writing for purpose, audience, form and tone. • Key features of structure/format: images, headings, sub-headings, headlines, columns, placement of addresses and complimentary openings and closes. 	<ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively to engage readers/audiences. • Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a formal tone/style for an M.P. or governor. • Use a variety of structural and grammatical features for impact. 	<ul style="list-style-type: none"> • Section B: 2 transactional tasks.

<p>Language Paper 2 - Section A: 19th and 21st Century Non- Fiction Reading</p>	<ul style="list-style-type: none"> • Language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counter arguments. • Understanding how to evaluate texts critically. • Exploring writers' ideas and perspectives through comparison • Understanding the difference between facts and opinions • Securing understanding of technical accuracy of language (spelling, punctuation and grammar) 	<ul style="list-style-type: none"> • Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience. • Critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing. • Adopting comparative language e.g. In comparison with; similarly, likewise, equally, on the other hand. 	<ul style="list-style-type: none"> • Complete Language Paper 2 Section A (19th and 21st century sources). • Smaller specific-based tasks • Question/comprehension type tasks
<p>Language Paper 2 - Section B: Transactional Writing</p>	<ul style="list-style-type: none"> • Language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counterarguments • Features of different writing forms of transactional writing (informal and formal writing, reports, reviews, interviews, speeches, letters, articles) • Key features of structure/format: images, headings, sub-headings, headlines, columns, use of evidence, placement of addresses and complimentary openings and closes. 	<ul style="list-style-type: none"> • Argue, Persuade, Advise: explore how to frame and adapt language, tone and format depending on the purpose/audience. • Inform, Explain, Describe: use audience and purpose in order to adapt language, tone and format. • Communicate clearly, effectively and imaginatively to engage readers/audiences. • Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a informal tone/style for a talk to peers. • Use a variety of structural and grammatical features for impact. 	<ul style="list-style-type: none"> • Section B: (Assessed with exam criteria).
<p>REVISION: Language Paper 1 – 20th Century Literature Reading</p>	<ul style="list-style-type: none"> • Revise key language features: adjectives, similes, metaphor, personification, repetition, pathetic fallacy etc. • Revise narrative/structural features: Freytag's Narrative Triangle, writer's focus, flashbacks, paragraphing. 	<ul style="list-style-type: none"> • Revise how to synthesise evidence from different texts • Revise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. 	<ul style="list-style-type: none"> • Section A: Full Language Paper 1 (one 'analyse' question and one 'evaluate' question). • Shorter specific-based tasks • Short summative assessment tasks

<p>Section A: 20th Century Literature Reading</p>	<ul style="list-style-type: none"> • Revise the difference between 1st and 3rd person narrative and the impact of these on a reader. 	<ul style="list-style-type: none"> • Revise how writers use language and structure to achieve effects and influence readers • Revise subject terminology and practise employing this to support viewpoints • Re-visit approaches to evaluating texts critically e.g. considering alternative viewpoints or ideas. 	
<p>REVISION: Language Paper 1 – 20th Century Literature Reading</p> <p>Section B: Creative Writing Prose</p>	<ul style="list-style-type: none"> • Revise key vocabulary: protagonist, antagonist, exposition rising action, climax, anti-climax, denouement, resolution, mise-en-scene • Revise language features: similes, metaphors, personification etc. • Revise features of prose writing: story arcs, character development, descriptive writing and use of setting • Revise technical accuracy of language (spelling, punctuation and grammar) 	<ul style="list-style-type: none"> • Re-visit practice of adapting style, register and tone for different forms, purposes and audiences. For example, how to write a formal/informal letter, a magazine article, a speech etc. • Revise narrative writing skills: revise how to organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning. • Practise using a range of vocabulary and sentence structures to achieve desired effects. This might include short sentences to create tension and/or polysyndeton to emphasise importance. • Re-read high-quality examples of Creative Writing to develop key writing skills. Look again at how writer’s use setting, characterisation and plot effectively. 	<ul style="list-style-type: none"> • Section B: students write a piece of creative prose writing (Assessed with exam criteria) • Shorter specific-based tasks
<p>REVISION: Language Paper 2 – 19th and 20th Century Non-fiction writing</p> <p>Section A: 19th and 20th Century non-fiction</p>	<ul style="list-style-type: none"> • Revise language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counter arguments. • Revise how to evaluate texts critically • Revise writers’ ideas and perspectives through comparison 	<ul style="list-style-type: none"> • Practise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Revisit language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience/ • Develop critical thinking skills: understanding reliability/biased in source 	<ul style="list-style-type: none"> • Complete Language Paper 2 Section A (19th and 21st century sources). • Short summative assessment tasks • Shorter specific-based tasks • Comprehension based tasks

	<ul style="list-style-type: none"> • Revise the difference between facts and opinions. • Revise technical accuracy of language (spelling, punctuation and grammar) 	<p>materials and evaluating how and why writers adapt their writing.</p> <ul style="list-style-type: none"> • Revise comparative language devices e.g. in comparison with; similarly, likewise, equally, on the other hand. 	
<p>REVISION: Language Paper 2 Section B: Two compulsory transactional tasks</p>	<ul style="list-style-type: none"> • Revise language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counterarguments • Revisit features of different writing forms of transactional writing (informal and formal writing, reports, reviews, interviews, speeches, letters, articles) • Revise key features of structure/format of different forms of transactional writing: images, headings, sub-headings, headlines, columns, use of evidence, placement of addresses and complimentary openings and closes. 	<ul style="list-style-type: none"> • Argue, Persuade, Advise: to revise how to frame and adapt language, tone and format depending on the purpose/audience. • Inform, Explain, Describe: to revise how to use audience and purpose in order to adapt language, tone and format. • Practise communicating clearly, effectively and imaginatively to engage readers/audiences. • Practise writing tasks to adapt tone, style and register for different forms, purposes and audiences. For example, writing using an informal tone/style for a talk to peers. • Revise a variety of structural and grammatical features for impact. 	<ul style="list-style-type: none"> • Section B: (Assessed with exam criteria). • Shorter specific-based tasks • Question/comprehension type tasks