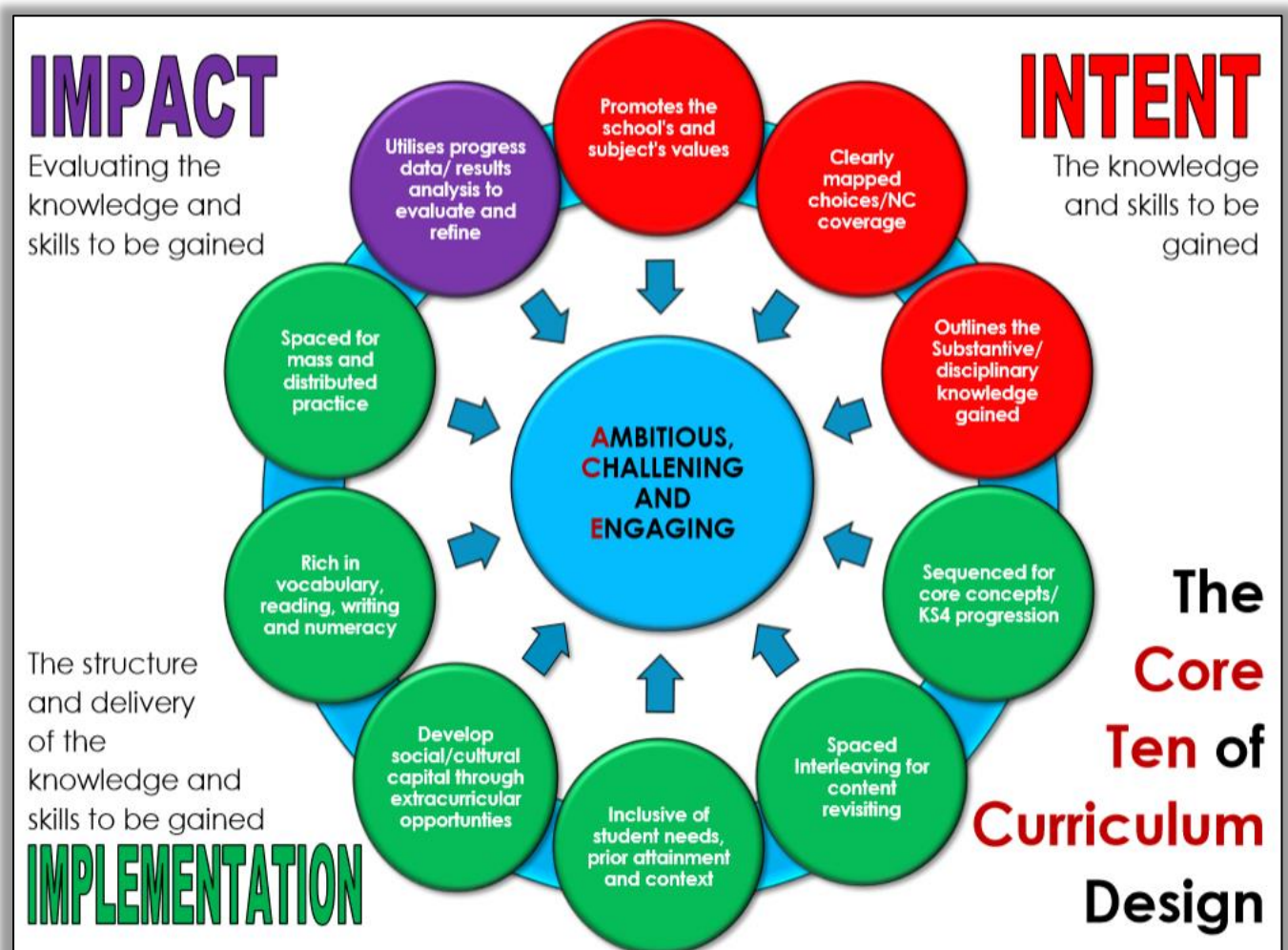# 2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

Key Stage 4

Subject: English Literature

Author: JEM and FRM

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Updated:

Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

IMPLEMENTATION – SEQUENCING AND PRACTICE
How are your topics sequenced below so as to ensure the following: • key concepts are ordered and taught, so as to support progression to more challenging material • content and concepts ordered to support progression from KS3 and to KS5 • topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered • mass practice (end of topic assessments)are used to evaluate the knowledge and skills gained • distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	**Unit/Topic**	An Inspector Calls	AIC until 30/11 Poetry Cluster 1 – Nature's Power (December)	Poetry Cluster 2 - War	Shakespeare (Macbeth/Romeo and Juliet) (Teacher's discretion between 2 plays)		Poetry Cluster 3 – Identity
	Specification/ Assessment Objective	Paper 2 See Intent document for AO breakdown.	Paper 2 See Intent document for AO breakdown.	Paper 2 See Intent document for AO breakdown.	Paper 1 See Intent document for AO breakdown.		Paper 2 See Intent document for AO breakdown.
	Powerful Knowledge	- Writer's Context - Social Class - Play structure - Socialism & Capitalism	- Writer's Contexts - Poetic Structures - Poetic language - Comparison skills	- Writer's Contexts - Poetic Structures - Poetic language - Comparison skills	- Writer's Context - 5 Act structure - Shakespearean Tragedy - Shakespearean writing and language features		- Writer's Contexts - Poetic Structures - Poetic Language - Comparison Skills
	Mass Practice	Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English (AIC in T1)	Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English (Poetry in T2)	Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English.	Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English.		Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English.

Distributed Practice	'Five A Day' recall activities in each session. Knowledge recall checkpoints in line with 'Big Questions' model in English.	'Five A Day' recall activities in each session. Knowledge recall checkpoints in line with 'Big Questions' model in English.	'Five A Day' recall activities in each session. Knowledge recall checkpoints in line with 'Big Questions' model in English.	'Five A Day' recall activities in each session. Knowledge recall checkpoints in line with 'Big Questions' model in English.	'Five A Day' recall activities in each session. Knowledge recall checkpoints in line with 'Big Questions' model in English.
What are the key concepts to be covered?		- Playscript form - Poetic Form - Analysis of language, structure and form - Comparison of language, structure and form - Societal Inequality - Nature's Power - War - Tragedy - Identity			
What prior knowledge, at KS3, are you assuming they have?		Application of the KS3 Skills spiral so that all question types have been taught to a set standard and set strategy. Awareness of and exposure to pre 19th, and post 20th century texts in all years at KS3. Basic inference and information retrieval skills when reading. The ability to apply BUG in exam-style questions with ease and little prompting. Prior knowledge of two Shakespeare plays at KS3, and an even variety of poems, novels, plays, travel writing, fiction and non-fiction extracts. Awareness of purpose, audience and style for written tasks A good understanding of themes and wider concepts such as savagery, villains, tragedy, transformation and nature. A broad bank of tier 2 and tier 3 vocabulary taught in every KS3 English lesson. Different structures of a text such as chronological, cyclical, use of foreshadowing and epistolary. Core sentence structures to vary in descriptive writing. - Fundamental literacy skills - Foundation knowledge of prose, poetic and dramatic form - Foundation knowledge of linguistic features and typical impacts			
What knowledge do they need to have a successful start to Year 11?		All of the units are critical to exam success and will be revisited during Session 6 revision classes during Year 11.			
How are topics spaced between unrelated topics?		- We have broken the Poetry cluster of 15 poems into smaller 'mini-clusters' to boost retention but also break up an otherwise long unit of poetry. - We will revisit previous learning through Five A Day recall activities at the start of each session. - We will interleave Unseen poems as homeworks throughout the year to develop this skill in preparedness for the Unseen Poetry Exam Section			

Unit/Topic	A Christmas Carol	Poetry Cluster 4 - Power	Past Papers/Revision	
Specification/ Assessment Objective	Paper 1 See Intent document for AO breakdown.	Paper 2 See Intent document for AO breakdown.	Papers 1 & 2 See Intent document for AO breakdown.	
Powerful Knowledge	- Writer's Context - Victorian society - Dickensian writing (vocabulary and phrasing) - Structure of novellas	- Writer's Contexts - Poetic Structures - Poetic language - Comparison skills	- All previous elements - Exam strategy	
Mass Practice	Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English.	Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English.	Assessment Points in line with Academy Policy Mini Mock scheme where appropriate Final assessments in line with 'Big Questions' model in English.	
Distributed Practice	'Five A Day' recall activities in each session (possibly 'English Expert' starter booklets) Session 6's used for revision of Y10 Literature content. Knowledge recall checkpoints in line with 'Big Questions' model in English.	'Five A Day' recall activities in each session (possibly 'English Expert' starter booklets) Session 6's used for revision of Y10 Literature content. Knowledge recall checkpoints in line with 'Big Questions' model in English.	'Five A Day' recall activities in each session (possibly 'English Expert' starter booklets) Session 6's used for revision of Y10 Literature content. Knowledge recall checkpoints in line with 'Big Questions' model in English.	

(Row label: **11**)

What are the key concepts to be covered?	- Prose Novella form - Poetic Form - Analysis of Language, structure and form - Comparison of language, structure and form - Societal inequality - Power of people, institutions and societies - All other key concepts over the two-year course

	What knowledge do they need to have a successful start to KS5?	An insight into why writers write and how they use their craft to achieve an effect on the reader. An understanding that the context in which a text is written can change its meaning. Literary techniques at a high-level including elements of grammar, sentence levels and structural devices. Exposure to a huge scope of texts from writers from different backgrounds. Knowledge of cohesive devices such as discourse markers and other techniques to make a confident, and cohesive writer.
	How are topics spaced between unrelated topics?	- We have broken the Poetry cluster of 15 poems into smaller 'mini-clusters' to boost retention but also break up an otherwise long unit of poetry. - We will revisit previous learning through Five A Day recall activity at the start of each session. - We will interleave Unseen poems as homework throughout the year to develop this skill in preparedness for the Unseen Poetry Exam Section

IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:
- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Social/ Cultural Capital	Possible theatre visit and/or workshop	Possible Poetry Live performances	Possible Poetry Live performances	Possible theatre visit and/or workshop Possible RSC/Stratford visit.		Possible Poetry Live performances
	Tier 2/3 Vocabulary	Vocabulary will be taught in every session, supported by Frayer model work and other recall strategies. Including, for example: Prosperous Substantial Provincial Reproachful	Vocabulary will be taught in every session, supported by Frayer model work and other recall strategies. Including, for example: Craggy Pinnace Horizon Covert	Vocabulary will be taught in every session, supported by Frayer model work and other recall strategies. Including, for example: Dismayed Blundered Thundered Glory	Vocabulary will be taught in every session, supported by Frayer model work and other recall strategies. Including, for example: Accurse Feverous Incarnadine Treasonous		Vocabulary will be taught in every session, supported by Frayer model work and other recall strategies. Including, for example: Identity Vision Carving Struggle

Reading	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.
Writing	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.
Numeracy	Reasoning including identifying structures, logical thinking and searching for patterns across texts, some non-fiction texts might include graphs, charts, data and numerical vocabulary	Reasoning including identifying structures, logical thinking and searching for patterns across texts, some non-fiction texts might include graphs, charts, data and numerical vocabulary	Reasoning including identifying structures, logical thinking and searching for patterns across texts, some non-fiction texts might include graphs, charts, data and numerical vocabulary	Reasoning including identifying structures, logical thinking and searching for patterns across texts, some non-fiction texts might include graphs, charts, data and numerical vocabulary. Roman numerals for Acts/Scenes.	Reasoning including identifying structures, logical thinking and searching for patterns across texts, some non-fiction texts might include graphs, charts, data and numerical vocabulary

How does the PoS support students with SEND needs?	• Higher allocation of sessions to Literature (vs Language) allows for more time to read and understand key texts, and a slower pace where required. • Potential to use 'Hour-Long Shakespeare' to provide more succinct versions of these plays where appropriate • Cold Read strategies to give foundational plot understanding before deeper analysis work. • English Intervention calendar structured to support students who require additional help •

	How does the PoS support students with low prior attainment/challenge those with high prior attainment?	• Continuing our KS3 pattern of embedding vocabulary instruction will support LPA and stretch HPA • 7+ Target strategies for all question types • Stretch concepts for targeted students, e.g. metre; critical theory; etc. • Scaffolding as appropriate for students that require it • Masterclasses with Helen Pickering where possible and appropriate.		
	How does the PoS offer contextual content appropriate to Amington students?	• We have selected a Shakespearean tragedy to allow us to fully explore this genre through our curriculum as a whole, building on this knowledge over several years. • The themes of social inequality in several of the studied texts have anecdotally resonated with our students in previous cohorts. • Potential for cultural capital building through exposure to artistic performances, venues and experiences • High challenge of literature texts aims to raise aspiration for all students		
11	Social/ Cultural Capital	Possible theatre visit and/or workshop. Possible visit to Dickens museum in London.	Possible Poetry Live performances	Possible masterclasses (throughout course, but here for exam preparedness).
	Tier 2/3 Vocabulary	Vocabulary will be taught in every session, supported by Frayer model work and other recall strategies. Including, for example: Palpable Covetous Facetious Melancholy	Vocabulary will be taught in every session, supported by Frayer model work and other recall strategies. Including, for example: Chartered Manacles Appals Hearse	Vocabulary will be RECALLED in every session, supported by Frayer model work and other recall strategies. Including previous examples.

	Reading	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.	Regular opportunities for group reading of set texts and independent reading of texts as homework. We will use a combination of Alex Quigley's Whole Class Reading Approaches in support of this.
	Writing	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.	Regular scope for analytical and comparative writing in line with the question requirements and appropriate question strategies.
	Numeracy	Reasoning including identifying structures, logical thinking and searching for patterns across texts, some non-fiction texts might include graphs, charts, data and numerical vocabulary	Reasoning including identifying structures, logical thinking and searching for patterns across texts, some non-fiction texts might include graphs, charts, data and numerical vocabulary	A special attention will be paid to the timings in examination conditions, including mark allocations and minutes, breaking down time in planning and general best exam practice.

How does the PoS support students with SEND needs?	• We have a sizeable amount of time dedicated to revision and recapping content to ensure all students, but especially those with a SEND need, feel prepared before their examinations, minimising anxiety. • Higher allocation of sessions to Literature (vs Language) allows for more time to read and understand key texts, and a slower pace where required. • Cold Read strategies to give foundational plot understanding before deeper analysis work. • English Intervention calendar structured to support students who require additional help • Mini mock process (where appropriate) alongside Academy Assessment Windows will develop rigour and exam preparedness for all, but especially SEN students who have Access Arrangements.

How does the PoS support students with low prior attainment/challenge those with high prior attainment?	• Continuing our KS3 pattern of embedding vocabulary instruction will support LPA and stretch HPA • 7+ Target strategies for all question types • Stretch concepts for targeted students, e.g. metre; critical theory; etc. • Scaffolding as appropriate for students that require it • Masterclasses with Helen Pickering where possible and appropriate.
How does the PoS offer contextual content appropriate to Amington students?	• The themes of social inequality in several of the studied texts have anecdotally resonated with our students in previous cohorts. • Potential for cultural capital building through exposure to artistic performances, venues and experiences • High challenge of literature texts aims to raise aspiration for all students

How does the Implementation Plan meet the ACE curriculum design?

Ambitious	- We have never sought to cover this volume of content in one curriculum year (10) before – this split of allocations between Language and Literature is a 'first', with the goal of securing higher outcomes in both subjects. - There is a large amount of content to learn – we will need to relentlessly push for recall and retention of this knowledge.
Challenging	- We have selected texts that are tough either in terms of vocabulary (Macbeth/Romeo and Juliet), grammar (Dickens), or theme (An Inspector Calls). - The texts selected are challenging – especially A Christmas Carol and Macbeth/Romeo and Juliet – due to their archaic vocabulary and writing style, compared to the vernacular of our students. - There is a high volume of content to cover – three full texts and fifteen poems – that need to be learned in preparation for two closed book examinations
Engaging	- We have chosen texts with clear and/or identifiable themes, especially though the Power and Conflict poems - We have allowed for a level of depth in studying each unit, spending the necessary time to demystify texts where necessary, but also allowing us to explore and inspire a love for these texts. - We have deliberately chosen texts that we know have an appealing theme or other content – be it war, inequality, morality, etc. - Opportunity to select Shakespeare play to support engagement on a class by class basis.

What are the current strengths of the Implementation Plan?

- We intend to front-load all our sessions with vocabulary to best support student understanding of the text(s)
- We have split the poetry cluster to chunk this content for students but also assist teachers in better managing the volume of content provided
- Current staff are well experienced in these texts and have developed strong subject knowledge over a number of years

What specific actions have to be taken in response to the above? Please consider:
- Core concept changes;
- Space interleaving changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- We need to continue our CPD with Helen Pickering wherever possible to ensure best practice is embedded within the department and remains effective over time, in light of any changes to the examinations.

- Engagement with AQA CPD where appropriate
- CPD to support Grade 7+ targeted students
- Content-related CPD for specific texts to develop staff confidence in teaching texts.
- English Departmental CPD Calendar for 2020-21 and moving forwards, supported by time received back in lieu
- Department encouraged to attend/participate in Team English National Conference, ResearchED, etc. where possible.
- Department freed up to participate in PiXL Subject Conferences (October/November 2020 will be digital and free for all attendees).