

# Ravens Wood School

## KS4 Curriculum Plan – Year 11



### Subject: English

### Module: 8 – Revision and Exam Preparation

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>This is students' final full term before their GCSE examinations. Together, we will revisit all key components:</p> <ul style="list-style-type: none"> <li>• Macbeth</li> <li>• An Inspector Calls</li> <li>• Unseen and anthology poetry</li> <li>• Jekyll and Hyde</li> <li>• The Language Papers 1 and 2</li> </ul>		
	Essential	Core	Ambitious
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• What are the key elements, marks and timings of each paper and are we completely clear on this?</li> <li>• Can we recall key themes, characters and quotations across all set texts?</li> <li>• What is the expected length of response and have we built up the stamina to achieve this?</li> <li>• What are the assessment objectives to include across the papers and questions and are we all completely clear on how to include them?</li> </ul>	<ul style="list-style-type: none"> <li>• Am I clear on, and making good use of, the language of discourse markers, comparison and debate, being tentative and being assertive in my writing and how do these enhance my responses?</li> <li>• What were my personal targets for improvement in the PPEs and how do I address these now?</li> <li>• How am I showing a developed and extended analysis in my writing?</li> <li>• How close to 'the professionals' is my creative writing and what elements of structure, language and VSPAG can I use more effectively to craft and shape my writing effectively?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the sources of wider reading, research and theory that I will be drawing on to offer a more 'conceptualised' approach in my Literature essays?</li> <li>• Where can I draw out alternative interpretations and debate within my responses?</li> <li>• How can we look at different potential audiences, time periods and possible interpretations to show a consider of the texts' multi-faceted nature?</li> </ul>
<p><b>The Key Skills/</b></p>	<p><b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b></p>		

Techniques	Skill/Technique	How will this skill be developed?
	<ul style="list-style-type: none"> <li>• Crafted and edited creative and personal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Green pen feedback and redrafting</li> <li>• Continued exploration and analysis of examples of writing</li> <li>• Check-lists and 'slow-writing' activities</li> <li>• Practice in independent revision and study</li> </ul>
	<ul style="list-style-type: none"> <li>• Timing and stamina</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly homework booklets</li> <li>• Practice of past papers</li> <li>• Personal timed writing</li> </ul>
	<ul style="list-style-type: none"> <li>• Quotation retrieval</li> </ul>	<ul style="list-style-type: none"> <li>• Use of revision cards/ mats</li> <li>• Group recital</li> </ul>