

## HALF TERM 5 CURRICULUM CONTENT – KS4 English

### Year 10

#### Intent statement:

In this unit, Year 10 students dive into the world of persuasive speaking, exploring the power of words and the art of convincing an audience. Crafting a persuasive speech involves selecting a compelling topic, organising thoughts cohesively incorporating persuasive techniques such as ethos, pathos & logos & engaging audience through effective delivery. Whether advocating environmental awareness, arguing social justice or presenting a case for change in school policy, students learn to structure their speeches with clear introductions, well-supported points & memorable conclusions. Through practice & feedback, students refine their public speaking skills, gaining confidence in articulating their viewpoints & influencing others through the spoken word.

<b>Topic</b>	Spoken Language Exam and Literature Revision
<b>Prior knowledge / skills</b>	<ul style="list-style-type: none"><li>● Understanding the use of rhetoric</li><li>● Understanding that transactional writing lends itself to many purposes beyond the classroom</li><li>● Understanding how to write for audience and purpose</li><li>● Understanding the importance of listening and responding to others in a respectful manner</li><li>● Writing to employ particular tones, styles, and registers</li></ul>
<b>Key skills</b>	<ul style="list-style-type: none"><li>● Public speaking</li><li>● Writing to persuade</li><li>● Rhetorical devices</li><li>● Responding to questions from peers</li><li>● Independent research</li><li>● Reviewing example speeches</li><li>● Body language</li><li>● Oracy</li></ul>
<b>Foundation words</b>	<ol style="list-style-type: none"><li>1. Rhetoric</li><li>2. Tone</li><li>3. Pathos</li><li>4. Audio</li><li>5. Visual</li><li>6. Body language</li><li>7. Persuade</li><li>8. Review</li><li>9. Inform</li><li>10. Educate</li></ol>

<b>Targeted words</b>	<ol style="list-style-type: none"> <li>1. Oracy</li> <li>2. Pace</li> <li>3. Volume</li> <li>4. Emphasis</li> <li>5. Counter argument</li> <li>6. Formality</li> <li>7. Intimidation</li> <li>8. Inspiration</li> <li>9. Anaphora</li> <li>10. Non-verbal communication</li> </ol>
<b>Specialist words</b>	<ol style="list-style-type: none"> <li>1. Proposition</li> <li>2. Opposition</li> <li>3. Motion</li> <li>4. Rebuttal</li> <li>5. Verbal irony</li> <li>6. Gesture</li> <li>7. Objection</li> <li>8. Devil's advocate</li> <li>9. Understatement or Litotes</li> <li>10. Eulogy</li> </ol>
<b>Assessment</b>	<p>Students will use this term to create a speech that they are passionate about and perform it to their class. This performance will be recorded and graded by their class teacher. This grade will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.</p>
<b>Personal Development opportunities</b>	<p>Students will look at key and effective speeches, eventually picking a topic they are passionate about and creating their own speech. Students will be encouraged to find their own voice through pushing the art of rhetoric and centering that what they are doing is a necessary skill for the real world – persuading, educating, informing, reviewing, giving an opinion in a formal turn-taking setting and so on. This unit will prepare students for life outside of secondary education. Students will learn how to effectively persuade as well as speak in front of an audience and respond to questions.</p>
<b>Homework requirements</b>	<p>Homework will be set on Google Classroom every week and will take 40 minutes to complete.</p>

## Year 11

### Intent statement:

This unit is intended to prepare students for their final exams in English Literature & Language. Students will have the opportunity to revise key concepts & climactic moments from their set texts and past papers. Students will be able to identify gaps in their knowledge and engage with various misconceptions so that they can avoid these in their final GCSE exams.

<b>Topic</b>	GCSE English Language & English Literature exam prep
<b>Prior knowledge / skills</b>	<p>The English Language exam papers draw on skills that students have been developing since Year 7. Language Paper 2 has several ties with Paper 1, such as testing students' ability to analyse a writer's use of language, however, the challenge area of Paper 2 is writing to compare, which students have practised previously, be it comparing articles or poems. Students have also studied transactional writing units in Years 8 &amp; 9.</p> <p>The English Literature exam papers look at plays, novellas and poems that the students have been studying since Year 9. Students have also looked at poetry in Years 7, 8 &amp; 9 to help develop their skills for unseen poetry.</p>
<b>Key skills</b>	<ul style="list-style-type: none"><li>• Reading comprehension and retrieval skills, analysis of a writer's craft, comparing how two texts present ideas and transactional writing</li><li>• Revision, retrieving quotations, constructing an argument, sustaining a critical writing style, developing an interpretative stance across an extended composition</li></ul>
<b>Foundation words</b>	<ol style="list-style-type: none"><li>1. Effect</li><li>2. Analyse</li><li>3. Themes</li><li>4. Point</li><li>5. Rhetoric</li><li>6. Emphasise</li><li>7. Compare</li><li>8. Tension</li><li>9. Engage</li><li>10. Imperative</li></ol>
<b>Targeted words</b>	<ol style="list-style-type: none"><li>1. Regicide</li><li>2. Great chain of being</li><li>3. Tyrannical</li><li>4. Rigid class system</li><li>5. Socialism</li><li>6. Capitalism</li></ol>

	<ol style="list-style-type: none"> <li>7. Duality</li> <li>8. Supernatural</li> <li>9. Gothic</li> <li>10. Enjambment</li> </ol>
<b>Specialist words</b>	<ol style="list-style-type: none"> <li>1. Anaphora</li> <li>2. Romantic period</li> <li>3. Age of enlightenment</li> <li>4. Darwinism</li> <li>5. Monologue</li> <li>6. Irony</li> <li>7. Hamartia</li> <li>8. In media res</li> <li>9. Epigraph</li> <li>10. Sonnet</li> </ol>
<b>Personal Development opportunities</b>	<p>Students will benefit from reading a wide range of fiction and non-fiction texts in this unit. These texts span different genres. Students are, as always, encouraged to continue reading widely for pleasure as this will support their English Language students and give them a deeper understanding of writer's craft and a wider repertoire of vocabulary.</p> <p>Students will be able to identify gaps in their knowledge and engage with various misconceptions so that they can avoid these in their final GCSE exams.</p>
<b>Homework requirements</b>	Homework will be set on Google Classroom every week and will take 40-60 minutes to complete.