

# The English Curriculum at Jewellery Quarter Academy

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**Key Stage 4 Qualifications and Examination Boards:**

**AQA GCSE English Language 8700**

**AQA GCSE English Literature 8702**

**Useful Websites and Links:**

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.bbc.co.uk/bitesize/subjects/zr9d7ty>

<https://www.bbc.co.uk/bitesize/subjects/zckw2hv>

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

<https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>

<https://members.gcsepod.com/podauth/newuser/newpupil?noframe>

Knowledge Acquisition Endpoints in English at JQA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	All of the year 7 expectations plus....					
	<p>The presentation of childhood in Victorian literature:</p> <ul style="list-style-type: none"> <li>• Dickens (<i>Oliver Twist, Hard Times</i>)</li> <li>• Victorian non-fiction</li> <li>• Class and social hierarchy</li> <li>• 19<sup>th</sup> century context and ideas about childhood</li> </ul> <p><b>Key Concept: the writer as social critic</b></p> <p><b>Skills: inference, selection of textual detail, analysis of language, making links to context, comparison, essay writing</b></p>	<p>Reading and writing in the gothic genre:</p> <ul style="list-style-type: none"> <li>• Origins and features of the gothic genre</li> <li>• Exposition in narrative</li> <li>• Conventional narrative structure</li> <li>• Creation of setting</li> <li>• Pathetic fallacy</li> <li>• Punctuation</li> </ul> <p><b>Key Concept: narrative structure</b> <b>Key Concept: tragedy</b></p> <p><b>Skills: analysis of language, vocabulary selection, varying sentence forms for effect, accurate use of a range of punctuation, drafting and proofreading</b></p>	<p>Ideas about colonialism in <i>The Tempest</i>:</p> <ul style="list-style-type: none"> <li>• Plot, character and themes of <i>The Tempest</i></li> <li>• Conventions of a playscript</li> <li>• Dramatic techniques</li> <li>• 17<sup>th</sup> century context and ideas about colonialism</li> <li>• Depth study focus on Caliban</li> </ul> <p><b>Key Concept: the writer as social critic</b></p> <p><b>Skills: inference, analysis of language, analysis of dramatic techniques, selection of textual detail, making links to context, essay writing</b></p>	<p>Writing and speaking to present a viewpoint (non-fiction):</p> <ul style="list-style-type: none"> <li>• Rhetorical devices and rhetoric</li> <li>• Significant speeches of the 20<sup>th</sup> and 1<sup>st</sup> century</li> <li>• Public speaking and oracy skills</li> <li>• Audience, purpose and form</li> <li>• Punctuation</li> </ul> <p><b>Key Concept: the writer as social critic</b></p> <p><b>Key Concept: finding my voice and making it heard</b></p> <p><b>Skills: analysis of language, vocabulary selection, structuring writing cohesively, drafting and proofreading, control and variation of tone, volume and pace in speaking</b></p>	<p>Reading and analysing modern prose:</p> <ul style="list-style-type: none"> <li>• Whole text study of modern novel</li> <li>• Narrative structure</li> <li>• Themes in a novel</li> </ul> <p><b>Key Concept: narrative structure</b></p> <p><b>Skills: inference, selection of textual detail, analysis of language, analysis of structure, essay writing</b></p>	<p>The theme of identity in poetry from diverse writers and cultures:</p> <ul style="list-style-type: none"> <li>• Maya Angelou</li> <li>• John Agard</li> <li>• Imtiaz Dharker</li> <li>• Grace Nichols</li> <li>• Langston Hughes</li> <li>• Chinua Achebe</li> <li>• Poetic form</li> <li>• Structure in poetry</li> <li>• Identity and ‘otherness’</li> <li>• Post-colonial perspectives</li> <li>• Comparison discourse markers</li> </ul> <p><b>Key Concept: the writer as social critic</b></p> <p><b>Key Concept: finding my voice and making it heard</b></p> <p><b>Skills: selection of textual detail, analysis of language, analysis of structure, control and variation of tone, volume and pace in speaking, comparison</b></p>

9	All of the year 8 expectations plus....					
<p>Reading and analysing a modern playscript:</p> <ul style="list-style-type: none"> <li>• <i>Blood Brothers</i> by Willy Russell</li> <li>• Conventions and features of tragedy</li> <li>• Class and social hierarchy</li> <li>• Conventions of a playscript</li> <li>• Dramatic techniques</li> </ul> <p><b>Key Concept: tragedy</b>  <b>Key Concept: the writer as social critic</b></p> <p><b>Skills: analysis of dramatic techniques, inference, analysis of language, selection of textual detail, making links to context, essay writing</b></p>	<p>Writing to Express a Viewpoint (non-fiction):</p> <ul style="list-style-type: none"> <li>• Newspaper articles and opinion pieces</li> <li>• Rhetorical devices</li> <li>• Contemporary issues</li> <li>• Audience, purpose and form</li> <li>• Punctuation</li> </ul> <p><b>Key Concept: the writer as social critic</b></p> <p><b>Key Concept: finding my voice and making it heard</b></p> <p><b>Skills: analysis of language, analysis of structure, vocabulary selection, structuring writing cohesively, accurate use of a range of punctuation, drafting and proofreading, varying sentence forms for effect, planning</b></p>	<p>Reading and analysing 20<sup>th</sup> century prose:</p> <ul style="list-style-type: none"> <li>• Whole text study of <i>Of Mice and Men</i> by John Steinbeck</li> <li>• Narrative structure</li> <li>• Themes in a novel</li> <li>• Identity and 'otherness'</li> </ul> <p><b>Key Concept: tragedy</b>  <b>Key Concept: narrative structure</b></p> <p><b>Skills: inference, selection of textual detail, analysis of language, analysis of structure, essay writing, making links to context</b></p>	<p>Structuring and writing short stories:</p> <ul style="list-style-type: none"> <li>• Conventional narrative structure in short stories</li> <li>• Non-linear narrative structures</li> <li>• Exposition</li> <li>• Problem/dilemma</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution/denouement</li> <li>• Punctuation</li> </ul> <p><b>Key Concept: narrative structure</b></p> <p><b>Skills: analysis of structure, planning, vocabulary selection, structuring writing cohesively, accurate use of a range of punctuation, drafting and proofreading, varying sentence forms for effect</b></p>	<p>Shakespearean Tragedy - <i>Romeo and Juliet</i>:</p> <ul style="list-style-type: none"> <li>• Whole play study of plot, character and themes of <i>Romeo and Juliet</i></li> <li>• Conventions and features of tragedy</li> <li>• Dramatic techniques</li> <li>• 16<sup>th</sup> century context and ideas about gender, marriage and status</li> </ul> <p><b>Key Concept: tragedy</b></p> <p><b>Skills: analysis of dramatic techniques, inference, analysis of language, analysis of structure, selection of textual detail, making links to context, essay writing</b></p>	<p>Sound, rhythm and voice in poetry: Political and Social Protest Poetry through Time:</p> <ul style="list-style-type: none"> <li>• William Blake</li> <li>• Percy Bysshe Shelley</li> <li>• Maya Angelou</li> <li>• Hollie McNish</li> <li>• Kate Tempest</li> <li>• Casey Bailey</li> <li>• Class and social hierarchy</li> <li>• Sound effects in poetry</li> <li>• Rhyme and rhythm</li> <li>• Poetry as performance/spoken word</li> <li>• Punctuation</li> </ul> <p><b>Key Concept: finding my voice and making it heard</b>  <b>Key Concept: the writer as social critic</b></p> <p><b>Skills: analysis of structure, planning, vocabulary selection, structuring writing cohesively, drafting, control and variation of tone, volume and pace in speaking</b></p>	

10	All of the year 9 expectations plus....					
<p>Shakespearean Tragedy - <i>Macbeth</i>:</p> <ul style="list-style-type: none"> <li>Conventions and features of tragedy</li> <li>Macbeth as a tragic hero</li> <li>Whole play study of plot, character and themes of <i>Macbeth</i></li> <li>Dramatic techniques</li> <li>17<sup>th</sup> century context and ideas about kingship, the Divine Right of Kings, gender roles, natural order, sin, loyalty and betrayal</li> </ul> <p><b>Key Concept:</b> tragedy  <b>Skills:</b> analysis of dramatic techniques, inference, analysis of language, analysis of structure, selection of textual detail, making links to context, essay writing</p>	<p>Writers' Viewpoints and Perspectives – reading and writing non-fiction:</p> <ul style="list-style-type: none"> <li>Features and conventions of newspaper articles, speeches and formal letters</li> <li>Presenting ideas about gender roles and power in society</li> <li>Public speaking and oracy skills</li> <li>Audience, purpose and form</li> <li>Rhetorical devices and rhetoric</li> <li>Comparison discourse markers</li> </ul> <p><b>Key Concept:</b> finding my voice and making it heard</p> <p><b>Skills:</b> analysis of language, analysis of structure, comparison, structuring writing cohesively, accurate use of a range of punctuation, planning, control and variation of tone, volume and pace in speaking</p>	<p>Reading and analysing 19<sup>th</sup> century prose – <i>A Christmas Carol</i></p> <ul style="list-style-type: none"> <li>Whole text study of <i>A Christmas Carol</i></li> <li>Narrative structure</li> <li>Redemption and rebirth</li> <li>Class and social hierarchy</li> <li>19<sup>th</sup> century context and ideas about charity, poverty, religion and childhood</li> </ul> <p><b>Key Concept:</b> the writer as social critic</p> <p><b>Skills:</b> inference, selection of textual detail, analysis of language, analysis of structure, essay writing, making links to context</p>	<p>Structuring and writing prose – Writing Creatively:</p> <ul style="list-style-type: none"> <li>Conventional narrative structure</li> <li>Non-linear narrative structures</li> <li>Structuring a description</li> <li>Creation of setting</li> <li>Writing and punctuating dialogue</li> <li>Characterisation</li> <li>Punctuation</li> </ul> <p><b>Key Concept:</b> narrative structure  <b>Key Concept:</b> finding my voice and making it heard</p> <p><b>Skills:</b> analysis of language, analysis of structure, planning, vocabulary selection, structuring writing cohesively, accurate use of a range of punctuation, drafting and proofreading, varying sentence forms for effect</p>	<p>Reading and analysing a modern playtext – <i>An Inspector Calls</i> by JB Priestley:</p> <ul style="list-style-type: none"> <li>Whole text study of plot, characters and themes in <i>An Inspector Calls</i></li> <li>Dramatic techniques</li> <li>Class and social hierarchy in the early 20<sup>th</sup> century – developments from 19<sup>th</sup> century (A.C.C.)</li> <li>Social and political changes in Britain 1900-1946</li> <li>Non-linear structure</li> </ul> <p><b>Key Concept:</b> the writer as social critic  <b>Skills:</b> analysis of dramatic techniques, inference, analysis of language, analysis of structure, selection of textual detail, making links to context, essay writing</p>	<p>Spoken Language - presenting and discussing ideas:</p> <ul style="list-style-type: none"> <li>Features and conventions of speeches</li> <li>Public speaking and oracy skills</li> <li>Audience, purpose and form</li> <li>Responding to an audience</li> <li>Effective discussion</li> <li>Rhetorical devices and rhetoric</li> </ul> <p><b>Key Concept:</b> finding my voice and making it heard  <b>Skills:</b> structuring a presentation cohesively, drafting, control and variation of tone, volume and pace in speaking</p> <p>Reading and analysing unseen poetry:</p> <ul style="list-style-type: none"> <li>Poetic form</li> <li>Structure in poetry</li> <li>Sound effects in poetry</li> <li>Rhyme and rhythm</li> <li>Poetic devices</li> <li>Comparison discourse markers</li> </ul> <p><b>Skills:</b> selection of textual detail, analysis of language, analysis of structure, comparison, essay writing</p>	

11	All of the year 10 expectations plus....					
<p>Reading and analysing poetry across time – <i>Power and Conflict AQA Anthology</i>:</p> <ul style="list-style-type: none"> <li>• Structure in poetry</li> <li>• Power and hierarchies</li> <li>• Personal and political conflicts</li> <li>• Identity and ‘otherness’</li> <li>• Post-colonial perspectives</li> <li>• Comparison discourse markers</li> <li>• Sound effects in poetry</li> <li>• Rhyme and rhythm</li> <li>• Context relevant to each poem</li> </ul> <p><b>Key Concept: the writer as social critic</b></p> <p><b>Skills: selection of textual detail, analysis of language, analysis of structure, comparison, essay writing, making links to context</b></p>	<p>Reading and analysing 19<sup>th</sup> and 20<sup>th</sup> century prose – English Language Paper 1 Section A:</p> <ul style="list-style-type: none"> <li>• Conventional narrative structure</li> <li>• Exposition in narrative</li> <li>• Creation of setting</li> <li>• Characterisation</li> <li>• Evaluating an interpretation of a text</li> <li>• Layers of meaning/interpretation in analysis</li> </ul> <p><b>Key Concept: narrative structure</b></p> <p><b>Skills: inference, analysis of language, selection of textual detail, analysis of structure, critical evaluation</b></p>	<p>Shakespearean Tragedy – <i>Macbeth</i>:</p> <ul style="list-style-type: none"> <li>• Revisit and consolidate knowledge of plot, characters and themes</li> <li>• 17<sup>th</sup> century context and ideas about kingship, the Divine Right of Kings, gender roles, natural order, sin, loyalty and betrayal</li> <li>• Layers of meaning/interpretation in analysis</li> <li>• Characterisation</li> <li>• Tracing themes through the text</li> <li>• Extended metaphors: blood, clothing, equivocation</li> </ul> <p><b>Skills: inference, analysis of language, selection of textual detail, analysis of structure, critical evaluation, analysis of dramatic techniques, making links to context, essay writing</b></p>	<p>Revision, repetition and overlearning</p> <p>Apply knowledge and practise skills</p> <p>Examination technique and practice</p>	<p>Revision, repetition and overlearning</p> <p>Apply knowledge and practise skills</p> <p>Examination technique and practice</p> <p>GCSE Examinations May</p>	<p>GCSE Examinations June</p>	