

Key Stage 4 English Literature

Intent

At KS4, our English Literature curriculum fosters a love of reading while developing students' ability to think critically, write analytically, and engage with diverse texts and ideas. Through the study of Shakespeare, 19th-century fiction, modern drama, and poetry, students explore key themes such as identity, power, conflict, and morality in a range of historical and cultural contexts. The curriculum equips students with the skills and confidence needed for GCSE success and progression to KS5.

Implementation

At KS4, English Literature is delivered through a structured and sequenced programme that develops students' analytical and interpretative skills across a range of challenging texts. The curriculum is sequenced to revisit and deepen key concepts—such as theme, context, and writer's methods—through the study of Shakespeare, 19th-century prose, modern drama, and poetry, ensuring knowledge and skills are reinforced over time. Lessons combine explicit instruction, modelling, discussion, and independent practice, with regular formative assessment and targeted feedback.

Impact

The KS4 English Literature curriculum equips students with the analytical, interpretive, and written skills needed to succeed. Progress is measured through regular formative assessment, summative mock exams, and GCSE outcomes, with strong results and evidence of long-term knowledge retention reflected in students' ability to apply literary skills in other subjects and real-world contexts. Success is seen in students' ability to articulate informed responses, explore deeper meanings with clarity and originality, and approach literature with curiosity, independence, and confidence.

Assessment

Assessment in KS4 English Literature is used formatively through regular low-stakes quizzes, retrieval tasks, and live marking to check understanding and inform responsive teaching, while summative assessments such as timed essays and mock exams track long-term progress against Eduqas GCSE objectives. Students receive clear, actionable feedback through written comments, whole-class and verbal feedback, with opportunities to reflect, redraft, and improve their work built into lessons. This cycle of assessment and feedback ensures misconceptions are addressed, strengths are reinforced, and students make sustained progress over time.

Key Stage 4 English Language

Intent

Our vision for English Language at KS4 is to develop confident, articulate, and analytical learners who can read critically and write with clarity, creativity, and purpose. Through the Eduqas curriculum, students explore a diverse range of texts and contexts, building essential communication skills that support academic achievement, personal development, and future careers. Our aim is to equip every student with the literacy, empathy, and resilience needed for success at KS5, in the workplace, and as lifelong learners.

Implementation

Our English Language curriculum at KS4 is taught with reading and writing skills revisited and developed through units that incorporate fiction, non-fiction, and transactional writing. It is carefully sequenced to build on prior learning from KS3, ensuring progression in analytical thinking, technical accuracy, and purposeful communication. Retrieval practice and formative assessment are embedded to reinforce knowledge over time. A wide range of differentiated resources challenge students according to their individual needs, preparing them for terminal assessments and real-world application.

Impact

Our English Language curriculum has a clear and measurable impact on learners, developing their ability to read critically, write effectively, and communicate with confidence—skills they apply across subjects and in real-life contexts. Progress is tracked through regular formative assessment, mock exams, and final GCSE outcomes. Success is seen not only in examination results and knowledge retention, but in students' ability to transfer their analytical, evaluative, and expressive skills into further study, employment, and everyday communication.

Assessment

Assessment is integral to English Language teaching : formative strategies such as live marking, questioning, and low-stakes quizzes used to identify misconceptions and adapt teaching; summative assessments including timed responses, mock exams, and end-of-unit tasks measure progress against Eduqas objectives. Students receive regular, targeted feedback through whole-class and individual responses, with dedicated time to reflect, redraft, and improve their work based on clear success criteria and personalised targets.

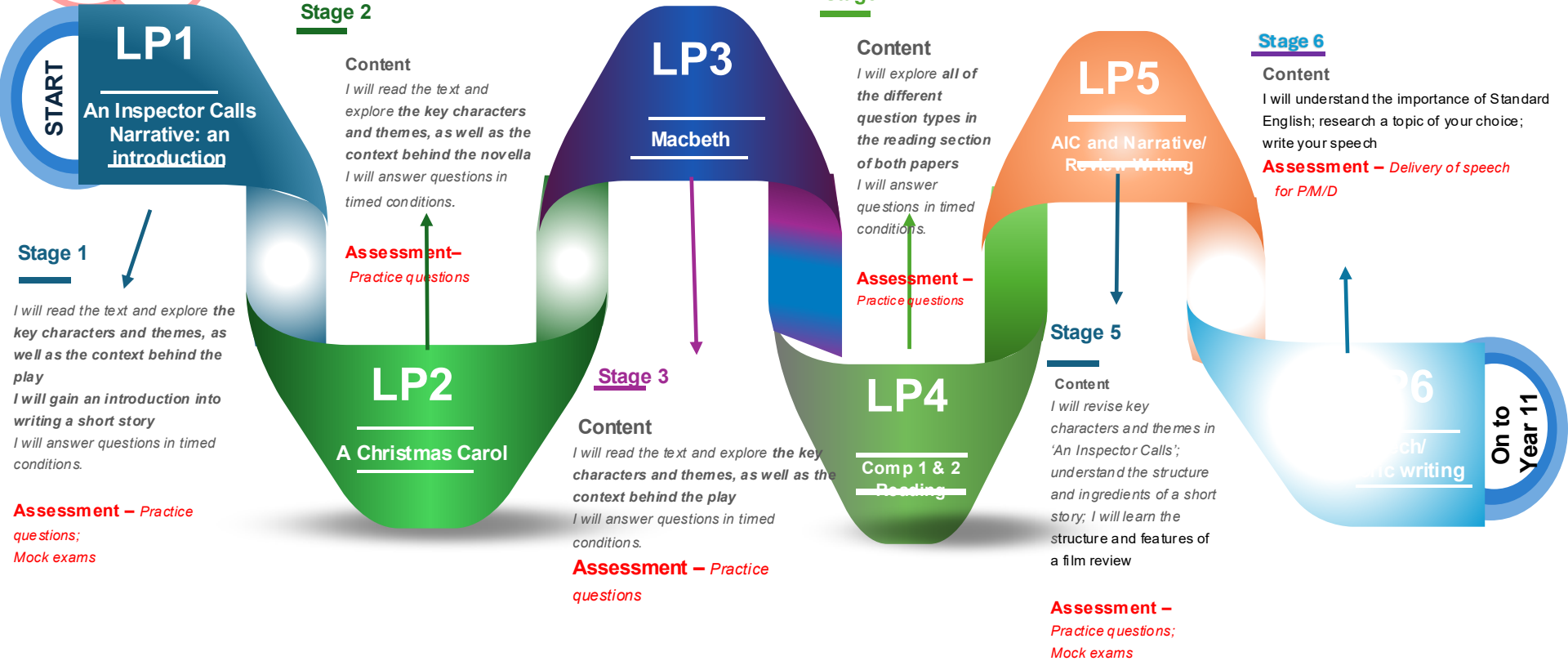
Bigger Picture Question:-

Why is English so important?
How does it fit into our society?



Year 10 English Year Overview

What is my Learning Journey this year?

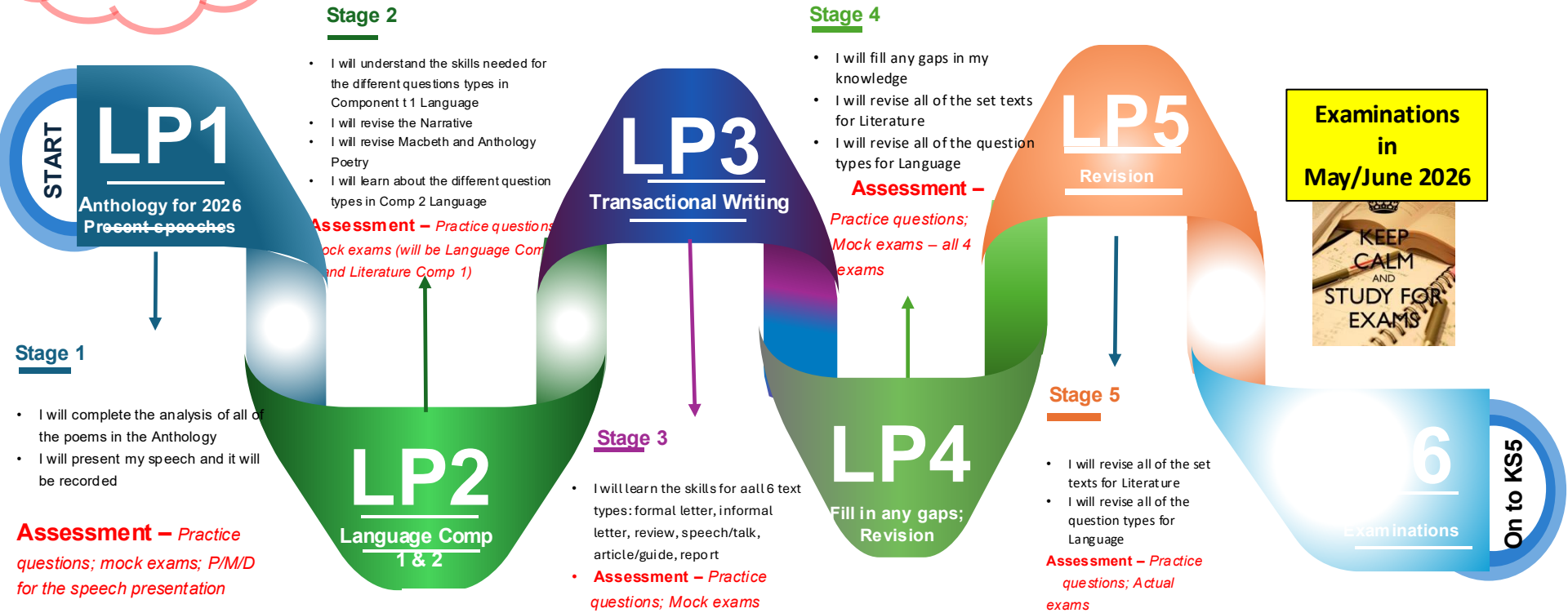


Bigger Picture Question:-

How do I use English Language and Literature in everyday life? What skills will I use in my future?



Year 11 English Language and Literature Year Overview



Key Stage 5 English Language

Intent

Our vision for KS5 English Language is to inspire students to become perceptive, independent thinkers who understand how language shapes identity, power, and society. Students learn to analyse spoken and written texts with precision, conduct independent language investigations, and produce original writing—all skills that develop critical literacy, academic rigour, and creative insight. The course nurtures curiosity, cultural awareness, and communication, supporting whole-school aims such as personal development and employability, while also preparing students for higher education, and lifelong learning.

Implementation

Our KS5 English Language curriculum is delivered through a structured, thematic approach that revisits and deepens key concepts such as language variation, acquisition, and change, while also developing students' independent analytical and investigative skills. Knowledge builds cumulatively across the Key Stage through guided analysis, independent research, and original writing. A range of teaching strategies—including explicit modelling, collaborative learning, and targeted feedback—supports all learners, with scaffolding and challenge carefully tailored to individual needs to prepare them for coursework, exams, and post-18 pathways.

Impact

Our KS5 English Language curriculum enables students to become confident, analytical, and independent thinkers who can apply linguistic knowledge both academically and in real-world contexts. Progress is measured through regular formative assessments, coursework development, and external A-level outcomes. Success is evident in students' ability to critically engage with language issues, transfer skills to university-level study and careers in communication-based fields, and retain core knowledge through their ability to analyse, investigate, and produce language with sophistication and purpose.

Assessment

Assessment is used formatively through regular low-stakes quizzes, analytical tasks, and guided discussions to inform teaching and address gaps. Summative assessments such as mock exams, coursework drafts, and past-papers track attainment and readiness for final exams. Students receive targeted verbal and written feedback with clear success criteria, and they act on this through dedicated reflection and redrafting opportunities,

Bigger Picture Question:-
 How is English Language going to help me in my future? Why is it important?
 What is the next stage of your learning journey, beyond Sixth Form?



Year 12 English Language Overview

What is my Learning Journey for A Level?



Marches Academy Trust

What to expect...

Content – Analysis of spoken and written discourse; how is power shown through discourse?
Assessment – Exam response for Component 1&3
Bigger Picture Question – How is language affected by power, gender and situation? What are the rules of Spoken Language?


START

Year 12 Term 1

Introduction to A Level; Child Language Acquisition

Year 12 Term 3

Language and Social Class; Standard and Non-Standard Language



What to expect

Content – WAGOLs of NEAs; generating and planning ideas
Assessment – Not until Spring of Year 13
Bigger Picture Question – What interests you about English Language?



Year 12 Term 2

Spoken and written language analysis; How power, gender and situation affect language



Year 12

NEA ideas, ready to collect data/read over the Summer

On to Year 13

What to expect

Content – An understanding of how social class can affect language and attitudes
Assessment – Exam response
Bigger Picture Question – What impact does social class have on language use?

What to expect

Content – The Language Levels; a journey through the stages of how we learn language.
Assessment – Exam response
Bigger Picture Question – What are the stages that children go through in order to communicate in the outside world?



Each week there will be a Flipped Learning Task

You will also need to complete your notes after every lesson and file them appropriately

You will also need to complete wide reading and make notes. Again, file them appropriately.

Bigger Picture Question:-

How is English Language going to help me in my future? Why is it important?

What is the next stage of your learning journey, beyond Sixth Form?

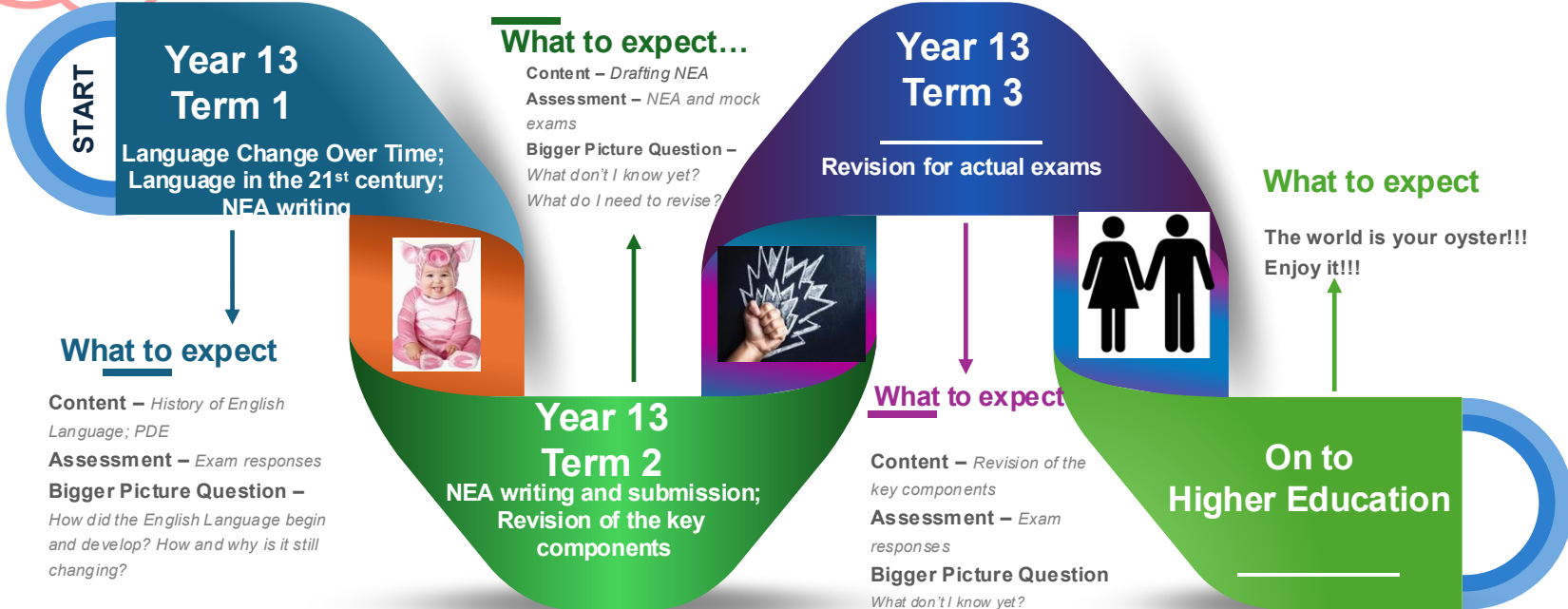


Year 13 English Language Overview

What is my Learning Journey for A Level?



Marches Academy Trust



Each week there will be a Flipped Learning Task

You will also need to complete your notes after every lesson and file them appropriately

You will also need to complete wide reading and make notes. Again, file them appropriately.

Save as:

Subject – Learning Journey (all years)

Geography Learning Journey (all years)

