

The English KS4 Curriculum at TAL

Overview

The KS4 English curriculum at Trinity Academy Leeds builds deliberately and cohesively on the powerful knowledge secured in earlier years, providing all students with access to an ambitious, culturally rich body of literature and essential language skills. Through a carefully sequenced spiral curriculum, students study a diverse range of canonical and modern texts—including *An Inspector Calls*, *A Christmas Carol*, *Macbeth*, and a broad Poetry Anthology—to deepen their analytical thinking, understand complex social, historical and cultural contexts, and develop increasingly sophisticated written and spoken responses. This progression is underpinned by explicit teaching of disciplinary knowledge such as inference, critical reading, comparative analysis and rhetorical crafting, enabling students to articulate their ideas with clarity and confidence. By integrating Literature and Language study throughout the two-year programme, and by drawing consistently on prior learning from KS3, the curriculum ensures that every student—regardless of starting point—can master the knowledge, vocabulary and skills required for success in GCSE examinations and beyond.

	7 Weeks	7 weeks	12 weeks		13 weeks	
Year 10	Literature <i>An Inspector Calls</i>	Literature <i>A Christmas Carol</i>	Literature <i>Macbeth</i>		Literature <i>Poetry Anthology and Unseen poetry</i>	Language <i>Language Paper 2 (Writing)</i>
Year 11	Literature <i>Power and Conflict and Unseen poetry</i> Language <i>Language Paper 2 (Section A)</i>	Language <i>Language Paper 1 (Section A)</i>	Language <i>Language Paper 1 (Writing)</i> Literature <i>Unseen Poetry</i>	Revision <i>Literature and Language: Teacher Choice and Class Need</i>	Revision and Exam Preparation	

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Literature Paper 2 An Inspector Calls Pupils will explore the context of Edwardian Britain from 1910. They will use this knowledge and apply ideas about writer's intention to a modern playscript. This unit of work will explore the play's plot, characters, themes, structure, contextual references, and allegorical ideas. Pupils will develop an analysis of Priestley's choices and craft literature essays. This unit will build explicitly on Modern Drama units, Y9 Term 4 and Year 9 Term 5.	Literature Paper 1 A Christmas Carol Following on from the study of concepts such as socialism and literature as an agent for social change, pupils will apply these ideas to a 19th Century context to analyse the classic novella. This unit of work will explore the novella's plot, characters, themes, structure, contextual references, and allegorical ideas. Pupils will develop an analysis of Dickens' choices and craft literature essays. Building explicitly on Novel units studied in Y8 Term 2, Year 8 Term 4, and Y9 Term 3, and Gothic units studied in Y7.	Literature Paper 1 Macbeth Pupils will spend both terms exploring the context, plot, characters and themes of Shakespeare's Macbeth. They will be able to recall key knowledge points and terms from the study of Julius Caesar in Year 9 and will spend time honing their analytical skills at GCSE level. Building explicitly on Shakespeare studies in Y7 Term 5 and Y8 Term 6, and on Poetry studied in Y8 Term 4 and Term 5. This unit and the key literary ideas about structure, genre and authorial intent draw on learning from Y10 Terms 1 and 2.		Literature Paper 2 Poetry Anthology Pupils will focus on the power and conflict cluster. Pupils will analyse the use of language and structure. They will also develop their skills in approaching the poetry anthology question on the Literature Paper 2 exam. This unit will build explicitly on their study of poet perspective in Year 9 Term 5. War poems: Remains, Exposure, Kamikaze, War Photographer, Charge of the Light Brigade, Bayonet Charge, Poppies. Unseen poetry Pupils will develop their analysis of unseen poems through the writer's use of language and structure. They will also develop an understanding of how to craft an unseen poetry response and a comparative response.	Language Paper 2 Transactional and Spoken Language Component Pupils will focus on the use of the transactional writing structure and develop confidence in planning and writing a transactional piece of writing. This unit of work will prepare them for their study of Language Paper 2 in Year 11 Term 1. Pupils will also develop their understanding of the spoken language elements of the Language GCSE. This includes the delivery of a presentation and showcasing articulation, prosody, delivery, rehearsal. This unit of work builds on their explicit study of spoken language in Year 8 Term 3 and explicit spoken language opportunities across all units in Y7-9.
11	Literature Paper 2 Poetry Anthology Pupils will spend this term focusing on the power and conflict cluster of poems. Pupils will analyse the use of language and structure. They will also develop their skills in approaching the poetry anthology question on the Literature Paper 2 exam. This unit will build explicitly on their study of poet perspective in Year 9 Term 5 and Year 10 Term 5. Collection: My Last Duchess, Ozymandias, Tissue, London, Checking out me History, Prelude, Storm on the Island, The Emigree. Language Paper 2 Writers' viewpoints and perspectives	Language Paper 1 Explorations in creative reading and writing Pupils will learn how to approach Paper 1 of the Language GCSE, drawing together skills that they have developed across phase one to analyse fiction and write creatively themselves. Also, on Non-fiction reading unit in Y7 Term 3.	Language Paper 1 Explorations in creative reading and writing Pupils will learn how to approach Paper 1 of the Language GCSE. This unit will specifically focus on the writing section of the paper. This unit will build explicitly on creative writing units in Y7 Term 2 & Term 6, Y9 Term 2 & Term 4. Literature Paper 2 Unseen poetry Analysis of poems, developing a comparative response, unseen poetry responses	Literature and Language Revision Teacher choice Teachers will use a thematic approach and tailor their focus based on the needs of their students. For example, teachers may look at the theme of 'change' through different lenses e.g., change in 'Macbeth', change in 'An Inspector Calls', change in 'A Christmas Carol' change in 'My Last Duchess', extract on change for Language Paper 1 skills.		

	<p>Pupils will now move on to learn how to approach Paper 2 of the Language GCSE. In Section A, this comprises of comparing two pieces of non-fiction text. Pupils have developed this skill set through reading units throughout Phase 1, and transactional writing skills in Y9 Term 6.</p>			
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Year 10								
Term	Enquiry	Composite (Skill)	Components (Disciplinary Knowledge)	National Curriculum link: <i>specific references</i>	Rationale: <i>why this, why here, why now?</i>	Breadth and Depth: <i>wider links to curriculum/world/cultural capital</i>	Academic Vocabulary: <i>Key Tier 3 language</i>	Academy Key Drivers: <i>Empower, Literacy, Diversity, SMSC, Voice</i>
1	An Inspector Calls	<p>literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <p>critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text;</p> <p>using understanding of writers' social, historical and cultural contexts to making an informed personal response that derives from analysis and evaluation of the text</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	Students develop an understanding of how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	<p>As students begin GCSE, this first text offers accessibility of language, but also builds upon work completed at the end of Year 9 with <i>Journey's End</i> e.g. class divides.</p> <p>The length of the text also allows us to quickly assess students using GCSE criteria to offer a baseline of needs to support future Teaching and Learning.</p>	Building explicitly on Modern Drama unit, Y9 Term 5.	<p>Dialogue</p> <p>Monologue</p> <p>Foreshadowing</p> <p>Metaphor</p> <p>Repetition</p> <p>Juxtaposition</p> <p>Symbolism</p> <p>Motif</p>	Empower: Linked to our Theatre trip
2	A Christmas Carol	<p>literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: pre-1914.	<p>Students have experienced Victorian Ghost Stories in both Year 7 and 8 and we want to activate this prior knowledge earlier in the two-year course.</p> <p>Furthermore, studying <i>ACC</i> in the run-up to Christmas itself allows students to engage better with thematic concerns such as the spirit of Christmas.</p>	Building explicitly on Novel units studied in Y8 Term 3 and Y9 Term 3, and Gothic units studied in Y7.	<p>Genre</p> <p>Novel</p> <p>Narrative voice</p> <p>Protagonist</p> <p>Connotation</p> <p>Atmosphere</p> <p>Supernatural</p> <p>Metaphor</p> <p>Simile</p> <p>Tenor</p> <p>Vehicle</p> <p>Pathetic fallacy</p>	Diversity: our curriculum offer balances seminal world literature taught in KS3 with a classic text from the literary heritage, but Dickens is very much part of the best that has been thought and said.

		<p>relationship between actions or events</p> <p>critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text;</p> <p>using understanding of writers' social, historical and cultural contexts to making an informed personal response that derives from analysis and evaluation of the text</p>	<p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>					
3 + 4	Macbeth	<p>literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <p>critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text;</p> <p>using understanding of writers' social, historical and cultural contexts to making an informed personal response</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	Develop an appreciation and love of reading, and read increasingly challenging material, including high-quality works from: Shakespeare (two plays).	We want students to mature and develop their skill of literary analysis at GCSE level before adding the complexity of Shakespeare's language and thus increased cognitive load when studying a text like Macbeth.	Building explicitly on Shakespeare studies in Y7 Term 5 and Y9 Term 1, and on Poetry studied in Y8 Term 4. This unit and the key literary ideas about structure, genre and authorial intent draw on learning from Y10 Terms 1 and 2.	<p>Tragic hero</p> <p>Hamartia</p> <p>Soliloquy</p> <p>Foreshadowing</p> <p>Irony</p> <p>Dramatic irony</p> <p>Metaphor</p> <p>Juxtaposition</p> <p>Symbolism</p> <p>Motif</p>	Diversity: our curriculum offer balances seminal world literature taught in KS3 with a classic text from the literary heritage, but Shakespeare is very much part of the best that has been thought and said.

		that derives from analysis and evaluation of the text						
5	Poetry Anthology	<p>literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <p>critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text;</p> <p>using understanding of writers' social, historical and cultural contexts to making an informed personal response that derives from analysis and evaluation of the text</p> <p>comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	Students develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of poetry.	<p>Our intention is to finish the GCSE course by January 2026, so this is the last piece of the puzzle before we begin revision.</p> <p>The fact that poetry has the comparative element (unique in the Lit spec), we want to ensure we have students who have fully developed excellent writing of literary analysis before adding this supplementary skillset.</p>	Building explicitly on Poetry study in Y8 Term 4 and Y9 Term 5.	Rhyme Rhythm Refrain Anaphora Metaphor Tenor Vehicle Simile Extended metaphor	Diversity: Students explore a range of forms of poetry through, including from their cultural heritage, and beyond.
6	Language Paper 2		A05: Communicate clearly, effectively and imaginatively, selecting and	Pupils should be taught to write accurately, fluently, effectively and at length for	Pupils will focus on the use of the transactional writing structure and develop confidence in planning and	Building explicitly on transactional writing units in Y7 Term 4, Y8 Term 2 & 6, and Y9 T6.	Rhetoric Ethos Pathos	Voice: Students know how to shape and shift their register to match the appropriate context.

			<p>adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>pleasure and information through: - stories, and other imaginative writing</p> <p>- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>- plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended</p> <p>- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling;</p>	<p>writing a transactional piece of writing. This unit of work will prepare them for their study of Language Paper 2 in Year 11 Term 1.</p> <p>Pupils will also develop their understanding of the spoken language elements of the Language GCSE. This includes the delivery of a presentation and showcasing articulation, prosody, delivery, rehearsal. This unit of work builds on their explicit study of spoken language in Year 8 Term 3 and explicit spoken language opportunities across all units in Y7-9.</p>		Logos	
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Year 11								
Term	Enquiry	Composite (Skill)	Components (Disciplinary Knowledge)	National Curriculum link: <i>specific references</i>	Rationale: <i>why this, why here, why now?</i>	Breadth and Depth: <i>wider links to curriculum/world/cultural capital</i>	Academic Vocabulary: <i>Key Tier 3 language</i>	Academy Key Drivers: <i>Empower, Literacy, Diversity, SMSC, Voice</i>
1	Language Paper 1		<p>AO1: a) identify and interpret explicit and implicit information and ideas B) select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p>	<p>Read critically through:</p> <p>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through: - stories, and other imaginative writing</p> <p>- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>- plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended</p>	<p>Our approach to teaching language will not be teaching to the test. Instead, we will answer questions about the previous Lit texts taught to help students better understand how narratives are constructed.</p> <p>E.g. How does Dickens use language to describe Scrooge's counting house? (Lang P1, Q2) before applying this to unseen texts.</p>	Building explicitly on creative writing units in Y7 Term 2 & Term 6, Y9 Term 2 & Term 4. Also on Non-fiction reading unit in Y7 Term 3.	<p>Metaphor Tenor Vehicle Simile Pathetic fallacy Freytag's pyramid: Exposition Rising Action Climax Falling action Denouement Narrative</p>	<p>Literacy: one area of literary analysis that students struggle most with at GCSE is examining structure. This unit builds greater awareness in our students' schema of written discourse.</p> <p>Voice: Students create and craft their own stories and have opportunities to share them with others.</p>

			<p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling;				
2 + 3	Language Paper 2		<p>A01: a) identify and interpret explicit and implicit information and ideas B) select and synthesise evidence from different texts</p> <p>A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>A04: Evaluate texts critically and support this with appropriate textual references</p> <p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>A06: Candidates must use a range of vocabulary and sentence structures for</p>	<p>Read critically through:</p> <p>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through: - stories, and other imaginative writing</p> <p>- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>- plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended</p> <p>- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling;</p>	<p>Our approach to teaching language will not be teaching to the test. Instead, we will answer questions thematically related to the previous Lit texts taught to help students better understand how writers develop viewpoints and perspectives.</p> <p>E.g. Compare how the writers compare their different perspectives and feelings about factory working conditions. (link to AIC)</p>	<p>Building explicitly on transactional writing units in Y7 Term 4, Y8 Term 2 & 6, and Y9 T6.</p> <p>Also builds upon reading units throughout Phase 1, and comparison writing skills in Y9 Term 5.</p>	<p>Rhetoric Ethos Pathos Logos</p>	<p>Literacy: one area of literary analysis that students struggle most with at GCSE is examining structure. This unit builds greater awareness in our students' schema of written discourse.</p> <p>Voice: Students know how to shape and shift their register to match the appropriate context.</p>

			clarity, purpose and effect, with accurate spelling and punctuation.					
4	Literature: AIC, Macbeth Language: Paper 1				Pupils will recap plot, character and themes from both texts, as well as improving their crafting of essay answers in timed conditions.			
5	Literature: ACC, Poetry Language: Paper 2				Pupils will recap plot, character and themes from both the novella and the poetry anthology, as well as improving their crafting of essay answers in timed conditions.			
6	Revision and Exam Preparation				At this stage, teachers will plan revision content specific for the needs of their class in preparation for all four exams			