

Curriculum Content Map		Subject: English Literature											KS4: Year 10	
		Term 1				Term 2			Term 3					
		Month	September	October	November	December	January	February	March	April	May	June	July	
Cultural Transmission	Unit of Work		A Christmas Carol (Literature Paper 1)				An Inspector Calls (Literature Paper 2)			Speaking and Listening (Language)		Poetry Anthology (Literature Paper 2)		Unseen Poetry (Literature Paper 2)
	National Curriculum area – KS3		<p><i>Read and appreciate the depth and power of the English literary heritage through:</i></p> <ul style="list-style-type: none"> reading a wide range of high quality, challenging, classic literature and extended literary non-fiction. This writing should include whole texts. The range will include: <ul style="list-style-type: none"> works from the 19th, 20th and 21st centuries analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect seeking evidence in the text to support a point of view, including justifying inferences with evidences drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation" 				<p><i>Read and appreciate the depth and power of the English literary heritage through:</i></p> <ul style="list-style-type: none"> reading a wide range of high quality, challenging, classic literature and extended literary non-fiction. This writing should include whole texts. The range will include: <ul style="list-style-type: none"> works from the 19th, 20th and 21st centuries analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect seeking evidence in the text to support a point of view, including justifying inferences with evidences drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation" 			<p><i>Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate"</i>importance of spoken language in pupils</p> <p>Development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech"</p>		<p><i>"Poetry since 1789, including representative Romantic poetry</i></p> <ul style="list-style-type: none"> re-reading literature and other writing as a basis for making comparisons studying their effectiveness and impact in the texts they read using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language. identifying and interpreting themes, ideas and information" 		
	Substantive Knowledge	<i>The What?</i>	Students will be looking at the text 'A Christmas Carol'. They will be looking at the language of the writer and how it is influencing society. Students will understand that Charles Dickens' own experiences helped him to send a message. Students will be examining different characters and how they represent facets of society.	Students will examine the class divide between rich and poor. Students will learn that the structure of a text can help to understand and interpret new ideas. Students will be learning about new language techniques that they may not have come across before, such as allegory, and how they create effect and meaning.	They will understand and learn about life in Victorian London and draw comparisons to real life and characters in the book. Students will be able to create analytical essays based on either a thematic or a character question, which will draw on their understanding and ability to link to other ideas across the novella.	By the end of the unit, students will consider different interpretation and be able to create an introduction and conclusion to their analytical essays. They will be able to explain the effect of language and specifically why a certain technique has been used.	Students will be looking at the text 'An Inspector Calls'. They will be looking at the language of the writer and how it is influencing society. Students will start by examining the context – the society of 1912 and the biography of JB Priestley to see the underpinning messages of the play.	Students will develop their contextual analysis as they examine the class divide between rich and poor. Students will understand that JB Priestley intended to send the public a message about the rich's capitalist views. Students will apply this context to the characters within the play and study which character represents which view of society.	Students will learn that the structure of a text can help to understand and interpret new ideas. Students will be learning about new language techniques that they may not have come across before and how they create effect and meaning. This will culminate in an essay where students will combine and link ideas of context, analysis and understanding together with their memorisation of quotations.	Students will have the opportunity to develop their speaking and listening skills in a 10 minute presentation of their choice. The presentation will discuss a topic they are particularly passionate about or they can discuss a wider societal issue. Students will need to be fluent and be able to answer questions on their topic in detail.	Students will be looking at the various poems from the 'war and conflict' poetry anthology. They will be looking at the language of the writer, and how it is influencing society. They will examine the contextual factors that have helped to shape the poems. Students will learn that the structure of a poem can help to understand and interpret new ideas. Students will be learning about new language techniques that they may not have come across before and how they create effect and meaning.	Students will use the skills they have learnt, whilst analysing the 'Power and Conflict' poetry in order to analyse and examine two unseen poems. They will need to think about the connotations of language whilst making sure that the analysis they find links back to the question. They will be developing their comparison skills by comparing two unseen poems.		
	Disciplinary Knowledge	<i>The How?</i>	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response by critiquing class and poverty forming a succinct thesis and argument. use textual references, including quotations, to support and illustrate interpretations <p>AO2: Analyse the language, form and structure. This includes allegory, thematic analysis, stave structure and symbolism 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. Examining Victorian society and the effects the rich have on the poor. Linking between society and the novella.</p> <p>Students will develop their skills from KS3 to apply to a harder 19th Century text. They will apply these to an exam question with an extract, but must link to other parts of the novella. Students will need to learn some quotations.</p>	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response by critiquing class, women's rights and responsibility forming a succinct thesis and argument. use textual references, including quotations, to support and illustrate interpretations <p>AO2: Analyse the language, form and structure. This includes dramatic irony, thematic analysis, 3 Act play structure and stage directions used by a playwright 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. Examining the upper classes and their treatment of the lower classes. The differences between socialism and capitalism. How a 1912 society oppressed women and lower classes. Linking between society and the play as a whole.</p> <p>Students will take the skills they learn through 'A Christmas Carol' and apply to an exam question without an extract. Students will need to perfect learning quotations for analysis.</p>	<p>AO7: Demonstrate presentation skills in a formal setting by speaking in detail about a topic of their choice by expressing challenging ideas/information/feelings using a range of vocabulary and achieves the purpose of the presentation.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response by critiquing power and conflict and the individual personal, cultural and social perspective forming a succinct thesis and argument. use textual references, including quotations, to support and illustrate interpretations <p>AO2: Analyse the language, form and structure. This includes sibilance, caesura, enjambent, poetic stanzas, rhyme and rhythm used by a poet 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. Examining the individual cultures and perspectives that the poet uses in their poems. The societal influences and personal lives of the poets. Linking between this and the poem as a whole.</p> <p>Students will take the skills they learn through 'A Christmas Carol' and 'An Inspector Calls' by applying them to a series of 'Power and Conflict' poetry. Students will be given one extract of one poem for the exam, but students will need to learn 14 others in order to make comparative essays. Students will need to memorise quotations from all the poems. Students will learn poems in clusters to make their comparison easier.</p>								
	Sequencing	<i>Retrieval & Extension</i>	Builds upon Analytical skills will build on the skills learnt at KS3 when looking at 'Of Mice and Men', 'Gothic Villains' and Shakespeare's Villains'. Students will need to remember how to link to context.	Is further developed in Analytical skills will be developed further in the 'An Inspector Calls' play and the poetry units. Students will become more confident in their ability to analyse. Students will develop these skills further as they look at Macbeth in year 11.	Builds upon Students will continue to build upon their analytical skills working on important connections between characters, themes and other parts of the play.	Is further developed in Analytical skills will be developed further as they look at Macbeth in year 11. They will need to be able to make connections between the play and compare them. They will also need to talk about character journeys / changes.	Builds upon Students will continue to work on their speaking and listening skills from their year nine lessons. The skills they have learnt in debating and presentations will help them to create an individual presentation demonstrating the refined skills.	Is further developed in Speaking skills will be further developed in year 11 when they perform scenes from Macbeth. Whilst they speak the scenes they will be thinking about understanding the tone and inflection with the rhythm in the language.						
Summative Assessment		Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (Deep Mark)	Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (AP1)	Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (Deep Mark)	Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (AP2)	CGSE LANGUAGE ENDORSEMENT: Assessing AO7, AO8 and AO9	Analytical exam question either on theme. Assessing AO1, AO2 and AO3. END OF YEAR EXAMS	Analytical exam question either theme. Assessing AO1, AO2. Unseen comparison question						
Personal Empowerment	Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense		
	Link to Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i>	As year 10 begin their transition into GCSE they must learn to find the friendliness and civility in their actions as they listen to their teachers and each other when they explore the novella 'A Christmas Carol'. Students will try to decide what is friendly and civil and what is not in Victorian London.	As the text develops, students will look at the representation of the rich and the poor. Is Charles Dickens being truthful when he represents the poor, or does his own rich heritage make it seem untruthful? Students will begin to make inferences as to whether the poor are fairly treated and what would be the best justice for the rich and poor during this time.	Students will explore how characters try to be courageous over those who oppress them and how their courage gets them into trouble with other characters.	Finally, how has generosity been shown throughout the novella? Students will explore the character development and identify which characters are the most generous, or have become the most generous.	Students will first look at what gratitude is and how it can be applied to the characters within the play. What does it mean to be grateful for what you have and not be selfish. Students will look at the virtue of gratitude in the 1940s. Is this a virtue share by all?	Students will examine what makes a good speech and whether the characters in the play make a strong declaration of their beliefs through the way they speak. Do characters stand up for themselves, or is honour more important?	Students will look at how the characters display good temper through the way they react and interact with each other and how they stay calm. How do the characters display good humour when faced with dark and difficult events? Students will need to find their good temper and humour when analysing and looking at the themes of the play.	Students will demonstrate high level skills by preparing, planning and researching their own ten minute presentation which shows a detailed level of individual effort and mastery over their chosen subject.	Now that students have had a year to develop and nurture their analytical skills, they must demonstrate their mastery in analysis when looking at poetry. They will need to pick apart the key components as they evidence their opinions.	Students will show compassion, as they understand the life and times of the playwrights and their experiences that helped to influence their work. Students will be looking at how specific words and phrases can make a reader think or feel.	Students will use their good sense, to make sound judgements when analysing unseen poetry. Using the skills they have learned, students will use good sense to make comments about unseen poems.	
Preparation for Work	Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork		
	Link to Skill	<i>Transferable skills</i>	Students will need to listen to each other as they work together to analyse a text they may not have read before. They will need to listen to the new information to help broaden their understanding of new concepts and eras.	Students will show how they can lead in class discussions as they make inferences about Victorian England and characters throughout the novella. Students will take charge of their own learning to produce some independent analysis work.	Students will need to use problem-solving skills as they try to find the most interesting quotations and consider multiple interpretations. They will need to be asking – why has the writer done this?	Creativity does not always mean to write stories. Being creative when analysing means students will be thinking outside the box to find answers and interpretations that are unique.	Students will need to be self-aware as they talk about their own feelings in relation to the character and themes they are studying. They will need to stay positive as they try different ways to analyse and find which strategy works best for them.	Students will be working on how they will articulate and speak their answers out-loud. Can they find the links between writing their answer down and speaking it aloud?	Students will need to be self-aware as they talk about their own feelings in relation to the character and themes they are studying. They will need to stay positive as they try different ways to analyse and find which strategy works best for them.	Students will aim high as they will be looking to get to 'distinction' level for the endorsement. They will need to demonstrate they have planned and researched a topic they are passionate about. They will need to demonstrate the distinction level criteria in their presentations including being able to answer challenging 'on the spot' questions.	Students will continue to aim high as they stretch and challenge themselves to achieve the higher grades. They will need to reflect on what is missing and what needs to be developing in order to aim high. They will need to add in the additional skills to get to the higher levels	Students will be working on how they will articulate and speak their answers out-loud. Can they find the links between writing their answer down and speaking it aloud? They will continue working on how to express themselves to answer questions.	Students will be working together to 'maggie' ideas to create group PEEZIE paragraphs that draw on each other's skills to form a high-level exemplar answer.	
Preparation for Citizenship	SMSC & British Values	Mutual Respect	Tolerance	Individual Liberty	Democracy	Individual Liberty	Mutual Respect	Mutual respect	Tolerance	The rule of law	Democracy			
	Link to SMSC & British Values	<i>Developing opinions on current issues</i>	Students will examine the mutual respect that people should have with one another and how the rich are disrespectful towards the poor.	Students will look at Dickens' message and how he is trying to breed a world of tolerance. Society should be equal with everyone paying their fair share. Students will examine how the Cratchit family represents the poor in Victorian London and how times were hard. They will comment on how the rich did not respect their ideals and considered them unequally and beneath them	The poor become restricted in their day-to-day lives and how their rights have been taken away. Students will look at these rights and see how the poor have been exploited in Victorian England and how they lose their respect and dignity.	Students will look at society in 1912 and determine whether or not democracy is something we have the power to influence. Is democracy real freedom? Students will examine this as they look at the rights of women and the poor in 20th century Britain.	Students will interpret the idea of individual liberty through the characters of An Inspector Calls and think about what we can influence and stand up against. Is Eva Smith wrong for wanting a pay rise? Is Mr Birling wrong for refusing her?	Do the characters in 'An Inspector Calls' show mutual respect for one and other? Does the class divide prevent this? Students will incorporate Priestley's view of socialism into their essays as they understand how the rich needed to be respectful of the poor and how the poor's views of the rich would subsequently change.	Students will show maturity as they respect each others topics and presentations. They will need to be attentive listeners and respect the person who is performing. They will then need to be reflective and respectful as they ask questions to get a better understanding of the chosen topic.	Students will need to be tolerant as they learn about different cultures, societies and people. They will need to accept these different influential factors as they use it to contextualise and draw a comparison between this, the poem and their own lives.	Students will examine the rules of law and how they translate to us today and what the rules were when these poems were written. Students will need to see how the influence of rule has effected the language that poets use.	Students will look at unseen poetry from various cultures. Students will be held to account of their inferences and they must be able to justify what they mean. They will receive and give feedback on their questions to help them to grow.		