

Curriculum Content Map		Subject: English Literature												KS4: Year 11			
		Term 1				Term 2				Term 3							
		September	October	November	December	January	February	March	April	May	June	July					
National Curriculum area – KS3	Unit of Work	A Christmas Carol (Literature Paper 1)				Essay writing and development skills				REVISION An Inspector Calls (Literature Paper 2)				REVISION Macbeth (Language Paper 1) Unseen Poetry			
	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 examine 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 texts across the needs.				By the end of the unit, students will consider different interpretations and be able to create an introduction and conclusion to their analytical essays. They will be able to explain the effect of language and specify why a certain technique has been used.			
	Disciplinary Knowledge <i>The How!</i>	AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response by critiquing class and society forming a succinct thesis and argument. AO2: Analyse the language, form and structure. This includes allegory, thematic analysis, class structure and symbolism used by a writer to create meaning and effects, using relevant subject terminology where appropriate. 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 novel.				Revision of AO skills AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response by critiquing class, women's rights and responsibility, power, ambition, greed and destiny, forming a succinct thesis and argument. AO2: Analyse the language, form and structure. This includes dramatic irony, thematic analysis, 3-5 Act play structure and stage directions used by a playwright to create meaning and effects, using relevant subject terminology where appropriate. 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. Looking at Jacobean England and the issues they faced with the supernatural				Revision of AO skills AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response by critiquing class, women's rights and responsibility, power, ambition, greed and destiny, forming a succinct thesis and argument. AO2: Analyse the language, form and structure. This includes dramatic irony, thematic analysis, 3-5 Act play structure and stage directions used by a playwright to create meaning and effects, using relevant subject terminology where appropriate. 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. Looking at Jacobean England and the issues they faced with the supernatural				Revision of AO skills AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response by critiquing class, women's rights and responsibility, power, ambition, greed and destiny, forming a succinct thesis and argument. AO2: Analyse the language, form and structure. This includes dramatic irony, thematic analysis, 3-5 Act play structure and stage directions used by a playwright to create meaning and effects, using relevant subject terminology where appropriate. 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. Looking at Jacobean England and the issues they faced with the supernatural			
	Sequencing <i>Retrieval &amp; 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. It 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 This builds upon and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice. Further developed in Students will keep working to perfect their writing by making sure they can identify the different AOs and working with peers to produce work together. This will help to form the basis of their writing for their exams.				Builds upon Students will practice their analytical skills by weaving them into an essay. Students will use what they have learnt across KS3 and KS4 in order to present a high-level accurate piece of analytical writing. Further developed in A-Level English literature where students will build on these essay skills and begin to look at theories and movements that underpin society as they compare and contrast novels and plays.				Refining Students will practice their analytical skills by weaving them into an essay. Students will use what they have learnt across KS3 and KS4 in order to present a high-level accurate piece of analytical writing. Further developed in A-Level English literature where students will build on these essay skills and begin to look at theories and movements that underpin society as they compare and contrast novels and plays.			
	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. (APF)				Various extended writing pieces to extend their written ability. Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (APF)				Various extended writing pieces to extend their written ability. Analytical exam questions assessing AO1 AO2 AO3 A04 A05 A06. (Deep mark)			
Personal Empowerment	Virtue	Friendliness & Civility		Justice & Truthfulness		Courage		Generosity		Gratitude		Good Speech		Good Temper & Humour			
	Link to Virtue <i>The opportunity for reflection, think deeply and critically about our issue</i>	As year 10 begins 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 novel '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 the rich heritage make it seem unrealistic? 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 novel? Students will explore the character development and identify which characters are the most generous, or have become the most generous, and how they have done so.		Students will show gratitude to the feedback they have received in order to improve their work. They will be able to use it to create better answers that are more detailed.		Students will re-examine what makes a good speech and whether the characters in the texts 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 the way in which speech is used to mislead and blame.		Students will re-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 the way in which speech is used to mislead and blame.		Students will decide 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 difficult events? Students will need to find their good temper and humour when analysing and looking at the themes of the play. Students will be expected to weave high-level thinking concepts into their writing.	
Preparation for Work	Skill	Listening		Leadership		Problem Solving		Creativity		Staying Positive		Speaking		Staying Positive			
	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 ideas.		Students will show how they can lead in class discussions as they make inferences about Victorian England and characters throughout the novel. 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 feelings in their writing. They will need to identify motifs and metaphors in the characters and settings of the text. They will need to remain positive and try to stay calm as they try out different methods.		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 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 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 to perfect their writing skills.	
Preparation for Citizenship	SMSC & British Values	Mutual Respect		Tolerance		Individual Liberty		Mutual Respect		Democracy		Mutual Respect		Rule of Law			
	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 how Scrooge is allegorical for the rich people in society.		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 unequal 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 their rights and see how the poor have been exploited in Victorian England and how they lose their respect and dignity.		Students will show maturity as they accept the process of improvement. They will need to be self-aware as they listen to the ideas presented around the room. They will need to be reflective as they determine what it is they are still struggling with.		Students will look at society as it once was and determine whether democracy is something we have the power to influence. Is democracy real? Freedom? Who obeys these rules to the letter? Who is looking to question for their own gain?		Students will interpret the ideas of individual liberty and what we can influence and stand up against. Students will be linking these concepts to their essay answers in order to master their writing. They will look at who thinks they operate above the law and whether they think they're entitled to more. Do these people seem to be more superior?		Students need to make sure they understand the rules and laws of Jacobean England in order to make inferences and connections between different characters and settings.		Students will look at society as it once was and determine whether or not democracy is something we have the power to influence. Is democracy real? Freedom? Did society in 1600 have the same issues we have now? Do the characters in the play operate outside of their station?	

END OF COURSE  
GCSE EXAMS COMMENT