

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													
		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											
National Curriculum area – KS3		Read and appreciate the depth and power of the English literary heritage through: • 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 2 weeks from the 18th, 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 • making evidence in the text to support a point of view, including justifying inferences with evidence • 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				Pupils should be taught to: • write accurately, fluently, effectively and at length for pleasure and information through: • adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, inform, argue and respond to information, and argue • selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and judiciously for support and emphasis • planning, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate				Read and appreciate the depth and power of the English literary heritage through: • 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: • works from the 18th, 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 • making evidence in the text to support a point of view, including justifying inferences with evidence • 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				Read and appreciate the depth and power of the English literary heritage through: • re-reading literature and other writing as a basis for making comparisons • analysing 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 – The What!		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 alliteration, and how they create effect and meaning.				Following on from AP1 and AP2 students will develop their academic writing skills, by given peer responding to their feedback. They will need to make sure they ensure they are writing in order to benefit from the improvement.				Once they have mastered their feedback, students will develop their style of writing to include all the necessary components to hit all criteria points. Students will need to ensure they are writing using the PEERE structure or their own in order to address all AOs.				Students will consolidate their knowledge by revising over the key concepts of An Inspector Calls. They will have and perfect their essay writing abilities and their formation of language analysis. Students will have the opportunity to develop their higher and critical thinking by considering multiple interpretations and critiquing the writer's reasoning. They will be encouraged to include thesis statements and conclusions as they venture into the top grade answers.				Students will consolidate their knowledge by revising over the key concepts of Macbeth. They will have and perfect their essay writing abilities and their formation of language analysis. Students will have the opportunity to develop their higher and critical thinking by considering multiple interpretations and critiquing the writer's reasoning. They will need to pay particular attention to Jacobean society. They will be encouraged to include thesis statements and conclusions as they venture into the top grade answers.			
Cultural Transmission – The How!		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 gender forming a succinct thesis and argument. • use textual references, including quotations, to support and illustrate interpretations AO2: Analyse the language, form and structure. This includes alliteration, rhyme, imagery, onomatopoeia 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. • use textual references, including quotations, to support and illustrate interpretations 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. • use textual references, including quotations, to support and illustrate interpretations 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. • use textual references, including quotations, to support and illustrate interpretations 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											
Disciplinary Knowledge – The How!		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 novels. Students will need to learn some quotations.				Builds upon AO1 skills and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.				Builds upon AO1 skills and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.				Refining AO1 skills and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.											
Sequencing – Retrieval & Extension		Builds upon AO1 skills and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.				Builds upon AO1 skills and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.				Builds upon AO1 skills and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.				Refining AO1 skills and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.											
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. (AP1)				Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (AP1)											
Personal Empowerment		Friendliness & Civility		Justice & Truthfulness		Courage		Generosity		Gratitude		Good Speech		Good Temper & Humour		Self-Mastery									
Link to Virtue		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, answers that are more detailed.		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 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.		Students will continue to be experts in their essays as they make sure to include all the necessary components into their essays. They will need to be well-versed in integrating contextual ideas that link to other parts in the play as well as society.		Now that students have reached the end of the course, 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 need to weave and master key skills such as technique identification, effect of quotations, picking the correct evidence and the effect on the reader.							
Preparation for Work – Transferable skills		Listening		Leadership		Problem Solving		Creativity		Staying Positive		Speaking		Staying Positive		Aiming High									
Link to Skill		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.		Students will aim high as they will be looking to get to the top grades as their final part of revision / consolidation before sitting their exams. They will need to demonstrate they can evidence and analyse all of the AOs for all the various questions and perfect what they are unsure on. Students will need to ensure they have linked to context as this is a harder mark to gain effectively.							
Preparation for Citizenship		Mutual Respect		Tolerance		Individual Liberty		Mutual Respect		Democracy		Mutual Respect		Rule of Law		Democracy									
Link to SMSC & British Values		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 reflect on 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?		Students will need to be respectful for one another as they learn to work on their own to perfect their exam style. They will need to be focused and respect each other's individual exam style / way of revising. Students are valued for their achievements and this is the time to show off.		Students will be tolerant of themselves as they learn to identify what ways to revise work best. They must be tolerant and perseverant as they work hard trying to perfect the exam technique.					

END OF COURSE  
GCSE EXAMS COMMENT