

Curriculum Content Map			Subject: English Literature										KS4: Year 10
			Term 1				Term 2			Term 3			July
Month		September	October	November	December	January	February	March	April	May	June	July	
Cultural Transmission	Units of Work	A Christmas Carol (Literature Paper 1)				An Inspector Calls (Literature Paper 2)			Poetry Anthology (Literature Paper 2)			Speaking and Listening NEA	
	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"> <li>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"> <li>works from the 19th, 20th and 21st centuries</li> <li>analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.</li> <li>identifying and interpreting themes, ideas and information</li> <li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect</li> <li>seeking evidence in the text to support a point of view, including justifying inferences with evidences</li> <li>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</li> </ul> </li> </ul>				<p><i>Read and appreciate the depth and power of the English literary heritage through:</i></p> <ul style="list-style-type: none"> <li>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"> <li>works from the 19th, 20th and 21st centuries</li> <li>analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.</li> <li>identifying and interpreting themes, ideas and information</li> <li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect</li> <li>seeking evidence in the text to support a point of view, including justifying inferences with evidences</li> <li>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</li> </ul> </li> </ul>			<p><i>Poetry since 1789, including representative Romantic poetry</i></p> <ul style="list-style-type: none"> <li>re-reading literature and other writing as a basis for making comparisons</li> <li>studying their effectiveness and impact in the texts they read</li> <li>using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.</li> <li>identifying and interpreting themes, ideas and information</li> </ul>			<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 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>	
	Substantive Knowledge	The Wharf	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. They will examine the class divide between rich and poor. Students will understand that Charles Dickens' own experiences helped him to send a message. 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. They will understand and learn about life in Victorian London and draw comparisons to real life and characters in the book.				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. They will examine the class divide between rich and poor. Students will understand that I B Priestley intended to send the public a message about their capitalist views. 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. They will understand and learn about life in 1912 and 1945 that have influenced the book.			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 have the opportunity to develop their speaking and listening skills in a 10 minute presentation of their choice. The presentation will could 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.
	Disciplinary knowledge	The How!	<p><b>AO1: Read, understand and respond to texts. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response by critiquing class and poverty forming a succinct thesis and argument.</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> <p><b>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</b></p> <p><b>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.</b></p>				<p><b>AO1: Read, understand and respond to texts. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response by critiquing class, women's rights and responsibility forming a succinct thesis and argument.</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> <p><b>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</b></p> <p><b>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.</b></p>			<p><b>AO1: Read, understand and respond to texts. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> <p><b>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</b></p> <p><b>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.</b></p>			<p><b>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.</b></p> <p><b>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</b></p> <p><b>AO9: Use spoken Standard English effectively in speeches and presentations.</b></p>
	Sequencing	Retrieval & Extension	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.				Builds upon Students will continue to build upon their analytical skills working on important connections between characters, themes and other parts of the play.			Builds upon Students will continue to build upon their analytical skills working on important connections between characters, themes and other parts of poems similarly to how they have done with A Christmas Carol and An Inspector Calls. They will also need to apply further detail in unseen poetry analysis as they won't have the context. Some of the unseen comparison skills are built on here from their language units.			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 their refined skills.
Summative Assessment		Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3.		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.		Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (AP2)	Analytical exam question either on theme. Assessing AO1, AO2 and AO3. END OF YEAR EXAMS			CGSE LANGUAGE ENDORSEMENT: Assessing AO7, AO8 and AO9	
Personal Empowerment	Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery		Compassion	Good Sense	
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.	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 1945. 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 self-mastery by completing all of their annotations and organising them in a way that is accessible for their revision for GCSE.	Students will demonstrate compassion as they listen to the poems about tragic experiences from war to death to PTSD.	Students will demonstrate good sense by selecting appropriate topics to speak about and by listening respectfully to each other.	
Preparation for Work	Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High		Speaking	Teamwork	
	Link to Skill	Transferable skills	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 by considering alternative interpretations of quotations and considering other theoretical perspectives.	Students will share their ideas about the poetry demonstrating their developing speaking skills.	Students will demonstrate good teamwork by listening to others speeches courteously and by providing their peers with interesting questions on their speeches.	
Preparation for Citizenship	SMSC & British Values	Mutual Respect, Individual Liberty, Tolerance										Tolerance, The rule of law	
	Link to SMSC & British Values	Developing opinions on current issues	Students will examine the mutual respect that people should have with one another and how the rich are disrespectful for the poor. 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 use their respect and dignity. Students will look at Dicken's message and how he is trying to breed a world of tolerance.				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? Students will interpret the idea of individual liberty and what we can influence and stand up against. Do the characters in 'An Inspector Calls' show mutual respect for one and other? Or does the class divide prevent this?						Whilst studying the poetry anthology students will have mutual respect for the poets and their experiences. There are some in the collection where the world was not a place which showed respect to its citizens and students will reflect on how times have progressed.