

Curriculum Content Map		Subject: English Literature and English Language												KS4: Year 11						
		Term 1				Term 2				Term 3										
		September	October	November	December	January	February	March	April	May	June	July								
Cultural Transmission	Unit of Work	Macbeth				English Language Paper 1 Question 5				REVISION				REVISION						
	National Curriculum area – KS3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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, such as essays, reviews and journalism. This writing should include whole texts. The range will include: <ul style="list-style-type: none"> at least one play by Shakespeare 				<p>Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage.</p>				<p>coherence and overall effectiveness: drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p> <p>writing for a wide range of purposes and audiences, including:</p>				<p>"Poetry since 1789, including representative Romantic poetry"</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" 				<p>"Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis."</p> <ul style="list-style-type: none"> reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading" 		
	Substantive Knowledge	<p>Students will study Shakespeare's Macbeth. Students will analyse how characters and themes are presented in the play and they will formulate ideas and express them in essay format. Students will consider the Jacobean society and the limits that it placed on both men and women and how the characters react or respond to these oppressions. Students will consider whether violence is a fundamental aspect of human nature.</p>				<p>Students will complete gap filling through personalised learning activities in work booklets on English Literature Paper 1 and English Language Papers 1 and 2.</p>				<p>Students will write imaginatively by planning their work and using a range of descriptive devices and ambitious vocabulary to engage their audience. Students will generate ideas from images or story prompts and they will be able to vary their sentence constructions and provide structural links throughout their stories.</p>				<p>Students will consolidate their knowledge by revising over the key concepts of An Inspector Calls and Macbeth. They will hone and perfect their essay writing abilities and their formation of language analysis. Students will have the opportunity to develop their higher end critical thinking by considering multiple interpretations and critiquing the writers' reasoning.</p>				<p>Students will ensure they are clear and efficient at the timings for these papers. They will need to make sure they are planning effectively in order to meet each question. Students will revise over these questions and complete practice questions.</p>		
	Disciplinary Knowledge	<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 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 complete personalised learning booklets which tackle the skills that they need to make improvements in their mocks. Namely in the December mock examination students needed to work on their analysis and evaluation of techniques, their synthesis and comparison of ideas, their application of devices, vocabulary and structure in writing and their linking of context in Literature.</p>				<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>				<p>Revision of AO skills</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; power, ambition, greed and destiny, 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 - 5 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. Looking at Jacobean England and the issues they faced with the supernatural and religion. Feminism and madness. Linking between society and the play as a whole.</p>				<p>AO1: Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> Select and synthesise evidence from different texts. <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>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <ul style="list-style-type: none"> Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. <p>AO6 use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>		
	Sequencing	<p>Builds upon Analytical skills will build on the skills learnt in An Inspector Calls and A Christmas Carol. Students will need to remember the foundations of analysis in order for them to access the text.</p> <p>Is further developed in the end of the course when students will be revising ready for their exams. They will build on creating a thesis statement and perfect their essay answer to achieve the top grades.</p>				<p>Content covered in the December mock examinations by filling in the gaps identified by teachers in their Question by Question analysis.</p>				<p>Builds upon Students have studied Non-Fiction writing in Year 10 and are aware of the assessment objectives. Students will now need to apply these imaginatively.</p> <p>Is further developed in When students are revising for their examinations.</p>				<p>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.</p> <p>Is 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.</p>				<p>GCSE LITERATURE AND LANGUAGE EXAMS ACROSS MAY AND JUNE</p>		
	Summative Assessment	Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3.				MOCK WEEK				GCSE LANGUAGE PAPER 1				Various extended writing pieces to extend their written ability. Analytical exam questions assessing AO1 and AO2.		Various extended writing pieces to extend their written ability. Analytical exam questions assessing AO1 AO2 AO3 AO4 AO5 AO6.				
Personal Empowerment	Virtue	Friendliness & Civility		Justice & Truthfulness		Courage and Generosity		Courage and Generosity		Gratitude		Good Speech		Good Speech		Good Temper & Humour				
	Link to Virtue	Students will consider how Macbeth's friendships disintegrate as he becomes lustful for power. Students will consider how unconvincing Macbeth's Scotland.		Students will consider how Macbeth's injustices and deception over the course of the play are cruel and inhumane acts, students will consider how Shakespeare restores justice and truthfulness.		Students will analyse how Macbeth begins as a courageous man but changes to become a tyrant over the course of the play. Students will study how Macbeth treats everyone with a lack of generosity by being a cruel and malicious leader. Students will consider how Shakespeare makes Scotland more generous.		Students will demonstrate courage in filling in the gaps in their knowledge across Literature Paper 1 and Language Paper 1 and 2. Students will show generosity in gaining the knowledge they need to improve in their results.		Students will show gratitude to each other when giving their peers feedback on their work.		Students will examine what makes a good story by looking at famous and inspirational stories. Students will show good speech when reading theirs and others stories aloud.		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 motivate 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 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 be expected to weave high level thinking concepts into their writing.		Now that students have reached the end of the course, they must demonstrate their mastery in analysis when looking at poetry and language. They will need to pick apart the key components as they evidence their opinions. Students will need to revise and master key skills such as		
Preparation for Work	Skill	Listening		Leadership		Problem-Solving and Creativity		Creativity		Staying Positive		Speaking		Speaking		Staying Positive				
	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 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 demonstrate problem solving by applying personalised learning to their own gap filling. Students will demonstrate creativity in finding new ways to approach questions.		Students will need to stay positive as they generate an idea that they can write about extensively. Students may explore how their own characters stay positive within their stories.		Students will share their ideas for their stories by speaking them aloud in class and receiving feedback from their ideas		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 be aiming high as they look at the higher grade boundaries.		
Preparation for Citizenship	SMSC & British Values	Mutual Respect, Individual Liberty, Tolerance				Mutual Respect, Individual Liberty, T				Mutual respect				Democracy, Individual Liberty, Mutual Respect						
	Link to SMSC & British Values	Students will examine the mutual respect needed between king and citizen if a democracy is to be established. Students will examine how a lack of mutual respect has led to a dictatorship in Scotland which has disastrous consequences.				Students will have tolerance when approaching their gap filling so that they have individual liberty in making improvements to their mocks.				Students will show maturity as they respect each others stories. They will need to be attentive listeners and respect the person who is sharing their ideas. They will then need to be reflective and respectful as they ask questions to get a better understanding of their story.				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. Students will be linking these concepts to their essay answers in order to master their writing.				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 focussed and respect each others individual exam style / way of revising. Students are valued for their achievements and this is the time to show off.		