



# Curriculum Map



Subject: English Literature

Year group: Year 10 and 11

Time period	Autumn Term 1	Spring Term 1	Summer Term 1 (+2wks)	Summer Term 2	Autumn 1 (Year 11)
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>- To understand the plot of the play and have a good knowledge of the characters within it.</li> <li>-To understand the context of pre and post war 1900s and the changes that happened between 1912-1945.</li> <li>-To understand the playwright, Priestley’s, intentions for writing.</li> </ul>	<p><b>Poetry Anthology - Love &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>-To gain a clear understanding of the 15 poems e.g. their topic, the issues explored and the key message.</li> <li>-In some cases, the context in which they were written and how this impacts the reader’s reaction.</li> </ul>	<p><b>The Strange Case of Dr Jekyll and Mr Hyde</b></p> <ul style="list-style-type: none"> <li>-To understand the plot of the novella and have a clear understanding of the key events.</li> <li>-To understand the context of Victorian England.</li> <li>-To understand Stevenson’s key message.</li> </ul>	<p><b>Unseen Poetry</b></p> <ul style="list-style-type: none"> <li>-To know how to approach the ‘unseen’ element of the Literature exam.</li> <li>-Core language techniques used by poets to achieve intended effects.</li> <li>-Core structural techniques used by poets to achieve intended effects.</li> </ul>	<p><b>Macbeth</b></p> <p>eval context.</p> <ul style="list-style-type: none"> <li>-To know the key elements of a tragedy and the key terminology that comes with this e.g. tragic hero, hamartia, catharsis.</li> </ul>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> <li>- To be able to analyse language used within the play.</li> <li>-To be able to comment upon the impact of language, form and structure on different audiences (current and 1945).</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to use key poetic terminology to analyse language used.</li> <li>-To be able to confidently compare poems within the anthology.</li> <li>-To be able to answer an essay question.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to analyse the language and techniques used within the novella.</li> <li>-To comment upon the impact on the reader of different eras.</li> <li>-To be able to answer an extract based essay question.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to confidently approach an unseen poem and gain a clear understanding of this independently.</li> <li>-To identify techniques used by poets using relevant subject terminology to support views.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to analyse language used within the play.</li> <li>-To be able to comment upon the impact of language, form and structure on different audiences (modern and contemporary).</li> </ul>



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	-To be able to confidently answer an essay-question closed book.			-To be able to compare techniques used within two unseen poems.	-To be able to answer an extract based essay question.
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>- Why did Priestley write this play?</li> <li>- How had life changed between 1912 and 1945?</li> <li>- What are the key differences between socialism and capitalism?</li> <li>- How does Priestley show his political views?</li> </ul>	<ul style="list-style-type: none"> <li>- What is the poem about?</li> <li>- What does this show the reader?</li> <li>- What is the poet's message?</li> <li>- How would this make the reader feel?</li> </ul>	<ul style="list-style-type: none"> <li>- Why did Stevenson write this novella?</li> <li>- Do you think we all have evil within us?</li> <li>- What is Stevenson commenting upon in Victorian society?</li> </ul>	<ul style="list-style-type: none"> <li>- What is the poet's key message?</li> <li>- What effect does this have upon the reader?</li> <li>- How do poets' use different techniques to deliver their messages?</li> </ul>	<ul style="list-style-type: none"> <li>- Why did Shakespeare write this play?</li> <li>- What is the main moral of the play?</li> <li>- How do Lady Macbeth and Macbeth change and develop over the play?</li> <li>- Do you feel sympathy for Macbeth? Why?</li> </ul>
<b>Assessment</b>	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>- Two essay questions during the half-term.</li> <li>- March Trial Exams.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>- Revision essays and another Trial Exam.</li> </ul>	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>- Two comparative essay questions during the half-term.</li> <li>- March Trial Exams</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>- Revision essays and another Trial Exam.</li> </ul>	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>- Two essay questions during the half-term.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>- December Trial Exams</li> <li>- Revision essays.</li> </ul>	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>- One essay question during the half-term.</li> <li>- March Trial Exams</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>- Revision essays and another Trial Exam.</li> </ul>	<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>- Two essay questions during the half-term.</li> <li>- December Trial Exams</li> <li>- Revision essays.</li> </ul>
<b>Literacy/Num eracy/ SMSC/Character</b>	<ul style="list-style-type: none"> <li>-This text gets students to think about 'collective responsibility' in our society. This develops their empathy and understanding of others in their community.</li> <li>-Spelling and correct use of key subject terminology.</li> <li>-Confidence in performing the play and sharing their opinions of the character.</li> </ul>	<ul style="list-style-type: none"> <li>-Students are required to think about complex relationships and empathise with other characters.</li> <li>-Spelling and correct use of key subject terminology.</li> <li>-Confidence in sharing opinions on personal subjects.</li> </ul>	<ul style="list-style-type: none"> <li>-Spelling and correct use of key subject terminology.</li> <li>-Empathise with readers of the Victorian era and think about life within that context.</li> <li>-Confidence in sharing opinions on large moral debates.</li> </ul>	<ul style="list-style-type: none"> <li>-Spelling and correct use of key subject terminology.</li> <li>-Students are required to think about complex relationships and empathise with other characters.</li> <li>-Confidence in sharing opinions on personal subjects.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidence in debating key ideas within the play.</li> <li>-Reflection upon their own character and the impact of their ambition.</li> <li>-Spelling and correct use of key subject terminology.</li> </ul>