



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



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