



KS4 Curriculum Map – English Literature:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Literature Component 2: Post 1914 Prose/Drama An Inspector Calls	<ul style="list-style-type: none"> • Understand the plot, structure and characters of the play. • Understand significant aspects of the life of J. B. Priestley which had an impact on his writing and views • Understand the different contexts of 1912 (setting of the play) and 1945 (writing and first performance of the play) • Understand and identify the differences between capitalism and socialism • Understand the key features of a morality play and how AIC fits into this genre • Understand the specific features of a play: stage directions, dramatic irony • Technical accuracy of writing (spelling, punctuation, grammar, sentence structure, vocabulary) 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer’s methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer’s intended impact on the audience, exploration of the communication of the writer’s messages 	<ul style="list-style-type: none"> • Research tasks • Short summative extract analysis • Transactional writing tasks

<p>Literature Component 2: Unseen Poetry</p>	<ul style="list-style-type: none"> • Understand and identify poetic features: enjambment, caesura, repetition, anaphora, consonance, onomatopoeic verbs, rhyme schemes, vivid imagery, extended metaphors etc. • Understand variations in forms of poetry: regular/irregular; rigid/loose; sonnet forms/free verse etc. • Understand structures of poems, the significance of beginning and endings • Understand the significance of historical context with poems. 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages • Comparative skills: explore the similarities and differences between the tone, techniques and messages of the poems. 	<ul style="list-style-type: none"> • Short summative extract analysis • Comparison essay
<p>Literature Component 1: Poetry Anthology (War and place poetry)</p>	<ul style="list-style-type: none"> • Continue to understand and identify poetic features: enjambment, caesura, repetition, anaphora, consonance, onomatopoeic verbs, rhyme schemes, vivid imagery, extended metaphors etc. • Understand the significance of historical context with poems, specifically with regards the changing attitudes towards war • Understanding of propaganda and experiences of war of the poets themselves • Understanding of the context of the different places • Understand structures of poems, the significance of beginning and endings 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the 	<ul style="list-style-type: none"> • Short summative extract analysis

		<p>writer's intended impact on the audience, exploration of the communication of the writer's messages</p> <ul style="list-style-type: none"> • Apply the understanding of contextual features to explore the relationship between the poems and their context. Be able to explain the significance and impact of the various contextual factors. Link this back to the explanation of the poems. • Comparative skills: explore the similarities and differences between the tone, techniques and messages of the poems. 	
<p>Literature Component 2: 19th Century Novel</p> <p>The Strange Case of Dr Jekyll and Mr Hyde</p>	<ul style="list-style-type: none"> • Understand the plot, structure and characters of the novel. • Understanding aspects of form: linear narrative; epistolary novel. • Understanding significant contextual influences on the novel: Victorian London/Edinburgh; the duality of respectability in Victorian gentlemen; Stevenson's life; Darwin's theories of evolution/ Freud's theories about our repressed desires; physiognomy. • Understanding of genre and genre conventions (Gothic Literature, tyrannical villainous figures) 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages • Apply the understanding of contextual features to explore the relationship between the text and its context. Be able to explain the significance and impact of the various contextual factors. Link this back to the explanation of the novel. 	<ul style="list-style-type: none"> • Short summative extract analysis • Exam Style Question (Extract essay Task)

<p>Literature Component 2: Post 1914 Prose/Drama An Inspector Calls</p>	<ul style="list-style-type: none"> • Revise the plot, structure and characters of the play. • Revise the different contexts of 1912 (setting of the play) and 1945 (writing and first performance of the play) • Revise and identify the differences between capitalism and socialism • Revise the specific features of a play: stage directions, dramatic irony • Technical accuracy of writing (spelling, punctuation, grammar, sentence structure, vocabulary) 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages 	<ul style="list-style-type: none"> • Short summative extract analysis • Formal letter task
<p>Literature Component 1: Shakespeare Macbeth</p>	<ul style="list-style-type: none"> • Understand the plot, structure and characters of the play. • Understanding five-act structure • Understanding significant contextual influences on the play: 16th/17th attitudes towards witches and ghosts; 16th/17th Christian beliefs; 16th/17th attitudes towards gender expectations. 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, 	<ul style="list-style-type: none"> • Short summative extract analysis • Extract Practice

		<p>exploration of the communication of the writer's messages</p>	
<p>Literature Component 1: Poetry Anthology (Love and nature)</p>	<ul style="list-style-type: none"> • Continue to develop understanding and identification of poetic features: enjambment, caesura, repetition, anaphora, consonance, onomatopoeic verbs, rhyme schemes, vivid imagery, extended metaphors etc. • Understand the significance of historical context with poems 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages • Apply the understanding of contextual features to explore the relationship between the poems and their context. Be able to explain the significance and impact of the various contextual factors. Link this back to the explanation of the poems. • Comparative skills: explore the similarities and differences between the tone, techniques and messages of the poems. 	<ul style="list-style-type: none"> • Short summative extract analysis • Anthology Poetry Essay

<p>Literature Component 1: Poetry Anthology REVISION</p>	<ul style="list-style-type: none"> • Revise understanding and identification of poetic features: enjambment, caesura, repetition, anaphora, consonance, onomatopoeic verbs, rhyme schemes, vivid imagery, extended metaphors etc. • Revise the significance of historical context with poems • Revise the structures of poems, the significance of beginning and endings 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages • Apply the understanding of contextual features to explore the relationship between the poems and their context. Be able to explain the significance and impact of the various contextual factors. Link this back to the explanation of the poems. • Comparative skills: explore the similarities and differences between the tone, techniques and messages of the poems. 	<ul style="list-style-type: none"> • Full Anthology paper
<p>Literature Component 2: Post 1914 Prose/Drama An Inspector Calls REVISION</p>	<ul style="list-style-type: none"> • Revise the plot, structure and characters of the play. Revise the different contexts of 1912 (setting of the play) and 1945 (writing and first performance of the play) • Revise and identify the differences between capitalism and socialism • Revise the specific features of a play: stage directions, dramatic irony 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, 	

	<ul style="list-style-type: none"> • Technical accuracy of writing (spelling, punctuation, grammar, sentence structure, vocabulary) 	<ul style="list-style-type: none"> • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages 	
<p>Literature Component 1: Shakespeare</p> <p>Macbeth</p> <p>REVISION</p>	<ul style="list-style-type: none"> • Revise the plot, structure and characters of the play. • Revise the five-act structure • Revise the significant contextual influences on the play: 16th/17th attitudes towards witches and ghosts; 16th/17th Christian beliefs; 16th/17th attitudes towards gender expectations. 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages 	<ul style="list-style-type: none"> • Full Macbeth Paper
<p>Literature Component 2: 19th Century Novel</p> <p>The Strange Case of Dr Jekyll and Mr Hyde</p> <p>REVISION</p>	<ul style="list-style-type: none"> • Revise the plot, structure and characters of the novel. • Revise aspects of form: linear narrative; epistolary novel. • Revise significant contextual influences on the novel: Victorian London/Edinburgh; the duality of respectability in Victorian gentlemen; Stevenson's life; Darwin's 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, 	<ul style="list-style-type: none"> • Full Jekyll and Hyde Paper

	<p>theories of evolution/ Freud's theories about our repressed desires; physiognomy.</p> <ul style="list-style-type: none">• Revise of genre and genre conventions (Gothic Literature, tyrannical villainous figures)	<ul style="list-style-type: none">• Use of sophisticated vocabulary to express ideas• Analysis of the writer's methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages• Apply the understanding of contextual features to explore the relationship between the text and its context. Be able to explain the significance and impact of the various contextual factors. Link this back to the explanation of the novel.	
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