



<p><b>Topic</b></p>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress?</p>
<p><b><u>Autumn 1</u></b></p> <p>Literature Component 2: 19<sup>th</sup> Century Novel</p> <p>The Strange Case of Dr Jekyll and Mr Hyde</p>	<ul style="list-style-type: none"> <li>• Revise the plot, structure and characters of the novel.</li> <li>• Revise aspects of form: linear narrative; epistolary novel.</li> <li>• Revise 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.</li> <li>• Revise of genre and genre conventions (Gothic Literature, tyrannical villainous figures)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>• Use of sophisticated vocabulary to express ideas</li> <li>• 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</li> </ul> <p>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.</p>	<p>Full Jekyll and Hyde Paper</p>

<p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p>Language Paper 2 – Non-Fiction. Section A</p>	<ul style="list-style-type: none"> <li>• Language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole</li> <li>• Understanding the difference between facts and opinions</li> <li>• Features of different writing forms (speeches, letters, articles) Securing understanding of technical accuracy of language (spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information.</li> <li>• Language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how this impacts upon readers/audience.</li> <li>• Debating skills: explore how to frame and adapt language to persuade others of arguments for and against the death penalty. Skills in listening and responding to arguments made by others.</li> <li>• Persuasive writing: understand how to apply and adapt features for purpose, form and audience.</li> <li>• Critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing.</li> </ul>	<p style="text-align: center;">Language Paper 2 Section A exam</p>
<p style="text-align: center;"><b><u>Spring 1 and 2</u></b></p> <p>Literature Component 1: Shakespeare</p> <p style="text-align: center;">Macbeth</p>	<ul style="list-style-type: none"> <li>• Understand the plot, structure and characters of the play.</li> <li>• Understanding five-act structure</li> <li>• Understanding significant contextual influences on the play: 16<sup>th</sup>/17<sup>th</sup> attitudes towards witches and ghosts; 16<sup>th</sup>/17<sup>th</sup> Christian beliefs; 16<sup>th</sup>/17<sup>th</sup> attitudes towards gender expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>• Use of sophisticated vocabulary to express ideas</li> <li>• 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,</li> </ul>	<p style="text-align: center;">Macbeth 2.2 question (essay based) question</p>

		exploration of the communication of the writer's messages	
--	--	---	--

**KS4 Curriculum Map Year 10:**

<p><b>Topic</b></p>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress?</p>
<p><b>Summer</b> <u><b>1</b></u> Language Paper 2 - Section B: Transactional writing (not speeches).</p>	<ul style="list-style-type: none"> <li>• Understanding the intricacies of various forms of transactional writing with a specific focus on speeches.</li> <li>• Understand how writers adapt their writing for purpose, audience, form and tone.</li> <li>• Key features of structure/format: images, headings, sub-headings, headlines, columns, placement of addresses and complimentary openings and closes.</li> <li>• Language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counterarguments</li> <li>• Features of different writing forms of transactional writing (informal and formal</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively to engage readers/audiences.</li> <li>• Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a formal tone/style for an M.P. or governor.</li> <li>• Use a variety of structural and grammatical features for impact.</li> <li>• Argue, Persuade, Advise: explore how to frame and adapt language, tone and format depending on the purpose/audience.</li> <li>• Inform, Explain, Describe: use audience and purpose in order to adapt language, tone and format.</li> <li>• Communicate clearly, effectively and imaginatively to engage readers/audiences.</li> <li>• Adapt tone, style and register for different forms, purposes and audiences. For example,</li> </ul>	<p>Full section B exam question</p>

	<p>writing, reports, reviews, interviews, speeches, letters, articles)</p> <ul style="list-style-type: none"> <li>• Key features of structure/format: images, headings, sub-headings, headlines, columns, use of evidence, placement of addresses and complimentary openings and closes.</li> <li>•</li> </ul>	<p>writing using a informal tone/style for a talk to peers.</p> <ul style="list-style-type: none"> <li>• Use a variety of structural and grammatical features for impact.</li> <li>•</li> </ul>	
<p><b>Summer</b> <b>2</b> Language Paper 2 - Section B: Transactional tasks – Speeches and Spoken Language endorsement</p>	<ul style="list-style-type: none"> <li>• Understanding the intricacies of various forms of transactional writing with a specific focus on speeches.</li> <li>• Understand how writers adapt their writing for purpose, audience, form and tone.</li> <li>• Key features of structure/format: images, headings, sub-headings, headlines, columns, placement of addresses and complimentary openings and closes.</li> <li>• Language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counterarguments</li> <li>• Features of different writing forms of transactional writing (informal and formal writing, reports, reviews, interviews, speeches, letters, articles)</li> <li>• Key features of structure/format: images, headings, sub-headings, headlines, columns, use of evidence, placement of addresses and complimentary openings and closes.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively to engage readers/audiences.</li> <li>• Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a formal tone/style for an M.P. or governor.</li> <li>• Use a variety of structural and grammatical features for impact.</li> <li>• Argue, Persuade, Advise: explore how to frame and adapt language, tone and format depending on the purpose/audience.</li> <li>• Inform, Explain, Describe: use audience and purpose in order to adapt language, tone and format.</li> <li>• Communicate clearly, effectively and imaginatively to engage readers/audiences.</li> <li>• Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a informal tone/style for a talk to peers.</li> <li>• Use a variety of structural and grammatical features for impact.</li> </ul>	<p>Spoken Language endorsement exam</p>

**KS4 Curriculum Map Year 11:**

<p><b>Topic</b></p>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress?</p>
<p><b>Autumn 1</b></p> <p>Literature Component 2: Unseen Poetry</p>	<ul style="list-style-type: none"> <li>• Understand and identify poetic features: enjambment, caesura, repetition, anaphora, consonance, onomatopoeic verbs, rhyme schemes, vivid imagery, extended metaphors etc.</li> <li>• Understand variations in forms of poetry: regular/irregular; rigid/loose; sonnet forms/free verse etc.</li> <li>• Understand structures of poems, the significance of beginning and endings</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>• Use of sophisticated vocabulary to express ideas</li> <li>• Analysis of the writer’s methods and how meanings are conveyed: exploration the meanings and connotations of key words,</li> </ul>	<p>Full Unseen poetry exam</p>

		<p>phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages</p> <ul style="list-style-type: none"> <li>• Comparative skills: explore the similarities and differences between the tone, techniques and messages of the poems.</li> </ul>	
<p><b><u>Autumn 2:</u></b> Literature Component 1: Poetry Anthology</p>	<ul style="list-style-type: none"> <li>• Revise understanding and identification of poetic features: enjambment, caesura, repetition, anaphora, consonance, onomatopoeic verbs, rhyme schemes, vivid imagery, extended metaphors etc.</li> <li>• Revise the significance of historical context with poems</li> <li>• Revise the structures of poems, the significance of beginning and endings</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>• Use of sophisticated vocabulary to express ideas</li> <li>• 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</li> <li>• 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.</li> <li>• Comparative skills: explore the similarities and differences between the tone, techniques and messages of the poems.</li> </ul>	<p>Full Anthology paper</p>

<p><b>Spring 1:</b> Language Papers 1 and 2 <b>REVISION</b></p>	<ul style="list-style-type: none"> <li>• Revise language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counter arguments.</li> <li>• Revise how to evaluate texts critically</li> <li>• Revise writers' ideas and perspectives through comparison</li> <li>• Revise the difference between facts and opinions.</li> <li>• Revise technical accuracy of language (spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Practise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information.</li> <li>• Revisit language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience/</li> <li>• Develop critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing.</li> <li>• Revise comparative language devices e.g. in comparison with; similarly, likewise, equally, on the other hand.</li> <li>•</li> </ul>	<p>Complete Language Paper 1 exam Complete Language Paper 2 exam</p>
<p><b>Spring 2:</b>  Literature Component 2: Post 1914 Prose/Drama revision  An Inspector Calls and Dr Jekyll and Mr Hyde</p>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Revise and identify the differences between capitalism and socialism</li> <li>• Revise the specific features of a play: stage directions, dramatic irony</li> </ul> <p>Technical accuracy of writing (spelling, punctuation, grammar, sentence structure, vocabulary)</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>• Use of sophisticated vocabulary to express ideas</li> <li>• 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</li> </ul>	<p>Full AIC and Dr Jekyll and Mr Hyde extract question</p>

<p><b>Summer 1:</b></p> <p>Literature Component 1 and 2 revision.</p> <p>1. Macbeth 2. Unseen Poetry</p>	<ul style="list-style-type: none"> <li>Revise the plot, structure and characters of the play.</li> <li>Revise the five-act structure</li> </ul> <p>Revise the significant contextual influences on the play: 16<sup>th</sup>/17<sup>th</sup> attitudes towards witches and ghosts; 16<sup>th</sup>/17<sup>th</sup> Christian beliefs; 16<sup>th</sup>/17<sup>th</sup> attitudes towards gender expectations.</p>	<ul style="list-style-type: none"> <li>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</li> <li>Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>Use of sophisticated vocabulary to express ideas</li> <li>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</li> </ul>	<p>X1 Macbeth question X1 Dr Jekyll and Mr Hyde question X1 Unseen Poetry question</p>
--	--	--	--

**How have you sequenced learning to ensure progression in student knowledge?**

- Skills are established and then re-visited in later years
- All literature topics share Assessment Objectives AO1 and AO2, therefore all teaching units will continually build upon these skills

**How is academic excellence planned for and embedded within your curriculum?**

- High level examples and modelling to be used with students
- Students to be taught of nuanced, rounded approaches to literature
- We make students aware of the best academic reading on topics taught
- Extra support is willingly provided for any student at risk of under-achieving

### **How does your curriculum develop self-regulated learners?**

- Students are taught the Assessment Objectives for the exam board so that they self-regulate what the exam board is looking for
- Metacognitive techniques to be used, particularly in preparation and reflection for assessments
- Students are given opportunities to produce paired and group presentations

### **How is homework planned to develop knowledge and academic excellence?**

- Independent research homework to be set to develop and depth and breadth of understanding with key areas of context

### **How does your curriculum plan for the empowerment of individuals and the understanding of others?**

- Metacognitive strategies to be employed to allow learners to take ownership of their learning
- Learners develop understanding of a range of experiences and different views from the range of poetry studied for the Poetry Anthology
- Learners are encouraged to develop their own viewpoints and interpretations of texts; debates and multiple interpretations are encouraged to produce nuanced responses
- A range of societal issues are discussed including gender, sexuality, relationships, race, religion and wider ethical concerns
- Students must respond to and critique the views of others with tolerance and empathy