



<p><b>Year 10 English Literature Curriculum:</b></p> <p><b>Year 10 Curriculum Concepts:</b></p> <ul style="list-style-type: none"> <li>○ Explore the universality of the human condition and understand our position in the world we live</li> <li>○ Develop a love of literature and its importance in our own lives as well as across time</li> <li>○ Read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>○ Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>○ Develop the habit of reading widely and often</li> <li>○ Appreciate the depth and power of the English literary heritage</li> <li>○ Write accurately, effectively and analytically about their reading, using Standard English</li> <li>○ Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul>		<ul style="list-style-type: none"> <li>○ Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text</li> <li>○ Recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation;</li> <li>○ Making an informed personal response that derives from analysis and evaluation of the text</li> <li>○ Analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> <li>○ Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above</li> <li>○ Distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</li> <li>○ Exploring aspects of plot, characterisation, events and settings;</li> </ul>
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**National Curriculum Links:** [Department for Education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)  
[GCSE English Literature Specification for first teaching in 2015 \(aqa.org.uk\)](http://aqa.org.uk)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Topic</b>	<b>A Christmas Carol – Staves 1 and 2</b>	<b>A Christmas Carol – Staves 3, 4 and 5</b>	<b>Macbeth – Acts 1 and 2</b>	<b>Macbeth – Acts 3 and 4</b>	<b>Macbeth – Act 5 and consolidation</b>	<b>Romantic Poetry: Ozymandias, The Prelude, London</b>
<b>Vocab/ Literacy</b>	stave, Dickensian, Malthusian, apathetic, stoic, juxtaposition, foil, characterisation  various terminology linked to language, structure and literature	redemption, empathy, epiphany, juxtaposition, foil, characterisation, authorial intentions  various terminology linked to language, structure and literature	tragedy, Shakespearean, Jacobean, acts, exposition, moral decline, tragic downfall, morality, hamartia, juxtaposition, foil  various terminology linked to language, structure and literature	tragedy, Shakespearean, Jacobean, acts, exposition, moral decline, tragic downfall, hamartia, juxtaposition, foil  various terminology linked to language, structure and literature	anagnorisis, moral decline, tragic downfall, hubris; denouement; restoration  various terminology linked to language, structure and literature	poet, persona, stanza, sonnet, form, structure, shift, Romanticism, hubris  various terminology linked to language, structure and literature
<b>Knowledge, Skills and Understanding</b>	Exploring Dickens as a writer and his intentions; Exploration of relevant contextual factors e.g. The Industrial Revolution; Exploration of attitudes towards class; Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Scrooge's journey to redemption	Exploring Dickens as a writer and his intentions; Exploration of relevant contextual factors e.g. The Industrial Revolution; Exploration of attitudes towards class; Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Scrooge's journey to redemption	Exploring Shakespeare as a writer and his intentions; Exploration of relevant contextual factors e.g. The Gunpowder Plot; Exploration of the tragic genre and its common features; Exploration of gender attitudes; Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Macbeth's moral decline	Exploring Shakespeare as a writer and his intentions; Exploration of relevant contextual factors e.g. The Gunpowder Plot; Exploration of the tragic genre and its common features; Exploration of gender attitudes; Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Macbeth's moral decline	Exploring Shakespeare as a writer and his intentions; Exploration of relevant contextual factors e.g. The Gunpowder Plot; Exploration of the tragic genre and its common features; Exploration of gender attitudes; Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Macbeth's moral decline/tragic downfall	Exploring writers' intentions; Exploration of relevant contextual factors e.g. The Industrial Revolution; Exploration of attitudes of Romanticism e.g. the Sublime, man v society; Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Scrooge's journey to redemption

<b>What we will assess</b>	<b>AfL characterisation, ideas and themes throughout; formative assessment as per SOWs; summative assessment of at least one marked response per text in addition to any AG responses for SIMS data</b>					
	<b>Personal Development</b>	<p>Continuing a love of literature and how it explores and presents the human condition; developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present; explorations of morality and social responsibility</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about being a good employer; discussions about dignity at work and employee's rights</p>	<p>Continuing a love of literature and how it explores and presents the human condition; developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present; explorations of morality and social responsibility</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about being a good employer; discussions about dignity at work and employee's rights</p>	<p>Continuing a love of literature and how it explores and presents the human condition; developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present; explorations of morality and social responsibility</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>	<p>Continuing a love of literature and how it explores and presents the human condition; developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present; explorations of morality and social responsibility</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>	<p>Continuing a love of literature and how it explores and presents the human condition; developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present; explorations of morality and social responsibility</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>

**Year 11 English Literature Curriculum:**

Year 11 Curriculum Concepts:

- explore the universality of the human condition and understand our position in the world we live
- develop a love of literature and its importance in our own lives as well as across time
- hone essay writing and exam techniques
- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text
- recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation;
- making an informed personal response that derives from analysis and evaluation of the text
- analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above
- distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- exploring aspects of plot, characterisation, events and settings;

National Curriculum Links: [Department for Education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[GCSE English Literature Specification for first teaching in 2015 \(aqg.org.uk\)](http://aqg.org.uk)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	<b>An Inspector Calls – Intro and Act 1</b>	<b>An Inspector Calls – Acts 2 and 3</b>	<b>Poetry Anthology: all remaining poems (with unseen poetry integrated)</b>	<b>Poetry Anthology: all remaining poems (with unseen poetry integrated)</b>	<b>Revision</b>	<b>Revision/exams</b>
Vocab/ Literacy	<p>apathetic, stoic, ignorance, patriarchy, oppression, socialism, capitalism, Edwardian, middle classes/bourgeoisie, working classes/proletariat, juxtaposition, foil, characterisation</p> <p>various terminology linked to language, structure and literature</p>	<p>redemption, empathy, epiphany, juxtaposition, foil, characterisation, authorial intentions, morality, responsibility, middle classes/bourgeoisie, working classes/proletariat,</p> <p>various terminology linked to language, structure and literature</p>	<p>poet, persona, stanza, sonnet, form, structure, shift, hubris, cultural, identity, emigrate, phonetic, non-standard English</p> <p>various terminology linked to language, structure and literature</p>	<p>poet, persona, stanza, sonnet, form, structure, shift, hubris, cultural, identity, emigrate, phonetic, non-standard English</p> <p>various terminology linked to language, structure and literature</p>	<p>various terminology linked to language, structure and literature across all texts, including specific terminology linked to dram, poetry and prose.</p> <p>Exam skills – thesis, integrated/embedded, sustained, developed, linked, conceptualised, exploratory, analysis, inference, authorial intentions</p>	<p>various terminology linked to language, structure and literature across all texts, including specific terminology linked to dram, poetry and prose.</p> <p>Exam skills – thesis, integrated/embedded, sustained, developed, linked, conceptualised, exploratory, analysis, inference, authorial intentions</p>
Knowledge, Skills and Understanding	<p>Exploring Priestley as a writer and his intentions;</p> <p>Exploration of relevant contextual factors e.g. the rise of the bourgeoisie; socialism v capitalism;</p> <p>Exploration of attitudes toward class and gender;</p> <p>Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Sheila and Eric's transformation</p>	<p>Exploring Priestley as a writer and his intentions;</p> <p>Exploration of relevant contextual factors e.g. the rise of the bourgeoisie; socialism v capitalism;</p> <p>Exploration of attitudes toward class and gender;</p> <p>Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Sheila and Eric's transformation</p>	<p>Exploring the writers' backgrounds and their intentions;</p> <p>Exploration of relevant contextual factors e.g. colonisation</p> <p>Exploration of the poetic form and its common features;</p> <p>Exploration of relationships and attitudes to others;</p> <p>Analysis of language and structural methods and their effects; exploration of themes and development of ideas throughout a poem;</p> <p>How to structure and develop a comparison</p>	<p>Exploring the writers' backgrounds and their intentions;</p> <p>Exploration of relevant contextual factors e.g. colonisation</p> <p>Exploration of the poetic form and its common features;</p> <p>Exploration of relationships and attitudes to others;</p> <p>Analysis of language and structural methods and their effects; exploration of themes and development of ideas throughout a poem;</p> <p>How to structure and develop a comparison</p>	<p>Exploring Shakespeare as a writer and his intentions;</p> <p>Exploration of relevant contextual factors e.g. The Gunpowder Plot;</p> <p>Exploration of the tragic genre and its common features;</p> <p>Exploration of gender attitudes;</p> <p>Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Macbeth's moral decline/tragic downfall</p>	<p>Exploring writers' intentions;</p> <p>Exploration of relevant contextual factors e.g. The Industrial Revolution;</p> <p>Exploration of attitudes of Romanticism e.g. The Sublime, man v society;</p> <p>Analysis of language and structural methods and their effects; exploration of characterisation and developments across the text e.g Scrooge's journey to redemption</p>

What we will assess	AfL characterisation, ideas and themes throughout; formative assessment as per SOWs; summative assessment of at least one marked response per text					
Personal Development	<p>Continuing a love of literature and how it explores and presents the human condition; Developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>	<p>Continuing a love of literature and how it explores and presents the human condition; Developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>	<p>Continuing a love of literature and how it explores and presents the human condition; Developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>	<p>Continuing a love of literature and how it explores and presents the human condition; Developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>	<p>Working effectively under pressure and stress in a positive way; managing workload and meeting deadline; developing a sustained and articulate view; editing and improving work; sense of personal achievement; taking on board advice and responding effectively to constructive criticism</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>	<p>Working effectively under pressure and stress in a positive way; managing workload and meeting deadline; developing a sustained and articulate view; editing and improving work; sense of personal achievement; taking on board advice and responding effectively to constructive criticism</p> <p>Careers involved in writing; historical appreciation; routes into law, psychology and counselling; business; ideas about leadership and the treatment of others</p>

