



KS4 Curriculum Map – English Literature:

Topic	Knowledge	Skills	Assessment Opportunities
Literature Paper 2: Shakespeare Macbeth	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • Understand the plot, structure and characters of the play. • Understanding the five-act structure of Shakespearean tragedy. • Understanding significant contextual influences on the play: Jacobean attitudes towards witches and ghosts; Jacobean Christian beliefs; Jacobean attitudes towards gender expectations. 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Essay writing skills: writing an effective introduction e.g placing an extract within the play, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintaining a critical style and developing 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 – students building a glossary of terms within lessons. • Analysis of the writer’s methods and how meanings are conveyed: exploration of the meanings and connotations of key words, phrases and techniques, exploration of the authorial intention and impact on the audience, exploration of the communication of the writer’s messages. 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • Knowledge Quizzes / short answer questions • Short summative extract • Extract/Whole text question practice

<p>Literature</p> <p>Paper 1:</p> <p>Post 1914 Prose/Drama</p> <p>An Inspector Calls and Unseen play Comparison</p>	<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 and fluency 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 – students building a glossary of terms within lessons. • Analysis and comparison of the writer’s methods and how meanings are conveyed: exploration of the meanings and connotations of key words, phrases and techniques, exploration of the authorial intention and impact on the audience, exploration of the communication of the writer’s messages. 	<ul style="list-style-type: none"> • Knowledge Quizzes / short answer questions • Short summative extract analysis • Comparative question
<p>Literature</p> <p>Paper 2:</p> <p>Conflict Poetry (First cluster from Anthology)</p>	<ul style="list-style-type: none"> • Understand and identify poetic features: enjambment, caesura, repetition, anaphora, onomatopoeia, rhyme schemes, vivid imagery, extended metaphors etc. • Understand the significance of historical context with poems, specifically with regards to the changing attitudes towards conflict. • Understanding of the context of the different places and time periods. • Understand structures of poems, the significance of beginnings, endings, voltas etc. 	<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 – students building a glossary of terms within lessons. • Analysis of the writer’s methods and how meanings are conveyed: exploration of the meanings and connotations of key words, phrases and techniques, exploration of the 	<ul style="list-style-type: none"> • Short summative analysis of poem. • Knowledge Quizzes / short answer questions • Comparison of one poem from the anthology with an unseen.

		<p>authorial intention and 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 poems.	
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<p>Literature Paper 1: 19th Century Novel 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. • 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 – students building a glossary of terms within lessons. • Analysis of the writer's methods and how meanings are conveyed: exploration of the meanings and connotations of key words, phrases and techniques, exploration of the authorial intention and 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"> • Knowledge Quizzes / short answer questions • Short summative extract analysis • Extract/whole text essay question
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<p>Literature Paper 2: Returning to Conflict Poetry (Second cluster from Anthology)</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 the significance of historical context with poems, specifically with regards to the changing attitudes towards conflict. • Understanding of the context of the different places and time periods. • Understand structures of poems, the significance of beginnings, endings, voltas etc. 	<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 – students building a glossary of terms within lessons. • Analysis of the writer’s methods and how meanings are conveyed: exploration of the meanings and connotations of key words, phrases and techniques, exploration of the authorial intention and 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 analysis of poem. • Knowledge Quizzes / short answer questions • Comparison of one poem from the anthology with an unseen.
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<p>Literature Paper 2:</p> <p>Revision</p> <p>Conflict Poetry</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 structures of poems, the significance of beginnings, endings, voltas etc. 	<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 – students building a glossary of terms within lessons. • Analysis of the writer’s methods and how meanings are conveyed: exploration of the meanings and connotations of key words, phrases and techniques, exploration of the authorial intention and 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"> • Past papers for Conflict Poetry
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<p>Literature Paper 1: Post 1914 Prose/Drama Revision 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 – students building a glossary of terms within lessons. • Analysis and comparison of the writer’s methods and how meanings are conveyed: exploration of the meanings and connotations of key words, phrases and techniques, exploration of the authorial intention and impact on the audience, exploration of the communication of the writer’s messages. 	<ul style="list-style-type: none"> • Past Papers for An Inspector Calls
<p>Literature Paper 2: Shakespeare Revision Macbeth</p>	<ul style="list-style-type: none"> • Revise the plot, structure and characters of the play. • Revise the five-act structure of Shakespearean tragedy. the five-act structure. • Revise the significant contextual influences on the play: Jacobean attitudes towards witches and ghosts; Jacobean Christian beliefs; Jacobean 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"> • Past Papers for Macbeth

<p>Literature Paper 1: 19th Century Novel Revision The Strange Case of Dr Jekyll and Mr Hyde</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 theories of evolution/ Freud's theories about our repressed desires. • Revision 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"> • Past papers for Jekyll and Hyde Paper
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