

Subject Curriculum Map: English Literature Year 10 2024-25

Exam Board & Assessment Method: EDUQAS GCSE 100% Final examination

Curriculum Intent: The literature course intends to inspire students to understand a range of different texts throughout history and to develop their understanding of the impact of language, structure and form. The aim of the first year of the course is to introduce students to a range of different texts from different eras. We aim to develop the skills of analysis introduced in year 9 focusing on more challenging texts. The year 10 course intends to introduce key skills and ideas focusing on one aspect of the course at a time- this then develops through year 11 to a more holistic approach to the whole GCSE.

Curriculum Implementation: Students have 5 lessons over a fortnight to complete the literature course. In year 10 students study: a 20th century play, 19th century novel and a range of poems. The homework pack includes one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks. Teachers use a range of different strategies in lessons to encourage students to develop independence and resilience including: group work, timed independent work, peer and self-assessment and modelling text analysis.

Curriculum Impact: The impact of the literature course is that students should be able to analyse a range of different texts. They should have a clear understanding of how language and structure are used to create the writer's purpose. They should also be beginning to consider the writer's purpose and be evaluating ideas presented by different authors. Students will also have the confidence to proof read their written work to check, and correct, technical inaccuracies. By the end of the year 10 course students will have covered all the skills needed and will be able to apply these to more challenging texts in year 11.

Year <u> 10 </u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Transition unseen poetry cluster.</p> <p>Study of post 1914 prose/ drama (An Inspector Calls). Focus on a range of themes: social responsibility, class, gender etc.</p>	<p>Develop understanding of post 1914 drama (An Inspector Calls)</p>	<p>Detailed study of a 19th century novel (The Strange Case of Dr Jekyll and Hyde)</p>	<p>Detailed study of a 19th century novel (The Strange Case of Dr Jekyll and Hyde)</p>	<p>A cluster of poems from the anthology focus on conflict or relationships</p>	<p>A cluster of poems from the anthology focus on conflict or relationships</p>
Knowledge and understanding	<p>Understanding of basic plot and characters of both texts</p>	<p>Develop understanding of plot, characters and key themes. Begin to understand and analyse how language is used to create effects in literature. Consider character relationships and how they develop</p>	<p>Understanding of basic plot and characters of both texts</p>	<p>Develop understanding of plot, characters and key themes. Begin to understand and analyse how language is used to create effects in literature. Consider character relationships and how they develop</p>	<p>Knowledge of the social, historical and cultural context for poetry.</p> <p>An understanding of how context, analysis and language skills will support with their approach to the poetry anthology.</p>	<p>Knowledge of the social, historical and cultural context for poetry.</p> <p>An understanding of how context, analysis and language skills will support with their approach to the poetry anthology.</p>

		throughout texts.		throughout texts.		
Subject specific skills	<p>Analysis of language in poems at the start of the term.</p> <p>Following plot and considering how writers create atmospheres and introduce key themes in the opening on texts.</p>	<p>Remembering key information about plot.</p> <p>A development of analysis skills with the view to apply this to exam style questions.</p>	<p>Following plot and considering how writers create atmospheres and introduce key themes in the opening on texts.</p> <p>Consider the significance of context</p>	<p>Remembering key information about plot.</p> <p>A development of analysis skills with the view to apply this to exam style questions.</p>	<p>Understanding of context and how it affects meaning in literature.</p> <p>Understanding of different forms of poems.</p>	<p>Understanding of context and how it affects meaning in literature.</p> <p>Understanding of different forms of poems.</p>
Key Vocabulary		socialism capitalism responsibility Irony business dramatic Priestley Edwardian classist exploitation foreshadow dysfunctional vulnerability	gothic contextual juggernaut novella Victorian genre analysis themes duality scientific countenance psychology epistolary	gothic contextual juggernaut novella Victorian genre analysis themes duality scientific countenance psychology epistolary	poetic device impact refrain contrast imagery form metaphor simile motif enjambment caesura hyperbole	(Wider reading) trauma obscurity spectre convention narrative tone foreboding evaluate effective pathetic fallacy

		irredeemable naivety	evolution proprieties	evolution proprieties	couplet stanza	conspiracy malevolent incredulity
1.SMSC	Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.	Cultural imagery and language. Attitudes to society and how they have developed and changed over time	Knowledge of Victorian context.	Knowledge of Victorian context.	Relationships, moral codes and historical context in poetry. Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.	Relationships, moral codes and historical context in poetry. Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.
2.Skills For life	To encourage reading for pleasure by offering a range of exemplar reading material	Empathy – 20 th century text - understanding character and moral dilemmas. Understanding the differences in society and impact culture and societal pressures can	An understanding of the relationships between the novel and the context in which it was written, including, location, social structures and literary contexts such as genre.	An understanding of the relationships between the novel and the context in which it was written, including, location, social structures and literary contexts such as genre.	Resilience – Learning new contextual information and language skills.	Resilience – Learning new contextual information and language skills.

		have on a person.				
3.FBV	<p>Tolerance – understanding the topical issues raised in texts. Considering the discrimination in both AIC and WIB</p> <p>Diversity: through a study of a range of poems by different authors.</p>	<p>Tolerance – understanding the topical issues raised in texts. Considering the discrimination in both AIC and LOF</p>	<p>Literary heritage- understanding of fundamental British literary heritage and discussions of why this is still relevant today (considering some modern language that originated from Shakespeare)</p> <p>Independence: Students are encouraged to complete revision tasks in their own time.</p>	<p>Literary heritage- understanding of fundamental British literary heritage and discussions of why this is still relevant today (considering some modern language that originated from Shakespeare)</p> <p>Independence: Students are encouraged to complete revision tasks in their own time.</p>	<p>Respect and tolerance through discussion of poems from different cultures and eras and consideration for their context the impact of this.</p> <p>Diversity: through a study of a range of poems by different authors.</p>	<p>Respect and tolerance through discussion of poems from different cultures and eras and consideration for their context the impact of this.</p> <p>Diversity: through a study of a range of poems by different authors.</p>
Stretch & challenge	<p>To confidently use terminology throughout their analysis. To understand context and</p>	<p>Begin to evaluate the ideas presented in the texts.</p>	<p>The development an understanding of structuring a response to</p>	<p>The development an understanding of structuring a response to an exam style</p>	<p>Comparison – being able to compare the relationships between texts and contexts. To consider</p>	<p>Comparison – being able to compare the relationships between texts and contexts. To consider</p>

Homework/Independent Learning	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)
--------------------------------------	---	---	---	---	---	---

AO1

Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

In the specification as a whole, 20-25% of the marks will require candidates to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.