

KS4 Curriculum Overview English Literature

**YEAR 10**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Jekyll and Hyde by Robert Louis Stevenson</b></p> <p>Assessed at the end of Year 10 in the summer English Literature Exam. This novella explores themes of morality, duality, violence and what it means to be a 'gentleman' during the Victorian era. This course relies heavily on the contextual relevance of Victorian London, science, medicine and the moral values of the different social classes during the 1800s. (Assesses A01, A02 + A03)</p> <p><b>Week 1:</b> Context / plot/ Chapter 1  <b>Week 2:</b> Chapter 1  <b>Week 3:</b> Chapter 2  <b>Week 4:</b> Chapter 3  <b>Week 5:</b> Chapter 4 / milestone assessment  <b>Week 6:</b> Chapter 5  <b>Week 7:</b> Chapter 6</p>	<p><b>Identifying</b> key use of language and literary techniques as well as contextual references (AO3) and how these shape the writer's key themes and moral messages within the play. (AO1+AO2)</p> <p><b>Explaining and Understanding</b> the use of language techniques as well as contextual references through analytical writing.</p> <p><b>Analysing and Evaluating</b> the use of language as well as contextual references through analytical writing. (AO2+AO3)</p> <p><b>Links with History</b> the study of the Victorian attitudes towards reputation, gentlemanly decorum in the upper-classes and criminal activity in 1800s London, and how this shapes the events and decisions of characters in the novel (AO3).</p>	<p>Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.</p> <p>Exploration of this genre of literature (a Victorian novella) which touch base on a number of important themes (morality, good vs evil, violence, social class) allows for discussions and comparison to the present.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p><b>Jekyll and Hyde by Robert Louis Stevenson</b></p> <p>Assessed at the end of Year 10 in the summer English Literature Exam. This novella explores themes of morality, duality, violence and what it means to be a ‘gentleman’ during the Victorian era. This course relies heavily on the contextual relevance of Victorian London, science, medicine and the moral values of the different social classes during the 1800s. (Assesses AO1, AO2 + AO3)</p> <p><b>Week 1:</b> Chapter 7 / revision  <b>Week 2:</b> Macbeth revision  <b>Week 3:</b> mock exam (Paper 1 – Macbeth and Jekyll and Hyde)  <b>Week 4:</b> Chapter 8  <b>Week 5:</b> Chapter 9  <b>Week 6:</b> Chapter 10</p>	<p><b>Identifying</b> key use of language and literary techniques as well as contextual references (AO3) and how these shape the writer’s key themes and moral messages within the play. (AO1+AO2)</p> <p><b>Explaining and Understanding</b> the use of language techniques as well as contextual references through analytical writing.</p> <p><b>Analysing and Evaluating</b> the use of language as well as contextual references through analytical writing. (AO2+AO3)</p> <p><b>Links with History</b> the study of the Victorian attitudes towards reputation, gentlemanly decorum in the upper-classes and criminal activity in 1800s London, and how this shapes the events and decisions of characters in the novel (AO3).</p>	<p>Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.</p> <p>Exploration of this genre of literature (a Victorian novella) which touch base on a number of important themes (morality, good vs evil, violence, social class) allows for discussions and comparison to the present.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Macbeth Revision</b></p> <p>In the final few terms of this year, students will be reviewing the plot, context, key characters and themes, as well as practicing essay writing skills to prepare for the summer exam. The Macbeth section of the exam assesses all 4 Assessment objectives so students must be reminded that spelling and grammar will be assessed.</p>	<p><b>Identifying</b> Dramatic/Playwrights' Methods, Use of Language, Characterisation, Contextual Links, and Plotting Structures</p> <p><b>Explaining and Understanding</b> Character Development, Effect of</p>	<p>The play ‘Macbeth’ represents the British values of individual liberty, mutual respect, individual liberty and the rule of law since Macbeth forces his way onto the throne through lies and murder, resulting in his own downfall. Studying this play shows examples of how an individual’s lives can go</p>

	<p>Playwrights' Methods, Effect and Use of Language, Contextual Links, and Effect of Plotting Structures.</p> <p><b>Analysing and Evaluating</b> Character Development, Effect of Playwrights Methods, Effect of and Use of Language, Contextual Links, and Effect of Plotting Structures.</p> <p><b>Links with History and RE</b> with the use of analytical writing to evaluate and explain a specific idea within the text as well as the continued references and development of links to the Jacobean era and religious beliefs.</p> <p><b>Links with Drama</b> with characterization, use of Dramatic Features, and pantomime.</p>	<p>wrong if these values are not appreciated.</p> <p>Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.</p> <p>Exploration of the play's themes of Kingship, gender, relationships, guilt, violence, conflict and class allows for discussions and comparison to the present which includes gender equality, hierarchy and individual freedoms.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Exploration of historical practices, beliefs, and traditions allows for reflection and comparisons to the present and our beliefs and practices.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p><b>Poetry Revision: Power and Conflict)</b></p> <p>This term, students will be revising each poem as well as pairing poems together thematically in preparation for potential essay questions that could come up in the exam. Students must have full knowledge of themes, context (AO3), remember quotes as well as language devices that help shape meaning (AO2).</p> <p><b>Unseen Poetry Revision:</b></p> <p>Students should also use this time to revise the skills required for the unseen poetry section of the exam. They will be provided with a series of unseen poems from their class teacher and use understanding, responding and analytical skills to form a cohesive argument to answer the questions as well as discuss the ways in which language devices shape meaning.</p> <p>For question two in this part of the exam, students must compare two unseen poems to answer a question based on AO2 (using language to shape the writer’s meaning). This must be revised by practicing past exam papers and unseen poems provided by the class teacher.</p>	<p><b>Identifying</b> Poetic Methods, Use of Language, Contextual Links, and Poetic Structures.</p> <p><b>Explaining and Understanding</b> Effect of Poetic Methods, Effect and Use of Language, Contextual Links, and Poetic Structures.</p> <p><b>Analysing, Evaluating, and Comparing and Contrasting</b> the Effect of Poetic Methods, Effect of and Use of Language, Contextual Links, and Poetic Structures.</p> <p><b>Links with History, RE and Health and Social Care</b> with the awareness of war, hierarchy, patriarchal societies and familial relationships.</p>	<p>Exploration of historical and modern practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.</p> <p>Exploration of literature allows for discussions and comparison to the present which includes cultural and religious beliefs.</p> <p>Understanding and exploring poetry develops views of world literature, history and human relationships and how these can be affected by culture and religion and encourages mutual respect for a multicultural world.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>An Inspector Calls Revision</b></p> <p>This term, students will be reviewing the plot, context, key characters and themes, as well as practicing essay writing skills to prepare for the summer exam.</p>	<p><b>Identifying</b> key use of language and dramatic techniques as well as contextual references (AO3) and how these shape the playwright’s key themes and moral</p>	<p>The play ‘An Inspector Calls’ represents the British values of tolerance, mutual respect and individual liberty in particular since the moral message of the play is to care for one another, despite social class or gender since</p>

	<p>messages within the play. (AO1+AO2)</p> <p><b>Explaining and Understanding</b> the use of language and dramatic techniques as well as contextual references through analytical writing.</p> <p><b>Analysing and Evaluating</b> the use of language and dramatic techniques as well as contextual references through analytical writing. (AO2+AO3)</p> <p><b>Links with Drama</b> with understanding and analysing Priestly's use of dramatic techniques that shape meaning in the play.</p> <p><b>Links with History</b> the study of the early 1900s attitudes towards social class in particular and how this affected society, people and events happening at the time. (AO3)</p>	<p>each member of society has a responsibility to care for one another, displaying kindness and compassion at all times.</p> <p>Exploration of this genre of literature (a play voicing social issues of the early 1900s) which touch base on a number of important themes (poverty, equality, rights) allows for discussions and comparison to the present.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>English Literature Exam:</b></p> <p><i>Set texts: Macbeth, Jekyll and Hyde, Poetry, Unseen poetry.</i></p> <p>Students will be spending this term revising all four aspects of the English Literature exam (the three set texts and unseen poetry) as and when needed in preparation for the exam.</p>	<p><b>Organization/Planning</b> skills required to prepare as individuals for the exam by structuring a revision schedule and identifying weaknesses in content knowledge or key skills</p>	<p><b>Organization, planning and forward-thinking skills</b> are essential for every place of work or future education pathways. Using prior knowledge to apply while under pressure is a valuable tool for the workplace and further education.</p>

TERM 6 Rollover TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Spoken Language Endorsement</b>  Students prepare a CV, cover letter and application form for the job of their choice. They then present these ideas in the form of a verbal presentation, where they are expected to listen and respond to ideas and give feedback.</p>	<p>AO7 – Demonstrate presentation skills in a formal setting  AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations  AO9 – use spoken Standard English effectively in speeches and presentations.</p>	<p><b>Career Links:</b>  Preparation of CV/Cover/Letter and application has students begin to consider what role they might like to do in the workplace. It provides a formal setting for them to practice their real world communication skills of applying for a job.</p>