



HPRS CURRICULUM MAP



SUBJECT AREA:	English Literature	YEAR / GROUP:	10
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BRIEF SUMMARY OF CURRICULUM INTENT

Our intention is to teach our young people the necessary skills and texts to attain a GCSE in English Literature. We meet this intention through a broad and balanced curriculum that allows pupils to not only access the necessary skills but also foster an enjoyment of the subject. We use creative and innovative lesson planning that utilises creative, analytical and evaluative skills. We use various mediums such as film, teacher and student-led you tube videos, power-point, National Theatre streaming productions and theatre visits where possible.

We want to ensure that all pupils are stretched and challenged enough to complete the most appropriate qualification for themselves and for their learning needs. Some pupils will not make it through the whole GCSE at this stage but they will lay the foundations as they make steps towards it and can continue their studies in Year 12 at college with a fair understanding of what is required to pass the exams.

How SMSC and British Values are delivered in this subject

Within English, across HPRS, we enable pupils to develop their self-knowledge, self-esteem and self-confidence. We do this through a range of Speaking and Listening activities as well as using softer-touch 1:1 discussion and posing / answering questions that consider morality, values and social responsibility. Most texts studied in this course, provoke discussion about moral, emotional and cultural issues, particularly through a contextual lens. Hence, we not only engage pupils in topics that interest them, but also enable them to distinguish right from wrong and to respect the civil and criminal law of the UK. Throughout HPRS the staff encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and in their wider society - allowing them to make choices that will benefit their future prospects. Through careful selection of texts and topics within lessons, we aim to further establish tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. We encourage them to have a respect for other people and for democracy; and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK.

KEY DATES / NOTES

At HPRS, St David's Centre, we offer GCSE English Literature to, primarily, students who arrive in Year 11 having completed much of the course already. With this in mind, we have to plan for the cohort: we teach those texts already studied by the student and we focus on those not yet studied / that the student is less confident with at first. Where the teacher's judgement is needed to decide which texts to study and at what depth, we: assess a baseline of ability; study data from the previous school (the staff liaise closely with previous teachers and request all work from the previous school where possible to facilitate continuity as much as possible); and consider the premise that the Shakespeare text and Unseen Poetry skills are the most demanding aspects of the course. Where students arrive early in Year 10, with the ability to attempt the course, we follow the Y10 Programme of Study and that outlined below. The texts may vary, again, depending on any previous study, but where the choice of texts is at the discretion of the centre, staff follow those listed on the POS. As this GCSE requires a substantial amount of course content coverage and a development of key skills across KS3 and 4, it is only a realistic qualification to attempt for students who have a record of consistency in their previous education in mainstream. We place greatest importance on achieving a qualification in GCSE English Language or an equivalent English qualification that is more suitable to the student's ability.

It is important to note, the following POS is based on students being timetabled for at least 2 x 40 minute lessons a week throughout Years 10 and 11 and engaging in and attending the vast majority of lessons.

Teaching resources can be found in the specialist English classroom and on the shared area.

English Literature Exams Paper 1 25th May 2022, Paper 2 8th June, 2022* awaiting dates for 2023

Timing	Key Skills <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features <ul style="list-style-type: none"> • Literacy Elements • Curriculum Links • Visits / Events
AUTUMN Half term 1	AO1 AO2 AO3	<p>Paper 1: Shakespeare: Romeo and Juliet</p> <p>Animated tales and close exercise: summary of plot</p> <p>5 days sheet – plot and structure</p> <p>Prologue and sonnet, scansion, dramatic structure, Shakespearean and Petrarchan Link Ozymandias and Romanticism AO1,2,3</p> <p>Act 1: Scene 1 L1-101: male servants, context, language</p> <p>L101-end: Romeo; Benvolio; oxymorons, plot structure: Rosaline; context</p> <p>Begin quote bank - add to as learn play AO1,2,3</p> <p>1.2: character: Capulet and form; context AO1,3</p> <p>1.3: relationships and character: Juliet, mother, nurse AO1,3</p> <p>1.4: character: Mercutio; theme of love; structure AO1,2,3</p> <p>1.5: L1- 40 Capulet - form changes; Tybalt and irony; theme- power; context. Tybalt's vow – structure AO1,2,3</p> <p>L41 - 91 servant's ignorance- structure: Romeo's soliloquy; character; language and form; Sonnet with Juliet/ character, language context for imagery. AO1,2,3</p>	Mini essay question: how Romeo's language changes 1.1 to 1.5.	<p>Power and Conflict Poetry Cluster: Ozymandias; sonnet; Petrarchan</p> <p>GCSE English Language Paper 1: character, structure, language, theme</p> <p>An Inspector Calls: dramatic device</p> <p>An Inspector Calls and A Christmas Carol: context</p> <p>SMSC: family / age / gender / culture / arranged marriage / violence / crime and punishment / honour</p> <p>Protected characteristics: gender / age / religion / marriage</p>

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		<p>L92 - end. Foreshadowing: premature breaks, ... AO2</p> <p>Act 2: Prologue and scenes 1- 6: summary AO1</p> <p>Act 3: Scene 1: character: Benvolio, Mercutio, Tybalt. Context - honour. Structure- dramatic irony, end of comedy, point of no return. Language. AO1,2,3</p> <p>Scenes 2 -4: summaries. AO1</p> <p>Scene 5: Capulet compare 1.2 and 1.5. Context - women's rights AO1,3</p>		
<p>AUTUMN Half term 2</p>	<p>AO1 AO2 AO3</p>	<p>Paper 1: Romeo and Juliet continued...</p> <p>Act 4. Summaries. AO1</p> <p>Act 5: scenes 1 and 2: summaries: AO1</p> <p>Act 5, Scene 3: themes, final structure. AO1,2,3</p> <p>Zefereilli and Luhrman films; National Theatre Streamed performances.</p>	<p>Past paper question: R and J's relationship - how presented.</p> <p>Supported planning and use previous mini essay assessment.</p>	<p>Theatre visit?</p> <p>GCSE English Language Paper 1: character, structure, language, theme</p> <p>An Inspector Calls: dramatic device</p> <p>An Inspector Calls and A Christmas Carol: context</p> <p>Analytical writing: GCSE English Language: paper 1</p> <p>SMSC: family / age / gender / culture / arranged marriage / violence / crime and punishment / honour</p>

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				Protected characteristics: gender / age / religion / marriage
SPRING Half term 3	AO1 AO2 AO3	<p>Paper 2: Power and Conflict Poetry Cluster</p> <p>Ozymandias- consolidate; start quote bank for all poems and add to as study all.</p> <p>London Compare - notes- then essay AO1,2,3</p> <p>Bayonet Charge AO1,2,3</p> <p>Charge of the Light Brigade AO 1,2,3 Compare - notes</p> <p>Exposure AO 1,2,3</p>	Past paper question: London and Ozymandias Supported with planning Assessment for Learning: self-assess / familiarity with mark scheme / see model essay	<p>Romeo and Juliet: Petrarch/ form</p> <p>GCSE English Language: Paper 2: comparison skills</p> <p>GCSE English Language: Paper 1 and 2: analysis of language and structure</p> <p>Analytical writing: GCSE English Language: paper 1 & 2</p> <p>SMSC: poverty / class system / war / honour / culture / British values /</p> <p>Protected characteristics: belief</p>
SPRING Half term 4	AO1 AO2 AO3	<p>Paper 2: Power and Conflict Poetry Cluster continued...</p> <p>Poppies AO 1,2,3</p> <p>War Photographer AO 1,2,3</p>	Mock past paper: War Photographer and Remains. Support through planning and structure.	GCSE English Language: Paper 2: comparison skills

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		<p>Remains AO 1,2,3 Mr Bruff revision videos Create comparison chart</p>		<p>GCSE English Language: Paper 1 and 2: analysis of language and structure</p> <p>Analytical writing: GCSE English Language: paper 1</p> <p>SMSC: war / honour / culture / British values /</p> <p>Protected characteristics: gender / religion</p>
<p>SUMMER Half term 5</p>	<p>AO1 AO2 AO3</p>	<p>Paper 2: An Inspector Calls</p> <p>Context, setting AO3 Characters AO1 'Whodunit' genre and other context e.g. 'well-made play' AO1,2,3 Act 1: opening SDs; First impressions; Birling, dramatic irony; Sheila. Begin quote bank. AO1,2,3 Act 2: Gerald; Sybil; Goole; structure AO1,2,3 Act 3: Eric; Edna; Eva and John Smith: ending structure AO1,2,3</p>	<p>Mini essay – analysis of stage directions (to foster use of as well as dialogue)</p>	<p>GCSE English Language Paper 1: character, structure, language, theme</p> <p>Romeo and Juliet: dramatic device, theme</p> <p>Romeo and Juliet and A Christmas Carol: context</p> <p>SMSC: class system / politics / social responsibility</p>

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SUMMER Half term 6	AO1 AO2 AO3	Paper 2: An Inspector Calls continued... Themes- responsibility, socialism, young and old, men and women, judgement, learning about life. AO1,3 Language - all characters / across the play. Symbols. AO2 Dramatic techniques AO1,2,3 1950s film, 2015 film	Past paper question: extent to which male characters are irresponsible Mock paper : Sheila question	Theatre visit? GCSE English Language Paper 1: character, structure, language, theme Romeo and Juliet: dramatic device, theme Romeo and Juliet and A Christmas Carol: context Analytical writing: GCSE English Language: paper 1 SMSC: class system / politics / social responsibility Protected characteristics: gender / age / pregnancy
Assessment Objectives				

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	<p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>			