



HPRS CURRICULUM MAP



SUBJECT AREA:	English Literature	YEAR / GROUP:	11
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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 complete 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 we encourage them to support 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	Paper 2: Power and Conflict Poetry Cluster continued... 'The Emigree' AO1,2,3 'Prelude' AO1,2,3 Compare 'The Emigree' and 'Prelude' 'Tissue' AO1,2,3 'Checkin' out me History' AO1,2,3 'Kamikaze' AO1,2,3 'Storm on the Island' AO1,2,3 'My Last Duchess' AO1,2,3 Compare 'My Last Duchess' and 'Checking out me History'	Mock paper: Bayonet Charge and choose.	Comparison skills GCSE English Language Paper 2 Analytical writing GCSE English Language Reading Sections SMSC: immigration / refugees / religion / belief / prejudice Protected characteristics: gender / race
AUTUMN Half term 2	AO1 AO2 AO3	Paper 1: A Christmas Carol Context: Dickens, 19 th century novel; Victorian era, Malthus, Christianity, ghost story genre AO3 Characters and settings (overview) AO1,3 Stave 1: part 1: Scrooge, Bob Cratchit, nephew, charity collectors, begin quote bank AO1,2,3 Part 2: Scrooge's house, language; Marley; symbolism, language. Themes- isolation, misery, greed, Christianity AO1,2,3		Structure, language, theme, character: GCSE English Language Paper 1 SMSC: religion / poverty / class system / utilitarianism / social responsibility / charity / family

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		Stave 2: Past: ghost, key visits: school, sister, Belle, Fezziwig, reactions, Scrooge's faults and changes AO1,2,3		Protected characteristics:
SPRING Half term 3	AO1 AO2 AO3	<p>Paper 1: A Christmas Carol continued...</p> <p>Stave 3: present: ghost, key visits: Cratchits, the world; nephew, 'Ignorance and want' , language, themes, Scrooge's extent of change AO1,2,3</p> <p>Stave 4: future: ghost, key sights: mourners, thieves – char-lady and Old Joe, Tiny Tim, Scrooge's grave, extent of Scrooge's changes. AO1,2,3</p> <p>Stave 5: compare beginning and end: setting, language, symbolism, Scrooge's character AO1,2,3</p> <p>Text overall: structure and narrative AO2, themes: poverty, social responsibility, the Christmas Spirit, Redemption, Family AO1,3</p>	<p>Past paper question: how ghosts affect Scrooge and extent of change in him</p> <p>Past paper question: Settings</p> <p>Mock: past paper question: how family is presented</p>	<p>Structure, language, theme, character: GCSE English Language Paper 1</p> <p>Analytical writing GCSE English Language Reading Sections</p> <p>An Inspector Calls and Romeo and Juliet: context, character, theme, setting, language</p> <p>SMSC: religion / poverty / class system / utilitarianism / social responsibility / charity / family</p> <p>Protected characteristics:</p>
SPRING Half term 4	AO1 AO2	<p>Paper 2: Unseen Poetry:</p> <p>Question 27.1:</p> <p>Consolidate approach to annotating poems learnt through studying cluster</p>		Comparison skills GCSE English Language Paper 2

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		<p>CGP text: exam details; approach to question 27.1 'Handbag'- annotation, support from CGP text Essay question</p> <p>Question 27.2: 'Knitting'- compare with 'Handbag' for AO2 CGP text to support Learn comparison skills Essay question</p> <p>Question 27.1: 'On Aging' – annotation, support from ??? approach AO1,2,3</p> <p>Past paper essay question</p> <p>Question 27.2: 'Jessee Emily Schofield' – annotation for comparison with 'On Aging'. AO2</p> <p>Compare: past paper essay question</p>	<p>Past paper question: 'Richest poor man in the Valley' and past paper question: compared with 'Nobody'</p> <p>Past paper question: 'I am Offering this Poem' and past paper question: compared with 'The Sun Has Burst the Sky.';</p> <p>Mock paper: Last year's paper / 'Autumn' and 'Today'</p> <p>Ensure weightings of AOs known, particularly only AO2 assessed on question 27.2</p>	<p>Analytical writing GCSE English Language Reading Sections</p> <p>Analysis of language, structure, themes: GCSE English Language Paper 1</p> <p>GCSE English Literature: Power and Conflict Cluster Poems: analysing and comparing poetry</p> <p>SMSC: bereavement / prejudice / poverty</p> <p>Protected characteristics: age</p>
SUMMER Half term 5	AO1 AO2 AO3 AO4	<p>Revision: Paper 1: A Christmas Carol; An Inspector Calls (papers and texts have changed due to Covid compromises) Revise: plot; characters; themes; structure; form; setting ; context</p>	<p>Past paper question: A Christmas Carol Past paper question: An Inspector Calls</p>	<p>AO4 quality of written communication – AO6 GCSE English Language</p>

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		<p>Revision of quotation banks / planning possible questions / plots</p> <p>Use of revision apps: GCSE English Literature and Quizlet. Exam 4th week of half term</p> <p>Revision: Paper 2: Romeo and Juliet; Power and Conflict Poetry; Unseen Poetry (papers and texts have changed due to Covid compromises)</p> <p>Revise: plot; characters; themes; structure; form; setting ; context</p> <p>Revision of quotation banks / planning possible questions / plots</p> <p>Use of revision apps: Shakespeare, Poetry.</p>	<p>Past paper question: Romeo and Juliet Past paper question: Power and Conflict Poetry Cluster Past paper question: Unseen</p> <p>Highlight marking for AO4 here</p> <p>Ensure weightings of AOs are clear</p>	
SUMMER Half term 6	AO1 AO2 AO3 AO4	<p>Revision: Paper 2: Romeo and Juliet; Power and Conflict Poetry; Unseen Poetry (papers and texts have changed due to Covid compromises)</p> <p>Revision of quotation banks / planning possible questions / plots</p> <p>Exam 1st week of half term</p>	<p>Highlight marking for AO4 here</p> <p>Ensure weightings of AOs are clear</p>	AO4 quality of written communication - AO6 GCSE English Language
Assessment Objectives	<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>			

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	AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.			
Weightings of AOs	<p>Paper 1: Shakespeare: AO1: 12 marks AO2: 12 AO3: 6 AO4: 4 (35.25 %, 35.25 %, 17.5%,12%) Paper 1: Novel: AO1: 12 marks AO2: 12 AO3: 6 (40%, 40%, 20%)</p> <p>Paper 2: Modern text: AO1: 12 marks AO2: 12 AO3: 6 AO4: 4 (35.25 %, 35.25 %, 17.5%,12%) Paper 2: Poetry Cluster: AO1: 12 marks AO2: 12 AO3: 6 (40%, 40%, 20%) Paper 2: Unseen 27.1: AO1: 12 marks AO2: 12 (50% each) Paper 2: Unseen 27.2: AO2: 8 marks (100%)</p>			