

English Literature GCSE

Curriculum Intent 2022-2023

Reading is the golden thread of the whole curriculum. The ability to read and understand has a direct effect upon progress and attainment in all areas of the curriculum, as well as upon children's self-esteem and motivation to learn. It is our intent that all students at Brine Leas should become both competent and confident readers – able to read for information and understanding, to decode and deconstruct concepts, to develop knowledge at a deeper level, and achieve their potential.

In English lessons, reading is at the heart of everything we do. We aim to provide students with the skills they need to appreciate the beauty of language and structure through the exploration of the writer's craft. Our curriculum is knowledge-rich; students are immersed in texts that inspire, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. These are under constant review to ensure students are equipped with the knowledge and cultural capital they need to become reflective and life-long learners in an ever-changing world. The breadth and depth of these texts – both fiction and non-fiction – offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs, the world around them and the faiths, feelings and values of others, in order to develop mutual tolerance and respect.

A love of reading is key to both personal development and life-long learning. We want students to choose to read for pleasure – pleasure in reading should be separate from attainment pressures and an opportunity to develop and express their own passions and interests alongside widening their understanding of the world in which we live. Imagination and creativity are also central to writing; throughout our curriculum, students are given the challenging opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. Similarly, at KS4, English Language and Literature are closely intertwined in our curriculum (albeit assessed separately), empowering students to use their analysis of the nuances of language, structure and authorial intent to develop their own fluency, personal voice and creative flair.

Studying English at Brine Leas builds resilience and encourages ambition and aspiration. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. We pride ourselves on using the strong moral purpose of literature to prepare our students for a future in which they can find their place in society – to participate fully in, and contribute positively to, life in modern Britain.

This document pertains to the course and framework followed by those students in year 10 in 2021-2022, it has been revised from that of the 2020-2022 GCSE cohort.

Assessment

Students are assessed regularly by their class teachers –homework, classwork, judgments during discussion. Assessments might be essays or sections of essays, questioning and written/verbal answers, analysis of language. Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning as a result of lockdowns and remote learning.

External summative assessment:

Exam Paper 1: Shakespeare and the 19th Century Novel (1 hour 45 minutes; 40% of GCSE)

Exam Paper 2: Modern Texts and Poetry (2 hours 15 minutes; 60% of GCSE)

Homework

Students are set homework weekly. This will be a combination of - short writing tasks, text annotation, vocabulary enhancement tasks, wider reading, knowledge quizzes, exam practice, online learning (GCSE Pod). In Y11, students will be set spaced learning and revision tasks to complement their independent revision.

Clubs and/or intervention

Students requiring significant intervention are enrolled in Thinking Reading. Trips to the theatre are organised to see texts in context where possible.

Parental/Carer support

Details on what to revise each month will be shared via the parent newsletters. We produce our own study/revision guides for each student and recommend other study guides for home learning.

Helpful sources of information

[Exam Board \(AQA\)](#)

[GCSE Pod](#)

Knowledge Organisers for each unit of work will be uploaded to Microsoft Teams at the start of each unit as well as printed for students' books.

KS4 Wider Reading Lists: [Y10 Recommended Reads](#), [Y11 Recommended Reads](#)

Connections to future pathways

English Literature links with any career which requires empathy and cultural insight e.g. social work, teaching, anthropologist, politics, diplomacy, justice, international development, journalist, charity work, voluntary work. It also links with a wide range of careers, including: acting, directing, backstage and other theatre roles, writer of non-fiction and non-fiction, editing, publishing, law, journalist, charity work, voluntary work, careers in mental and psychological health

Further learning that involves reading, discussion, analysis, critical Language, communication, collaboration, comparison. This includes law, languages, geography, history, law, politics, religious studies, psychology, sociology.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn	<p style="text-align: center;">An Inspector Calls</p> <p>Analyse and explore a dramatic text in detail, analysing use of language, structure, form (dramatic devices) and understanding the influence of contextual issues on a writer's viewpoint and perspective</p> <p style="text-align: center;">Preparation for Literature Paper 2 (Section A)</p> <p>Big questions: How does the writer's Socialist views impact the content of the play? How does the writer criticise the class system through his use of characters? Is Priestley correct to be so damning of the upper classes?</p>		
	<ul style="list-style-type: none"> ➤ The plot and three act narrative structure ➤ Characters, their responsibility and roles within the play ➤ Themes including, responsibility selfishness, relationships, poverty, wealth ➤ The writer's craft such as dramatic irony, metaphors, personification, similes, symbolism, imperative verbs and emotive language ➤ Dramatic devices and terminology linked to plays/drama ➤ Symbolism ➤ The social and political impact and context of the play ➤ The writer's concerns of socialism, capitalism, post-war Britain, future of society, the vulnerable people, division of wealth across Britain ➤ Evaluation skills ➤ Answering exam questions and exam technique practise ➤ Revision of key language and structure terminology -diverse roles in terms of a variety of classes and coverage of outspoken/ forward thinking women. 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Cloze activities, comprehension questions, low stakes quizzes ➤ PEE paragraphs and whole essays (both timed and without time constraints) ➤ Assessment opportunities include an exam question in November: these will be timed, collated and moderated to allow for a more formal data collection ➤ Formal mock exams (February Y10) 	<ul style="list-style-type: none"> ➤ KS3: development of skills taught explicitly in Y8 Shakespeare (dramatic techniques and stagecraft) plus the analysis of author's craft ➤ Connection to KS4 literature: social issues and context of other texts, especially <i>A Christmas Carol</i> ➤ Connection to KS4 language: viewpoints and perspectives are focused on here and so the themes of the play are revisited in Y11 for revision ➤ Links to humanities - 2 social development via discussion of political landscape now to help create understanding of Edwardian England.

			-6 cultural development – through coverage of the wars - moral development: rape, lying and self-promotion (also empathy)
Introduction to Poetry (Unseen Poetry 1) Power & Conflict Poetry Set 1: Reality of War Revise the form and structure of poetry. Analyse the language, form and structure of the narrative poems. Explore and discuss the themes and connections between them. Preparation for Literature Paper 2 (Sections B and C) Big questions: How do poets use language and structure to convey meaning? How do poems differ? How does the experience of the individual differ? How strong is love? Does it matter who you love?			
<ul style="list-style-type: none">➤ Read a range of poetry from key authors including Tennyson and Owen and Armitage➤ Poetry Set 1: The reality of war: The Charge of the Light Brigade Exposure Bayonet Charge Remains➤ Poetic terminology (language, form and structure)➤ Narrative perspective➤ Context of each poem➤ Themes and connections between the poems e.g. power of nature, power of time➤ Comparative connectives➤ Patterns of imagery➤ Use of symbol and metaphor➤ Sound effects of language➤ Delivery of final lines➤ The way structural features contribute to meaning-representations of mental health issues-representations of patriotism-class and lack of power-soldiers and more recent conflict- coverage of variety of wars: ww1, Bosnia and Crimean war	<ul style="list-style-type: none">➤ Knowledge quizzes on language, form and structure terminology➤ Quote retrieval and learning➤ PEE paragraphs➤ Formal mock exams (March Y11)	<ul style="list-style-type: none">➤ KS3: develops skills and knowledge explicitly taught in Y7 Poems Through The Ages and Y9 War Unit in how to analyse poems➤ Connections to KS4 literature: the anthology is taught in ‘sets’ to improve students’ understanding of comparison and common themes➤ Connections to KS4 language: revision of key ideas from Aspects of Narrative earlier in autumn term➤ 1 personal development (analysis and skills of	

	<ul style="list-style-type: none"> - Strong female voice Havisham - homosexual resps – Funeral Blues - racial diversity – Alicia Keyes 		revision), empathy and mental health ➤ 3 spiritual development biblical allusions in COTLB
Spring	Power & Conflict Poetry Set 2: Power Analyse the language, form and structure of the war poems. Explore and discuss the themes and connections between them. Preparation for Literature Paper 2 (Section B) Big questions: how much power does the individual have? How can ideas of power be conveyed through language and structure? Is it right that the power of so few can impact so many?		
	➤ Poetry Set 2: power: Ozymandias The Prelude My Last Duchess The Emigree ➤ Poetic terminology (language, form and structure) ➤ Context of each poem ➤ Themes and connections between the poems e.g. experience of battle, presentation of soldiers ➤ Comparative connectives ➤ Patterns of imagery ➤ Use of symbol and metaphor ➤ Sound effects of language ➤ Delivery of final lines ➤ The way structural features contribute to meaning ➤ Answering exam questions and exam technique practise <ul style="list-style-type: none"> - People fleeing war/ moving - Cultural capital The Romantic Movement 	➤ Knowledge quizzes on language, form and structure terminology ➤ Quote retrieval and learning ➤ PEE paragraphs ➤ Assessment opportunities include a practice exam question before mocks ➤ Formal mock exams (November Y11)	➤ KS3: The War Unit in Y9 forms an introduction to themes and writers. Similar poems and poets are read and discussed by the students. ➤ Connections to KS4 literature: the anthology is taught in 'sets' to improve students' understanding of comparison and common themes ➤ Links to humanities, especially history 5 moral development and 2 social development – coercive r'ships via MLD
	Power & Conflict Poetry Set 3: Effects of War Analyse the language, form and structure of the next set of poems. Explore and discuss the themes and connections between them. Preparation for Literature Paper 2 (Section B) How does war impact those not directly involved?		

	<ul style="list-style-type: none"> ➤ Poetry Set 3: Effects of War Kamikaze Poppies War Photographer ➤ Poetic terminology (language, form and structure) ➤ Context of each poem ➤ Themes and connections between the poems e.g. guilt, responsibility ➤ Patterns of imagery ➤ Use of symbol and metaphor ➤ Sound effects of language ➤ Delivery of final lines ➤ The way structural features contribute to meaning -mother's voice -child's voice 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language, form and structure terminology ➤ Quote retrieval and learning ➤ PEE paragraphs ➤ Formal mock exams (November Y11) 	<ul style="list-style-type: none"> ➤ KS3: The War Unit in Y9 forms an introduction to themes and writers. Similar poems and poets are read and discussed by the students. ➤ Connections to KS4 literature: the anthology is taught in 'sets' to improve students' understanding of comparison and common themes ➤ Connections to KS4 language: non-fiction texts and documentaries are used to complement learning 2 social development – current affairs, war 5 moral development: involvement with political issues 6 cultural development: how newspapers and war journalists work.
Summer	<p style="text-align: center;">Macbeth</p> <p style="text-align: center;">Read and analyse a Shakespeare text in detail, analysing use of language, structure, form (dramatic devices)</p> <p style="text-align: center;">Preparation for Literature Paper 1 (Section A)</p> <p style="text-align: center;">How does Shakespeare use language, structure and Form to create meaning</p>		

<ul style="list-style-type: none"> ➤ The plot and tragic structure (Freytag's triangle) ➤ Literary context of tragedy ➤ Characters and their roles within the play ➤ Themes including guilt, fate, evil ➤ The writer's craft such as dramatic irony, metaphors, personification, similes, repetition ➤ Dramatic devices and terminology linked to plays/drama e.g. soliloquys ➤ Symbolism ➤ The historical context of the play including The Divine Right of Kings, The Great Chain of Being and other 17th Century viewpoints ➤ Evaluation skills ➤ Answering exam questions and exam technique practise ➤ Learn and apply precise vocabulary to provide personal responses, e.g. tragedy, pathos, drama, fear, anguish, angst, melancholy, light-hearted ➤ How to approach an extract based exam questions ➤ Learning quotes for exams -ideas of masculinity via Macduff - mental health 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Revision of dramatic devices and stagecraft ➤ Cloze activities, comprehension questions, low stakes quizzes ➤ PEE paragraphs and whole essays ➤ Assessment opportunities include an unseen exam question: these will be timed, collated and moderated to allow for a more formal data collection in the absence of Y9 core exams ➤ Formal mock exams (November Y11). 	<ul style="list-style-type: none"> ➤ KS3: develops the skills and knowledge of context and methods explicitly taught in Y8 Shakespeare ➤ Connections to KS4 literature: opportunity for revision of study of drama in <i>An Inspector Calls</i> and links to imagery and symbolism in Poetry Set 3 (e.g. blood on hands) ➤ Links to history -1 personal development: what it means/ meant to be masculine/ feminine -6 cultural development: understanding of history and how royal lineage works/ed. GCOB, DROK
<p style="text-align: center;">Unseen Poetry 2 Power & Conflict Poetry Set 4: Power & Society</p> <p>Analyse the language, form and structure of the narrative poems. Explore and discuss the themes and connections between them. Preparation for Literature Paper 2 (Sections B and C)</p> <p>How does the power of the few impact the many? How is this shown in poetry? Is terrorism ever the answer? What makes us human? Does Money really make you happy? How can you control your emotions?</p>		
<ul style="list-style-type: none"> ➤ Read a range of poetry with different forms, structures and viewpoints ➤ Poetry Set 4: Power and society <p>Storm On The Island Tissue Checking out Me History London</p>	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language, form and structure terminology ➤ Quote retrieval and learning ➤ PEE paragraphs ➤ Assessment opportunities include a practice exam question for Section C: these will be 	<ul style="list-style-type: none"> ➤ KS3: develops skills and knowledge explicitly taught in Y7 Poems Through the Ages and Y9 War Unit in how to analyse poems. Close links to

	<ul style="list-style-type: none"> ➤ Poetic terminology (language, form and structure) ➤ Context of each poem ➤ Themes and connections between the poems e.g. guilt, responsibility ➤ Patterns of imagery ➤ Use of symbol and metaphor ➤ Sound effects of language ➤ Delivery of final lines ➤ The way structural features contribute to meaning ➤ Answering exam questions and exam technique practise <p>Race and ethnicity Ideas of colonialism Individual histories Ireland Working class – richest poor man in the Valley</p>	<p>timed, collated and moderated to allow for a more formal data collection</p> <ul style="list-style-type: none"> ➤ Formal mock exams (March Y11) 	<p>Y9 Taking a Stand and how literature can be used as a political tool.</p> <ul style="list-style-type: none"> ➤ Connections to KS4 literature: the anthology is taught in 'sets' to improve students' understanding of comparison and common themes ➤ Connections to KS4 language: introduction to analysing viewpoints and perspectives in non-fiction (Paper 2) <p>-6 cultural development: colonisation -1 personal development: individual histories/ emotional control -3 social development – the idea of community</p>
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
	<p>Unseen poetry Chunk 3 and A Christmas Carol</p> <p>Read and analyse a 19th Century novel in detail, analysing use of language, structure, form and understanding the influence of contextual issues on a writer's viewpoint and perspective</p> <p>Preparation for Literature Paper 1 (Section B) and paper 2 section C</p> <p>Does it matter that everyone else is happy as long as we are?</p>		

<p>Autumn</p>	<ul style="list-style-type: none"> ➤ The plot and circular narrative structure ➤ Literary context of allegories ➤ Characters and their roles within the novel ➤ Themes including responsibility, social class, poverty ➤ The writer's craft such as metaphors, personification, similes, repetition ➤ Symbolism ➤ The historical context of the novel including charity, education and other 19th Century viewpoints ➤ Evaluation skills ➤ Answering exam questions and exam technique practise ➤ Learn and apply precise vocabulary to provide personal responses, e.g. tragedy, pathos, drama, fear, anguish, angst, melancholy, light-hearted ➤ How to approach an extract based exam questions ➤ Learning quotes for exams ➤ Read a range of poetry with different forms, structures and viewpoints ➤ Comparison of unseen poetry 	<ul style="list-style-type: none"> ➤ PEE paragraphs and whole essays ➤ Assessment opportunities include an unseen exam question in October: these will be timed, collated and moderated to allow for a more formal data collection in case of further school closure ➤ Formal mock exams (November Y11). ➤ Timed exam practice 	<ul style="list-style-type: none"> ➤ KS3: development of skills taught explicitly in Y7 Great British Novel, Y8 Literary Shorts and Y9 Seminal World Literature, particularly analysis of the author's craft ➤ Connection to KS4 literature: social issues and context of other texts, especially <i>An Inspector Calls</i> ➤ Connection to KS4 language: viewpoints and perspectives are focused on here and so the themes of the novel are revisited next term for revision ➤ Links to history <ul style="list-style-type: none"> 1 personal/ moral development redemption 2 social development – concepts of socialism and relationships 4 spritual development: ghosts and the concept of metamorphosis 5 cultural development: knowledge of Victorian England history, workhouses, Malthus etc
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