

GCSE English Literature

Curriculum Overview 2020-2021

Core aims of the subject at Key Stage 4

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 inspirational texts, 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 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.

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.

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).

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

In Year 11, emails are sent home each month with specific and focused revision tasks. We produce our own study/revision guides for each student and recommend other study guides for home learning. [Revision emails to parents](#) can be found here.

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

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

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<p style="text-align: center;">An Inspector Calls</p> <p style="text-align: center;">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 Preparation for Literature Paper 2 (Section A)</p>			

<p>Autumn</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 	<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 ➤ 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 (February Y10 and March Y11) 	<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 	<ul style="list-style-type: none"> ➤ Any career which requires empathy and cultural insight e.g. social work, teaching, anthropologist, politician, journalist, charity work, voluntary work. ➤ Acting, directing, backstage and other theatre roles <p>University skills:</p> <ul style="list-style-type: none"> ➤ Reading ➤ Discussion ➤ Analysis ➤ Critical Language ➤ Communication ➤ Collaboration
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- Revision of key language and structure terminology

**Introduction to Poetry (Unseen Poetry 1)
Power & Conflict Poetry Set 1: Narrative**

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)

- Read a range of poetry from key authors including Auden and Duffy
- Poetry Set 1: Narrative
Ozymandias
The Prelude
My Last Duchess
- 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

- Knowledge quizzes on language, form and structure terminology
- Quote retrieval and learning
- PEE paragraphs

- 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

- Careers**
- Writer of non-fiction and non-fiction
 - Editing
 - Publishing
 - Law
- University**
Essay based and analytical subjects including law, humanities, languages and politics
- Key skills:**
- Reading
 - Discussion
 - Analysis
 - Critical Language
 - Communication
 - Collaboration
 - Comparison

	<ul style="list-style-type: none"> ➤ Delivery of final lines ➤ The way structural features contribute to meaning 			
	<p>Power & Conflict Poetry Set 2: Reality of War</p> <p>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)</p>			
Spring	<ul style="list-style-type: none"> ➤ Poetry Set 2: Reality of War ➤ The Charge of the Light Brigade ➤ Exposure ➤ Bayonet Charge ➤ 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 	<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 before mocks ➤ Formal mock exams (February Y10 and March 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 ➤ Links to humanities, especially history 	<ul style="list-style-type: none"> ➤ Students will have to be able to compare things in later life and form a balanced opinion on two contrasting things and question the validity of sources of information.

- The way structural features contribute to meaning
- Answering exam questions and exam technique practise

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)

- Poetry Set 3: Effects of War
Kamikaze
Poppies
War Photographer
Remains
- 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

- Knowledge quizzes on language, form and structure terminology
- Quote retrieval and learning
- PEE paragraphs
- Formal mock exams (February Y10 and March 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
- Connections to KS4 language: non-fiction texts and documentaries are used to complement learning

- Any career which requires empathy and cultural insight e.g. social work, teaching, anthropologist, politician, journalist, charity work, voluntary work.
 - Careers in mental and psychological health
- University skills:
- Reading
 - Discussion
 - Analysis
 - Critical Language
 - Communication
 - Collaboration
 - Comparison

Macbeth

Read and analyse a Shakespeare text in detail, analysing use of language, structure, form (dramatic devices)
Preparation for Literature Paper 1 (Section A)

Summer

- 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

- 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 (December Y11).

- 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 *An Inspector Calls* and links to imagery and symbolism in Poetry Set 3 (e.g. blood on hands)
- Links to history

- Careers
- Teaching
 - Librarian
 - Psychology
 - Sociology
 - Law
 - Acting, directing, backstage and other theatre roles
 - Historian
- Future learning
- Reading Skills
 - Analysis
 - Critical Language
 - Communication
 - Collaboration
 - Research

- 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

Unseen Poetry 2
Power & Conflict Poetry Set 4: Power & Society

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)

- Read a range of poetry with different forms, structures and viewpoints
- Poetry Set 4: Power and society
 Storm On The Island
 Tissue
 The Emigree
 Checking out Me
 History
 London
- Poetic terminology (language, form and structure)

- 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 timed, collated and moderated to allow for a more formal data collection in the event of another school closure

- 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 Y9 Taking a Stand and how literature can be used as a political tool.
- 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

- Any career which requires empathy and cultural insight e.g. social work, teaching, anthropologist, journalist, charity work, voluntary work.
 - Careers in politics, diplomacy, law, justice, international development
- University skills:
- Reading
 - Discussion
 - Analysis
 - Critical Language
 - Communication

	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Formal mock exams (February Y10 and March Y11) 	<p>analysing viewpoints and perspectives in non-fiction (Paper 2)</p>	<ul style="list-style-type: none"> ➤ Collaboration ➤ Comparison
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<p>Macbeth</p> <p>Read and analyse a Shakespeare text in detail, analysing use of language, structure, form (dramatic devices) Preparation for Literature Paper 1 (Section A)</p>			
	<ul style="list-style-type: none"> ➤ The plot and tragic structure (Freytag's triangle) ➤ Literary context of tragedy 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Revision of dramatic devices and stagecraft 	<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 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Teaching ➤ Librarian ➤ Psychology ➤ Sociology ➤ Law

<p>Autumn</p>	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ 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 after school shutdown ➤ Formal mock exams (December Y11). 	<p>study of drama in <i>An Inspector Calls</i> and links to imagery and symbolism in Poetry Set 3 (e.g. blood on hands)</p> <ul style="list-style-type: none"> ➤ Links to history 	<ul style="list-style-type: none"> ➤ Acting, directing, backstage and other theatre roles ➤ Historian <p>Future learning</p> <ul style="list-style-type: none"> ➤ Reading Skills ➤ Analysis ➤ Critical Language ➤ Communication ➤ Collaboration ➤ Research
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- Learning quotes for exams

A Christmas Carol

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
Preparation for Literature Paper 1 (Section B)

- 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.

- Knowledge quizzes on language and structure techniques
- Cloze activities, comprehension questions, low stakes quizzes to address gaps in knowledge
- 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 after school shutdown
- Formal mock exams (December Y11).

- 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 *An Inspector Calls*
- 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

Careers

- Writer of non-fiction such as journalism
- Writer of fiction
- Editing
- Publishing
- Any career which requires empathy and cultural insight e.g. social work, teaching, anthropologist, politician, charity work, voluntary work

University:

- Essay based and analytical subjects including law, humanities, languages and politics

	<p>tragedy, pathos, drama, fear, anguish, angst, melancholy, light- hearted</p> <ul style="list-style-type: none">➤ How to approach an extract based exam questions➤ Learning quotes for exams			
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