









CURRICULUM MAP FOR ENGLISH YEAR 11 – ENGLISH LITERATURE

<p>HALF TERM 1: Planning & Structuring a Literature Essay</p> <p>Preparing to write:</p> <ul style="list-style-type: none"> • Key words from the question are highlighted to ensure focus on the question • Quotations are selected which link to the question keyword • A plan can be in bullet points, mind map or table • A plan will allow you to structure your knowledge and information logically <p>Overarching/Thesis Statements:</p> <ul style="list-style-type: none"> • An overarching statement is the introduction to your essay. It statement frames the entirety of your answer • An overarching statement is often referred to as a thesis paragraph • Overarching statements need to be concise • You should use your contextual knowledge and thoughts about the text in your overarching statement • I should use nominalisation when responding to a Literature question <p>Structuring an essay:</p> <ul style="list-style-type: none"> • The main body of your essay is where you pick up the majority of your marks, so it is where you should spend the most time and effort • The main body should aim to explain what you have written in your overarching statement, using evidence from the text to justify your thoughts • A topic sentence is the point which you are making • Evidence is needed to support points in the form of quotations. Short quotations only • Techniques/subject terminology should be used • Analysis means to break down the different parts and explain them and explain how it relates to your point • Contextual links should be made throughout • A conclusion mentions all foci and explain how they combine to justify your overarching statement 		<p>Reading extracts for Literature examination texts Reading model answers</p>
		<p>Planning an essay Annotating extracts Extended essay writing by producing examination style responses</p>
		<p>Students will present their work to their peers Dialogue between the students and teacher whilst live marking</p>
		<p>Essay based subjects</p>
<p>HALF TERM 2: UNSEEN POETRY</p> <p>Unseen Poetry</p> <ul style="list-style-type: none"> • Poetry (derived from the Greek poiesis, "making") is a form of literature that uses rhythmic qualities of language to evoke meanings; • Poetry has a long history – dating back to prehistoric times with hunting poetry in Africa; • The earliest surviving Western Asian epic poetry, the Epic of Gilgamesh, was written in Sumerian; • Ancient Greek attempts to define poetry, such as Aristotle's Poetics, focused on the uses of speech in rhetoric, drama, song, and comedy; • Poetry uses forms and conventions to suggest different interpretations of words, or to evoke emotive responses; • The use of ambiguity, symbolism, irony, and other stylistic elements in poems often leaves them open to multiple interpretations. • Some poetry types are specific to particular cultures and genres and respond to characteristics of the language in which the poet writes. <p>Analysis of an Unseen poem</p> <ul style="list-style-type: none"> • When analysing an unseen poem students will be encouraged to use the acronym FLIRTS: Form (the way the poem is laid out on the page), Language (the words the poet uses), Imagery (how and what symbols/images the writer to emphasise in the readers minds), Rhythm (the rhyme scheme, how the writer encourages or discourages flow), Tone (the general attitude of the speaker), Structure (anything other than the words: caesura, enjambment). 		<p>*I Wandered Lonely as a Cloud - <i>William Wordsworth</i> *He Who Has Vision - <i>Folger McKinsey</i> *The Great Storm - <i>Jo Shapcott</i> *Since there's no help... - <i>Michael Drayton</i> *When I Heard the Learn'd Astronomer - <i>Walt Whitman</i> *The Beggar - <i>Anonymous</i></p>
		<p>Summative: Poetry analysis At Sea by Jennifer Copley <i>In 'At Sea', what does Copley say about what it is like to be left alone and how does she express those feelings?</i></p>
		<p>*Dramatic readings of key lines in key poems *Poetry slam</p>
		<p>Drama: characterisation, monologues, speech and dialect Music: rhythm and rhyme PSHE: common themes across the curriculum – nature, human emotions, relationships.</p>



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<p>HALF TERM 3: Contextual integration in Literature essays</p> <p>Macbeth Question Context:</p> <ul style="list-style-type: none"> You would explore the role of a woman in a patriarchal society if the exam question focused on Lady Macbeth or her manipulation of her husband You would explore King James I's dark fascination of magic through the Scottish witch hunts and the publishing of Deomonologie (1597) if the exam question focused on the Witches or the Supernatural You would explore the idea of the 'divine right of kings' if the exam question focused on the idea of regicide or ambition 		<p>Reading extracts for Literature examination texts</p> <p>Reading model answers</p>
<p>A Christmas Carol Question Context:</p> <ul style="list-style-type: none"> You would explore the effect of the Industrial Revolution in Victorian England and overcrowding in the city if the exam question focused on setting or poverty You would explore the Poor Laws and Dickens' own experience of workhouses leading to the economic divide if the exam question focused on poverty or the Cratchits You would explore Dickens' message of how joy could be found in helping a poor family to survive if the exam question was about any aspect of poverty, charity or the Cratchits 		<p>Planning an essay</p> <p>Annotating extracts</p> <p>Extended essay writing by producing examination style responses</p>
<ul style="list-style-type: none"> You could explore the notion that, when Dickens published the novella in 1843, Christmas was just transitioning from a quiet, religious holiday to one enjoyed by an entire community. Prior to this, it was rare for employees to be given the day off if the exam question focused on Christmas, the Fezziwigs, Scrooge or Scrooge's redemption You could explore Dickens honouring the Christmas tradition of telling ghost stories on Christmas eve if the exam question focused on the Ghosts or the supernatural 		<p>Students will present their work to their peers</p> <p>Dialogue between the students and teacher whilst live marking</p>
<p>An Inspector Calls Question Context:</p> <ul style="list-style-type: none"> You could explore Priestley's influence in developing the welfare state as a consequence of social equality if the exam question focused on Eva Smith, the Birlings or social class You could explore the role of Inspector Goole as presenting Priestley's own views You could explore the roles of Mr and Mrs Birling as characters who present selfish views and social/economic inequality and social responsibility You could explore Mr Birling's use of dramatic irony through the sinking of the Titanic and WW2 You could explore the rigid gender boundaries in 1912 if the exam question focused on any of the female characters 		<p>Essay based subjects</p>
<p>HALF TERM 4&5: Literature memory recall</p> <p>PEEZL</p> <ul style="list-style-type: none"> Point: First sentence of each analytical paragraph must begin with a point. Must include: trigger word from the question Evidence: Concise piece of evidence, must link to your point and prove what you have said in your point. Explain: Short explanatory sentence explaining how your evidence proves your point. Zoom: Zoom into multiple key words from your evidence and explain how that further prove your point. Explain the effect of the writer's methods and how this links to your point. Link: Link back to the question, summarise how your analysis answers the question and links to context. 		<p>Re-reading sections of text for quotations retrieval</p> <p>Reading model answers</p> <p>Reading exam questions</p> <p>Reading peer work</p>
<p>Simple & limited: Students answer is restricted, shallow in depth of analysis and doesn't offer much in response to the questions asked.</p> <p>Some: Students do make an attempt to respond to the questions they are being asked, however their analysis may be very explicit and</p>		<p>Planning responses to all questions</p> <p>Writing responses to all questions</p> <p>Mock exam questions.</p>



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obvious, and their analysis may only offer the basic surface level of a quotation.
 Clear & relevant: Students response is strong, clear and accurate to the question they are being asked. They analyse implicit ideas and offer alternative interpretations to a quotation.
 Perceptive & detailed: Students response is insightful, observant and developed. They critically analyse implicit and explicit ideas and offer alternative and critical perspectives to quotations. Numerous pieces of evidence will be embedded throughout their responses to ensure accurate support to their responses.

Compelling: fascinating, enthralling, exciting, your piece must grip the reader.
 Convincing: resounding and undoubted in key ideas, arguments or perspectives.
 Consistent: clear and sustained quality throughout.

'A Christmas Carol'

1. 'As solitary as an oyster' (Stave 1) and 'I am as light as a feather' (Stave 5) to link to Scrooge's redemption through the use of the contrasting similes
2. 'Are there no prisons, no workhouses for the poor?' (Stave 1) to link to Scrooge's attitude, poverty in Victorian times, Dickens' own life and charity
3. 'Bah! Humbug' (Stave 1 and 'I will honour Christmas in my heart' (Stave 4) to show Scrooge's redemption from initial dislike of Christmas and the effect of the Ghosts and 'Merry Christmas, uncle! God save you!' (Stave 1) to link to Fred being the antithesis of Scrooge with his attitudes towards Christmas
4. 'Another idol has displaced me' (Stave 2) to link to Scrooge's character, wealth divide and the Ghost of Christmas Past
5. 'Tell me Tiny Tim will live' (Stave 3) to link to the Cratchit family, poverty, social inequality and 'God
6. 'I wear the chains I forged in life' (Stave 1) to link to the supernatural and the key Christian message of the novella

'Macbeth'

1. 'Fair is foul and foul is fair' (Act 1) to link to setting, pathetic fallacy and set the tone for the play
2. 'Is too full of 'th' milk of human kindness' (Act 1) and 'Dashed the brains out' to link to Lady Macbeth's contrast to a woman's role. Also link to Lady Macbeth's ambition, persuasion and manipulation and how she subverts the patriarchal order and 'Come you spirits' (Act 1) to link to the supernatural and Demonologie. 'Are you a man?' (Act 3) links to Lady Macbeth's use of pejoratives to control her husband
3. 'Look like th' innocent flower but be the serpent under't' (Act 1) to link to Lady Macbeth's manipulation and control through the use of metaphor and imperative verb
4. 'Duncan in his grave, after life's fitful fever he sleeps well' (Act 3) and 'Macbeth does murder innocent sleep' links to the motif of sleep throughout
5. 'She has light by her continually' (Act 5) links to the change in LM's character and 'Out damned spot' links to hallucinations and frailty of mind

'An Inspector Calls'

1. 'Hard-headed, practical man of business' and 'keep labour costs down' links to the Birlings, capitalism and the plight of the working classes pre-Welfare state
2. 'There isn't a chance of war' and 'unsinkable, absolutely unsinkable' links to dramatic irony and the context of what happened in the years between the play being set and the play being written
3. 'I can't accept any responsibility' (Birling), 'she only had herself to blame' (Sybil), 'Between us, we drove that girl to suicide' (Sheila) links to responsibility and the fact that the younger generation begin to accept this towards the end to



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 Peer assessment
 Dialogue between the students and teacher whilst live marking



Extended writing based subjects
 Links to History for textual context



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show the ability for the younger generation to change
(Priestley's message)

4. 'Fire and blood and anguish' (Goole – final speech) to link to the 'hell' or the social unrest of the time. Has allusions to WW2 where Goole foreshadows the conflict to follow

