

GCSE Literature and Language

Term	1	2	3	4	5	6
Topic Title	Discursive writing and spoken presentations	The Victorians - Edexcel Paper 1	19th Century novel	Shakespeare Study - Macbeth	English Literature Modern Text	
Rationale	Spoken language skills have been taught as part of the drama curriculum in Year 9. This unit builds on those skills. The structuring of a persuasive speech supports pupil knowledge for the writing task on Language Paper 1	Pupils will learn about the Victorian Era through a range of texts and writers. This will introduce pupils to vital knowledge required for the study of the 19th century novel. Texts and tasks will also link with the requirements of English Language Paper 1 (reading and writing tasks)	There is a smooth transition from studying a range of short texts from the Victorian era to the reading of a Victorian novel.	Pupils will re-read/study the text before the end of Y11. The aim of the Shakespeare study at this stage is to give pupils enough time to comprehend and experience the text before they need to prepare for literature examinations. Shakespeare generally offers the biggest challenge to pupils so it is given a priority place in the curriculum in Y10.	The study of the modern text builds on the themes studied in the modern novel e.g. social responsibility, greed, family etc. Pupils have more familiar experiences and knowledge of the contexts of the modern texts, and therefore it offers a good foundation for further study of language and literature. Pupils return to study the text in Y11	
Prior knowledge	Yr 7 - STEM presentations about climate change. Yr 8 - debate and speeches based on Animal Farm, women in literature and Romeo and Juliet Yr 9 - Class presentations. Debate about capital punishment.	Pupils will build on their knowledge of 19th century from previous topics e.g. Heroes and Villains (Year 7), the Language unit in Year 8 and extracts from the Gothic Genre Language unit in Year 9. Pupils will also develop their reading VIPERS skills.	Pupils have developed ability to analyse language through KS3. Pupils have a wide experience of texts through their study at KS3, including Dickens' heroes and villains in Yr 7, women in Victorian literature in Yr 8 and Victorian gothic literature in Yr 9.	Pupils will apply their knowledge of Shakespearean convention and context developed in Year 7 (The Tempest), Year 8 (Romeo and Juliet) and Year 9 (Merchant of Venice). The theme of heroes and villains was introduced in Yr 7 and Lady Macbeth analysed in the Women in Literature unit in Yr 8	Pupils develop their reading VIPERS skills developed through the KS3 curriculum. Exploration of key themes from units 1 and 2 will also be prevalent.	
National Curriculum/specification links	Edexcel English Language specification.	AQA English Literature Specification and Edexcel Language 2.0 Specification.	AQA English Literature Specification	AQA English Literature Specification	AQA English Literature Specification	
Cross curricular links		History:Victorian Britain RE: Religious festivals (Christmas)		History - Medieval Britain; Tudor and Stuart Britain	History - Pre and post WW1 Britain; Post WW2 Britain; European dictators	
Key vocabulary		Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval.		Tier 2 vocabulary		
Numeracy		Graphs to plot rise of dramatic tension within extracts, exploration of dates pertinent to study of extracts. Pre-decimal currency.	Graph to plot tension, character/thematic development, Pre-decimal currency.	Graph to plot tension, character/thematic development, counting of lines/ syllables to explore structure and form.	Graphs to plot rise of dramatic tension within extracts; conversion of monetary value 1912 v now.	
STEM		Research tasks	Analysis skills, research skills (e.g. contextual knowledge re. writers , creativity e.g. exploring ideas and issues to write from different viewpoints	Analysis skills, research skills (e.g. contextual knowledge), creativity e.g. exploring ideas and issues to write from different viewpoints	Analysis skills, research skills (e.g. contextual knowledge), creativity e.g. exploring ideas and issues to write from different viewpoints	