

# Beamont Collegiate Academy Curriculum Map



## Year 11 English Literature

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	<b>Romeo and Juliet: context and plot Revision</b>	<b>Romeo and Juliet: themes and analysis Revision</b>	<b>DNA: Context, plot, themes, characters and analysis</b>	<b>Unseen Poetry: Revision</b>	<b>A Christmas Carol: Revision</b>	N/A
	Key substantive knowledge	Elizabethan England Patriarchy The role of women Italian stereotypes Shakespeare	Conflict Love Hate Marriage Religion Fate Passion Time	Contemporary drama Bullying Psychological and physical torture Social Hierarchy	Poetic forms		
	Disciplinary knowledge	How to construct an English Literature essay How to move from extract to whole text fluently How to recall key quotations and use them effectively in an examination response How the conventions of Elizabethan society link to the play Romeo and Juliet	How to construct an English Literature essay How to move from extract to whole text fluently How to recall key quotations and use them effectively in an examination response How the conventions of Elizabethan society	How to construct an English Literature essay How to move from extract to whole text fluently How to recall key quotations and use them effectively in an examination response How the conventions of		How to construct an English Literature essay How to analyse the impact of poetic techniques The skill of comparison Language analysis Supporting a theses statement Application of context to language analysis	

		<p>How the themes of love, hate, conflict, passion, time and fate link to the play</p> <p>How to track characters across a whole text</p> <p>How to apply contextual knowledge to their responses and link it clearly to the text</p> <p>How to explore Shakespeare's methods in detail</p>	<p>link to the play Romeo and Juliet</p> <p>How the themes of love, hate, conflict, passion, time and fate link to the play</p> <p>How to track characters across a whole text</p> <p>How to apply contextual knowledge to their responses and link it clearly to the text</p> <p>How to explore Shakespeare's methods in detail</p>	<p>modern society link t the play.</p> <p>How the themes and characters are representative of modern society and act as a microcosm.</p> <p>How to apply contextual knowledge when responding to examination questions.</p> <p>How to explore the playwright's dramatic techniques, language and structure in detail.</p>		<p>Identification of poetic techniques</p> <p>Quotation recall</p>	
Clarity around sequencing	Main links across the curriculum	<p><b>Links to prior learning:</b></p> <p>The technical terminology to support with this unit has been covered across the last 4 years of the curriculum</p> <p>Students have explored the themes of power and conflict in the power, morality and human behaviour unit in year 10.</p> <p>Students have studied Macbeth and The Taming of the Shrew in years seven and eight so will be familiar with</p>	<p><b>Links to prior learning:</b></p> <p>The technical terminology to support with this unit has been covered across the last 4 years of the curriculum</p> <p>Students have explored the themes of power and conflict in the power, morality and human behaviour unit in year 9.</p> <p>Students have studied Macbeth</p>			<p><b>Links to prior learning:</b></p> <p><b>Links to future learning:</b></p>	

		the Shakespearean language. <b>Links to future learning:</b>	and The Taming of the Shrew in years seven and eight so will be familiar with the Shakespearean language. <b>Links to future learning:</b>				
	Authentic cross curricular links	History – the Elizabethan Era  Religious studies – marriage and religion  Sociology – patriarchy and the role of women.  Drama – stagecraft	History – the Elizabethan Era  Religious studies – marriage and religion  Sociology – patriarchy and the role of women.  Drama – stagecraft			History – the literary timeline  Religious studies-	
Vocabulary	Key words	Dramatic irony Stage direction Oxymoron Providence Patriarchy Maternal Antagonistic Flawed Impulsive Naïve	Reckless Dramatic foil Transient Witty Bawdy Meddling Rational Unrequited Concord Pernicious				
Assessment	Summative assessment						
Links to the real world / careers / PD		<b>Careers:</b> Historian Teacher Dramatist	<b>Careers:</b> Historian Teacher Dramatist				

		<b>Real world links:</b> Gender roles Marriage Relationships Religion Conflict of interests Conflict Family relationships	<b>Real world links:</b> Gender roles Marriage Relationships Religion Conflict of interests Conflict Family relationships				
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