

Elements Curriculum Plan

GCSE English Literature

GCSE Literature Texts

Shakespeare – The Merchant of Venice

Pre-1914 novel – The Strange Case of Dr Jekyll and Mr Hyde

Modern drama – DNA (or An Inspector Calls)

Poetry – Power and Conflict cluster (Underlined poems in BB6a to be started during roll-over.)

Unseen poetry

Rationale – The English Literature curriculum for BB6a and b runs alongside the AQA GCSE English Literature specification. The aim of this course is to support those learners capable of accessing the additional GCSE to experience a range of texts and writers, as well as to encourage them to read and find enjoyment in reading more widely.

BB6ab

- ‘The Merchant of Venice’ is an accessible and engaging play that explores issues of religion, race, gender and relationships. It sparks interesting discussion and allows for research into social and historical context outside of many learners’ experience.
- ‘The Strange Case of Dr Jekyll and Mr Hyde’ is a novella that encourages discussions around themes such as good and evil, reputation and identity. Learners will look at the text within its literary tradition and explore the interesting linguistic and structural choices made by the writer.
- ‘DNA’ is a modern play that deals with issues around bullying, peer pressure and the law. As every character is a teenager but their gender is flexible, it becomes an accessible text that all learners can participate in. It encourages discussions around power in relationships/friendships, as well as how we change as individuals.
- The Power and Conflict cluster from the AQA anthology is varied and incorporates texts on many issues from poets of the last 300 years. From war to identity, marriage to leadership, the cluster touches on themes that are engaging and lead to deep discussions. The annotation of the poems builds confidence in independent study and feature-spotting develops skills needed in AQA’s GCSE English Language papers.
- Unseen poetry develops skills in all aspects of reading, as well as time-keeping and analytical writing. The ‘surprise’ of the text is tackled with a reliable and proven approach that instils confidence in the learners, as they respond to questions on theme.

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Building Block 6a ≈ KS4 (Y10)

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| Half-Term | Topic/Content | Skills | Personal Development |
| Autumn 1 | Modern Drama - DNA <ul style="list-style-type: none"> • Character profiles • Adam's death • Phil's food | Characterisation Dramatic devices Dramatic structure Initial look at exam-style questions | Communication Self-awareness Problem solving Teamwork Leadership |
| Assessment | DNA – Character (Phil) | | |
| Autumn 2 | Anthology - Power and Conflict (war) <ul style="list-style-type: none"> • War Photographer • Remains • Charge... • Exposure • Kamikaze • Bayonet Charge • Poppies | Annotation Social/historical context Poetic devices Poetic structures Comparative connectives PEARL response structure | Communication Self-motivation Problem solving |
| Assessment | War Photographer + Remains – effects of war | | |
| Spring 1 | Unseen Poetry <ul style="list-style-type: none"> • Simon Armitage selection • Main poem link to qu. theme 19th Century Novel - Jekyll and Hyde <ul style="list-style-type: none"> • Reading • Gothic tradition | Reading for meaning Scanning for relevant quotes Poetic devices PEAR response structure Reading for meaning Social/historical context Literary context | Communication Teamwork Staying safe Life skills Self-awareness Self-motivation Problem solving |
| Assessment | Full paper 2 – June 2018 | | |
| Spring 2 | 19th Century Novel - Jekyll and Hyde <ul style="list-style-type: none"> • Character • Plot/structure • Setting | Characterisation (web) Tracking plot (diagram) Response to extract (setting) | Communication Teamwork Life skills Self-awareness Self-motivation |
| Assessment | J+H – Hyde as a frightening figure | | |
| Summer 1 | Shakespeare – Merchant of Venice <ul style="list-style-type: none"> • Reading/watching | Social/historical context (religion/race) Characterisation (web) | Communication Self-motivation |

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| | <ul style="list-style-type: none"> • Shylock (+ Jessica) • Antonio | Tracking plot (diagram) Response to extract | Teamwork Life skills Leadership Self-awareness |
| Assessment | MoV – Shylock’s feelings / Mocks | | |
| Summer 2 | Shakespeare – Merchant of Venice <ul style="list-style-type: none"> • Bassanio + Portia • Nerissa + Portia Revision | Social/historical context (gender/relationships) Characterisation (relationships) Tracking plot (sub-plots) Response to extract As required, according to cohort Timings Mark schemes | Communication Self-motivation Teamwork Life skills Leadership Self-awareness |
| Assessment | Full paper 1 | | |

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| Building Block 6b ≈ KS4 (Y11) | | | |
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| Half-Term | Topic/Content | Skills | Personal Development |
| Autumn 1 | Anthology - Power and Conflict (power) <ul style="list-style-type: none"> • London • Ozymandias • My Last Duchess • The Prelude • Storm on the Island | Annotation (independent) Social/historical context (linked to lang, struc, mes) Poetic devices Poetic structures Building effective comparison (lang, struc, mes) PEARL response structure | Communication Problem solving Self-awareness |
| Assessment | Ozymandias + My Last Duchess - power | | |
| Autumn 2 | Modern Drama - DNA <ul style="list-style-type: none"> • Themes – bullying, crime, violence • Leah’s monologues • Settings | Dramatic devices – monologue, setting Scanning for relevant quotes Effect on audience | Communication Self-awareness Problem solving Teamwork Leadership |
| Assessment | DNA – Theme (peer pressure) | | |
| Spring 1 | Anthology - Power and Conflict (identity) <ul style="list-style-type: none"> • The Emigree • Checking... • Tissue | Annotation (independent) Social/historical context (linked to lang, struc, mes) Poetic devices Poetic structures Building effective comparison (lang, struc, mes) PEARL response structure | Communication Problem solving Life skills Self-awareness |
| Assessment | Unseen – Hard Frost (weather) | | |
| Spring 2 | 19th Century Novel - Jekyll and Hyde <ul style="list-style-type: none"> • Character profiles Shakespeare – Merchant of Venice <ul style="list-style-type: none"> • Court scene recap | Characterisation Thematic links Quote bank – thematic/character to wider text Thematic links Quote bank – thematic/character to wider text Response to extract | Communication Self-motivation Teamwork Life skills Leadership Self-awareness |
| Assessment | Full paper 1 | | |
| Summer 1 | Modern Drama - DNA <ul style="list-style-type: none"> • Change/evolution • Leadership | Dramatic devices – thematic Scanning for relevant quotes Effect on audience Quote bank SQuISQuID/S response structure | Communication Self-awareness Problem solving Teamwork Leadership |

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| | Unseen Poetry <ul style="list-style-type: none"> • Second poem link to qu. theme and main poem | Poetic devices Scanning for relevant quotes | Life skills Self-motivation |
| Assessment | Final exams | | |
| Summer 2 | Revision | As required, according to cohort Timings Mark schemes | Communication Life skills Self-awareness Self-motivation |
| Assessment | Final exams | | |