



Curriculum Map

Subject: English

Year Group: 11

Darkness, Tragedy and the Supernatural – Catastrophe before the 20th Century

NOTE: Where classes are split, half terms may run concurrently within a term. For example, one teacher will teach Literature units, another Language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content	Macbeth	Language Paper Two	Dr Jekyll and Mr Hyde	Language Paper Two	Revision
Skills	<ul style="list-style-type: none"> Analysing whole play Judicious selection /embedding of quotes Exploring how context shapes meaning Concepts of dramatic tragedy Analysing patterns across longer texts Writing a clear thesis Sustaining and developing a line of argument 	Comparison and synthesis of texts from different contexts <ul style="list-style-type: none"> Drawing inferences Comment on language and structural choices The art of rhetoric Writing using accurate SPaG – improving range of sentences. Creating a convincing tone and register 	<ul style="list-style-type: none"> Analysing whole text Judicious selection/embedding of quotes Exploring how context shapes meaning Concepts of dramatic tragedy Analysing patterns across longer texts Writing a clear thesis Sustaining and developing a line of argument 	Comparison and synthesis of texts from different contexts <ul style="list-style-type: none"> Drawing inferences Comment on language and structural choices The art of rhetoric Writing using accurate SPaG – improving range of sentences. Creating a convincing tone and register 	<ul style="list-style-type: none"> Analysing whole text Judicious selection/embedding of quotes Exploring how context shapes meaning Concepts of dramatic tragedy Analysing patterns across longer texts Writing a clear thesis Sustaining and developing a line of argument
Key questions	What does Shakespeare say about the nature of ambition? What does Shakespeare say about the Tragic Hero?	How do writers from different contexts explore similar themes? How can writers utilise a range of authorial methods to explore complex concepts?	How do Gothic texts explore contemporary fears? What does Stevenson say about the nature of duality? What does Stevenson say about the nature of science?	How do writers from different contexts explore similar themes? How can writers utilise a range of authorial methods to explore complex concepts?	How do Gothic texts explore contemporary fears? What does Stevenson say about the nature of duality? What does Stevenson say about the nature of science? What does Shakespeare say about the nature of ambition? What does Shakespeare say about the Tragic Hero?
Assessment	Formative: How is ___ presented in the extract and play? Summative: How is ___ presented in the extract and play?	Formative: Section A Summative: Lang Paper Two	Formative: How is ___ presented in the extract and text? Summative: How is ___ presented in the extract and text?	Formative: Section A Summative: Lang Paper Two	
Literacy/ Numeracy/ SMSC/ Character	Concepts: Psychological effects of guilt, The Supernatural/Preternatural, Hegemonic Masculinity, Kingship, Gender Archetypes Key Subject vocab: Equivocation, Paradox, Palindrome, Foreshadowing, Symbolism, Epithets, Tragic Hero, Aristeia, Hamartia, Peripeteia, Foil, Aside, Soliloquy Key General Vocab: Eponymous, prophetic, propensity, transgression,	Concepts: Creating tone through language and structure, persuasion in non-fiction writing, differing views across contexts. Key Subject vocab: Analytical verbs – accentuate, highlight, celebrate, ridicule, lampoon, critique; Tone – celebratory, sincere, earnest, derisory. Key General Vocab: Analysis, comparison, synthesis, contrasting,	Big Questions: How do Gothic texts explore contemporary fears? What does Stevenson say about the nature of duality? What does Stevenson say about the nature of science? Concepts: Duality, the Supernatural, Empiricism, Romanticism, the Unknown, the Uncanny, the divided nature of London Key Subject Vocab: Uncanny, Sublime, Gothic, Preternatural, Urban Gothic, Duality, Symbolism, Atavism, Innate Human Corruption, Hypocrisy, Secrecy	Concepts: Creating tone through language and structure, persuasion in non-fiction writing, differing views across contexts. Key Subject vocab: Analytical verbs – accentuate, highlight, celebrate, ridicule, lampoon, critique; Tone – celebratory, sincere, earnest, derisory. Key General Vocab: Analysis, comparison, synthesis, contrasting, supporting, context, division, (A range of attitude words)	Concepts: Creating tone through language and structure, persuasion in non-fiction writing, differing views across contexts. Key Subject vocab: Analytical verbs – accentuate, highlight, celebrate, ridicule, lampoon, critique; Tone – celebratory, sincere, earnest, derisory. Key General Vocab: Analysis, comparison, synthesis, contrasting, supporting, context,

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	<p>unchecked, proto-gothic, rebellion, revolt, moral compass, sacrilegious</p> <p>Cultural capital: Divine right of kings, Jacobean attitudes to women, witchcraft, Aristotle, tragedy</p>	<p>supporting, context, division, (A range of attitude words)</p> <p>Cultural capital: Compare perspectives from a range of contexts. Understanding a writer's innate bias</p>	<p>Cultural Capital: fin de siècle London, Crime in London, Science, Evolution, Gothic, Victorian Novella</p>	<p>Cultural capital: Compare perspectives from a range of contexts. Understanding a writer's innate bias</p>	<p>division, (A range of attitude words)</p> <p>Cultural capital: Compare perspectives from a range of contexts. Understanding a writer's innate bias</p>