

Toynbee Curriculum

KS4 Topic Summaries

ENGLISH

Personal Best

Toynbee School



Scheme of Learning: Literature Set Text: Jekyll and Hyde (Autumn Year 10)

Topic Sequence:

1	2	3	4
Historical Context Victorian Britain	Reading: The Strange Case of Dr Jekyll and Mr Hyde by R. L. Stevenson	Development of the characters, plot and key themes	Applying Literature exam skills

Topic Overview:

The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson is a classic novel that explores the duality of human nature and the consequences of suppressing one's true self. Despite being written in the 19th century, the themes and issues addressed in the novel remain relevant in today's modern society.

The novel raises questions about the nature of evil, the boundaries of science and ethics, and the impact of societal pressure on individual behaviour. These themes are particularly relevant in contemporary discussions of mental health, identity, and the influence of social norms on individual choices. Pupils will be familiar with the gothic genre after their study in year 9 and so are prepared well for this novella. We study this text for the duration of a full term so that pupils are given enough time to grasp key themes and ideas needed for them to have the ability to delve deeper into the key concepts that surround this text.

All pupils are required to have a personal copy of the text so they can make annotations throughout the study.

Lesson Sequence:

The lessons on *The Strange Case of Dr Jekyll and Mr Hyde* have been carefully crafted to take pupils on a journey of understanding the complexity of the human psyche and the duality of human nature. The topic begins with an introduction to the Victorian era, exploring the social and historical contexts in which the novel was written. This serves as a foundation to build a deeper understanding of the themes and ideas present in the novel.

The next series of lessons focus on the structure and style of the novel, and how these elements contribute to the narrative. Students will explore the use of symbolism, foreshadowing and other literary devices employed by Robert Louis Stevenson to convey the story. They will analyse the character development of Dr Jekyll and Mr Hyde, and how their actions and behaviours reflect the duality of human nature, as well as Stevenson's use of the narrator of the story.

The course then delves into the ethical and philosophical questions raised by the novel. Pupils will discuss the concept of good and evil, the nature of humanity, and the morality of scientific experimentation. They will be challenged to think critically about these issues and develop their own opinions.

The final sequence of lessons explores the relevance of the novel to modern-day society, and how it continues to influence popular culture.

Finally, the assessment for this unit will take the form of a GCSE exam question which has two distinct parts: pupils will be given an extract from the novella then directed to explore the way a specific theme or character is presented in the extract, before writing about how the same theme or character is presented in the rest of the text.

Throughout their study, pupils will use a summary booklet to consolidate their knowledge and understanding of the plot, characters, and themes in the novella. Included in this booklet will be their knowledge organiser for this text.

Homework: during this study, pupils will be set an independent research project into the novel and its context.

Sequence of Topic:

1	Victorian Context/Impact of Industrial Revolution.
2	Victorian Gentleman.
3	Victorian Etiquette.
4	Lombroso/Deacon/Brodie.
5	Darwin's theory of evolution.
6	Religion vs Science.
7	Opening of the novella.
8	Setting Description.
9	Reading the novella.
10	Development of the plot.
11	Development of characters.
12	Key themes within the novella.
13	Application of knowledge.
14	Exam skills practice and assessment

Topic Resources:

Knowledge Map:	1. Knowledge Map: Jekyll and Hyde	Prescribed Sources:	Novella: The Strange Case of Dr Jekyll and Mr Hyde
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Assessment:

Knowledge:	Knowledge test – 20 marks.
Application of Knowledge:	GCSE Exam response – 30 marks.

Supportive Reading:

Range of linked reading:	<p>The Jekyll & Hyde revision guides</p> <p>Recommended publications:</p> <ul style="list-style-type: none"> • CGP • Collins Snap Revision • York Notes • Lightbulb Revision <p>Linked Fiction texts:</p> <ul style="list-style-type: none"> • Heart of Darkness – J Conrad • Kidnapped – R.L Stevenson • Dracula – B Stoker • Frankenstein – M Shelley • The Picture of Dorian Grey – O Wilde
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Scheme of Learning: Literature Set Text: The Merchant of Venice (Spring Year 10)

Topic Sequence:

1	2	3	4
Historical Context Elizabethan Britain	Reading the play	Close study of the play (themes and characters)	Applying exam skills

Topic Overview:

All pupils must study a play by Shakespeare as part of their GCSE in English Literature.

The Merchant of Venice is a play by Shakespeare which is relevant in today's society on many levels. The play explores social prejudice, raises questions about the role of women in society, presents ideas about love, and allows the audience to question social expectations and behaviour.

Pupils will be familiar with the work of Shakespeare following their study of *A Midsummer night's Dream* in year 7 and *The Tempest* in year 8 so are prepared for the challenges of studying this text. We study the play for the duration of a full term so that pupils are given enough time to grasp key themes and ideas needed for them to delve deeper into the key concepts that surround this text.

All pupils are required to have a personal copy of the text so they can make annotations throughout the study

Lesson Sequence:

The lessons on *The Merchant of Venice* have been carefully crafted to take pupils on a journey of understanding of life in Elizabethan England for different social groups. Teaching will secure pupils' knowledge and understanding of the context of the play before reading and studying the play itself. This sequence serves as a foundation to build a deeper understanding of the themes and ideas present in the play.

Firstly, pupils will be taught about the context of the play and lessons will focus on the history of religious conflict between Jews and Christians across Europe, the role of women in an Elizabethan society, and Shakespeare's Theatre.

Then, with this contextual understanding, pupils will read the play closely, annotating their own copy of the text for understanding of plot and characters, as they read. Once they have read the play and understood its plot, pupils will move to a close study of key sections the text, exploring in detail the ways characters and themes are presented. Alongside their reading of the play, pupils will watch the 2004 film version of the play to consolidate their understanding.

Throughout their study, pupils will use a summary booklet to consolidate their knowledge and understanding of the plot, characters, and themes in the play. Included in this booklet will be their knowledge organiser for this text.

Finally, the assessment for this unit will take the form of a GCSE exam question which has two distinct parts: pupils will be given an extract from the play then directed to explore the way a specific theme or character is presented in the extract, before writing about how the same theme or character is presented in the rest of the play.

Homework: during this study, pupils will be set an independent research project into the play and its context.

Sequence of Learning:		Topic Resources:	
1	Social and Historical context of the play	Knowledge Map:	The Merchant of Venice
2	Close reading of the play, including annotations (in pupils' own copies) and regular notes in summary booklets.	Any other Resources:	Copy of the play Revision guide (recommended)
2=	Watch the film version to consolidate understanding	Assessment:	
4	Close study of character: Shylock	Knowledge:	Pupils will complete a 20 question knowledge test on the play. Questions will focus on characters, plot, context, and key quotations.
5	Close study of character: Portia	Application of Knowledge:	Pupils will answer a GCSE question from a past paper on a character or theme. The assessment will be marked according to a GCSE exam mark scheme.
6	Close study of characters: Antonio and Bassanio	Supportive Reading:	
7	Close study of theme: Love	Any supported reading listed here The Merchant of Venice revision guides Recommended publications: <ul style="list-style-type: none"> • CGP • Collins Snap Revision • York Notes • Lightbulb Revision Linked Fiction Texts <ul style="list-style-type: none"> • Shylock Is My Name – H Jacobson • The Jew of Malta – C Marlowe 	
8	Close study of theme: Justice, Mercy, and Revenge		
9	Close study of theme: Family		

Scheme of Learning: English Literature – Power and Conflict Poetry, and Poetry Comparison (Autumn, Spring, Summer Year 10)

Topic Sequence:

1	2	3	4
Introduce Poems in Context of Teaching Set Texts	Analyse Poems in Pupil Anthologies	Comparison Skills/Unseen Poetry	Exam Preparation; Practice Questions

Topic Overview:

As part of AQA GCSE English Literature, pupils must study a cluster of fifteen poems under the themes of Power and Conflict. Pupils are given their own copy of an anthology of the poems, and they will annotate their copies for future revision and exam work. These fifteen poems are split into mini-clusters; each mini-cluster is interspersed between the other Literature set texts throughout year 10. From their study of poetry throughout years 7-9, pupils are excellently placed to explore, analyse and comment on the poems.

The examination for poetry is Paper 2, Section B. There is one question in which the pupils are given a named poem, and they must then compare to another one they have learnt. There is also an Unseen Poetry Comparison in Paper 2, Section C in which the pupils apply their skills to an unseen poem to analyse and answer a question on a theme, and then a comparison of that unseen poem and another.

Lesson Sequence:

In year 10, pupils' study of Literature begins with a Victorian novel (a Victorian novel), and so we teach Blake's 'London' at this point as it fits into the same context. At the end of this unit, pupils will be taught a mini-cluster of poetry which explore identity and some of the ideas associated with the novel. Poems in this mini-cluster: 'Checking Out me History', by John Agard, 'My Last Duchess' by Robert Browning, and 'Tissue' by Imtiaz Dharker.

In the spring term, pupils will study the play by Shakespeare, The Merchant of Venice, before moving to the study of a second mini-cluster of poems which link thematically to the play, exploring loss and absence. These poems are: 'Poppies', by Jane Weir, 'The Emigree' by Carol Rumens, and 'Kamikaze' by Beatrice Garland.

Interwoven with English mock exam preparation, pupils will study the third mini-cluster of poems exploring the consequences and reality of conflicts. Poems in this cluster are: 'Charge of the Light Brigade', by Alfred, Lord Tennyson, 'Exposure', by Wilfred Owen, 'Bayonet Charge' by Ted Hughes, 'War Photographer', by Carol Ann Duffy, and 'Remains' by Simon Armitage.

Finally, pupils will be taught the at cluster exploring the power of nature which includes 'Ozymandias', by Percy Bysshe Shelley, 'Storm on the Island', by Ted Hughes, and William Wordsworth's 'The Prelude'.

The assessment for this topic will take the form of a GCSE exam question in the summer mock exams, in which are required to compare two poems within the same theme.

For Section C of English Literature, paper 2, pupils are required to explore, analyse, and compare two unseen poems. This aspect of poetry is taught and assessed in the summer term of year 11.

Sequence of Learning:

1	London in conjunction with the study of Jekyll and Hyde
2	Mini Cluster 1: Checking Out Me History/My Last Duchess/Tissue
3	Mini Cluster 2: Poppies/The Emigree/Kamikaze
4	Mini Cluster 3: War Photographer/Remains/Exposure/Charge of the Light Brigade/Bayonet Charge
5	Mini Cluster 4: Ozymandias/Storm on the Island/Prelude

Topic Resources:

Knowledge Map:	Power and Conflict Poetry	Any other Resources:	CGP Revision Guide (recommended)
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Supportive Reading:

Any supported reading listed here	Power and Conflict revision guides Recommended publications: <ul style="list-style-type: none"> • CGP • Collins Snap Revision • York Notes • Lightbulb Revision
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Assessment:

Knowledge:	Pupils will complete a 20 question knowledge test on the poems. Questions will focus on language, form, structure and themes.
Application of Knowledge:	Pupils will answer a GCSE question from a past paper comparing a named poem to another from the group. The assessment will be marked according to a GCSE exam mark scheme.

Scheme of Learning: Literature Set Text: An Inspector Calls (Autumn Year 11)

Topic Sequence:			
1	2	3	4
Historical Context Pre and Post war Britain	Reading the play – An Inspector Calls by J. B Priestley	Close study of the play (themes and characters)	Applying Literature exam skills

Topic Overview:

All pupils must study a modern text (play or prose) as part of their GCSE in English Literature.

An Inspector Calls by J. B. Priestley is modern text which explores the themes of social responsibility, age, class, and gender. Set in 1912, written and first performed in the 1940s, the themes and ideas in this play are very relevant in modern society.

The play raises questions about the idea of collective responsibility and highlights how individuals cannot successfully isolate themselves from a community. The political ideas in the play engage and encourage pupils to consider the impact of characters' behaviour on those close to them, and on other members of a bigger community. Pupils will be familiar with many ideas of the period following their study of *The Strange Case of Dr Jekyll and Mr Hyde* in year 10.

All pupils are required to have a personal copy of the text so they can make annotations throughout the study.

Lesson Sequence:

The lessons on *An Inspector Calls* have been carefully sequenced to take pupils on a journey of exploration through pre and post war Britain: this play is set in 1912 but was first performed to an audience after WW2 in 1945.

The topic begins with an introduction to the Britain in 1912, exploring the social and historical contexts in which the play was set; pupils will also explore links between 1912 and 1945 and the questions which Priestley was posing to the audience.

Next, pupils will read the play closely for comprehension of plot and characters, then reread the play studying characters and themes closely, while making notes in their own copy of the play. Throughout their study, pupils will use a summary booklet to record and consolidate their knowledge and understanding of the plot, characters, and themes in the play. Included in this booklet will be the knowledge organiser for this text.

The course delves into the ethical and philosophical questions raised by the play. Pupils will discuss the concepts of social responsibility, class, gender and the potential for society to change. They will be challenged to think critically about these issues and develop their own opinions.

The final sequence of lessons explores the relevance of the play to modern-day society, and how it continues to be relevant in our lives today.

The assessment for this unit will take the form of a GCSE exam question which has two distinct parts: pupils will be given a choice of two questions and asked to explore the way a specific theme or character is presented through the play.

Homework: during this study, pupils will be set an independent research project into the play and its context.

Sequence of Learning:		Topic Resources:	
1	Social and Historical context of the play	Knowledge Map:	An Inspector Calls
2	First read of the play		
3	Close reading of the play, including annotations (in pupils' own copies) and regular notes in summary booklets.	Assessment:	
3	Watch the film version to consolidate understanding	Knowledge:	Pupils will complete a 20 question, multiple choice knowledge test on the play. Questions will focus on characters, plot, context, and key quotations.
4	Close study of characters: The Birling family, Gerald Croft, Eva Smith		
5	Close study of theme: Social Class	Application of Knowledge:	Pupils will answer a GCSE question from a past paper on a character or theme. The assessment will be marked according to a GCSE exam mark scheme.
6	Close study of theme: Lies and secrecy		
7	Close study of theme: responsibility		
8	Close study of theme: morality		

Supportive Reading:	
Any supported reading listed here	<p>An Inspector Calls revision guides</p> <p>Recommended publications:</p> <ul style="list-style-type: none"> • CGP • Collins Snap Revision • York Notes • Lightbulb Revision <p>Linked fiction texts:</p> <ul style="list-style-type: none"> • Noughts and Crosses – M Blackman • Fences – A Wilson • Darling – R Edwards

Scheme of Learning: Revision – GCSE English Language and English Literature (Spring & Summer Year 11)

Topic Sequence:

1	2	3	4	5	6	7
English Language – Reading	English Language – Narrative Writing	English Language – Transactional Writing	English Literature – The Strange Case of Dr Jekyll & Mr Hyde	English Literature – The Merchant of Venice	English Literature – Power and Conflict Poetry	English Literature – An Inspector Calls

Topic Overview:

By the beginning of the spring term of year 11, pupils have been taught all of the Literature set texts and completed mock exams in English Language and English Literature. This allows all lessons from January of year 11 to focus on revising the set texts, preparing for, and practising for the final exams in both subjects.

Lessons will revisit the themes and characters in *The Strange Case of Dr Jekyll and Mr Hyde*, *The Merchant of Venice*, *Power and Conflict poetry*, and *An Inspector Calls*. Alongside this, pupils will revise and practise the discreet skills required for successful analysis, evaluation, comparison, narrative writing and transactional writing in the GCSE English Language exams.

Lesson Sequence:

Pupils will continue to have four English lessons per week; the lessons will cover both Language and Literature revision. Lessons will be sequenced to revisit and extend pupils’ knowledge of the texts, as well as the skills of how to apply these in the successfully in the final examinations.

Each week, one lesson will be dedicated to a discreet skill assessed for English Language*; another lesson will be dedicated to the skill of writing an extended Literature essay**; other lessons cover revision of content, themes, characters within the set texts, and the individual assessment objectives assessed for the English – Language exams.

*For this lesson, pupils are expected to read a short story, extract, or non-fiction article prior to their discreet exam skills lesson. This lesson will teach and assess a specific assessment objective and skill from English Language paper 1 or paper 2. These skills include comprehension, analysis, and evaluation. The texts will be available online a week before the lesson.

**At the end of each week, there will also be a lesson dedicated to applying pupils’ knowledge of Literature set texts to an examination question. These lessons, known as a ‘Literature Masterclass’, will focus on modelling and teaching pupils how to write a scholarly response to a Literature examination question. This will give pupils the skills to be successful in GCSE Literature and help prepare them for post-16 study where they may be required to write independent, extended responses.

Sequence of Lessons:	Topic Resources:
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1	English Language exam skill (requires prior reading)	Year 11 lessons will follow this sequence each week
2	Literature / Language revision of skills / themes / characters	
3	Literature / Language revision of skills / themes / characters	
4	English Literature essay writing masterclass (how to write a scholarly response in an exam)	

Knowledge Maps:	<ul style="list-style-type: none"> EDUQAS English Language (all skills) Knowledge Maps for ALL Literature set texts 	Any other Resources:	Recommended Revision Guides: <ul style="list-style-type: none"> CGP Lightbulb Revision Guides Mr Bruff on YouTube English with Watson on YouTube Dr Aidan on YouTube
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Supportive Reading:

Any supported reading listed here	<p>The Strange Case of Dr Jekyll and Mr Hyde The Merchant of Venice An Inspector Calls Power and Conflict poetry anthology cluster</p> <p>For pupils to develop and extend their reading skills, we recommend regular reading of challenging fiction and quality non-fiction texts. For fiction reads try: 16 coming-of-age books every 16-year-old should read Books – Gulf News</p> <p>For non-fiction texts try: The 100 best nonfiction books of all time: the full list Books The Guardian</p>
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Assessment:

Knowledge:	Knowledge of Literature set texts and Reading and Writing skills are assessed in every lesson using 5-a-day, weekly exam skills lessons (Language), and weekly essay masterclass (Literature)
Application of Knowledge:	Regular exam skills lessons, extended questions from past papers,