



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Assessment
12 Literature	1	IC – Introduction to Prose at A Level Paper One Prose Text- either 'The Great Gatsby' or 'The Go-Between'	<p>Prose terminology/narrative perspective/structure/characterisation/Specific methods used by the writer in set Prose text/Historicism and Contextual background for text</p> <p>Learning command words associated with English Literature A Level</p> <p>Familiarisation with the 5 assessment objectives used for A Level English Literature.</p> <p>The ways in which meanings are shaped in Prose texts.</p> <p>The writers' use of time and place in prose texts.</p> <p>Critical opinions over time about the prose text to inform students' opinions. The importance of introducing different interpretations of texts.</p>	<ul style="list-style-type: none"> To explore the relationships that exist between texts and the contexts within which they are written Preparation for comparison/comparison of genres To debate and challenge the interpretations of other readers To articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. To analyse ways in which meanings are shaped in literary texts. To demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. To explore connections across literary texts. To explore literary texts informed by different interpretations. 	<p>An extended written task done in assessment books. Marked by the teacher. Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p> <p>An extended written task done in assessment books. Marked by the teacher. Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p>
	1	LP- 'Othello' Paper One Shakespeare Text	<p>A Shakespearian tragedy exploring love/relationships.</p> <p>Drama conventions/terminology/analysis of meaning and method.</p> <p>Plot/Characterisation/Structure/Theme.</p>	<ul style="list-style-type: none"> To explore the relationships that exist between texts and the contexts within which they are written Preparation for 	<p>Key assessment/test in</p>

Spaced Learning RAG

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			<p>Contextual factors/Historicist concepts. Responding to different critical analysis of the play over time. Closed book- the shape of the drama/quotations</p>	<p>comparison/comparison of genres</p> <ul style="list-style-type: none"> To debate and challenge the interpretations of other readers To articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. To analyse ways in which meanings are shaped in literary texts. To demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. To explore connections across literary texts. To explore literary texts informed by different interpretations. 	<p>class time. Deep marking by teacher. DIRT work. (Year 12 mocks?)</p>
2	<p>IC -Introduction to WW1 Paper- 'Journey's End' WW1 Drama Text/Unseen WW1 Prose</p>	<p>WW1 Context/structure/characterisation/dramatic techniques /terminology – writing about a play The ways that meanings are shaped in drama texts. The use of dramatic structure; stagecraft; dramatic characterisation; dramatic speech and language. (Interleaving with LP Othello above) Critical opinion over time about the drama text. Revision of all of the Prose section above but applied to Unseen Prose text Understanding the specific use of the term 'significance' when responding to A level questions</p>		<p>An extended written task done in assessment books. Marked by the teacher. Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p>	

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					<p>An extended written task done in assessment books. Marked by the teacher.</p> <p>Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p> <p>Key assessment/test in class time. Deep marking by teacher. DIRT work.</p>
2	<p>LP- 'Love Through the Ages' Pre-C19th Poetry Anthology</p> <p>Revisit/revise The Great Gatsby- interleaved IC</p>	<p>The AQA anthology of love poetry through the ages- students study a range of different types of poem as they explore representations of love over time.</p> <p>The context of each poem written before 1900/ specific methods used by the poet.</p> <p>Historicism and contextual background for both genres of text.</p> <p>Pupils are introduced to the question for study in Year 13, comparing pre 1900 poetry to the prose text 'The Great Gatsby'.</p>	<p>The skills for this area of study/examination are as above. The same assessment objectives are common to both exam papers and all questions.</p>		
3	<p>IC- Unseen WW1 Prose – Preparation for Year 12 Summer Exam/ 'A Long Long Way' World War 1 Comparison Question Coursework Introduction</p>	<ul style="list-style-type: none"> • WW1 Context and Ireland /Prose terminology revision/narrative perspective/structure/characterisation/Specific methods used by the writer in ALLW • Cover first 5-8 chapters of the novel. <p>Pupils learn about the questions, texts and rubric of the NEA (i.e. the course work)</p>	<p>The skills for this area of study/examination are as above. The same assessment objectives are common to both exam papers and all questions.</p>		<p>An extended written task done in assessment books. Marked by the teacher.</p> <p>Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p>

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	3	<p>LP- Unseen Poetry Love Through The Ages Paper</p> <p>Revisit/revise Othello</p>	<p>Students study a range of different types of poem as they explore representations of love over time. How to recognise the context of each poem. Expectations/ conventions of the era e.g. romanticism/metaphysical etc. Link To Pre 1900 Poetry. Specific methods used by the poets. Historicism and contextual background for the poems. How to draw on their knowledge of other poetry over time and apply this. Strategies for dealing with unseen material/making comparisons between the poems.</p> <ul style="list-style-type: none"> Spaced learning activates on: character/theme/structure/dramatic conventions/context/the critics/terminology Effective planning for exam success/effective annotation/the assessment objectives/WAGOLL analysis/AFL activities/How to create effective revision 	<p>The skills for this area of study/examination are as above. The same assessment objectives are common to both exam papers and all questions.</p>	<p>End of year assessment: formal mock examination. Deep marking/whole class feedback/DIRT response.</p> <p><u>Year 12 Summer Exam</u> LP- Othello Question (Love Through the Ages) IC – Unseen WW1 Prose Question</p>

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