

Curriculum Map

Subject: English Literature

Year Group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	<p>TEACHER A: We start the A level reading the eminent Nineteen-eighty-four by George Orwell. Starting with an introduction to the man himself and the factors of 20th Century that provoked him to write.</p> <p>This half term we read the Part 1 and start writing about the novel in a supported way.</p> <p>Teacher B: On the other side of the course we read Act 1 and Act 2 of Twelfth Night by William Shakespeare. Here we build on analytical skills precisely examining the language, form and structure of each scene. We then support students in writing analytical essays on Shakespeare's use of dramatic techniques.</p>	<p>TEACHER A: Continuing with Part 2 of Nineteen-Eighty-Four, we Examine Orwell's fears of totalitarian rule and learn about historical references Orwell makes.</p> <p>TEACHER B: Reads Act 3 and 4 of Twelfth Night continuing to develop analysis of language form and structure. We examine character development and explore types of irony that Shakespeare deploys to create humour.</p>	<p>Teacher A: When reading Part 3 of Nineteen-eighty-four we explore humanity's use of torture over the course of History; exploring the pertinent warnings within the violence of the novel.</p> <p>Teacher B: The reading of Act 5 completes our reading of Twelfth Night. Then we begin studying theatrical performances, exploring directors' interpretations of the play.</p>	<p>Teacher A: An introduction to Coursework: Task 1. Students are introduced to a range of poetry collections all published post 2000. They will choose a collection to write 1000 words analysis of.</p> <p>Teacher B: Using detailed knowledge of the play, we explore different interpretations over time; theatrical and critical. Then we practice engaging with critical debates in essays.</p>	<p>Teacher A: While students work on their coursework for homework, in lessons we turn to the second part of the dystopia exam. Using our knowledge of nineteen-eighty-four as a foundation we explore and analyse a range of iconic dystopian texts with the aim of becoming expert in the genre as a whole. Our journey begins with The Time Machine (1895) and ends with Station Eleven (2014.)</p> <p>Teacher B: An Introduction to A Doll's House by Henrik Ibsen. We examine women's roles in the nineteenth century and explore proto feminism of the time.</p>	<p>Teacher A and Teacher B: Revise the year's content for the end of year exams.</p> <p>After exams:</p> <p>Teacher A: Coursework Task 2. We read Tennessee Williams' A Streetcar Named Desire which students will compare to a novel of their choice.</p> <p>Students are given a concise reading list of novels to read over summer and decide which one will be their coursework text.</p> <p>Teacher B: Act 2 and Act 3 of A Doll's House by Henrik Ibsen, starting to explore critical interpretation of this texts and discuss the significance of nineteenth century context.</p>
Skills- What will be developed?	<p>AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts</p>	<p>AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts</p>	<p>AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts</p>	<p>AO5: Using critical interpretation. AO2: Analysis of Language, Form and Structure AO1: Knowledge of texts</p>	<p>AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts</p>	<p>AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts AO4 Comparison of texts AO5: Using critical interpretation</p>
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>How does literature explain the human experience? Why does Orwell write 1984? How can Literature be social critique? How is literature a product of its time? How are dramatic effects created?</p>	<p>How does literature explain the human experience? Why does Orwell write 1984? How can Literature be social critique? How is literature a product of its time? How are dramatic effects created?</p>	<p>How does literature explain the human experience? Why does Orwell write 1984? How can Literature be social critique? How is literature a product of its time? How are dramatic effects created?</p>	<p>How has literature developed? What can poetry teach us about identity? How has the dystopian genre developed over time? Why do so many dystopian texts mirror each other? How does dystopia help us examine our present?</p>	<p>How can Literature be social critique? How is literature a product of its time? How are dramatic effects created? How does language form and structure create meaning? How has the dystopian genre developed over time?</p>	<p>How can Literature be social critique? How is literature a product of its time? How are dramatic effects created? How does language form and structure create meaning? How has the dystopian genre developed over time?</p>

	How to structure an argument within an essay coherently Academic language and writing style	How to structure an argument within an essay coherently Academic language and writing style	How to structure an argument within an essay coherently Academic language and writing style	How to structure an argument within an essay coherently Academic language and writing style	How to structure an argument within an essay coherently Academic language and writing style	How to structure an argument within an essay coherently Academic language and writing style
Numeracy/computing skills	Research skills – context research	N/A	N/A	Using a word processor to write coursework in official format. Writing a bibliography and footnotes Research skills	N/A	N/A
Character development	Ethics and morality Leadership and governance models Gender and identity	Ethics and morality Leadership and governance models Gender and identity	Ethics and morality Leadership and governance models Gender and identity	Independence – finding own contemporary poet. Choosing literature that they personally connect with.	Ethics and morality Leadership and governance models Gender and identity	Ethics and morality Leadership and governance models Gender and identity
Equality/Diversity opportunities	Questioning of the human experience Exploration of human rights Exploration of gender and identity	Questioning of the human experience Exploration of human rights Exploration of gender and identity	Questioning of the human experience Exploration of human rights Exploration of gender and identity	Coursework- using non white and non-binary poets to give a wider range of experience in literature.		Streetcar Named desire Reading A Streetcar Named Desire – exploration of heteronormative attitudes
Homework/Independent learning	Reading set texts Context research First essays set as homework	Quote memorising Reading set texts Context research	Quote memorising Reading set texts Context research	Coursework research Independent analysing of poetry	Revision	Research A Streetcar Named Desire
CIAG coverage/links	Analysis of texts. Reading and summarising. Exploration of linguistics. Consideration of politics and governance.	Analysis of texts. Reading and summarising. Exploration of linguistics. Consideration of politics and governance. Theatre and performance.	Analysis of texts. Reading and summarising. Exploration of linguistics. Consideration of politics and governance. Theatre and performance.	Analysis of texts. Reading and summarising. Exploration of linguistics. Consideration of politics and governance. Theatre and performance.	Analysis of texts. Reading and summarising. Exploration of linguistics. Consideration of politics and governance. Theatre and performance.	Analysis of texts. Reading and summarising. Exploration of linguistics. Consideration of politics and governance. Theatre and performance.