

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 ?	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. This half term we read the Part 1 and start writing about the novel in a supported way. Teacher B: We start with A Doll's House by Henrik Ibsen exploring the role of women in the nineteenth century and Ibsen's ideas on self actualisation. We marry this with the poetry of Christina Rossetti, preparing students with the skills required to write comparative essays on both texts next term.	TEACHER A: Continuing with Part 2 and Part 3 of Nineteen-Eighty-Four, we Examine Orwell's fears of totalitarian rule and learn about historical references Orwell makes. Students are then prepared for the essay writing skills they'll need for their first round of assessments. TEACHER B: Act 2 of A Doll's House by Henrik Ibsen, starting to explore critical interpretation of this texts and discuss the significance of nineteenth century context. We then compare this to more of Christina Rossetti's poetry, looking for similar presentations across the texts.	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. Teacher B: We finish Act 3 of a Doll's House and the collection of Rossetti's poetry. We then model essay writing skills and support students in writing their own.	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. Teacher B: Coursework Task 2. We read Tennessee Williams' A Streetcar Named Desire which students will compare to a novel of their choice. We explore presentations of gender and sexuality looking at the significance of context in shaping meaning.	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.) Teacher B: We complete our reading of A Streetcar Named Desire and look at critical interpretations of this iconic play. Students are given a concise reading list of novels to read over the next term and decide which one will be their coursework text. Students plan and write their first draft.	Teacher A and Teacher B: Revise the year's content for the end of year exams. After exams: Students complete the first draft of their coursework, ready for the September deadline.
Skills- What will be developed?	AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts	AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts	AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts	AO5: Using critical interpretation. AO2: Analysis of Language, Form and Structure AO1: Knowledge of texts	AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts	AO1: Knowledge of texts AO2: Analysis of Language, Form and Structure AO3: Significance of contexts AO4 Comparison of texts AO5: Using critical interpretation
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	How does literature explain the human experience? Why does Orwell write 1984?	How does literature explain the human experience? Why does Orwell write 1984?	How does literature explain the human experience? Why does Orwell write 1984?	How has literature developed? What can poetry teach us about identity?	How can Literature be social critique? How is literature a product of its time?	How can Literature be social critique? How is literature a product of its time?

	Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Spelling of new terms and linguistic terminology 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.