

Curriculum Map

Subject: English Literature

Year Group: 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	Teacher A Coursework Task 2 is due the first week we return. We begin a detailed study of our 2nd Dystopian text: A Handmaid's Tale by Margaret Atwood. Exploring Atwood's social critique and the significance of the end of 20th Century's context. We will begin making comparisons between Atwood and Orwell's nightmare visions and the relevance these hold today. Teacher B: We study Othello by William Shakespeare. Analysing how dramatic techniques are created by Shakespeare.	After the Year 13 Autumn exams: Teacher A: We complete our reading of A Handmaid's Tale by Margaret Atwood and then explore critical interpretation of this novel over time. Using this knowledge of A Handmaid's Tale and Nineteen -eighty-four we learn to write essays exploring the Dystopian genre of literature as a whole. Teacher B: We complete the play Othello and then develop our ability to answer 15 mark questions analysing the use of dramatic techniques in Shakespeare's work.	Teacher A: We revise the Unseen Dystopia work that was completed in Y12 using our knowledge of the Dystopian genre to complete a critical appreciation of Unseen Dystopian texts. Teacher B: We continue with Othello by William Shakespeare. We move on to answering the Second 15 mark question in the exam where we engage with critical interpretations of the play.	After 13 Exams Both Teachers: Feedback lessons spent exploring areas of development from the exams. Students complete walk-throughs of the exams from the past 3 years: planning questions and reading exemplar answers recalled from the exam board and students write their own. Exam preparation: Past papers and potential questions practised.	A Level Exams.
Skills- What will be developed?	AO1: Knowledge of texts AO3: Significance of contexts AO3: Deeper consideration of the genre of Literature AO4 Comparison of texts AO5: Using critical interpretation	AO1: Knowledge of texts AO3: Significance of contexts AO3: Deeper consideration of the genre of Literature AO4 Comparison of texts AO5: Using critical interpretation	AO1: Knowledge of texts AO3: Significance of contexts AO3: Deeper consideration of the genre of Literature AO4 Comparison of texts AO5: Using critical interpretation	AO1: Knowledge of texts AO3: Significance of contexts AO3: Deeper consideration of the genre of Literature AO4 Comparison of texts AO5: Using critical interpretation	AO1: Knowledge of texts AO3: Significance of contexts AO3: Deeper consideration of the genre of Literature 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 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 can texts compare and contrast each other? Why do different texts make similar conclusions about the human experience? How does Atwood contribute to the dystopian genre? How are modern societies critiqued in dystopia?	How does literature explore ideas about gender? How is gender and identity a timeless concern? Why do different texts make similar conclusions about the human experience? How does Atwood contribute to the dystopian genre?		

	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? How does literature explore ideas about gender? How is gender and identity a timeless concern? How can a text be feminist before feminism? How does Literature break with tradition?	How has critical opinion viewed dystopia? How does the Victorian context shape literature produced at the time? How does literature explore ideas about gender? How is gender and identity a timeless concern?	How are modern societies critiqued in dystopia? How has critical opinion viewed dystopia? How can texts compare and contrast each other? How does the Victorian context shape literature produced at the time?		
SEND- how will support be seen? Seating plans? Simplified questions?	Teaching key vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays Revision management: quote collectors	Teaching key vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays Revision management: quote collectors	Teaching key vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays Revision management: quote collectors	Teaching key vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays Revision management: quote collectors	Teaching key vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays Revision management: quote collectors
Assessment- What? Why?	Coursework Task 1 and 2 deadlines Teacher A: Coursework: Mark essay plans Verbal feedback first 500 words	Year 13 Exams: Dystopia Part A AO1 AO2 AO3 A Doll's House and Rossetti's Poetry AO1 AO3 AO4 AO5		13 Exams: Othello t a +b AO1 AO2 AO5 Dystopia Part B AO1 AO3 AO4 AO5	Timed essays in order of identified need.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Quote tests Quote collectors Creation of thematic quote banks Booklet of model answers Modelling of essay writing in lesson	Quote tests Quote collectors Creation of thematic quote banks Booklet of model answers Modelling of essay writing in lesson	Quote tests Quote collectors Creation of thematic quote banks Booklet of model answers Modelling of essay writing in lesson	Quote tests Quote collectors Creation of thematic quote banks Booklet of model answers Modelling of essay writing in lesson	Quote tests Quote collectors Creation of thematic quote banks Booklet of model answers Modelling of essay writing in lesson
Literacy- reading, extended accurate writing and oracy opportunities	Independent reading and analysis- going beyond remembering what you are	Independent reading and analysis- going beyond remembering what you are	Independent reading and analysis- going beyond remembering what you are	Independent reading and analysis- going beyond remembering what you are	Independent reading and analysis- going beyond remembering what you are

	taught and developing resilience to unseen texts. Analysis of the specific connotations and effects of word choices Academic writing and essay structuring Teaching academic and specialist vocabulary and terminology	taught and developing resilience to unseen texts. Analysis of the specific connotations and effects of word choices Academic writing and essay structuring Teaching academic and specialist vocabulary and terminology	taught and developing resilience to unseen texts. Analysis of the specific connotations and effects of word choices Academic writing and essay structuring Teaching academic and specialist vocabulary and terminology	taught and developing resilience to unseen texts. Analysis of the specific connotations and effects of word choices Academic writing and essay structuring Teaching academic and specialist vocabulary and terminology	taught and developing resilience to unseen texts. Analysis of the specific connotations and effects of word choices Academic writing and essay structuring Teaching academic and specialist vocabulary and terminology
Numeracy /computing skills	Using a word processor to write coursework in an academic format. Writing a bibliography and footnotes Research skills	Using a word processor to write coursework in an academic format. Writing a bibliography and footnotes Research skills	Using a word processor to write coursework in an academic format. Writing a bibliography and footnotes Research skills		
Character development	Independence – finding own contemporary poet. Autonomy: exploring our own choice of literature.	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	Ethics and morality Leadership and governance models Gender and identity
Equality /Diversity opportunities	Exploration of homosexual and heterosexual relationships. Exploration of gender roles and privilege and oppression	Discussion of gender equality Human rights within the human experience.	Discussion of gender equality Human rights within the human experience.	Discussion of gender equality Human rights within the human experience.	Discussion of gender equality Human rights within the human experience.
Homework /Independent learning	Coursework Task 2 First A Doll’s House/ Rossetti Context research: Victorian and HMT	Coursework Task 2 Handmaid’s Tale/Orwell comparison essays. Reading HMT Memorising quotes	Memorising quotes Context research: Victorian and HMT	Memorising quote banks and critics Revision	Revision
CIAG coverage/links	Politics and discussion of morality Gender equality and Law	Politics and discussion of morality Gender equality and Law	Politics and discussion of morality Gender equality and Law	Politics and discussion of morality Gender equality and Law	Politics and discussion of morality Gender equality and Law