

## KS5 English Literature Curriculum Mapping 2022-2023

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Intro to A level Lit Tragedy King Lear Death of A Salesman	Tragedy King Lear Death of A Salesman	Tragedy King Lear Tragedy Poetry: Keats	Essay Writing Keats Death of A Salesman revision Critical Anthology and Coursework Intro	Lear/ Salesman revision NEA Coursework: Duffy Poetry Research individual Prose text	Coursework 1 Duffy: The World's Wife Independent Text Selection
Knowledge and skills (Content)	<p>Through all aspects of the course, students are developing the skills needed to:</p> <ul style="list-style-type: none"> <li>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>Analyse ways in which meanings are shaped in literary texts.</li> <li>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li> <li>Explore connections across literary texts. <ul style="list-style-type: none"> <li>Explore literary texts informed by different interpretations.</li> </ul> </li> </ul> <p>include:</p> <ul style="list-style-type: none"> <li>the type of the tragic text itself, whether it is classical and about public figures, like Lear, or domestic and about representations of ordinary people, like Tess</li> <li>the settings for the tragedy, both places and times</li> <li>the journey towards death of the protagonists, their flaws, pride and folly, their blindness and insight, their discovery and learning, their being a mix of good and evil</li> <li>the role of the tragic villain or opponent, who directly affects the fortune of the hero, who engages in a contest of power and is partly responsible for the hero's demise</li> <li>the presence of fate, how the hero's end is inevitable</li> <li>how the behaviour of the hero affects the world around him, creating chaos and affecting the lives of others</li> <li>the significance of violence and revenge, humour and moments of happiness</li> <li>the structural pattern of the text as it moves through complication to catastrophe, from order to disorder, through climax to resolution, from the prosperity and happiness of the hero to the tragic end</li> <li>the use of plots and sub-plots</li> </ul> <p>the way that language is used to heighten the tragedy</p> <ul style="list-style-type: none"> <li>ultimately how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition. <ul style="list-style-type: none"> <li>The tragic Genre and its evolution. Understand key elements of tragedy. Be able to use key concepts and terms of the genre. Understanding of different interpretations over time (Nahum Tate / Bradley etc)</li> <li>Understanding of dramatic form, methods and structure</li> <li>Detailed and developed knowledge of the texts: plot, themes, characters, language, dramatic methods, structure</li> <li>Miller : Tragedy and the Common Man</li> </ul> </li> </ul> <p>Essay Writing skills, use of quotations, literary and tragic vocabulary using Discuss/ define/ refine model</p>			<p>Understanding and knowledge of Critical Theories: Marxism, Eco Criticism, Feminism, Post-Colonial, Literary Value and the Canon, Narrative Theory</p> <p>Exam prep AOs</p> <p>Feminism/ Duffy poetry</p> <p>Analysis</p> <p>Applying theory and different lenses to texts</p> <p>NEA</p> <p>AO1:</p> <p>Construction of detailed and perceptive argument</p> <p>Understanding and accurate use of critical theory concepts and terminology</p> <p>Expression fluent, mature and sophisticated</p> <p>AO2</p> <p>Understanding of authorial methods and how meaning is shaped</p> <p>AO3</p> <p>Understanding of the significance of context and link to theories</p> <p>Connection with other literary texts / genres and different interpretations over time</p>		
Assessment	Knowledge tests on plays. Extract and text annotation/ analysis. Essays and scene summaries			SAS P1 exam: Lear/ Salesman. Plans and initial research for NEAs		

<b>Cross Curricular Links</b>	Literacy skills, writing a strong argument (History/ Philosophy etc) reading for meaning, Skimming/ Scanning/ Inference/ Analysis Study of the set texts raises many challenging contexts and issues for discussion (including gender, class, relationships, prejudice and discrimination)
<b>SMSC, British Values, Cultural Capital</b>	Monarchy and hierarchical structures, Capitalist Society, American Dream, Equality, Gender
<b>CEIAG</b>	During the course, students are taught a wide range of skills applicable to different careers and the link between strong literacy skills, empathy and understanding and successful, fulfilling careers is made. Teachers make explicit links to careers in lessons; materials are provided for registration and departmental displays focus on English careers. There is often reference to previous students careers and University courses
<b>Learning outside the classroom</b>	Wider Reading set fortnightly including notes from Arden edition of Lear/ secondary critical responses , Independent Study using Digital Theatre resources, Massolit Trial lectures (possible subscription), Regular homework tasks
<b>Additional Subject Specific Information</b>	Independent reading and research skills Further discussion and evaluation of big ideas, issues and theories across time

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	NEA The World's Wife AH Crime poetry AH Revision DoS/ Tess Lear AH Crime Drama/ Unseen crime JH Revision Lear JH Hamlet JH	Hamlet JH Crime poetry AH TWW NEA Feedback Individual Prose NEA JH Revisit Unseen Crime	Complete Hamlet JH Complete Crime poetry WWTBGN AH	Complete texts/ revision/ Exam essay practice	Revision/ exam essay practice	
<b>Knowledge and</b>	<ul style="list-style-type: none"> <li>the type of the crime text itself, whether it is detective fiction, a post-modern novel, a revenge</li> </ul>					

<b>skills (Content)</b>	tragedy, an account of a life lost to crime • the settings that are created as backdrops for criminal action and for the pursuit of the perpetrators of crime: both places and times will be significant here • the nature of the crimes and the criminals, the criminals' motives and actions • the inclusion of violence, murder, theft, betrayal • the detection of the criminal and the investigation that leads to his or her capture or punishment • how far there is a moral purpose and restoration of order • guilt and remorse, confession and the desire for forgiveness • the creation of the criminal and their nemesis, the typical detective hero • the sense that there will be a resolution and the criminal will be punished • the victims of crime and the inclusion of suffering • the central motifs of love, money, danger and death • punishment, justice, retribution, injustice, accusation, the legal system, criminal trials and courtroom dramas, imprisonment, death • the structural patterning of the text as it moves through a series of crises to some sense of order • the specific focus on plotting • the way that language is used in the world that is created; there may be use of a criminal register, legal register, police register • the way that crime writing is used to comment on society, particularly the representation of society at particular historical periods • ultimately, how crime stories affect audiences and readers, creating suspense, repugnance, excitement and relief.  Essay writing skills Discuss/ Define Refine model					
<b>Assessment</b>	Regular feedback September assessment of texts covered	Deadline NEA TWW Draft Mock exams	Final NEA TWW completed over Christmas First draft NEA Independent prose	Final NEAs submitted Regular exam essay practice/ feedback	A level Exams	
<b>Cross Curricular Links</b>	Feminism RE/ History/ Agricultural Revolution mechanisation of farming. Psychology / sociology crime and criminal mindset					
<b>SMSC, British Values, Cultural Capital</b>	Justice system Equality Social Class Literary Heritage					
<b>CEIAG</b>	During the course, students are taught a wide range of skills applicable to different careers and the link between strong literacy skills, empathy and understanding and successful, fulfilling careers is made. Teachers make explicit links to careers in lessons; materials are provided for registration and departmental displays focus on English careers. There is often reference to previous students careers and University courses.					
<b>Learning outside the classroom</b>	Regular reading and other tasks set. Coursework planning and drafting	NEA TWW Planning for Individual Text	Regular Homework and NEA Coursework completion	Regular Homework and NEA Coursework completion	Regular homework. Past papers/ exam style essays	
<b>Additional Subject Specific Information</b>						

