

# Curriculum Map

Subject: **English Literature**



Year: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<p><b>TEACHER 1</b> -Introduction to the Aspects of Tragedy -Keats : La Belle Dame sans Merci, Isabella ; Or the Pot of Basil, Lamia</p> <p><b>TEACHER 2</b> Othello by William Shakespeare : Act 1-2</p>	<p><b>TEACHER 1</b> -Keats Continued. -The Death of a Salesman (Act 1)</p> <p><b>TEACHER 2</b> -Othello : Act 3-4.</p>	<p><b>TEACHER 1</b> -The Death of a Salesman : (Act 2) -Paired essay practice.</p> <p><b>TEACHER 2</b> -Othello (Act 5) -Summary essay practice and consolidation.</p>	<p><b>TEACHER 1 &amp; 2</b> -Introduction to NEA Coursework. -Teaching Literary Theory : -Marxism -Eco-Theory -Feminism -Post-Colonialism -The Canon -Narrative (Each teacher picks three) Various extracts of poetry and prose taught.</p>	<p><b>TEACHER 1 &amp; 2</b> -Progress on Coursework - Paired supervision of class as they work towards first deadline for formal verbal feedback. -Revision for Mock Exams -Writing practice, time conditions, exam technique.</p> <p><b>MOCK EXAMS</b> - Full Paper 1 (Aspects of Tragedy)</p>	<p><b>TEACHER 1 &amp; 2</b>-Revision for Mock Exams. -Feedback given on coursework and final deadlines set for following academic year. -Mock Exams -Consolidation of Paper 1 skills.</p> <p>-Introduce Elements of Political and Social Protest Literature. -Teach extracts analysis of unseen extracts from various authors, genres and political contexts.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>-Knowledge of the Aspects of tragedy</li> <li>-Classic tragic tropes</li> <li>-Romanticism and its influences</li> <li>-Context of Elizabethan England</li> <li>-Dramatic and Poetic language, methods and devices.</li> <li>-Introduction to Critical Literature</li> </ul>	<ul style="list-style-type: none"> <li>-Attitudes of Keats and Shakespeare's contemporaries to the issues / themes / motifs of the play</li> <li>-Developed knowledge of poetic and theatrical structure</li> <li>-Delve into criticisms / alternative interpretations.</li> <li>-Explore dramatic and poetic language, methods and devices in DOAS.</li> <li>-Context of Miller's America</li> </ul>	<ul style="list-style-type: none"> <li>-Explore ideas of the American Dream, critiques of the tragic genre through Miller's 'modern tragedy'</li> <li>-Explore Shakespeare's dramatic methods in the denouement of the play.</li> <li>Evaluate the tragedy of the play(s) as a whole.</li> <li>-Paired (not comparison of) ideas shared between Keats and Miller.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore a selection of various extracts from a diverse range of authors through the lens of six literary theories: <i>-narrative theory</i> <i>-feminist theory</i> <i>-Marxist theory</i> <i>-eco-critical theory</i> <i>-post-colonial theory</i> <i>-literary value and the canon.</i></li> <li>-Develop 'Unseen analysis' and make a connection to Summer 2's introduction to SPP.</li> <li>-Explore connections between texts and authors contextual</li> </ul>	<ul style="list-style-type: none"> <li>-ReACT to first drafts of coursework.</li> <li>-Consolidate and recall subject content from Autumn 1 – Spring 1 (Aspects of Tragedy).</li> <li>-Develop written exam technique</li> </ul> <p>Extract Analysis Topic Essay Question Paired Essay Question</p>	<ul style="list-style-type: none"> <li>-Knowledge and understanding of the elements of political and social protest writing.</li> <li>-Unseen analysis skills.</li> </ul>
<b>Skills</b>	<p><b>KU</b> – Knowledge and Understanding (A01) <b>TS</b> – Topic Sentence (A01) <b>BR</b> – Bridging Paragraphs (A01)</p>	<p><b>KU</b> – Knowledge and Understanding (A01) <b>TS</b> – Topic Sentence (A01) <b>BR</b> – Bridging Paragraphs (A01)</p>	<p><b>KU</b> – Knowledge and Understanding (A01) <b>TS</b> – Topic Sentence (A01) <b>BR</b> – Bridging Paragraphs (A01)</p>	<p>- <b>KU</b> – Knowledge and Understanding (A01) <b>TS</b> – Topic Sentence (A01) <b>BR</b> – Bridging Paragraphs (A01)</p>	<p>- <b>KU</b> – Knowledge and Understanding (A01) <b>TS</b> – Topic Sentence (A01) <b>BR</b> – Bridging Paragraphs (A01)</p>	<p>- <b>KU</b> – Knowledge and Understanding (A01) <b>TS</b> – Topic Sentence (A01) <b>BR</b> – Bridging Paragraphs (A01)</p>

	<p><b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer’s Methods (A01/2)  <b>EX</b> – Explore Writer’s Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>EG</b> – Engaging with Question (A01/5)</p>	<p><b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer’s Methods (A01/2)  <b>EX</b> – Explore Writer’s Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)</p>	<p><b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer’s Methods (A01/2)  <b>EX</b> – Explore Writer’s Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)</p>	<p><b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer’s Methods (A01/2)  <b>EX</b> – Explore Writer’s Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)    <b>IR</b> – Independent Research  <b>CRA</b> – Crafting Argument.</p>	<p><b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer’s Methods (A01/2)  <b>EX</b> – Explore Writer’s Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)    <b>IR</b> – Independent Research  <b>CRA</b> – Crafting Argument.</p>	<p>(A01)  <b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer’s Methods (A01/2)  <b>EX</b> – Explore Writer’s Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)    <b>UA</b> – Unseen Analysis</p>
<b>Key Questions</b>	<p>What are the main Aspects of ca Shakespearean Tragedy?  How do the writers establish tragic plot and setting?  How do writers create tragic characters to fulfil roles in the tragedy: Hero, villain, victim?</p>	<p>How do the writers develop the tragedy narrative?  How does Keats explore ideas of love and death through tragedy?  How does Miller challenge the aspects of tragedy within ‘Tragedy and the Common Man’?</p>	<p>How does Shakespeare build ‘Othello’ to a tragic climax?  How are audiences supposed to react to the message of the tragedy as a whole?  How does a modern tragedy affect an audience differently?</p>	<p>Marxism:  How are power structures, economic systems and hierarchies explored in texts?  Are all texts political and products of their time/ contexts/ authors politics?    Feminism:  How does writers explore gender roles, disparity and other gendered power structures in their works?  How do writers contexts affects their writing?    Eco-Theory:  How do writers explore environmental concerns, ecological issues , pastoral and other eco-theory</p>	<p>How can students revise effectively for the upcoming exams?</p>	<p>How can students ReACT to their mock marks and set targets for the following academic year?</p>

				<p>aspects in their texts?</p> <p>Post-Colonial: How do writers explore ideas of difference, othering, alienation and other post-colonial aspects in their texts?</p> <p>Canon: How significant is the established canon of writers to our understanding of 'important literature'? Is the canon outdated? Should the canon be modernised or updated?</p> <p>Narrative: How do writers shape ideas of narrative, plot, character and resolution in their texts? How do writers subvert expectations through their narrative style?</p>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>-Summative Assessment on Othello – Act ½ and Keats poetry.</li> <li>-ReACT Tasks</li> <li>-SLP Assessment</li> </ul>	<p>Keats Assessment:</p> <p>Othello Assessment: -ReACT Tasks</p>	<p>DOAS Assessment:</p> <p>Othello Assessment: -ReACT Tasks -SLP Assessment</p>	ReACT Tasks	<p>Informal Teacher assessment of NEA progress. Rough approximation of BAND.</p> <p>ReACT Tasks</p>	<p>Students to ReACT to their mock exams.</p> <p>Peer Assessment of Extract Analysis.</p> <p>ReACT Tasks</p>
<b>Literacy/numeracy/SMSC/Character</b>	English Literature provides students with multiple tools to access, critique, analyse and articulate their ideas on society and culture represented through literature. The text selection is diverse and exposes students to a myriad of rich cultural history, as well as a multitude of works from other cultures - both historical and contemporary. Literature is inseparable from the societal contexts that the writer experienced, thereby allowing us to use literature as a window to the past while also allowing us to reflect on our own society.					
<b>Enrichment opportunities and futures</b>	<ul style="list-style-type: none"> <li>-Watching film adaptation of Keats Life (Bright Star)</li> <li>-SLP – Significant Literature Project (Classical Literature)</li> <li>-SLP 2 – Significant Literature Project (Victorian Novel)</li> <li>-Tragedy videos on teacher's YouTube channel.</li> <li>-Globe theatre / London productions of Shakespeare's works.</li> <li>-Virtual tour of the Globe theatre.</li> <li>-British Museum</li> <li>-English in Action Lecture on the Aspects of Tragedy.</li> </ul>					

- 'Much Ado About Shakespeare' podcasts
- Keats / DOAS / Othello York Notes-
- Lawrence Fishburne's '*Othello*' vs Laurence Olivier's '*Othello*'
- Marxist/ Feminist/ Eco-Theory/ Post-Colonial/ Narrative/ Canon theory books available in school library.
- Sixth form helpers in KS3 English / library lessons

**Employability Skills:**

Formality of writing  
Literary analysis  
Time management  
Presentation skills  
Critical thinking  
Cultural capital  
Reading for meaning  
Debate  
Self-management  
Fluent/ Articulate communication skills

**Career prospects:**

Education  
Human Resources  
Public Relations  
Business  
Writer/ Novelist  
Journalist  
Communications  
Branding  
Design  
Civil Service  
Archivist  
Copyright Manager  
Social Media Content manager  
Librarian  
Newspaper/ Print Journalism  
Acting/ Theatre