

# Curriculum Map

Subject: **English Literature**



Year: 13

|                  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2 |
|------------------|---|---|---|---|---|----------|
| <b>Content</b>   | <p>Teacher 1: The Handmaid's Tale</p> <p>Teacher 2: The Kite Runner</p>   | <p>Teacher 1: Finish The Handmaid's Tale</p> <p>Teacher 2: Finish The Kite Runner</p> | <p>Teacher 1 and Teacher 2: Songs of Innocence and Experience by William Blake</p> <p>Clusters 1-6</p>  | <p>Teacher 1 and Teacher 2: Finish Songs of Innocence and Experience by William Blake.</p> <p>-----</p> <p>Teacher 1: Unseen Extracts</p> <p>Teacher 2: Paired essay question</p> <p>Aspects of Tragedy Revision.</p> | <p>Exam Revision</p> <p>Exam skills</p>   | N/A      |
| <b>Knowledge</b> | <p>-Recall the Elements of Political and Social Protest (Taught in Summer 2 – Year 12)</p> <p>-Examine THT and TKR as social and political texts</p> <p>-Explore authors' contexts and political beliefs as foregrounds for the texts.</p> <p>-Examine the relevance of the issues the texts explore today:</p> <p>-Afghanistan's recent fall to Taliban control</p> <p>-Issues of women's rights and reproductive freedoms in America and around the world.</p> <p>-Methods used by Atwood and Hosseini to shape meaning in their texts, such as narrative voice, symbolism, neologisms, genre conventions, etc.</p> |   | <p>-Blake's political beliefs, dissenter, revolutionary, Pre-Raphaelite, romantic, spiritualist.</p> <p>-Context of the Enlightenment, Industrial Revolution, French Revolution, Rousseau and Locke, etc.</p> <p>-Apply the elements of political and social protest literature to Blake's poetry.</p> <p>Grouping of poems into:</p> <p>-Children</p> <p>-Blake's philosophy</p> <p>-Blake's politics</p> <p>-Nature</p> | <p>Recall Unseen extract analysis skills from Summer 2.</p> <p>Recall, review and consolidate understanding of the Aspects of Tragedy units from Year 12 (Autumn 1-Spring 2).</p>                                     | <p>Exam skills</p> <p>Consolidation of all units</p> <p>Coursework marks returned and grades awarded.</p> | N/A      |

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| <b>Skills</b>        | <p><b>KU</b> – Knowledge and Understanding (A01)<br/> <b>TS</b> – Topic Sentence (A01)<br/> <b>BR</b> – Bridging Paragraphs (A01)<br/> <b>EE</b> – Embedding Evidence (A01/2)<br/> <b>WM</b> – Identifying Writer’s Methods (A01/2)<br/> <b>EX</b> – Explore Writer’s Methods (A02)<br/> <b>CG</b> – Explore Connections to Genre (A04)<br/> <b>TA</b> – Terminology Accuracy (A01/2)<br/> <b>DV</b> – Developing Arguments (A01/5)<br/> <b>EG</b> – Engaging with Question (A01/5)<br/> <b>CON</b> – Links to Context (A03)<br/> <b>CR</b> – Critic Quote / Argument (A01/5)<br/> <b>CA</b> – Counter-Argument (A01/5)<br/> <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)<br/> <b>IT</b> – Interpretation over Time (A05)</p> | <p><b>KU</b> – Knowledge and Understanding (A01)<br/> <b>TS</b> – Topic Sentence (A01)<br/> <b>BR</b> – Bridging Paragraphs (A01)<br/> <b>EE</b> – Embedding Evidence (A01/2)<br/> <b>WM</b> – Identifying Writer’s Methods (A01/2)<br/> <b>EX</b> – Explore Writer’s Methods (A02)<br/> <b>CG</b> – Explore Connections to Genre (A04)<br/> <b>TA</b> – Terminology Accuracy (A01/2)<br/> <b>DV</b> – Developing Arguments (A01/5)<br/> <b>EG</b> – Engaging with Question (A01/5)<br/> <b>CON</b> – Links to Context (A03)<br/> <b>CR</b> – Critic Quote / Argument (A01/5)<br/> <b>CA</b> – Counter-Argument (A01/5)<br/> <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)<br/> <b>IT</b> – Interpretation over Time (A05)</p> | <p><b>KU</b> – Knowledge and Understanding (A01)<br/> <b>TS</b> – Topic Sentence (A01)<br/> <b>BR</b> – Bridging Paragraphs (A01)<br/> <b>EE</b> – Embedding Evidence (A01/2)<br/> <b>WM</b> – Identifying Writer’s Methods (A01/2)<br/> <b>EX</b> – Explore Writer’s Methods (A02)<br/> <b>CG</b> – Explore Connections to Genre (A04)<br/> <b>TA</b> – Terminology Accuracy (A01/2)<br/> <b>DV</b> – Developing Arguments (A01/5)<br/> <b>EG</b> – Engaging with Question (A01/5)<br/> <b>CON</b> – Links to Context (A03)<br/> <b>CR</b> – Critic Quote / Argument (A01/5)<br/> <b>CA</b> – Counter-Argument (A01/5)<br/> <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)<br/> <b>IT</b> – Interpretation over Time (A05)</p> | <p><b>KU</b> – Knowledge and Understanding (A01)<br/> <b>TS</b> – Topic Sentence (A01)<br/> <b>BR</b> – Bridging Paragraphs (A01)<br/> <b>EE</b> – Embedding Evidence (A01/2)<br/> <b>WM</b> – Identifying Writer’s Methods (A01/2)<br/> <b>EX</b> – Explore Writer’s Methods (A02)<br/> <b>CG</b> – Explore Connections to Genre (A04)<br/> <b>TA</b> – Terminology Accuracy (A01/2)<br/> <b>DV</b> – Developing Arguments (A01/5)<br/> <b>EG</b> – Engaging with Question (A01/5)<br/> <b>CON</b> – Links to Context (A03)<br/> <b>CR</b> – Critic Quote / Argument (A01/5)<br/> <b>CA</b> – Counter-Argument (A01/5)<br/> <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)<br/> <b>IT</b> – Interpretation over Time (A05)</p> | <p><b>KU</b> – Knowledge and Understanding (A01)<br/> <b>TS</b> – Topic Sentence (A01)<br/> <b>BR</b> – Bridging Paragraphs (A01)<br/> <b>EE</b> – Embedding Evidence (A01/2)<br/> <b>WM</b> – Identifying Writer’s Methods (A01/2)<br/> <b>EX</b> – Explore Writer’s Methods (A02)<br/> <b>CG</b> – Explore Connections to Genre (A04)<br/> <b>TA</b> – Terminology Accuracy (A01/2)<br/> <b>DV</b> – Developing Arguments (A01/5)<br/> <b>EG</b> – Engaging with Question (A01/5)<br/> <b>CON</b> – Links to Context (A03)<br/> <b>CR</b> – Critic Quote / Argument (A01/5)<br/> <b>CA</b> – Counter-Argument (A01/5)<br/> <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)<br/> <b>IT</b> – Interpretation over Time (A05)</p> | N/A |
| <b>Key Questions</b> | <p>How does Atwood use the genre conventions of speculative/ dystopian fiction to explore issues of power/ powerlessness/ corruptions/ struggle?<br/> What commentary is Atwood making about women’s reproductive rights, agency in society, and the gains made by the second wave feminist movement?<br/> How does Atwood explore the ideas of resistance through the narration of the protagonist?<br/> How does Hosseini explore the tumultuous collapse of Afghanistan through his semi-autobiographical novel?<br/> How does Hosseini represent Afghanistan through the relationships between Amir and the other characters in the novel?<br/> To what extent is The Kite Runner a novel about rebellion and redemption?</p>             |   | <p>How does Blake explore his political/ spiritual/ romantic views throughout his poetry?<br/><br/> How does Blake utilise imagery and symbolism to explore themes of childhood, corruption, power struggles, parenthood, religion and political oppression?</p>  | <p>How do are the Aspects of Tragedy explored, highlighted/ absent from the core texts?<br/><br/> Which tragic narrative is most effective/ relevant and why?</p>   | <p>How to pick the right questions?<br/><br/> How to unpick the language of the questions to access the argument?<br/><br/> How to manage time in the exam?</p>   | N/A |
| <b>Assessment</b>    | The Handmaid’s Tale – Assessment  | The Handmaid’s Tale – Assessment 2  | William Blake Poetry – Assessment   | Unseen Extract Assessment   | Mock exam practice  | N/A |

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|   | The Kite Runner – Assessment   | The Kite Runner – Assessment 2<br>December Mocks |  | Exam Practice<br>NEA coursework standardised and graded. | ReACT to prior essays/ mocks. |  |
| <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> | <p>-Handmaid’s Tale HULU series (Season 1 ONLY)</p> <p>-The Handmaid’s Tale film (1990s)</p> <p>-The Kite Runner film (2007)</p> <p>-TED Talks on women’s reproductive rights - <a href="https://www.youtube.com/watch?v=7v-mfJMyBOQ">https://www.youtube.com/watch?v=7v-mfJMyBOQ</a></p> <p>-BBC News – historical reports on the Taliban’s takeover of Afghanistan (Reviewed 2021 in light of current events).</p> <p>-Visit the East End Women’s Museum</p> <p>-Margaret Atwood’s interviews</p> <p>-Khaled Hosseini’s interviews (2021) - <a href="https://www.nytimes.com/2021/08/18/books/khaled-hosseini-afghanistan.html">https://www.nytimes.com/2021/08/18/books/khaled-hosseini-afghanistan.html</a></p> <p>-Aspects of Tragedy Weekly Homework Booklet (Set on Satchel).</p> <p>Recommended Reading:</p> <p>-The Women’s Room – Marilyn French</p> <p>-The Passion of New Eve – Angela Carter</p> <p>-The Testaments – Margaret Atwood</p> <p>-The Flood – Margaret Atwood</p> <p>-A Thousand Splendid Suns – Khaled Hosseini</p> <p>-And the Mountain Echoed – Khaled Hosseini</p> <p>-The Rise of Neoliberal Feminism – Catherine Rottenberg</p> <p>-The Power – Naomi Alderman</p> <p>-A Room of One’s Own – Virginia Woolf</p> <p>-The Second Sex – Simone de Beauvoir</p> <p>-Afghanistan – A Cultural and Political History – Thomas Barfield</p> <p><b>Employability Skills:</b></p> <p>Formality of writing</p> <p>Literary analysis</p> <p>Time management</p> <p>Presentation skills</p> <p>Critical thinking</p> <p>Cultural capital</p> <p>Reading for meaning</p> <p>Debate</p> <p>Self-management</p> <p>Fluent/ Articulate communication skills</p> <p><b>Career prospects:</b></p> <p>Education</p> <p>Human Resources</p> <p>Public Relations</p> |  |  |  |                               |  |

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|  | Business<br>Writer/ Novelist<br>Journalist<br>Communications<br>Branding<br>Design<br>Civil Service<br>Archivist<br>Copyright Manager<br>Social Media Content manager<br>Librarian<br>Newspaper/ Print Journalism<br>Acting/ Theatre |
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