

Curriculum Map: <<English Literature>> Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	Othello I know a range of types of love that can be seen in and to have influenced literary texts. I know the plot of the play and how it demonstrates different types of love. I know the characters of the play and how different types of love affects them. I know a range of key quotations. I know key terminology linked to the genres of drama and tragedy. I know key context that influenced the construction of the play. I know key context that influenced the reception of the play over time. I know a range of critical interpretations across time of the play. I know at least one stage or screen production of the play. I know the plots and themes of a range of other Shakespeare plays. The Great Gatsby and love poetry pre-1900 I know a range of types of love that can be seen in and to have influenced literary texts. I know the plot of <i>The Great Gatsby</i> and how it demonstrates different types of love. I know the characters of the novel and how different types of love affects them. I know the content and themes of the anthology poems. I know a range of key quotations from the texts. I know key terminology linked to the genres of prose and poetry. I know key context that influenced the construction of the novel and poems. I know key context that influenced the reception of the texts over time. I know a range of critical interpretations across time of the texts. I know at least one stage or screen production of the novel. I know the plots and themes of a range of other prose and poetry exploring the literature of love.			Unseen Poetry I know common features of poetic and literary movements over time. I know major historic events that occurred within key literary movements that could have influenced writing. I know a range of poetry terminology. I know a range of quotations from critics on poetry in general. NEA I know the plot of a pre-1900 text. I know the characters of the text. I know the key themes, issues and concepts explored within the text. I know a range of key quotations. I know key terminology linked to the genres of the text. I know key context that influenced the construction of the text. I know key context that influenced the reception of the text over time. I know a range of critical interpretations across time of the text. The Wiper's Times I know the plot of the play and how it demonstrates experiences of WWI. I know the characters of the play and how experiences of WWI impact them. I know a range of key quotations. I know key terminology linked to the genre of drama. I know the key context that led to the creation of the original newspaper, <i>The Wiper's Times</i> . I know key context that influenced the construction of the play. I know key context that influenced the reception of the play over time. I know a range of critical interpretations across time of the play. I know at least one stage or screen production of the play.		
Skills Procedural Knowledge 'I know how to'	Othello I know how to annotate an exam extract. I know how to plan a response effectively. I know how to form and sustain an argument about the text. I know how to interpret different types of love utilised in the play. I know how to select and embed a range of supporting evidence into my essays. I know how to analyse the different methods Shakespeare uses to shape meaning. I know how to evaluate how context influences interpretations of the play. I know how to draw connections across the play.			Unseen Poetry I know how to identify named issues and concepts related to love in two unseen poems. I know how to annotate unseen poems. I know how to plan a response to two unseen poems effectively. I know how to form and sustain an argument about the ideas and experiences of love in two unseen poems. I know how to interpret different types of love utilised in the poems. I know how to select and embed a range of supporting evidence into my essays. I know how to analyse the different methods poets uses to shape meaning.		

	<p>I know how to engage with critical interpretations of the play. I know how to evaluate <i>Othello</i> against the context of the tragedy genre. I know how to evaluate <i>Othello</i> against the wider body of Shakespeare's plays.</p> <p><i>The Great Gatsby</i> and love poetry pre-1900</p> <p>I know how to choose an exam question from the given options. I know how to select the best anthology poems to compare to the novel. I know how to plan a response effectively. I know how to form and sustain an argument about the texts. I know how to interpret different types of love utilised in the texts. I know how to select and embed a range of supporting evidence into my essays. I know how to analyse the different methods writers uses to shape meaning. I know how to evaluate how context influences interpretations of the texts. I know how to compare ideas in the novel and poems. I know how to engage with critical interpretations of the texts. I know how to evaluate the texts against the wider literature of love.</p>	<p>I know how to engage with the contexts of the poems. I know how to evaluate to what extent the poems are reflections of the literary movements of their time. I know how to draw connections across the poems. I know how to engage with critical interpretations of poetry and love in light of the given poems. I know how to evaluate the poems against the wider body of love poetry.</p> <p>NEA</p> <p>I know how to select a second text to compare my taught text to. I know how to construct an effective NEA task. I know how to plan an extended essay effectively. I know how to form and sustain an argument about the texts. I know how to interpret key themes utilised in the texts. I know how to select and embed a range of supporting evidence into my essays. I know how to analyse the different methods writers uses to shape meaning. I know how to evaluate how context influences interpretations of the texts. I know how to compare ideas in the texts. I know how to independently research the NEA texts. I know how to engage with critical interpretations of the texts. I know how to evaluate the texts against wider literature. I know how to produce references in an academic style. I know how to structure a bibliography.</p> <p><i>The Wiper's Times</i></p> <p>I know how to form and sustain an argument about the text. I know how to interpret different experiences of WWI in the play. I know how to select and embed a range of supporting evidence into my essays. I know how to analyse the different methods used to shape meaning. I know how to evaluate how context influences interpretations of the play. I know how to draw connections across the play. I know how to engage with critical interpretations of the play. I know how to evaluate <i>The Wiper's Times</i> against the wider body of WWI literature.</p>
<p>Strategies Conditional Knowledge 'I know when to'</p>	<p><i>Othello</i></p> <p>I know when to embed evidence into my argument. I know when to analyse the methods Shakespeare uses to shape meaning. I know when to evaluate the play as a piece of drama. I know when to evaluate the play as a domestic tragedy. I know when to evaluate the significance of context. I know when to draw links across the play.</p>	<p>Unseen Poetry</p> <p>I know when to embed evidence into my argument. I know when to analyse the methods poets uses to shape meaning. I know when to evaluate the poems as a piece of poetry. I know when to evaluate the significance of contexts surrounding the poems. I know when to draw links between the poems.</p>

	<p>I know when to consider how the play compares to other Shakespeare dramas. I know when to embed and engage with critical interpretations of the play.</p> <p><i>The Great Gatsby and love poetry pre-1900</i> I know when to embed evidence into my argument. I know when to analyse the methods writers uses to shape meaning. I know when to evaluate the novel as a piece of prose. I know when to unpick the poetic form in my analysis. I know when to evaluate the significance of context. I know when to draw comparisons between the prose and poetry. I know when to consider how the texts compare to the wider literature of love. I know when to embed and engage with critical interpretations of the texts.</p>	<p>I know when to consider how the poems compares to poems of the same literary movements. I know when to embed and engage with critical interpretations of poetry.</p> <p>NEA I know when to establish a line of argument. I know when to embed evidence to support my views. I know when to engage with authorial methods and how they shape meaning. I know when to engage with the contexts surrounding the construction and reception of the texts. I know when to draw on similarities and differences between the texts. I know when to engage with critical interpretations of the text. I know when to footnote texts. I know when references to texts and reading in a bibliography.</p> <p><i>The Wiper's Times</i> I know when to embed evidence into my argument. I know when to analyse the methods writers uses to shape meaning. I know when to evaluate the novel as a piece of drama. I know when to unpick the dramatic form in my analysis. I know when to evaluate the significance of context. I know when to consider how the texts compare to the wider literature of WWI and its aftermath. I know when to embed and engage with critical interpretations of the texts.</p>
Key Questions	<p>How do writers present ideas of love? How do writers shape meanings in their texts? How does context influence the construction and reception of texts? How do texts compare to each other and the wider literature of love? How do we engage with the interpretations of others?</p>	<p>How do writers present key themes, ideas, issues and concepts in their texts? How do writers shape meanings in their texts? How does context influence the construction and reception of texts? How do texts compare to each other and the wider literature of love? How do we engage with the interpretations of others?</p>
Assessment topics	<p><i>Othello</i> Analysis and evaluation of a key extract of the play as a springboard to considering the presentation of an aspect of love in the text.</p> <p><i>The Great Gatsby and love poetry pre-1900</i> Comparison of novel and two poems and how they present and explore a specified aspect of love.</p>	<p>Unseen Poetry Comparison of two unseen poems.</p> <p>NEA 1x 2500 word essay comparing two texts, one of which was written pre-1900.</p> <p><i>The Wiper's Times</i> Close text analysis of a key theme, idea or issue within the text.</p>
Cross curricular links/Character Education	<p><i>Othello</i> How are experiences of love affected by or influenced by gender, race, class, status, conflict, societal expectations, external and internal pressures?</p>	<p>Unseen Poetry How do love through the ages poems present themes including romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according</p>

	<p><i>The Great Gatsby and love poetry pre-1900</i></p> <p>How does society engage with the ideas of love and relationships? How have expectations of relationships, and gender, changed across time, and what might not have changed?</p> <p>How do love through the ages texts present themes including romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval?</p> <p>Links to RE – statutory RSE, relationships and family, religion and life, Biblical imagery</p> <p>Links to PSHE – emotions and feeling</p> <p>Links to A level English Literature – how gender affects language, how class affects language</p> <p>Links to A Level History – Affluence and America</p> <p>Links to A Level Geography – sense of place, using poetry to communicate identity</p> <p>Links to A Level Psychology – Psychoanalysis and Freud, memory, social influence, attachment, relationships</p> <p>Links to A Level RE – God vs humanity, the Epistemic fall</p> <p>Links to A Level Drama – engaging with live performance(s) of a drama text</p> <p>Links to A Level Music - composition</p>	<p>to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval?</p> <p>NEA</p> <p>Development of independent knowledge and cultural capital – selecting a text of personal interest with which to compare the class taught text. Issues to be explored include but are not limited to class, relationships, character constructs, societal pressures, gender pressures and expectations.</p> <p><i>The Wiper's Times</i></p> <p>How do relationships of differing kinds survive in times of conflict?</p> <p>How do we process and overcome conflict and trauma?</p> <p>How do we manage unprecedented experiences?</p> <p>Links to RE – statutory RSE, relationships and family, religion and life, Biblical imagery</p> <p>Links to PSHE – emotions and feeling</p> <p>Links to A level English Literature – how gender affects language, how class affects language</p> <p>Links to A Level History – Affluence and America</p> <p>Links to A Level Geography – sense of place, using poetry to communicate identity</p> <p>Links to A Level Psychology – Psychoanalysis and Freud, memory, social influence, attachment, relationships</p> <p>Links to A Level RE – God vs humanity, the Epistemic fall</p> <p>Links to A Level Drama – engaging with live performance(s) of a drama text</p> <p>Links to A Level Economics – the financial impact of war</p> <p>Links to A Level Music - composition</p>