English Department – Year 13 English Literature

Shirley High Curriculum Map

In A2 English Literature follow the AQA Exam Board and study a range of texts under the theme: Texts in Shared Contexts: 1945 to the present. This year of study builds on the experiences and skills developed in AS English Literature. We explore how the world has changed in its attitudes and ideas about a range of things, including love and relationships, women's role in society and gender issues. We explore these challenging ideas through a classic modern play, a breakthrough first novel and a collection of poetry from a recent Poet Laureate. The A2 curriculum builds on experiences in AS English Literature and develops and refines those skills in preparation for their final assessments: 80% exams and 20% extended essay, and so prepare them for a rich and rewarding life. Students are challenged to think, support their ideas and express themselves clearly and confidently orally and in writing.

	Autumn 1/2	**Spring 1/2**	**Summer 1/2**
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Paper 2: Modern Times: 1945 to the present **Introduction** **Single text study**: Feminine Gospels by Carol Ann Duffy NEA	**Paper 2: Modern Times: 1945 to the present** **Linked Prose text**: *Mr Loverman* by Bernardine Evaristo **Drama:** *A Streetcar Named Desire* by Tennessee Williams NEA	**Texts in Shared Contexts: 1945 to the present** Exam Revision **Exams**
Why Now?	Introduction to Poetry – scope of time and issues to explore – look at short texts to contextualise the era. Feminine Gospels is the stand-alone text and is a good place to start, linking to the pre1900 poetry and the ideas in *Mr Loverma*n studied in the summer term of Year 12. Students will explore the poetry collection with confidence, able to articulate ideas about the status of women, especially lesbian women in the modern era, linking the poems to each other, examining and appreciating how Duffy has given voices to the voiceless and focused on uniquely female experiences, using up-beat tempos, extended metaphors, traditional and modern forms to express her ideas; students will make relevant and insightful links Duffy's efforts to ensure that the collection is inclusive and expresses a pluralistic range of the feminine experience over and across time in different eras. NEA texts and topics chosen and detailed planning under way. Students will develop and deepen their understanding of the play and be able to discuss literary ideas and concepts in a confident and articulate way – both in discussion and writing They will continue to develop their understanding of how the writer's personal experience influences his/her writing, starting with The Great Gatsby, and now Duffy in her Collection. NEA writing and development continues	Through the study of a modern classic novel, Oranges are not the Only Fruit, students will build on their understandings about the modern world from Streetcar, how attitudes & expectations about women, work and 'other' people changed as the world changed in the wake of WW2. They will develop their understanding of the importance of social and historical contexts for understanding the modern age and how 'other' people have been treated: They will refine their understanding of how the writer's personal experience influences his/her writing, starting with FSF, and then Duffy & now Williams; They will develop their knowledge of writer's craft, building on the work from The Great Gatsby in Year 12. They will focus on POV, especially considering how drama compares to the perspective offered in Evaristo's Mr Loverman. They will come to a mature understanding about the choices writers make & their impact on the reader. NEA now at final stages, ready for submission	Tailored revision of Year 12 and Year 1 content & exam essay writing skills & techniques to prepare students for final exams. End of course exams as stipulated by AQA examining board They will be confident in their understanding of the two thematic areas of study, the expectations of unseen poetry & prose and be prepared for the end of year exams.
Fundamental Concepts	* Nature of relationships, role of women in post 1945 society *Writers' purpose and intent *Attitudes to aberrant behaviour: the outsider *Gender roles and expectations *Importance of audience – original and modern *Personal/critical response – *Impact of social historical times on the creation of the text/reader *Literary terms/poetic techniques *Comparisons between other texts	*Nature of relationships *Role of women in post 1945 society *Writers' purpose and intent *Attitudes to aberrant behaviour: the outsider *Gender roles and expectations *Importance of audience – original and modern *Personal/critical response *Impact of social historical times on the creation of the text/ audience *Literary terms/dramaturgy * Southern Gothic genre *Importance of time, memory; truth and lies *Old America v New America *Sexual desire *Social realism v romance *The primitive and the primal	*Importance of audience – original and modern *Impact of social historical times on the creation of the text/audience and reader *Writers' purpose and intent *Literary terms/poetic techniques *Revision *Planning *Time management
Students will…	*Advance their reading skills and appreciation of a range of texts and develop their understanding and exploration of the use of scenes without acts *Advance their analysis skills and appreciate how a text/author positions the audience to react in specific ways *Continue to engage in robust discussion, analysing texts, arguing & supporting their point of view through precise & relevant referencing to texts *Link ideas confidently and naturally across texts *Understand that their view is influenced by a range of things *Use the correct literary terminology in essays & discussions with confidence & accuracy *Understand that multiple views about a text or part of a text are valid and to be embraced; that a view on a text is not static *Write personally & critically in response to key parts of text with confidence *Refine their critical literary essay planning & writing *Write extended essays with confidence and deep knowledge of the relevant text(s) that are relentlessly focused on the topic and show a clear and confident understanding of the AOs *Be increasingly confident with their own ideas and interpretations of key ideas in the play, able to link meaningfully to other drama texts, such as ToS, ADH – in terms of structure, themes & characters *Further explore how structure especially rising action, music, stage directions and atmosphere are created and link to Southern Gothic texts *They are able to grapple with the complex and often conflicting feelings they have towards characters & situations and discuss in a mature & considered way. *Students will develop their understanding of drama as a literary genre and explore the use of plastic theatre in the play to convey parallels with the characters and their states of mind on the stage	*Further advance their reading skills and continue to appreciate a range of texts *Further advance their analysis skills and appreciate how a text/author positions the audience to react in specific ways *Continue to engage in robust discussion, analysing texts, arguing & supporting their point of view through precise & relevant referencing to texts *Continue to link ideas confidently and naturally across texts *Consider how their views may be shaped and influenced over time *Use the correct literary terminology in essays & discussions with confidence & accuracy *Develop their understanding of how multiple views about a text or part of a text are valid and to be embraced by engaging with these in order to support or counteract their argument; also that a view on a text is not static *Write personally & critically in response to key parts of text *Refine their critical literary essay planning & writing *Write extended essays with confidence and deep knowledge of the relevant text(s) that are relentlessly focused on the topic and show a clear and confident understanding of the AOs *Demonstrate confidence in their reading abilities, exploring and expressing their own interpretations of the novel; making valid links to GG and other texts; they can identify similarities in narrative style, discuss its purpose and the writer's choices in this matter, and considering the reader's response – their own and others *Students will appreciate the impact of Oranges when first published, what 'coming out' meant to the writer – the impact on her own life and others; and link to Tennessee Williams own experience and that of 'Alan' in Streetcar. *Students will consider the impact of multiple stories within the text and how these different stories and voices have been created and why * Explore the use of religious satire and parody in critiquing religious laws in oppressing individual desire *Analyse shifts in tone of voice from comic to ironic and how this conveys the varying tone and emotions of characters. *Refine their understanding of the poetry: writer's intent; choice of technique – POV, etc. *Students will present a well crafted essay of 2500 words in response to their NEA explorations and research about their chosen texts that meets all of the criteria at the highest level possible for them.	*Students should have a keep appreciation that texts do not exist in isolation; that they can be connected to each other in many ways; that they are a product of the writers' experiences and his/her times; that interpretations of texts change over time and between people; that there is no 'one' view or response to a text *Students should be able to express their understanding of the texts in well written essays that respond to the exam task, are clearly referenced and meet all of the exam criteria. *Examine & appreciate how a text/author positions the audience to react in specific ways *Be able to analyse texts, arguing & supporting their point of view through precise & relevant referencing to texts *Link ideas confidently and naturally across texts *Understand that their view is influenced by a range of things *Use the correct literary terminology in essays with confidence & accuracy *Write critically in response to key parts of text *Refine their critical literary essay planning & writing *Write extended essays with confidence and deep knowledge of the relevant text(s) that are relentlessly focused on the topic and show a clear and confident understanding of the AOs *Narrative structure and voice *Sexuality *Christian Ideologies *Binary oppositions *The art of story-telling *Bildungsroman *Post-Modernism

Language for Life (Key terms/Vocabulary)	A glossary of key terms is provided for students for each text	A glossary of key terms is provided for students for each text	A glossary of key terms is provided for students for each text
Extended writing Opportunities	*Creative response to literature – exploring key characters or scene in depth *Formal Literary-critical essays – planned, drafted and edited *Formal Literary-critical essays – in-class timed conditions; exam style task *Development of note-taking skills to enhance understanding & aid revision for exams *Planning, writing and developing extended piece of linked writing – NEA	*Creative response to literature – exploring key characters or scene in depth *Formal Literary-critical essays – planned, drafted and edited *Formal Literary-critical essays – in-class timed conditions; exam style task *Development of note-taking skills to enhance understanding & aid revision for exams *Planning, writing and developing extended piece of linked writing – NEA *Writing, developing & refining extended piece of linked writing – NEA	Extended essays under exam conditions responding to focused questions on texts.
Maths Across the Curriculum	Sequencing – time-line of events in play Venn diagrams to link characters & themes finding language patterns, repetitions	Sequencing – time-line of events in novel Tables to link texts through themes, techniques, pov, etc finding language patterns, repetitions Tables to prepare for exams: what I know, what I need to know, what must I do, what can Ms do Tables to link texts through themes, techniques, pov, etc for revision finding language patterns, repetitions	Sequencing – time-line of events in novel Tables to link texts through themes, techniques, pov, etc finding language patterns, repetitions Tables to prepare for exams: what I know, what I need to know, what must I do, what can Ms do Tables to link texts through themes, techniques, pov, etc for revision finding language patterns, repetitions time management- writing in exam conditions.
Links to careers/ aspirations	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser
Cultural Capital	*Students will develop knowledge of modern times and how expectations about relationships, women's roles, being 'other' have changed over the last 70 odd years. *They will understand that ideas, attitudes and behaviours are not fixed but ever changing. *Students will be encouraged to relate this knowledge, and ideas explored in this unit to their own experiences *They will appreciate that their own society has many short comings in terms of acceptance and tolerance but that it was worse in the past and still is in many parts of the world, and not as good as it could be in our own society *Hopefully they will examine their own attitudes and behaviours and amend if necessary! *Be able to make links to their other subjects, such as Art, Drama, History and Media, especially	*Students will develop knowledge of modern times and how expectations about relationships, women's roles, being 'other' have changed over the last 70 odd years. *They will understand that ideas, attitudes and behaviours are not fixed but ever changing. *Students will be encouraged to relate this knowledge, and ideas explored in this unit to their own experiences *They will appreciate that their own society has many short comings in terms of acceptance and tolerance but that it was worse in the past and still is in many parts of the world, and not as good as it could be in our own society *Hopefully they will examine their own attitudes and behaviours and amend if necessary! *Be able to make links to their other subjects, such as Art, Drama, History and Media, especially	*Students will develop knowledge of modern times and how expectations about relationships, women's roles, being 'other' have changed over the last 70 odd years. *They will understand that ideas, attitudes and behaviours are not fixed but ever changing. *Students will be encouraged to relate this knowledge, and ideas explored in this unit to their own experiences *They will appreciate that their own society has many short comings in terms of acceptance and tolerance but that it was worse in the past and still is in many parts of the world, and not as good as it could be in our own society *Hopefully they will examine their own attitudes and behaviours and amend if necessary! *Be able to make links to their other subjects, such as Art, Drama, History and Media, especially
Practical Application of Skills	*Improved critical reading skills through reading of a classic modern drama *Written and oral communication skills to help construct, defend & debate an opinion *Ability to use subject specific terminology accurately and for effect *Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing *Analyse a writer's language in order to understand the writer's intended effect on the original audience *To write with confidence and clarity for both creative and analytical purposes *Cross-curricular: awareness of how historical and social contexts influence ideas in modern society	*Improved critical reading skills through reading of a classic contemporary novel *Written and oral communication skills to help construct, defend & debate an opinion *Ability to use subject specific terminology accurately and for effect *Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing *Analyse a writer's language in order to understand the writer's intended effect on the original audience *To write with confidence and clarity for both creative and analytical purposes *Cross-curricular: awareness of how historical and social contexts influence ideas in modern society	*Improved critical reading skills through reading of a classic contemporary novel *Written and oral communication skills to help construct, defend & debate an opinion *Ability to use subject specific terminology accurately and for effect *Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing *Analyse a writer's language in order to understand the writer's intended effect on the original audience *To write with confidence and clarity for both creative and analytical purposes *Cross-curricular: awareness of how historical and social contexts influence ideas in modern society *Write well structured, articulate literary essays responding in depth and detail to the exam questions on both papers