English Department – Year 12 English Literature

Shirley High Curriculum Map

In AS English Literature we follow the AQA Exam Board and study a range of texts under the theme of: Love Through the Ages. We explore how ideas about love are shaped by their historical context, the writer's experiences and views and that these ideas change over time. We explore these ideas through classic literature: Shakespeare, a 20th century novel and a range of pre-1900 poetry. The AS curriculum builds on experiences in GCSE English Literature and develops and refines the skills of close reading, appreciation of writers' craft and students own speaking and writing ability in preparation for A2 English Literature. 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**	**Summer 2**
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Paper 1: Love Through the Ages Introduction: Range of texts, concepts, themes and expectations Shakespeare: *The Taming of the Shrew (Induction to Act 4)* and Scott Fitzgerald's *The Great Gatsby*	**Paper 1: Love Through the Ages** Scott Fitzgerald's *The Great Gatsby* Pre-1900 Poetry and completing Shakespeare's *The Taming of the Shrew (Act 5)*	**Paper 1: Love Through the Ages** Pre-1900 Poetry continued NEA Introduction: *Miss Julie* by August Strindberg	**Paper 2: Modern Times** Bernardine Evaristo's *Mr Loverman* NEA Introduction: *Miss Julie* by August Strindberg
Why Now?	Students will begin their study of English literature at post 16 through the study of key themes, context and expectations of the A level literature course. Students will begin studying *The Taming of the Shrew*, a good place to start in exploring love; a text with many challenges that introduces students most effectively to how the AO's work, and builds on their GCSE experiences of Shakespeare. The Induction of the play is particularly pertinent as it allows students to understand the problematic nature of a play within a play. Students will deepen their understanding of the dramaturgy begin to discuss literary ideas and concepts in a confident and articulate way – both in discussion and writing Currently, students will start Scott Fitzgerald's *The Great Gatsby* as a modernist literature text which explores how different types of love and lovelessness are presented during the Roaring Twenties.	Students will continue to explore the importance of social and historical contexts for understanding ideas about love through the ages in *The Great Gatsby*: how the writer's experience influences his writing; how the novel builds on ideas about the unreliable narrator and the often, but not always, subordinate role of women in society & relationships; developing their understanding of how texts link across time, Students will develop their knowledge of writer's craft and explore the differences in text types and its effect on the reader/audience Students will develop and deepen their understanding of the novel, consolidating links to their own reading as well as set texts, being able to make relevant, independent links; and preparing for the poetry, which begins in the summer term with an introduction about the breadth of time in the collection, how attitudes towards women and sex especially have changed, with a clear focus on techniques and links to *The Great Gatsby*. Students will be able to discuss relevant ideas about the text in a confident and articulate manner both orally & in writing	Students will read and discuss the stimulus NEA text: *Miss Julie* by August Strindberg. It serves as a useful bridge from Love Through the Ages into the NEA study as it builds on ideas, attitudes and societal influence in terms of love and relationships. It develops knowledge of drama, enabling students to link and compare Strindberg to Shakespeare in terms of how a play can address similar issues. They will use their developing skills and knowledge to explore the play and along with their growing confidence as literature students consider ideas for their own extended writing linking two texts: making informed decisions about their area of exploration & texts.	Students will start to study the first of the three texts required as part of Paper 2: Modern Times. This is the first time that *Mr Loverman* has been on the specification as a comparative text. With this comes many opportunities to link the novel with modern concepts. Some of which include: hidden sexuality and repression of truth, identity and performance, intersectionality and the marginalised experience, marital neglect and the Windrush generation and erasure. Students will continue to work on their NEA and their chosen second text which they can compare to *Miss Julie* by August Strindberg. The drafting process starts off with students devising their own given statement and view, then planning their response and drafting their thesis statement. The NEA, worth 20% of the whole course grade is an incremental work which takes place over a number of months, thereby allowing students to get into the editing, redrafting, improving, developing and mastering process of arguing their own line of enquiry and comparative analysis.
Fundamental Concepts	• Nature of love • Concepts of love in the Elizabethan era • How love changes over time • Power and gender in the Elizabethan era • Elizabethan and contemporary audiences • Personal/critical response • Impact of social, historical and cultural contexts • Literary terms/concepts • Art and culture • Comedy genre • Narrative plots and structure • Farce • Theatricality • Modernism • The Roaring Twenties – Era of Decadence	• Nature of love • Concepts of love in the pre-1900s and early 20th century • How love changes over time • Power and gender in the pre-1900s and early 20th century • Pre-1900, early 20th century and contemporary audiences/readers • Personal/critical response • Impact of social, historical and cultural contexts • Literary terms/concepts • Tragedy and romantic genres • Narrative plots and structure • Realism • Modernism • Social satire • Marxism • Poetic form /techniques	• Nature of love • Concepts of love over time • How love changes over time • Power and gender • Pre-1900, early 20th century and contemporary audiences/readers • Personal/critical response • Impact of social, historical and cultural contexts • Literary terms/concepts • Tragedy and romantic genres • Narrative plots and structure • Realism • Modernism • Social satire • Marxism	• Nature of love • Concepts of love over time • How love changes over time • Power and gender • Early 20th century and contemporary audiences/readers • Personal/critical response • Impact of social, historical and cultural contexts • Literary terms/concepts • Make independent and valid connections to other relevant texts • Dissolution of marriage • Sacrificial role of women • Naturalistic and modern tragedy genre
Students will…	*Begin the A level literature course by reading and appreciating a range of texts through which they will develop their knowledge and understanding of literary concepts and ideas from GCSE. *Understand that ideas about love are ever-changing both over time and culturally and explore attitudes and concepts of love in in the Elizabethan era through their study of the play. *Examine and appreciate how a playwright positions the audience to react in specific ways. *Engage in robust discussion, analysing texts, arguing & supporting their point of view through precise reference to texts *Link ideas explored in TOS to other texts and explore the importance of intertextuality. *Understand that their view is influenced by a range of things, including their own experiences, literary and other text types including the ideas & opinions of others *Develop their ability to be able to use the correct literary terminology in essays and discussions and begin learning an advanced level of subject terminology. *Understand that multiple views about a text or part of a text are valid	*Further develop their reading skills and appreciate the novel and poetic form as a tragedy and romantic genre *Develop their understanding that ideas about love are ever-changing both over time and culturally *Continue to examine & appreciate how a text/author positions the audience and reader to react in specific ways *Continue to develop and engage in robust discussion, analysing texts, arguing & supporting their point of view through precise reference to texts *Develop their ability to link ideas in TGG and poetry and explore the importance of intertextuality. *Continue to understand that their view is influenced by a range of things, including their own experiences, literary and other text types and the ideas & opinions of others *Master their ability to be able to use the correct literary terminology accurately and effectively in essays and discussions from term 1 and begin learning an advanced level of subject terminology relevant to the set texts. *Develop their knowledge and analysis of poetic meter and form and apply these skills and knowledge to unseen poetry	*Continue to read & appreciate a range of poetic works from the pre-1900 anthology *Advance their understanding that ideas about love are ever-changing both over time and culturally *Be able to articulate and fully understand their thoughts on how a text/author positions the audience to react in specific ways *Continue to develop in robust discussion, analysing texts, arguing & supporting their point of view through precise reference to texts *Securely and confidently link ideas in core text to other texts *Consolidate their understanding that their view is influenced by a range of things, including their own experiences, literary and other text types and the ideas & opinions of others *Master the ability to be able to use the correct literary terminology effectively to enhance meaning in essays & discussions and identify this in unseen poetry *Continue to appreciate that multiple views about a text or part of a text are valid *Write personally & critically in response to key parts of text with confidence *Be confident in their critical literary essay planning & writing	*Be confident in their reading & appreciation of a range of texts *Secure their understanding of 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 reference to texts *Master the ability to be able to link ideas in core text to other texts *Continue to understand that their view is influenced by a range of things *Confidently use the correct literary terminology in essays & discussions *Confidently understand that multiple views about a text or part of a text are valid *Write personally & critically in response to key parts of text with confidence *Develop their critical literary essay planning & writing; and their independent research skills, keeping an accurate record of all reference texts *Use their experiences of the course to make informed decisions about their NEA texts, using ideas or writers that have particularly interested them throughout the course.

	*Write personally & critically in response to key parts of text *Develop their critical literary essay planning and writing as well as continue to draft and redraft their work. *Understand that a Shakespearean comedy has particular features that are important in how the ideas of the play are presented and interpreted, eg, how seriously do we take the misogynistic elements of the play? *Analysing and exploring whether the Induction helps or hinders the audience's response. *Explore how and why Shakespeare's plays have been reinterpreted and transposed into different media over time by looking at a 're-creative' response. *Analyse in depth and look for patterns of language across an entire text as opposed to individual extracts from a text. *Be able to argue different points of view, evaluating critics and fellow student views, about the central characters based on how Shakespeare has used language, contrast & other characters to present Petruchio and Katerina especially *Drawing on a wide range of dramatic approaches to engage with texts and to test out critical views of TOS. *Develop their understanding and knowledge of a range of different views and theories about Shakespeare, including those from other cultures. *Developing their critical analysis of others' interpretations of a play, perhaps showing an appreciation of the way different literary critical theorists and theatre practitioners have reinterpreted Shakespeare over time and across cultures. *Continue to be able to argue different points of view, evaluating critics and fellow student views, about the central characters based on how Shakespeare has used language, contrast & other characters to present Petruchio and Katerina especially	*Develop their understanding that multiple views about a text or part of a text are valid *Develop their ability to write personally & critically in response to key parts of text *Develop their critical literary essay planning & writing *Understand that while the core texts are exploring the same ideas, they are being explored through different genres – consider how these impact the reader – is a poem more effective in discussing love because of its shape, techniques, intensity? *Understand how POV especially works in GG – that Nick acts as both first & third person and how FSF has used this to shape the reader's response. *Consider how in a 1st person POV novel we meet characters through a limited & possibly biased POV as compared to TOS where we learn about them primarily (but not exclusively) through their own actions & words *Understand how modernism as an art movement was used in literary works as a form of expression in the late 19th and early 20th century. *Explore how FFS conveys Marxist beliefs and attitudes in his novel *Explore how FFS conveys ideas to do with the American Dream and how these are prevalent throughout the novel. *Continue to develop their in-depth analysis skills and look for patterns of language across an entire text as opposed to individual extracts from a text. *Explore how FFS conveys ideas about economic prosperity following WW1 and the stock market crash leading to the Great Depression and how these events helped influence key themes explored in the novel. *Explore attitudes to the nouveau riche and they portrayal of this social class in America. *Analyse the structure of the overall narrative and how the use of disrupted chronology is presented through the dialogue of the characters and the impact of this. * Expand on their knowledge of the Romantic movement in art and literature and how ideas to do with this are conveyed in poetic works about love.	*Refine their understanding of the poetry: writer's intent; choice of technique – POV, etc: how poetic ideas and expressions of love changes from 16th century to late 19th century.	*Using the knowledge and skills they have gained throughout the course to create their own focus question for the NEA. *Build on their knowledge from studying TGG that materialism is a core and essential thematic strand that runs throughout the course of the play. *Explore feminist readings of the play and how Torvald subverts the traditional notion of the subservient female, building on their knowledge of how women were presented in TOS and TGG. *Consider how 19th century writers vilify male characters criticising patriarchy and exposing character's moral flaws. *Understand the quality of life and opportunity available for the middle class in 19th century Norway. *Explore how Torvald depicts the subjugated female defies traditional gender norms and expectations in order to develop a sense of identity and dismiss entirely the unrealistic concepts of love. * Study in detail dramaturgy with an explicit focus on how the comedy genre of TOS differs in style and structure compared to the 19th century "well-made play" *A Doll's House.*
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	A glossary of key terms is provided for students for each text
Extended writing Opportunities	*Personal response to range of literature; linking & analysing *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	*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 *Writing in response to unseen prose & poetry texts: exam preparation *Creative response to literature – exploring key characters in depth	*Personal response to range of literature; linking & analysing *Formal Literary-critical essays – in-class timed conditions; exam style task *Development of note-taking skills to enhance understanding & aid revision for exams *Writing in response to unseen prose & poetry texts: exam preparation	*Personal response to range of literature; linking & analysing *Development of note-taking skills to enhance understanding & aid preparation for NEA *Writing in response to key sections of text *Planning for an extended piece of linked writing – NEA prep
Maths Across the Curriculum	Understanding the different centuries – eg 17th century = 1600's; identifying metre, finding language patterns, repetitions Sequencing – time-line of events in play Venn diagrams to link characters & themes, , finding language patterns, repetitions	Sequencing – time-line of events in novel Venn diagrams to link characters, , finding language patterns, repetitions Tables to link texts through themes, techniques, pov, etc, counting lines, looking for patterns in language; identifying metre	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, genre, etc; finding patterns of repetition in language use, eg 'little'
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	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser
Cultural Capital	*They will develop knowledge of other times in relation to attitudes & behaviours about relationships and love, including links to other cultures around the world. *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 modern society & their own experiences *They will appreciate that modern love and relationships within the context of a patriarchal society is not perfect, but it has many advantages over the past *Be able to make links to their other subjects, such as Art, Drama, History and Media, especially *Hopefully they will examine their own attitudes and behaviours and amend if necessary!	*They will develop knowledge of other times in relation to attitudes & behaviours about relationships and love, including links to other cultures around the world. *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 modern society & their own experiences *They will appreciate that modern love and relationships within the context of a patriarchal society is not perfect, but it has many advantages over the past *Be able to make links to their other subjects, such as Art, Drama, History and Media, especially *Hopefully they will examine their own attitudes and behaviours and amend if necessary!	*They will develop knowledge of other times in relation to attitudes & behaviours about relationships and love, including links to other cultures around the world. *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 modern society & their own experiences *They will appreciate that modern love and relationships within the context of a patriarchal society is not perfect, but it has many advantages over the past *Be able to make links to their other subjects, such as Art, Drama, History and Media, especially *Hopefully they will examine their own attitudes and behaviours and amend if necessary!	*They will develop knowledge of other times in relation to attitudes & behaviours about relationships and love, including links to other cultures around the world. *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 modern society & their own experiences *They will appreciate that modern love and relationships within the context of a patriarchal society is not perfect, but it has many advantages over the past *Be able to make links to their other subjects, such as Art, Drama, History and Media, especially *Hopefully they will examine their own attitudes and behaviours and amend if necessary!
Practical Application of Skills	*Improved critical reading skills through reading of a classic Shakespearean play *Written and oral communication skills to help construct, defend & debate an opinion	*Improved critical reading skills through reading of a classic Shakespearean play *Written and oral communication skills to help construct, defend & debate an opinion *Ability to use subject specific terminology accurately and for effect	*Improved critical reading skills through reading of classic texts *Written and oral communication skills to help construct, defend & debate an opinion *Ability to use subject specific terminology accurately and for effect	*Improved critical reading skills through reading of a classic literary drama *Written and oral communication skills to help construct, defend & debate an opinion *Ability to use subject specific terminology accurately and for effect

	*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	*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	*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	*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