



Curriculum Map: Year: 12 Subject: English Literature-Love Through The Ages

| Topic | Key Knowledge <i>What will all students KNOW by the end of the topic?</i> | Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i> | Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i> |
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| Introduction to English Literature | <ul style="list-style-type: none"> • The course contents • The system of assessment • The assessment objectives and how they are significant • What makes Literature different to just a fiction book • About the Literary canon • How issues of context can affect how an issue such as love is presented in a text • How love is presented in the opening of Antony and Cleopatra • To introduce literature from the time of Beowulf up to the Renaissance. • To introduce a historicist approach to Literature with a focus on unseen poetry. | <ul style="list-style-type: none"> • To revise how to approach an unseen text • To develop skills of discussion • To relate their own personal reading to issues of what is Literature. | Ongoing |
| Othello | All students will know: <ul style="list-style-type: none"> • The format of GCE Literature Paper 1 exam ‘Love Through The Ages’ and how ‘Othello’ fits within it. • The plot of the play • The significance and portrayal of a range of characters • The key themes of the text-particularly focussed on the presentation of love in | All students should be able to: <ul style="list-style-type: none"> • give opinions on characters and how they are presented • find evidence to support their ideas in the text Annotate a key extract in detail • Develop strategies to learn key quotes in order to use them in the exam • be able to plan, structure and write an • analytical essay which answers an exam • question | Two mock exams throughout the year, using real exam questions |

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| | <p>the play, looking at issues such as jealousy and love in relationships-</p> <ul style="list-style-type: none"> • The context of the text-including how the play is considered through time. • Conventions associated with Shakespearean drama eg soliloquy, tragic hero · • The structure of the play • How to write an extract-based analytical essay on the play • Different interpretations of the play/characters etc and some alternative viewpoints about key issues/characters etc in the play. | <ul style="list-style-type: none"> • Complete a character and theme-based analytical essay which will be marked • Evaluate how they have done in a marked essay and how to improve next time | |
| Wuthering Heights | <p>All students will know:</p> <ul style="list-style-type: none"> • The format of GCE Literature Paper 1 exam and how 'Wuthering Heights' fits within it • The plot of the novel • The significance and portrayal of a range of characters • The key themes of the text • The context of the text • Conventions associated with Gothic Literature • The structure of the text and Bronte's use of a variety of narrative perspectives • How to write a thematic, comparative analytical essay | <p>All students should be able to:</p> <ul style="list-style-type: none"> • give opinions on characters, themes and plot and how they are constructed • find evidence to support their ideas in the text • annotate a key extract in detail • analyse methods used by Bronte to create an effect • use appropriate terminology to discuss writer's methods • to consider the writer's overall intentions when creating the work • to be able to apply their understanding of Victorian context to the subject matter of the novel • Consider a range of critical opinions about the text and evaluate their significance • be able to plan, structure and write an analytical essay which answers an exam | <p>Two mock exams throughout the year, using real exam questions: (Initially comparing one poem to Wuthering Heights, then progressing to compare two poems to Wuthering Heights)</p> |

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| | | <ul style="list-style-type: none"> • question • Evaluate how they have done in a marked essay and how to improve next time | |
| Pre 20 th Century poetry anthology | <p>All students will know:</p> <ul style="list-style-type: none"> • The format of GCE Literature Paper 1 exam and where the pre 20th Century poetry anthology fits within it • Explore how pre 20th century poets use the medium of poetry to explore the theme of love • Analyse how poetic methods are used to convey complex meanings • How different contexts inform the creation and reception of the texts • The different forms that poets use to convey their ideas • The different literary movements throughout time, their key ideas and conventions • Explore how the poems link, compare and contrast with the key ideas in Wuthering Heights • Strategies to best answer the question | <p>All students should be able to:</p> <ul style="list-style-type: none"> • give opinions on the poems • find evidence to support their ideas in the text • annotate a poem in detail • analyse methods used by the writers to create an effect • use appropriate terminology to discuss writer's methods • to consider the writer's overall intentions when creating the work • to be able to apply their understanding of context to the idea within the poem • draw thematic comparisons between the poems and Wuthering Heights • be able to plan, structure and write an analytical essay which answers an exam question • Evaluate how they have done in a marked essay and how to improve next time | Two mock exams throughout the year, using real exam questions: (Initially comparing one poem to Wuthering Heights, then progressing to compare two poems to Wuthering Heights) |
| Unseen poetry | <p>All students will know:</p> <ul style="list-style-type: none"> • The format of GCE Literature paper 1 exam and how the unseen poetry question fits within it • How to approach the questions and understand the markscheme • How to approach an unseen poem • How to annotate an unseen poem considering layers of meaning | <p>All students should be able to:</p> <ul style="list-style-type: none"> • Develop a strategy with which to approach unseen poetry • give opinions on a given unseen poem • find evidence to support their ideas in the text • annotate a poem in detail • analyse methods used by the writers to create an effect | Two mock exams throughout the year, based on exam style questions, but not yet comparing unseen poems |

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| | <ul style="list-style-type: none"> • How to plan and structure a response • How to draft and evaluate a response • How to consider issues of context in a response | <ul style="list-style-type: none"> • use appropriate terminology to discuss writer’s methods • to consider the writer’s overall intentions when creating the work • to be able to apply their understanding of context to the poem • to begin to draw comparisons between the poems in relation to the essay question • be able to plan, structure and write an analytical essay which answers an exam question • Evaluate how they have done in a marked essay and how to improve next time | |
| NEA | <p>All students will know:</p> <ul style="list-style-type: none"> • The format of GCE Literature qualification and how the NEA fits within it • How to decide on which 2 texts to use and how to devise a suitable question – students are introduced to a range of suitable texts and strategies are modelled • How to approach the questions they have negotiated with the teacher and understand the markscheme • How to approach planning and structuring their NEA • How to best draft their NEA • How to draft and evaluate a response • How to consider issues of context in a response | <p>All students should be able to:</p> <ul style="list-style-type: none"> • Understand a suitable strategy with which to approach the NEA • Use research skills to complement their understanding of the texts they have chosen • give opinions on the texts they have chosen • find evidence to support their ideas in the texts • analyse methods used by the writers to create effects • use appropriate terminology to discuss writer’s methods • to consider the writers’ overall intentions when creating the work • to be able to apply their understanding of context to the subject matter of the texts • draw comparisons between the text in relation to the essay question • be able to plan, structure and write an analytical essay which answers an exam | This coursework will be assessed in Year 13 |

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| | | question | |
| | | <ul style="list-style-type: none">• be able to proof-read, edit and improve drafts of their writing• to be able to manage their time and meet deadlines | |
| The course follows the historicist approach to English Literature, as suggested by AQA. We teach the older content for Paper 1: Love Through the Ages in Year 12 and then move on to Paper 2: Texts in a Shared Context : Modern Times in Year 13 | | | |