

## Curriculum Map: Year 12

### Love through the Ages

	Term	Components	Assessment Topics and deadlines: Subject to Change
<p><b>English Faculty:</b></p> <p><b>Year 12</b></p>	<p><b>HT1</b> English Literature</p>	<p><b><u>Prose:</u></b> <b><u>The Great Gatsby (4 lessons)</u></b></p> <p>Students study F Scott Fitzgerald’s novel <i>The Great Gatsby</i>. Study focuses on analysis of narrative structure, characterisation, significance of time and place, point of view, and context in relation to aspects of love.</p> <ol style="list-style-type: none"> <li>1. Introduction to the text and its context</li> <li>2. Exploring aspects of love in TGG</li> <li>3. Narrative structure</li> <li>4. Characterisation</li> <li>5. Time and place</li> <li>6. Point of view</li> </ol> <p><b><u>Unseen Prose (2 lessons)</u></b></p> <p>In addition, students will study a range of prose extracts from different time periods that cover different aspects of love as an introduction to the theme.</p> <ol style="list-style-type: none"> <li>1. Introduction to how meaning is shaped in prose texts</li> <li>2. Exploring aspects of love in prose texts</li> <li>3. Narrative structure</li> <li>4. Characterisation</li> <li>5. Time and place</li> <li>6. Point of view</li> </ol>	<p><b><u>AS Paper 2:</u></b> <b><u>Section A: Unseen Prose</u></b></p> <p>Examine the view that _____ presents _____ as _____ in this extract.</p> <p>Make close reference to the writer’s methods in your response. [25 marks]</p>

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<p>HT2 English Literature</p>	<p><b><u>Prose:</u></b> <b><u>Rebecca and Comparing Prose Texts (4 lessons)</u></b></p> <p>Students study Daphne du Maurier's novel <i>Rebecca</i>. Study focuses on narrative structure, characterisation, significance of time and place, point of view, and context in relation to aspects of love</p> <p>Students will develop comparative essay writing skills using the prose texts <i>The Great Gatsby</i> and <i>Rebecca</i>.</p> <ol style="list-style-type: none"><li>1. Introduction to the text and its context</li><li>2. Exploring aspects of love in <i>Rebecca</i></li><li>3. Narrative structure</li><li>4. Characterisation</li><li>5. Time and place</li><li>6. Point of view</li><li>7. Exam practice</li></ol> <p><b><u>Othello (2 lessons)</u></b></p> <p>Students study Shakespeare's play <i>Othello</i>, considering the representations of aspects of love and how this reflects the time in which the play was written. Study will focus on an analysis of: characterisation; dramatic structure; stagecraft; dramatic speech and language. Students will consider film and stage adaptations of <i>Othello</i> to engage with alternative interpretations and how these reflect contexts of reception.</p> <p>Students will practise analysis of key passages from the play, each for the representation of a particular aspect of love, and make links to the wider play.</p> <ol style="list-style-type: none"><li>1. Introduction – placing the text in context</li><li>2. Act 1 Scene 1</li><li>3. Act 1 Scene 2</li><li>4. Act 1 Scene 3</li><li>5. Act 2 Scene 1</li><li>6. Act 2 Scenes 2 and 3</li><li>7. Act 3 Scenes 1 and 2</li></ol>	<p><b><u>AS Paper 2:</u></b> <b><u>Section B: Comparing Prose Texts (<i>Rebecca</i> and <i>The Great Gatsby</i>)</u></b></p> <p>'Women characters are presented primarily as those who suffer and endure.'</p> <p>By comparing two prose texts, explore the extent to which you agree with this statement. [25 marks]</p>
<p>Mock exam: AS Paper 2</p>		

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<p><b>HT3</b> English Literature</p>	<p><b><u>Poetry:</u></b> <b><u>Anthology of Love Poetry through the ages pre-1900 (4 lessons)</u></b></p> <p>Students study a range of love poetry written before 1900. Study focuses on: subject matter; voice; attitudes and ideas; poetic structure; imagery and sound effects. Students will consider the representations of aspects of love in the anthology and how this reflects the time in which the poems were written.</p> <ol style="list-style-type: none"> <li>1. Introduction to love poetry</li> <li>2. Whoso List to Hunt / Sonnet 116</li> <li>3. The Flea / To His Coy Mistress</li> <li>4. The Scrutiny / Absent from Thee</li> <li>5. The Garden of Love / Ae Fond Kiss</li> <li>6. She Walks in Beauty / Remember</li> </ol> <p><b><u>Othello (2 lessons)</u></b></p> <p>Continued from HT2.</p> <ol style="list-style-type: none"> <li>1. Act 3 Scene 3</li> <li>2. Act 3 Scene 4</li> <li>3. Act 4 Scene 1</li> <li>4. Act 4 Scene 2</li> <li>5. Act 4 Scene 3</li> <li>6. Act 5 Scene 1</li> </ol>	<p><b><u>AS Paper 1:</u></b> <b><u>Section B: Poetry</u></b></p> <p>Examine the view that _____ presents the speaker in this poem as having a _____ attitude to love. [25 marks]</p>
<p><b>HT4</b> English Literature 19/02 – 29/03</p>	<p><b><u>Poetry:</u></b> <b><u>Anthology of Love Poetry through the ages pre-1900 (4 lessons)</u></b></p> <p>Continued from HT3.</p> <ol style="list-style-type: none"> <li>1. The Ruined Maid / At an Inn</li> <li>2. La Belle Dame... / Non sum qualis</li> <li>3. Consolidation of the poems</li> <li>4. Essay writing skills</li> <li>5. Exam practice</li> <li>6. Exam practice</li> </ol> <p><b><u>Othello (2 lessons)</u></b></p> <p>Continued from HT2 and HT3.</p> <ol style="list-style-type: none"> <li>1. Act 5 Scene 2</li> <li>2. Consolidation of the text</li> <li>3. Exploring secondary criticism</li> <li>4. Essay writing focus</li> <li>5. Exam practice</li> <li>6. Exam practice</li> </ol>	<p><b><u>AS Paper 1:</u></b> <b><u>Section A: Shakespeare</u></b></p> <p>Read the passage from <i>Othello</i>, provided below, and respond to the following:</p> <ul style="list-style-type: none"> <li>• How does Shakespeare present aspects of love in this passage?</li> <li>• Examine the view that, in this passage and elsewhere in the play, _____ is presented as _____</li> </ul> <p>[25 marks]</p>
<p>Mock Exam: AS Paper 1</p>		

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<p><b>HT5</b> English Literature</p>	<p><b><u>Revision (6 lessons)</u></b> Students will practice exam writing skills:</p> <ul style="list-style-type: none"><li>• Response to unseen prose</li><li>• Comparative response to set prose texts</li><li>• Response to poetry</li><li>• Response to passage-based Shakespeare</li></ul> <p>Students will revise key quotations for closed book exam on <i>Othello</i> and will revise key passages from <i>The Great Gatsby</i> and <i>Rebecca</i> for close analysis in open-book exams. Students will also revise changing attitudes to the representation of love across time, including the key poetry movements.</p> <p>Students will respond to practise exam questions, including: writing of their own exam questions; annotation of exemplar scripts; pair planning and writing of exam responses before individual exam responses are written.</p>	
<p><b>HT6</b> English Literature</p>	<p><b><u>Unseen Poetry (4 lessons)</u></b></p> <p>Students will study a range of poems from different time periods, by different poets and on different aspects of love that will be compared for similarity and difference.</p> <p><b><u>Coursework: Independent Critical Study (2 lessons)</u></b></p> <p>Students will begin preparing for their coursework: a comparative critical study of two texts.</p>	<p><u>A-level Paper 1:</u> <u>Section B: Unseen Poetry</u> Compare and contrast the presentation of love in the following poems: _____. [25 marks]</p>

Note:

Students are expected to answer an assessment question in class on a weekly basis (at least 30 minutes). The question will be in the same format as the exam paper in order to prepare students for assessments.

# Curriculum Map: Year 13

## WW1 and its Aftermath

	Term	Components	Assessment Topics and deadlines : <b>Subject to Change</b>
<p>English Faculty:</p> <p>Year 13</p>	<p>HT 1 English Literature</p>	<p><b><u>Prose:</u></b> <b><u>Introduction to WW1 and Prose Extracts (4 lessons)</u></b></p> <p>Students will study a range of prose extracts (fiction and non-fiction) from different time periods that cover different aspects of WW1 and its aftermath as an introduction to the theme.</p> <p>Students will develop skills in responding to unseen prose extracts.</p> <ol style="list-style-type: none"> <li>1. Introduction to WW1</li> <li>2. Narrative structure</li> <li>3. Characterisation</li> <li>4. Time and place</li> <li>5. Point of view</li> <li>6. Essay writing skills</li> <li>7. Exam practice</li> </ol> <p><b><u>Poetry:</u></b> <b><u>Up the Line to Death (2 lessons)</u></b></p> <p>Students study a range of WW1 poetry. Study focuses on: subject matter; voice; attitudes and ideas; poetic structure; imagery and sound effects. Students will consider the representations of WW1 and its aftermath in the anthology and how this reflects the time in which the poems were written.</p> <ol style="list-style-type: none"> <li>1. Introduction to WW1 Poetry</li> <li>2. Introduction / Prelude</li> <li>3. Happy is England Now</li> <li>4. Field Manoeuvres</li> <li>5. Tipperary Days</li> <li>6. Tipperary Days (continued)</li> <li>7. To Unknown Lands</li> </ol>	<p>A-level Paper 2: <u>Section B1: Unseen Prose</u> Explore the significance of _____ in this extract.</p> <p>Remember to include in your answer relevant detailed analysis of the ways _____ shapes meaning. [25 marks]</p>

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	<p><b>HT2</b> English Literature</p>	<p><b><u>Prose:</u></b> <b><u><i>All Quiet on the Western Front</i></u></b> <b><u>(4 lessons)</u></b></p> <p>Students study Erich Maria Remarque’s novel <i>All Quiet on the Western Front</i>. Study focuses on analysis of narrative structure, characterisation, significance of time and place, point of view, and context.</p> <ol style="list-style-type: none"> <li>1. Introduction to the text and its context</li> <li>2. Narrative structure</li> <li>3. Characterisation</li> <li>4. Characterisation</li> <li>5. Time and place</li> <li>6. Point of view</li> <li>7. Essay writing skills and exam practice</li> </ol> <p><b><u>Poetry:</u></b> <b><u><i>Up the Line to Death</i></u></b> <b><u>(2 lessons)</u></b></p> <p>Continued from HT1.</p> <ol style="list-style-type: none"> <li>1. Home Front</li> <li>2. Death’s Kingdom</li> <li>3. Death’s Kingdom (continued)</li> <li>4. A Bitter Taste</li> <li>5. Behind the Lines</li> <li>6. O Jesus Make it Stop</li> <li>7. O Jesus Make it Stop (continued)</li> </ol>	<p><b><u>Non Exam Assessment:</u></b></p> <p>Students will write a comparative critical study of two texts. The word count is 2,500 words.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>• Application and evaluation of critical views</li> <li>• Extended comparative essay writing skills</li> <li>• Academic referencing</li> <li>• Construction of an academic bibliography</li> </ul>
	<p><b>HT3</b> English Literature</p>	<p><b><u>Drama:</u></b> <b><u><i>My Boy Jack</i></u></b></p> <p>Students study David Haig’s play <i>My Boy Jack</i>. Study focuses on analysis of dramatic structure; stagecraft; dramatic characterisation and dramatic speech and language. Students will consider the representation of key aspects of WW1 and its aftermath, how this reflects the time in which it was written and how this compares to other reading from this period. Students will develop comparative essay writing skills using <i>My Boy Jack</i> and <i>All Quiet on the Western Front</i>.</p> <ol style="list-style-type: none"> <li>1. Introduction to the text and its context</li> <li>2. Reading the text</li> <li>3. Dramatic structure</li> <li>4. Characterisation</li> <li>5. Stagecraft</li> <li>6. Comparative essay skill</li> </ol>	<p><b><u>A-level Paper 2:</u></b> <b><u>Section B: Drama and Prose</u></b> <b><u>Contextual Linking</u></b> Compare the significance of _____ in two texts you have studied. Remember to include reference to how meanings are shaped in the texts you are comparing. [25 marks]</p> <p><b><u>A-level Paper 2:</u></b> <b><u>Section A</u></b> Examine the view that _____. [25 marks]</p>

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**Poetry:**  
**Up the Line to Death (2 lessons)**

Continued from HT1 and HT2.

1. At Last, At Last!
2. Epilogue and consolidation
3. Comparative essay writing
4. Comparative essay writing
5. Exam Practice
6. Exam Practice

Mock Exam: A-level Paper 2, Section B

**HT4 / HT5**  
English Literature

**Revision and Exam Essay Writing Skills**

Revision:

- Students revise their set texts
- Students revise key quotations for Paper 1, Section A closed-book exam
- Students revise key passages from their set texts for close analysis in open-book exams
- Students revise changing literary conventions and attitudes to the representation of love across time
- Students revise the key events and movements which have influenced writers during WW1 and its aftermath
- Students practise analysis of unseen poetry and unseen prose
- Students revise connections between set texts to be used for comparative responses
- Students respond to practise exam questions, including: writing of their own exam questions; annotation of exemplar scripts; pair planning and writing of exam responses before individual exam responses are written.

Note:

Students are expected to answer an assessment question in class on a weekly basis (at least 30 minutes). The question should be in the same format as the A2 exam paper in order to prepare students for assessment week.