Year 12 English Literature Curriculum/Assessment Map

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT 1	Introduction to A Level Literature - exploring genres: detective fiction or gothic prose. Modern Poetry: Ted Hughes and Sylvia Plath A Streetcar Named Desire - Tennessee Williams	Developing academic style Considering critical opinions and KS5 focus on relevant context including introduction to critical lenses - feminist, desconstructionalist, Marxist etc. New concepts: plastic theatre, confessional poetry, modernist poetry,	Plath/Hughes: Explore how a poet presents a given theme, e.g. nature. A Streetcar Named Desire: response to a statement question	 AO1: Creating a clear line of argument. Sensible use of key concepts - realism, animism, shamanism, . Use of textual support. Analysis of writer's techniques (FLIRTS - Form, language, Imagery, Rhythm & Rhyme, Tone, Speaker). AO3: Context and impact on content, characters and themes. AO5: Considering alternative interpretations 	Keith Sagar — The Ted Hughes Society (http://thetedhughessociety.org/sa gar) Read 'Cat on a Hot Tin Roof' OR watch the play version on Youtube: https://www.youtube.com/watch?v =8kg4wa2WLKc https://www.youtube.com/watch?v =s13-BxOynDY&t=0s
HT 2	Ted Hughes and Sylvia Plath: comparing and connecting Streetcar - extended study: themes, critical debate clash of context - impact on audience viewpoint	Ability to make sound, secure and purposeful connections and comparisons between poems and poets. Application of critical theory, 1940s and 2000s context impact on how actions and characters are perceived, received and portrayed	Plath/Hughes: Comparative essay - reaction to a critical statement Response to a critical opinion: formulate a line of argument and draw upon other interpretations of the play through application of a particular critical lense.	AO1:Personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO3 Exploration of significance and influence of the contexts in which literary texts are written and received AO2 Analysis of meaning AO4 Explore connections across literary texts	Read beyond set texts: <u>The Bell Jar</u> and many articles in the <u>BL including this one</u> : Explore the structuralist approach to 'A Streetcar Named Desire'. <u>https://www.yorknotes.com/alevel/</u> english-literature/a-streetcar-nam ed-desire-2017/study/contexts-int erpretations/04010204_critical-int erpretations/04
НТЗ	Renaissance Drama inc. Shakespeare Play Hamlet	 An understanding of a Shakespearean Tragedy and the techniques used by Shakespeare to engage his audience in the plot, characters and themes. Study of Shakespearean Tragedy: Character, plot, language, imagery, stagecraft and theme. Explore dramatic influences - expectations of 	With close reference to language and imagery in the extract, examine how Shakespeare presents the character/theme ofat this point in the play	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2:Analyse ways in which meanings are shaped in literary	Students can also: Read another tragedy and compare e.g. Othello <u>Othello (Wordsworth Classics):</u> <u>Amazon.co.uk</u> Read resources from EMC emagazine archive library

		the tragedy genre.		texts	English & Media Centre emagazine And The British Library Hamlet by William Shakespeare The British Library
HT4	Shakespeare Play: Analysis	Study and application of critical theory (critics through the centuries) to the play. Cultural and historical context, impact and interpretation; making connections.	*Critical statement: Examine this view of the play Hamlet, making close reference to relevant contexts.	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2:Analyse ways in which meanings are shaped in literary texts AO3:Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4:Explore connections across literary texts AO5:Explore literary texts informed by different interpretations	Critical Views and interpretations: https://onehundredpages.wordpre ss.com/hamlet-literary-criticism/
HT5	Modern prose American Novel: The Great Gatsby Introduction to Unseen poetry: building an analytical toolkit	Explore narrative techniques including the use of an unreliable narrator. Analyse language, form and structure. Explore how key themes are presented. Explore motifs and symbols. Explore how literary texts are informed by different interpretations and context. Know how to research and find critical opinions valued by the literary world.	'Throughout history the West has been seen as the land of promise, possibility, a symbol of American ideas'. With this statement in mind, to what extent does F. Scott Fitgerald's present the possibility of The American Dream?	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2:Analyse ways in which meanings are shaped in literary texts AO3:Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO5:Explore literary texts informed by different interpretations	Take out of our library: New Essays on The Great Gatsby (The American Novel): Amazon.co.uk Practical Criticism (Peck, J, Covie, M) ISBN: 9780333632253
			Analyse in detail an unseen poem	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse ways in which meanings are shaped in literary texts	Eduqas' guide to analysing unseen poetry: https://resource.download.wjec.co .uk/vtc/2014-15/English/09/poetry /Unseen_Poetry.pdf
HT6	Unseen Texts - Prose and poetry	Prose - study extracts from novels written between 1918 - 1939: The Interwar Period. Learn about and consolidate knowledge about	Past paper - component 3	AO1: Articulate informed, personal and creative responses to literary texts, using associated	

different historical contexts and their impact on the literature produced during this period Explore the concept of modernism and its associated stylistic conventions: stream of consciousness, free indirect discourse, disruption of linear time, links to new psychological thinking the era In depth analysis of prose and poetry Thoughtful and personal vs. mechanical and liter the art of educated speculation Building confident and sophisticated analysis to unseen texts	of coherent, accurate written expression AO2: Analyse ways in which meanings are shaped in literary texts AO3: Demonstrate the significance and influence of the contexts in which literary texts ar written and received	9
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