

## English Literature – Year 12 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Terms 1 and 2</b></p> <p><b>Poetry: AQA Love Through the Ages Poetry Anthology</b></p> <ul style="list-style-type: none"> <li>• Social, historical, and literary contexts pertaining to the respective poets.</li> <li>• Conventions of Poetry.</li> <li>• Poetry terminology.</li> <li>• Writers' methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> </ul> <p><b>Shakespeare: Macbeth</b></p> <ul style="list-style-type: none"> <li>• Jacobean social, historical, and literary context.</li> <li>• Key concepts pertaining to the text, including: <ul style="list-style-type: none"> <li>○ Tragedy</li> <li>○ Hamartia</li> <li>○ Machiavellian</li> </ul> </li> <li>• Writers' methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate and build on knowledge of writers' methods and how to analyse texts developed in KS4.</li> <li>• Consolidate and build on knowledge of poetry developed in KS4.</li> <li>• Consolidate and build on knowledge of the life, times, and works of William Shakespeare developed in KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment: analytical paragraphs analysing the poems.</li> <li>• Formative assessment: analytical paragraphs analysing extracts from <i>Othello</i>.</li> <li>• Formative assessment: A-Level exam-style questions analysing the poems.</li> <li>• Formative assessment: A-Level exam-style questions analysing the <i>Othello</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate a nuanced understanding of meanings conveyed in the poems from the <i>Love Through the Ages anthology</i>, how the writers shaped these meanings, and how they relate to the social, historical, and literary contexts of the respective poets.</li> <li>• To demonstrate a nuanced understanding of meanings conveyed in <i>Othello</i>, how Shakespeare has shaped these meanings, and how they relate to social, historical, and literary contexts.</li> <li>• To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence.</li> </ul>

## English Literature – Year 12 Curriculum Map

<p><b>Terms 3 and 4</b></p> <p><b>Modern Novel: <i>The Great Gatsby</i></b></p> <ul style="list-style-type: none"> <li>• The social, historical, and literary contexts pertaining to F. Scott Fitzgerald.</li> <li>• Key concepts pertaining to the text, including: <ul style="list-style-type: none"> <li>○ The American Dream</li> <li>○ The Jazz Age</li> <li>○ Disillusionment</li> </ul> </li> <li>• Writers' methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> <li>• Comparative analysis.</li> </ul> <p><b>Unseen Poetry</b></p> <ul style="list-style-type: none"> <li>• Conventions of Poetry.</li> <li>• Poetry terminology.</li> <li>• Writers' methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate and build on knowledge of writers' methods and how to analyse texts developed in KS4 and Terms 1 and 2.</li> <li>• Consolidate and build on knowledge of poetry developed in KS4 and Terms 1 and 2.</li> <li>• Consolidate and build on knowledge of how to produce comparative analysis developed in KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment: analytical paragraphs analysing <i>The Great Gatsby</i>.</li> <li>• Formal summative assessment: A-Level exam-style question comparing <i>The Great Gatsby</i> to the <i>Love Through the Ages</i> poetry anthology.</li> <li>• Formal summative assessment: A-Level exam-style question and comparing unseen poems.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate a nuanced understanding of meanings conveyed in <i>The Great Gatsby</i>, how Fitzgerald has shaped these meanings, and how they relate to social, historical, and literary contexts.</li> <li>• To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence.</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## English Literature – Year 12 Curriculum Map

<p><b>Terms 5 and 6</b></p> <p><b>Revision of AQA <i>Love Through the Ages</i> Poetry Anthology, <i>The Great Gatsby</i>, and Unseen Poetry</b></p> <p><b>Non-Exam Assessment Preparation</b></p> <ul style="list-style-type: none"><li>• Deciding on a question that has scope to explore in depth.</li><li>• How to plan and construct extended essays.</li><li>• Where to go to find literary analysis of texts.</li><li>• How to create a bibliography and cite works correctly.</li></ul>	<ul style="list-style-type: none"><li>• Consolidate and build on knowledge of AQA <i>Love Through the Ages</i> Poetry Anthology, <i>The Great Gatsby</i>, and Unseen Poetry developed in Terms 1-4.</li><li>• Consolidate and build on knowledge of writers' methods and how to analyse texts developed in Terms 1-4.</li></ul>	<ul style="list-style-type: none"><li>• Formative assessment: A-Level exam-style questions</li><li>• Formal summative assessment: AQA A-Level English Literature Paper 1 Exam Paper.</li></ul>	<ul style="list-style-type: none"><li>• To demonstrate a nuanced understanding of meanings conveyed in the texts, how the writers have shaped these meanings, and how they relate to the respective social, historical, and literary contexts of the texts.</li><li>• To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence.</li></ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------