



Curriculum Map

Subject: English Literature

Year Group: 12

Drama and the Novel: Broken Heroes and Psychological Tricks

NOTE: Where classes are split, half terms may run concurrently within a term. For example, one teacher will teach prose units, another drama.

TEACHER 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	An Introduction to Prose	Novels: Mrs Dalloway	Novels: Wuthering Heights		Revision, Prep for PPE1	Poems Of The Decade
Skills	<ul style="list-style-type: none"> •Taking an historicist approach to analysis •Comment on authorial method •Assessing how context shapes understanding •Developing an argument, following an insightful thesis •The academic voice •Commenting on the text's position in the literary canon 	<ul style="list-style-type: none"> •Taking an historicist approach to analysis •Comment on authorial method •Devising, researching and planning an academic essay •Assessing how context shapes understanding •Developing an argument, following an insightful thesis •Beginning comparison with a text from a different context 	<ul style="list-style-type: none"> •Taking an historicist approach to analysis •Comment on authorial method •Devising, researching and planning an academic essay •Assessing how context shapes understanding •Developing an argument, following an insightful thesis •Beginning comparison with a text from a different context 			<ul style="list-style-type: none"> • Drawing inferences from poetry • Explaining tone and understanding mood • Judicious selection/embedding quotes • Comparison of how poems present ideas • Commenting on impact of context on understanding • Analysing form • Writing a thesis • Sustaining a line of argument
Key questions	How has literature evolved over time across centuries? How do writers respond to the literary movements that have preceded them? How does each generation use	What is Woolf saying about the modern world? What does Woolf say about mental health? How is trauma endemic in post-War Britain? How do modernist texts	What is Bronte saying about the nature of revenge? What is Bronte saying about human nature and repression? How does Bronte explore the challenges of love? How do monstrous			What key perspectives of the world are presented within the poems? How similar or different are these perspectives? How does the writer use language, phonology, form and structure in order to convey

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	literature to examine its fears and world view?	examine the hidden psyche?	images allow Bronte to explore contemporary fears?			meaning? How does an understanding of the context in which a poem was written influence our understanding of the poem itself?
Assessment	<p>Formative: To what extent can Othello and Desdemona's marriage be considered conventional?</p> <p>Summative: Jacobean Relationships were founded on coercion and control. To what extent do you agree?</p>	<p>Formative: Consider the idea that trauma is the most important theme of the opening?</p> <p>Summative: Compare how the events of the past impact the present day in MD and WH</p>	<p>Formative: Consider the idea that convention is the controlling force of the novel</p> <p>Summative: Compare how the events of the past impact the present day in MD and WH</p>			Formative: With respect to 'History' and 'Fern Hill,' Compare the methods both poets use to present nature.
Literacy/ Numeracy/ SMSC/ Character	<p>Concepts: Renaissance, Romanticism, Gothic Realism, Modernism, Post-Modernism, Existentialism, Pre-Raphaelites</p> <p>Key Subject Vocab: Movement, Genre, Tradition, Correspondence, Representations, Authenticity, Metaphysical</p> <p>Key General Vocab: Renaissance,</p>	<p>Concepts: The Persistence of Death, London as character, Gender, Consciousness, The Self Individuality, The Collective Experience, Trauma Temporal frame, Disillusionment, The Decline of the British Empire, Fear, Exterior Pressure, Repression</p> <p>Key Subject Vocab: Modernism, Stream of Consciousness, Unreliable Narrator,</p>	<p>Concepts: Chaos and Order, Class and Social Status The Supernatural, The Patriarchy, Revenge, Confinement and Freedom, Destructive Nature of Love, Byronic Hero, Duality, Nature vs Convention The Encroaching Past</p> <p>Key Subject Vocab: The Gothic, Frame Narrative, Unreliable Narrator, Byronic Hero, Pathetic Fallacy, Gothic Settings</p> <p>Key General Vocab: Revenge, Victorian Novels, Inheritance, Patriarchy,</p>			<p>Concepts: Gender power dynamics. The relationship between man and nature, parenthood, maturation, selfhood, sexuality, caregiving, violence, morality, regret, heredity, immigration, technology, disability, art.</p> <p>Key Subject vocab: structure, form, stanza, meter, metaphor, caesura, enjambment, octave, sestet, volta, tone and tonal shift, iambic pentameter, juxtaposition, connotation, metaphors, similes, alliteration, assonance,</p>

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	<p>Romanticism, Gothic Realism, Modernism, Post-Modernism, Existentialism, Pre-Raphaelites</p> <p>Cultural Capital: Development of Western Art and Literature since the Renaissance. Tying together literature previously studied in terms of progression and building upon that which preceded it.</p>	<p>Free Indirect Discourse, Allusion, Narrative Perspective</p> <p>Key General Vocab: Convention, Transgression, Patriarchy, Status</p> <p>Cultural Capital: Modernist Texts, Post-Impressionism, First-Wave Feminism, Bloomsbury Group, Post-War Britain and the Declining Empire</p>	<p>Marriage, Convention, Status of Women,</p> <p>Cultural Capital: The Victorian Novel, rural Britain in the 19th Century, masculinity, status, reputation</p>			<p>consonance, caesura, enjambment, rhyme scheme, rhyming couplets, alternative rhyme, extended metaphor, pathetic fallacy, speaker, lyric poem, dramatic monologue.</p> <p>Key General Vocab: Analysis, comparison, synthesis, contrasting, supporting, context, convention, archetype, transgression, context, Romanticism, Misogyny, fetishism, Inversion, Subversion, Nostalgia, Heredity, Cultural Integration, Racism, Gender stereotypes, Gender roles, Suffrage, luddite.</p> <p>Cultural capital: Understanding of poets engage with the reality of patriarchy, sexual taboos, military conflict, maturation into adulthood, the instinct to become violent, childbirth, heredity, class, illegal immigration, disability and the way that the world is changing, due to technological advancements.</p>

TEACHER TWO	Autumn	Spring	Summer 1	Summer 2
Content	A Streetcar Named Desire	Othello	Revision and Prep for PPE1	NEA Text – Far From Madding Crowd
Skills	<ul style="list-style-type: none"> ● Taking an historicist approach to analysis ● Comment on authorial method ● Devising, researching and planning an academic essay ● Assessing how context shapes understanding ● Developing an argument, following an insightful thesis ● Beginning comparison with a text from a different context 	<ul style="list-style-type: none"> ● Taking an historicist approach to analysis ● Comment on authorial method ● Assessing how context shapes understanding ● Developing an argument, following an insightful thesis ● The academic voice ● Commenting on the text's position in the literary canon 		<ul style="list-style-type: none"> ● Taking an historicist approach to analysis ● Comment on authorial method ● Devising, researching and planning an academic essay ● Assessing how context shapes understanding ● Developing an argument, following an insightful thesis ● Beginning comparison with a text from a different context
Key questions	<p>What does Williams say about the changing face of Post-War America?</p> <p>What does Williams say about the interface of reality and dreams?</p> <p>What does Williams say about the nature of desire?</p>	<p>What does Shakespeare say about the nature of love?</p> <p>How does Shakespeare examine the status of the other?</p>		<p>What does Hardy say about the nature of love and relationships?</p> <p>What does Hardy say about the nature of class and social mobility?</p>
Assessment	<p>Formative: In modern texts, women are always painted as the victims to allow the writer to explore male problems. To what extent do you agree?</p>	<p>Formative: To what extent can Othello and Desdemona's marriage be considered conventional?</p>	<p>Summative: Jacobean Relationships were founded on coercion and control. To what extent do you agree?</p>	<p>Summative: Decided by student, formative assessments provided in drafts.</p>

TEACHER TWO	Autumn	Spring	Summer 1	Summer 2
	<p>Summative: <i>Setting is more important than character. To what extent do you agree?</i></p>			
<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>Concepts: Female Sexuality As A Commodity, Fantasy and Reality Sex, Violence and Death Old America vs New America, Rebellion vs Assimilation, Tragedy, Death of the Hero, The 'Self-made Man', Male Control Violence and Power, The Tragic Female, Madness – The Fragile Psyche</p> <p>Key Subject vocab: Staging, Plastic Theatre, Symbolism, Tragedy, Realism, Modernism, The Southern Gothic, Setting, hubris, dramaturgy</p> <p>Key General Vocab: Southern Gothic, Southern Belle, Old v New America, clash of cultures, hegemony, coercion, control, machismo, masculinity, pride, status, expectations,</p> <p>Cultural capital: Prejudice and status in Post-War Deep South. Multiculturalism and its challenge to outdated conventions.</p>	<p>Concepts: Disjunction between outward appearance and inner reality, Patriarchal family and state, the Machiavellian malefactor, convention and transgression</p> <p>Key Subject Vocab: Dramatic Tragedy, Hamartia, Peripeteia, Aristeia, Catharsis, Hubris, Five Act Structure, Symbolism, Metaphor, Iambic Pentameter, Prose, Blank Verse, Staging,</p> <p>Key General vocab: Subversive, Transgressive, Judgement, Spiritual Celestial Respect Mutual respect Rebellion Naïve Timeless, Honour, Machiavellian, Pride, Manhood</p> <p>Cultural capital: Jacobean society – patriarchy and control. Continued awareness of the literary canon.</p>		<p>Concepts: The rural novel, Realism and pastoral, conventions of marriage and love, social convention and class distinction, naturalism, irrationality</p> <p>Key Subject vocab: allusion, classical reference, biblical allusion, symbolism, tragedy, realism, naturalism, critique, satire,</p> <p>Key General Vocab: Quotidian, rural, pastoral, naturalism, industrialisation, harmony, moral responsibility</p> <p>Cultural capital: Rural life in 19th Century England, Conventions of relationships, Realism</p>