



Curriculum Map

Subject: English Literature

Year Group: 13

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

Teacher 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content	: NEA Text – Far From Madding Crowd	Named poet or Movement	Named Poet or Movement	Revision and Prep	Revision and Prep
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 				
Key questions	What does Hardy say about the nature of love and relationships? What does Hardy say about the nature of class and social mobility?				
Assessment	Summative: Decided by student, formative assessments provided in drafts.				
Literacy/ Numeracy/ SMSC/ Character	<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>				

Teacher 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content	Poems of the Decade		Revision and Prep	Revision and Prep	Revision and Prep
Skills	<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	<p>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 meaning? How does an understanding of the context in which a poem was written influence our understanding of the poem itself?</p>				
Assessment	<p>Formative: With respect to 'A Minor Role' and 'Fern 'The Wake,' Compare the methods both poets use to present the process of dying. With respect to 'Genetics' and 'This Be The Verse,' Compare the methods both poets use to present parenthood.</p>				
Literacy/ Numeracy/ SMSC/ Character	<p>Concepts: Gender power dynamics. The relationship between man and nature, parenthood, maturation, selfhood, sexuality, caregiving, violence, morality, regret, heredity, immigration, technology, disability, art. 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, consonance, caesura, enjambment, rhyme scheme, rhyming couplets, alternative rhyme, extended metaphor, pathetic fallacy, speaker, lyric poem, dramatic monologue. 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. 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. Cultural capital: Range of contexts from early modern literature to late 19th Century. Concepts and conventions of love in changing societies</p>				