

## KS5 Curriculum Map – English Literature:

<b>Topic</b>	<b>Substantive Knowledge</b>  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b>  This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
Aspects of Tragedy: Othello	<ul style="list-style-type: none"> <li>• Genre: What is Shakespearean Tragedy?</li> <li>• Subject specific terminology</li> <li>• Context: What factors influenced the production of the text?</li> <li>• Theories: Aristotle</li> <li>• Assessment Objectives</li> <li>• Plot: Tracking key events, character development and themes</li> <li>• Dramatic methods: Use of dramatic irony, use of soliloquies and asides, creation of tension, medias res</li> <li>• Literary techniques: Metaphor, rhetoric</li> <li>• Differing interpretations over time</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with specific aspects of tragedy, significant contextual factors, and relevant theories of tragedy</li> <li>• Read set text.</li> <li>• Develop understanding of plot, character, and theme</li> <li>• Apply knowledge of text and dramatic methods to notes and written work</li> <li>• Show understanding of assessment objectives in comprehension tasks</li> <li>• Develop understanding of how to structure a coherent debate</li> <li>• Advance ability to plan, create and draft essays</li> <li>• Enhance oracy skills by engaging proactively in class discussions</li> <li>• Evaluate work effectively following feedback</li> <li>• Develop understanding of how to make connections arising out of generic study</li> </ul>	<ul style="list-style-type: none"> <li>• Short formative tests on key terminology</li> <li>• Kahoot quizzes – plot, character, and theme</li> <li>• Extract and essay questions – with or without time constraint, and/or knowledge of the task</li> </ul>

<p>Aspects of Tragedy: Death of a Salesman</p>	<ul style="list-style-type: none"> <li>• Assessment objectives and exam knowledge</li> <li>• Genre: What is modern tragedy and subject specific terminology</li> <li>• Context: What factors influenced the production of 'DOAS'?</li> <li>• Theories: 'Tragedy and the Common Man'</li> <li>• Plot: understanding and sequencing</li> <li>• Dramatic methods: analepsis, realism and expressionism</li> <li>• Literary methods: symbolism, metaphor, and colloquial language</li> <li>• Critical interpretations over time</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with specific aspects of tragedy and significant contextual factors and relevant theories</li> <li>• Read set text</li> <li>• Develop understanding of plot, characterisation, and themes</li> <li>• Apply knowledge of text, dramatic methods and genre in class discussions, notes, and written work</li> <li>• Show understanding of assessment objectives in comprehension tasks</li> <li>• Develop understanding of how to construct a coherent debate</li> <li>• Advance ability to plan, create and draft effective essays</li> <li>• Enhance oracy skills by engaging proactively in regular classroom debates</li> <li>• Evaluate own work considering feedback</li> <li>• Develop connections arising out of generic study</li> </ul>	<ul style="list-style-type: none"> <li>• Short formative tests on key terminology.</li> <li>• Quizzes on plot/sequence</li> <li>• Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).</li> </ul>
<p>Aspects of Tragedy: Keats</p>	<ul style="list-style-type: none"> <li>• Assessment objectives and exam knowledge</li> <li>• Genre: Narrative poetry, links to tragedy and subject specific terminology</li> <li>• Context: What factors influenced the production of the poetry? Greek mythology, Victorian society, Keats' biographical details</li> <li>• Theories: Victorian readings and changing interpretations over time</li> <li>• Plot: understanding and sequencing</li> <li>• Poetic methods: metaphor, rhyming couplets and classical allusions</li> <li>• Critical interpretations over time</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with specific aspects of tragedy and significant contextual factors and relevant theories</li> <li>• Read set text</li> <li>• Develop understanding of plot, characterisation, and themes</li> <li>• Apply knowledge of text, poetic methods and genre in class discussions, notes and written work</li> <li>• Show understanding of assessment objectives in comprehension tasks</li> <li>• Develop understanding of how to construct a coherent debate</li> <li>• Advance ability to plan, create and draft effective essays</li> </ul>	<ul style="list-style-type: none"> <li>• Short formative tests on key terminology.</li> <li>• Quizzes on plot/sequence</li> <li>• Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).</li> </ul>

		<ul style="list-style-type: none"> <li>• Enhance oracy skills by engaging proactively in regular classroom debates</li> <li>• Evaluate own work considering feedback</li> <li>• Develop connections arising out of generic study</li> </ul>	
NEA	<ul style="list-style-type: none"> <li>• Critical theories: Ideas about narrative, Marxism, Feminism, Post-colonial, Ecocritical ways of reading and Literary value and the canon</li> <li>• Key terminology</li> <li>• Assessment objectives</li> <li>• Study of exemplar material</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of critical theories and apply to extracts from texts</li> <li>• Read a range of prose text and poetry anthologies to inform NEA choices</li> <li>• Use new terminology in notes and drafts</li> <li>• Make connections between the texts, relevant theory, and context</li> <li>• Devise appropriate questions</li> <li>• Complete detailed plans before drafting essays</li> <li>• Produce two drafts of both essays</li> <li>• Respond to verbal feedback from teacher and make necessary amendments before final submission</li> </ul>	<ul style="list-style-type: none"> <li>• Summative essays - NEA drafts and final pieces</li> </ul>
Elements of Crime: When will there be good news?	<ul style="list-style-type: none"> <li>• Genre: Conventions of crime fiction e.g. the police procedural, justice and retribution, detectives and detection, role of the victim, restoration of order</li> <li>• Subject specific terminology</li> <li>• Context: What key factors shaped and influenced the text? Chillingden murders. Crime and poverty. Moral, legal and religious context.</li> <li>• Plot: Understanding and sequencing</li> <li>• Narrative methods: focalisation, foreshadowing, use of coincidence, use of dialogue, creation of tension and intertextuality</li> <li>• Critical interpretations over time including Marxist and feminist readings</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with specific aspects of crime and significant contextual factors</li> <li>• Read set text</li> <li>• Develop understanding of plot, characterisation, and themes</li> <li>• Apply knowledge of text, narrative methods and genre in class discussions, notes, and written work</li> <li>• Show understanding of assessment objectives in comprehension tasks</li> <li>• Further develop understanding of how to construct a coherent debate</li> <li>• Advance ability to plan, create and draft effective essays</li> </ul>	<ul style="list-style-type: none"> <li>• Short formative tests on key terminology.</li> <li>• Quizzes on plot/sequence</li> <li>• Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).</li> </ul>

		<ul style="list-style-type: none"> <li>• Enhance oracy skills by engaging proactively in regular classroom debates</li> <li>• Evaluate own work considering feedback</li> <li>• Develop connections arising out of generic study which reflects wider reading of crime fiction</li> </ul>	
Elements of Crime: Brighton Rock	<ul style="list-style-type: none"> <li>• Genre: Conventions of crime fiction with a focus on amateur detectives and terminology</li> <li>• Assessment objectives and exam knowledge</li> <li>• Context: What factors influenced the production of 'BR'? Charles Sabini, the racecourse, racketeering etc and Catholicism.</li> <li>• Theories: Andrew Marr documentary/critical readings</li> <li>• Plot: understanding and sequencing</li> <li>• Narrative and literary methods: focalisation, allusion, allegory and realism</li> <li>• Critical interpretations over time including Marxist and feminist readings</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with specific aspects of crime and significant contextual factors</li> <li>• Read set text</li> <li>• Develop understanding of plot, characterisation, and themes</li> <li>• Apply knowledge of text, narrative methods and genre in class discussions, notes, and written work</li> <li>• Show further understanding of assessment objectives in comprehension tasks</li> <li>• Further develop understanding of how to construct a coherent debate</li> <li>• Further advance ability to plan, create and draft effective essays</li> <li>• Further enhance oracy skills by engaging proactively in regular classroom debates</li> <li>• Evaluate own work considering feedback</li> <li>• Develop connections arising out of generic study</li> </ul>	<ul style="list-style-type: none"> <li>• Short formative tests on key terminology.</li> <li>• Quizzes on plot/sequence</li> <li>• Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).</li> </ul>
Elements of Crime: Rime of the Ancient Mariner	<ul style="list-style-type: none"> <li>• Genre: Conventions of crime fiction with a focus on retribution and justice</li> <li>• Assessment objectives and exam knowledge</li> <li>• Context: What factors influenced the production of 'ROTAM'?</li> <li>• Theories: addiction/religious allegory</li> <li>• Plot: understanding and sequencing</li> <li>• Poetic and literary methods: symbolism, rhyme scheme and ballad form</li> <li>• Critical interpretations over time</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with specific aspects of crime and significant contextual factors</li> <li>• Read set text</li> <li>• Develop understanding of plot, characterisation, and themes</li> <li>• Apply knowledge of text, narrative methods and genre in class discussions, notes, and written work</li> <li>• Show further understanding of assessment objectives in comprehension tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Short formative tests on key terminology.</li> <li>• Quizzes on plot/sequence</li> <li>• Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).</li> </ul>

		<ul style="list-style-type: none"> <li>• Further develop understanding of how to construct a coherent debate</li> <li>• Further advance ability to plan, create and draft effective essays</li> <li>• Further enhance oracy skills by engaging proactively in regular classroom debates</li> <li>• Evaluate own work considering feedback</li> <li>• Develop connections arising out of generic study</li> </ul>	
<p>Elements of Crime: Unseen</p>	<ul style="list-style-type: none"> <li>• Genre: Conventions of crime fiction including its archetypes</li> <li>• Assessment objectives and exam knowledge</li> <li>• Context: the development of crime fiction over time</li> <li>• Revision of narrative and literary methods language</li> </ul>	<ul style="list-style-type: none"> <li>• Become more familiar with specific aspects of time and wider contextual factors</li> <li>• Critically evaluate extracts, showing understanding of all AOs</li> <li>• Become more confident structuring coherent essays through effective planning</li> <li>• Further enhance oracy skills by engaging proactively in regular classroom debates</li> <li>• Evaluate own work considering feedback</li> <li>• Develop meaningful connections between texts that demonstrate secure generic and contextual knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Short formative tests on key terminology.</li> <li>• Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).</li> </ul>