KS5 Curriculum Map – English Language and Literature:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Telling Stories: Remembered Places – Paris anthology	- language levels: discourse, grammar, lexis and semantics, phonology, pragmatics - Genre; register; mode: expected shared conventions; variety of language associated with a particular situation of use; mode as a continuum - Representation: the creation of ways of seeing the world through language and other methods - Context: external factors that shape how texts are produced and received - Culture and society: shared ways of thinking and behaving by a group of people living and working in the same location - Tellability: the features of a story that make it worth telling an audience - Literariness: the degree to which a text displays 'literary' qualities along a continuum	Using the Paris anthology: - become familiar with and apply language levels - apply knowledge of genre, register and mode; select language levels appropriately - discuss the affordances and constraints of different genres - explore reasons for travel and for writing about travel; factors influencing writing - explore, evaluate and apply contextual and schematic knowledge - explore ways of describing memories – consider reliability and unreliability - explore and discuss metaphor - Explore the creation of and ways of exploring spoken discourse and oral narratives - explore connections between texts - apply concept of literariness - read a range of supportive academic texts	- multiple choice and other short formative tests on key terminology and readings - recasting tasks - summative essay tasks - student presentations

Telling Stories: Imagined Worlds – "Frankenstein"	- Imagined worlds - characterised by unusual narratives, narrators and events. - Language choices made by writers in order to study: - point of view - characterisation - presentation of time and space/place - narrative structure. - Language levels: discourse, grammar, lexis and semantics, phonology, pragmatics - Genre: gothic, fantasy - Context: influence of contextual factors on the production and various interpretations of the novel e.g. Romanticism, the Enlightenment, Mary Shelley's life/background, intertextuality e.g. The Prometheus Myth, Paradise Lost, The Ancient Mariner, The Bible	Using "Frankenstein": - become familiar with and apply language levels - apply knowledge of genre and context; select language levels appropriately - explore, evaluate and apply contextual and schematic knowledge - consider reliability and unreliability in narration and investigate narrative techniques closely - explore and discuss literary features and learn to analyse and evaluate writer's craft - explore connections between texts in terms of intertextuality - apply concept of literariness - structure an analytical essay and develop an academic style - read a range of supportive academic texts	- multiple choice and other short formative tests on key terminology and readings - research tasks - summative essay tasks - student presentations
Poetic Voices: Robert Browning	- Focus on language levels – grammar and syntax; lexis and semantics; phonetics and phonology - Knowledge of relevant form and genre - Knowledge of stylistic approach - Relevant context - Phonological patterns - Perspective and voice - Character within the dramatic monologue - Presentation of location and place - Presentation of self - Presentation of other themes such as time, memories, death and betrayal - Presentation of characters attitudes towards others	- apply language levels with greater familiarity - develop greater sophistication of expression - learn to evaluate patterns in language - apply knowledge of form and genre; show awareness of context to support evaluation of texts - apply a stylistic approach to essay writing - through analysis, investigate, interpret and evaluate how meaning is shaped and how poetic voice is created - read a range of supportive academic texts	- multiple choice and other short formative tests on key terminology and readings - research tasks - summative essay tasks - student presentations

Non-Examined Assessment (NEA): Making Connections	• Knowledge of assessment objectives and mark scheme • Knowledge of NEA structure and approaches • Gain substantive knowledge of two, independently chosen texts – one literary and one non-literary • Gain substantive knowledge of contexts for the above texts • Prior knowledge of key concepts including genre, narrative, point of view, register, representation and literariness.	• apply knowledge of AOs and mark scheme to own investigation in a thorough and perceptive way • produce perceptive, thorough, open-minded analysis of the texts • Develop perceptive understanding of context for chosen texts; apply that knowledge • Establish and justify connections between the chosen texts	• Meetings with class teacher to assess suitability of texts, focus for investigation and progress towards milestones • Group activities to help establish text choices • Group activities to help establish focus for investigations
Dramatic Encounters: "A Streetcar Named Desire"	• Genre: conventions of drama such as tragedy, melodrama, realism • Characterisation: strategies Williams and his audience use to build and develop characters and conflict • Interaction: the ways in which Williams presents characters speaking or acting in response to others for dramatic effect • Speech acts: forms and functions associated with particular utterances and types of speech • Politeness strategies: ways in which speakers avoid threatening face in interaction • Context: of the play's production and reception	• apply range of terminology associated with language levels set out in syllabus • analyse ways of representing scripted speech; compare with spontaneous speech • analyse how conflict and power are created and presented • research context of author and play • explore play's structure and relationship with tragedy, melodrama, realism • apply knowledge of stagecraft • explore aspects of character • explore and apply knowledge of speech acts, politeness strategies, conversational maxims • explore, evaluate and apply contextual knowledge and appropriate schemas.	• application of key words • short tests on key reading • short summative stylistic analysis • small group presentations • summative essay tasks
Exploring conflict: writing about society - "The Kite Runner"	• Language choices made by writers in order to study: ▫ point of view ▫ Characterisation e.g. How the writer reveals the speech and thought processes of the characters and narrator(s) ▫ presentation of time and space/place	• apply language levels with confidence and sophistication • continue to develop greater sophistication of expression • evaluate patterns in language • apply knowledge of form, genre and context to support evaluation of texts	• research tasks • summative recast and commentary tasks • student presentations

	- narrative structure. - Language levels: discourse, grammar, lexis and semantics, phonology, pragmatics - Genre: bildungsroman - Context: influence of contextual factors on the production and various interpretations of the novel e.g. social and historical context of Afghanistan and the USA - Representation: how the writer presents people, their points of view and their relationships with others - Narrative techniques: how the writer shapes the narrative structure and presents events/time/places - Themes: e.g. how the writer uses situations of conflict to express ideas about societies and their values.	- produce imaginative re-creative work that seeks to find an absent or underplayed perspective in the original text - write a critical reflection on the processes and outcomes involved in re-creative work - develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks. These skills include awareness of: - the nature of monologue and dialogue - how changing point of view, genre, context, purpose, audience or mode can re-shape meanings - how undeveloped aspects of the narrative and characterisation might be developed further - the importance of specific moments in time or descriptions of place.	