

Curriculum Content Map		Subject: A Level English Literature																																										
		Term 1				Term 2				Term 3																																		
		September	October	November	December	January	February	March	April	May	June	July																																
Cultural Transmission	Units of Work	Paper 1: Love through the Ages: Shakespeare and Poetry				Paper 2: Love through the Ages: Prose				Revision	Preparation for NEA coursework		Preparation for NEA for coursework																															
	National Curriculum area – KS3																																											
	Substantive Knowledge	The <i>How!</i> Students consider the central theme of love in "Othello" and how it impacts debates surrounding the presentation of gender, race and masculinity in the context of the Jacobean era. Students also consider how the play has been received over time. Students develop their understanding of the Jacobean period and the impact it has on Shakespeare's presentation of women and "Othello". In their exploration of the Pre-1900 Love anthology, students encounter a range of different types of poem as they study representations of love over time (romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history etc).				The <i>How!</i> Students will study the novels "Jane Eyre" by Charlotte Bronte and "Atonement" by Ian McEwan. Students will be looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time, and most of all in this specification contexts to do with how the text can be interpreted by readers now. Students will form literary and thematic links between the text to consider how love is impacted by these contexts.				The <i>How!</i> Students will revise: "Othello", the AQA Pre-1900 anthology, "Atonement" and "Jane Eyre" in readiness for the AS Level examination. Students will revise contextual content, themes, quotations and academic writing skills.		The <i>How!</i> For their coursework students study "Frankenstein" by Mary Shelley and compare the representation of the theme (students select this themselves) with another prose or poetry collection of their choice. Students will compare themes such as: identity, power, women, heroes/heroines and make comparative links across contexts, literary techniques and literary genres/forms.																																
	Disciplinary Knowledge	The <i>How!</i> Students undertake a New Historicist approach to the text examining how Shakespeare's characterisation, language and structure would have been received in the Jacobean era. Students analyse literary techniques alongside literary criticism to build their own argument about Othello. Students analyse the use of literary devices, form, meter and structure in the love poetry anthology to consider the wide variety of love themes (desire, sex, platonic, romantic etc) covered in the anthology whilst evaluating the influence and impact of context.				The <i>How!</i> Students will analyse an unseen prose extract using their literary and structural knowledge of the theme of love in prose; students will analyse how a writer shapes meaning in a text through literary and structural choices; students will also offer different interpretations whilst showing a secure understanding of how context impacts and is influenced by literature. Students will then compare the prose novels they have studied to consider how writers use similar and different literary techniques to present a variety of aspects of love; students will form lines of argument and consider how the texts differing contexts impact their interpretations.				The <i>How!</i> Students will refine their analysis of literary techniques and structure in readiness for their examinations. Students will create lines of thesis and implement literary analysis with a Students have studied all of the aforementioned units enabling them to revise the whole content of Paper 1 and Paper 2 succinctly.		The <i>How!</i> Students will comparatively analyse characterisation, form, literary and structural devices used by Mary Shelley in Frankenstein and a text chosen by themselves. Students will produce a 2500 essay which demonstrates their secondary research skills and ability to form academic links between both literature and context.																																
	Sequencing	The <i>How!</i> In Key Stage 4 students analysed (thematically, structurally and linguistically) Shakespeare's Macbeth. This provides students with a foundation understanding of Jacobean history, the tragic genre and Shakespearean verse. In their GCSE students explored a collection of poetry centering on the theme of Power & Conflict. This study enabled them to begin to develop familiarisation with different poetic forms, an understanding of rhythm and meter and how to write comparative essays.				The <i>How!</i> Students will move from the play and poem form to consider how the theme of love is presented in the novel form. Students again will explore contexts they have previously encountered at GCSE (19th century for "Jane Eyre" and post-19th century for "Atonement") giving them a foundation knowledge for their contextual and literary analysis of the novels.				The <i>How!</i> Students have previously undertaken guided analysis and developed individual lines of argument in their study of "Love through the Ages" in poetry, drama and prose. Students will now independently select texts for comparison to exemplify their independent research skills for A2 English Literature.		The <i>How!</i> Students will now independently select texts for comparison to exemplify their independent research skills for A2 English Literature.																																
	Summative Assessment	The <i>How!</i> Othello essay analysing aspects of love in an extract and the impact of desire across the text (AO1, AO2, AO3, AO4, AO5) AP1.		The <i>How!</i> Analytical essay on a poem from the Pre-1900 Love anthology (AO1, AO2, AO3, AO4, AO5) AP1		The <i>How!</i> Comparative essay on "Jane Eyre" and "Atonement" (AO1, AO2, AO3, AO4, AO5)			The <i>How!</i> Unseen prose extract (AO1, AO2, AO3, AO4, AO5)		The <i>How!</i> Mock exam (Paper 1 and Paper 2: all assessment objectives)		The <i>How!</i> NEA writing.	The <i>How!</i> Coursework draft 1																														
Personal Empowerment	Virtue	Friendliness & Civility		Justice & Truthfulness		Courage		Generosity		Gratitude		Good Speech		Good Temper & Humour		Self-Mastery		Self-Mastery		Compassion		Good Sense																						
	Link to Virtue	The <i>How!</i> As students embark on their unit on "Love through the Ages" they will be studying "Othello" in which the main themes are jealousy, envy and racial prejudice. Students will be reflecting on how these themes played a part in Shakespearean society and how this is the antithesis of friendliness and civility. As they are studying poetry, students will look at pre-19th century love and examine how male and female stereotypes led to divides in society between classes and genders.				The <i>How!</i> As students deepen their understanding of the plot of "Othello", they will begin to examine how Iago plots Othello's downfall by falsely implicating Desdemona and Cassio in a love affair. They will examine the impact of this on "Othello" and how he becomes a tragic hero as a result of the lack of truthfulness in the text. In poetry, students will analyse the reliability of voices in poetry and the ways in which meanings are shaped through their voices.				The <i>How!</i> As students continue to analyse "Othello" they will be evaluating the main character as courageous but with flaws. Is he too courageous? As students read and analyse the last remaining poems from the anthology, they move onto how the writers were discussing themes that would have been deemed inappropriate at the time and how this would have required courage as it was going against historic principles.				The <i>How!</i> Othello is powerful and generous but also naive. As a result, he loves "not wisely but too well" and his passion and generosity falls prey to jealousy which make him the ultimate tragic hero. Students will also move on to studying unseen prose to help them prepare for paper 2. Many of the extracts will look also look unrequited love and whether being too generous with time, money etc can lead to hurt and betrayal.				The <i>How!</i> In their study of "Jane Eyre" and "Atonement", students will show gratitude for the positive impact truth can have in our relationships with each other (platonic or romantic). Students will explore the impact of not telling the truth in "Atonement" - and how the characters as such are affected by this ungrateful act; in Jane Eyre students will demonstrate gratitude for Charlotte Bronte's battles in liberating women from class and gender restrictions in the 19th century.				The <i>How!</i> Students will conduct debates with each other surrounding the key comparative links between the novels: is egotistical love liberating or dangerous? Does class impact a person's right to love? Do we live in a post-liberal age now where everyone has the right to love? Students will need to show good temperament, respect for each other's ideas and good speech as they engage in these debates.				The <i>How!</i> As students explore sensitive topics around the impact of lies and the representation of class, race and gender, they will need to have good temper with each other to further these debates. Students will also encounter contexts which differ vastly from the 21st century and so they will need to have good temper in learning to critique rationally and from a non-emotive driven place.				The <i>How!</i> Students will demonstrate self-mastery by taking ownership of their own revision and preparing for their mock examinations.				The <i>How!</i> Students will demonstrate self-mastery by selecting their own text which links to Mary Shelley's "Frankenstein" for their NEA coursework.				The <i>How!</i> Students will consider how compassion is and is not shown in Mary Shelley's "Frankenstein", especially in consideration of how the monster and women are not treated with compassion. Students can then select a text of their choice which does or does not demonstrate compassion to characters or readers alike.				The <i>How!</i> Students will use good sense when selecting a text that enables them to make comparative thematic contextual and literary links for their NEA coursework.		
Preparation for Work	Skill	Listening		Leadership		Problem-Solving		Creativity		Staying Positive		Speaking		Staying Positive		Aiming High		Aiming High		Speaking		Teamwork																						
	Link to Skill	The <i>How!</i> Students will need to listen to each other as they work together to analyse a text they may not have read before. They will need to listen to the new information to help broaden their understanding of new concepts and eras.				The <i>How!</i> Students will critique what leadership means in "Othello" - is leadership self or socially motivated? Students will also critique the role of leadership in relationships in their poetry anthology.				The <i>How!</i> Students will need to use problem-solving skills as they try to find the most interesting quotations and consider multiple interpretations. They will need to be asking - why has the writer done this?				The <i>How!</i> Students will demonstrate creativity when they critique how love is presented in the texts. Students will show creativity in their evaluation of the different choices characters and writers had to overcome hardship or inequality.				The <i>How!</i> Students will stay positive when they debate how characters have overcome obstacles (both through their individual plot lines and the writer's interweaving of context).				The <i>How!</i> Students will develop their speaking skills through refining their ability to articulate their ideas orally to form clear lines of debate and opposition in classroom discussions.				The <i>How!</i> Students will stay positive as they encounter problematic and socially unjust content in both of the novels being studied. Students will recognise the importance of debating the topics so that we can stay positive and make positive changes in our own contexts.				The <i>How!</i> Students will have high aspirations for themselves as they demonstrate their understanding of the novels through lines of argument in academic writing.				The <i>How!</i> Students will continue to aim high by demonstrating their ability to research and engage in wider debates regarding "Frankenstein" and their selected text.				The <i>How!</i> Students will demonstrate their speaking skills by engaging in classroom debate with their peers regarding the presentation of themes and context in "Frankenstein" and their selected text.				The <i>How!</i> Students will demonstrate team work by engaging in lines of debate with their peers regarding the comparative texts they have selected for their NEA.		
Preparation for Citizenship	SMSC & British Values	Mutual Respect, Individual Liberty, Tolerance, Democracy				Democracy, Individual Liberty, Mutual Respect, Tolerance				Liberty, The Rule of Law, Tolerance		Tolerance, The rule of law, Mutual Respect, Democracy and Individual Liberty																																
	Link to SMSC & British Values	The <i>How!</i> Students will explore how writers reflect and protest against the constraints of individual liberty to promote right to love based on their ethnicity, gender or class status. Students will explore how writers reflect and protest against the constraints of individual liberty to promote				The <i>How!</i> Students will explore how characters were not treated with mutual respect as a result of their gender, ethnicity or class in the novels. Students will place value on the importance of tolerance and also hold characters to account for their own individual liberty within the texts. Overall, the importance of democracy and equality will become apparent over the study of the novels.				The <i>How!</i> Students will explore the legacy the text has left. Students will then compare these themes in a chosen text of their		The <i>How!</i> Students will explore the legacy the text has left. Students will then compare these themes in a chosen text of their																																