

Curriculum Content Map		Y12 A-Level English Literature (Specification A)												
		Term 1				Term 2				Term 3				
		Month	September	October	November	December	January	February	March	April	May	June	July	
	Units of Work		Paper 1: Love through the Ages: Set Text Shakespeare and Pre-1900 Poetry Anthology				Paper 1: Love through the Ages: Chosen Comparative Set Text and Pre-1900 Poetry Anthology continued				Paper 2 Option b: Modern times: literature from 1945 to the Present Day Section A: Core Drama Set Text, 'A Street Car Named Desire'			
	Substantive Knowledge	The What?	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).				Students will study these text novel 'The Great Gatsby' by F. Scott Fitzgerald. Students will be looking at the way in which the author shapes meanings within their text. 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 and the pre-1900 poetry anthology to consider how love is impacted by these contexts. Students will continue to analyse poems from the pre-1900 poetry anthology analysing representations of love with the context and form of the poem. Students will form comparative links under the new Historicist framework within essays.				Students will study the Paper 2, Core Drama Set Text 'A Streetcar Named Desire' taking the end of WW2 as a historical starting point exploring how modern and contemporary literature engages some of the social, political, personal and literary issues which helped to shape the latter half of the 20th century. Students will analyse themes such as changing morality, social structures and gender roles. In preparation for the unseen prose element of Paper 2, students will begin to consider how 'A Streetcar Named Desire' presents similar or contrasting ideas about society, social values and identity construction in other texts from the 20th and 21st century.			
	Disciplinary Knowledge	The How?	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.				Students will use their literary and structural knowledge of the theme of love in prose and poetry; students will analyse how a writer shapes meaning in a text through literary and structural choices using secure literary terminology; 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 set text prose novel with the pre-1900 poetry anthology 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.				Students will have articulate, informed responses to the themes, characters, settings and issues raised by the play using appropriate concepts and terminology (AO1). Furthermore, students will analyse dramatic methods used to shape meaning within the play and analyse their effects (AO2). Students will consider the post WW2 context of the novel considering the representation of values and ideas and how they have changed over time (AO3). Students will begin to form connections across literary texts by considering how subject matter, genre, attitudes and methods are similar and different (AO4). Students will consider how the text differs with other literary texts by considering alternative interpretations (AO5)			
	Sequencing	Retrieval & Extension	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 familiarity with different poetic forms, an understanding of rhythm and meter and how to write comparative essays.				Students will be continuing to study the Pre-1900 Poetry Anthology using their literary analysis and New-Historicist theories from the previous term. Students will now encounter The Great Gatsby and they will use their skills of analysing how meaning is shaped in a text from their study of Othello to assist them. In the next term, students will be studying 'A Street Car Named Desire' and their study of the representations of different types of love in a pre-WW2 text will assist them with considering how values and ideals have changed over time.				Students will use their understanding of literary method from their Paper 1 study to inform their analysis of meaning shaping in 'A Streetcar Named Desire'. Students will be approaching a modern context, one which they have briefly encountered when studying the modern prose text 'An Inspector Calls' at GCSE. In Year 13 students will study their remaining Paper 2 Set Text, 'Feminine Gospels' in which they will consider whether the ideas and values presented in 'A Streetcar Named Desire' are similar or different.			
	Summative Assessment		Paper 1 Section A Othello				Paper 1 Love through the Ages				Paper 1 Love through the Ages; Paper 2 Section A			
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 opportunity to reflect, think deeply and critically about an issue.	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.	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.	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.	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.	In their study of 'The Great Gatsby' students will consider how Gatsby shows gratitude to Nick through his assistance in liaising between Gatsby and Daisy. Students will consider whether the characters are grateful for the love or past loves they have had in their lives. Students will demonstrate gratitude for the changing ideals in our society that contrast with the representation of issues in The Great Gatsby. In Poetry students will analyse how poets show gratitude, or a lack of gratitude, for those spouse(s) and consider whether society has changed now.	Students will conduct debates with each other surrounding the key issues in the novel and poems: is love liberating or dangerous? Does class or gender 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.	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.	In their study of 'A Streetcar Named Desire' students will consider how self mastery can be attained by analysing the control between self preservation and urges; the judgement of others; and how we value ourselves and others and have a sense, or lack of, worth.	Students will consider how empathy is a fundamental aspect of the human condition and they will analyse how characters are not shown empathy by other characters and the consequences this has.	Students will explore how impulse, morals and self-control are fundamental to having good sense.		
Preparation for Work	Skill		Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork	
	Link to Skill	Transferable skills	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.	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.	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?	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.	Students will stay positive when they debate how characters have overcome obstacles (both through their individual plot lines and the writer's interleaving of context).	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.	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.	Students will aim high by considering how the play teaches us to demonstrate self-control; students will have high aspirations for themselves as they begin to create informed, articulate and creative lines of argument.	Students will demonstrate their speaking skills by engaging in classroom debate with their peers regarding the presentation of themes and context in 'A Streetcar Named Desire'.	Students will demonstrate teamwork by engaging in lines of debate in class discussion which they can then incorporate into their essays.		
Preparation for Citizenship	SMSC & British Values		Mutual Respect, Individual Liberty, Tolerance, Democracy				Democracy, Individual Liberty, Mutual Respect, Tolerance				Democracy, Individual Liberty, The Rule of Law, Tolerance and Mutual Respect	Tolerance, The rule of law, Mutual Respect, Democracy and Individual Liberty		
	Link to SMSC & British Values	Developing opinions on current issues	ght 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				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.				Students will consider how some characters are not liberated because others do not have tolerance for them and therefore, break the rule of law.			

Democrat, Individual Liberty, Mutual Respect, Tolerance