

Curriculum Content Map		Y13 A-Level English Literature (Specification A)																	
		Term 1				Term 2				Term 3									
Month		September	October	November	December	January	February	March	April	May	June	July							
	Unit of Work	<b>Paper 2 Option B: Modern Times: Literature from 1945 to the Present Day Section A: Core Drama Set Text, 'A Street Car Named Desire' AND Paper 2 Core Poetry Set Text 'Feminine Gospels'</b>				<b>Paper 1 and 2 Literary Comparison Text 'The Colour Purple' and 'Feminine Gospels' cont.</b>				<b>Paper 1 and Paper 2 Literary Comparison Text 'The Colour Purple'; Core Poetry Set Text: Feminine Gospels; Non Exam-Assessment: Texts Across Time</b>				<b>Paper 1 and Paper 2: Unseen Prose and Poetry</b>	<b>Revision: all papers</b>	n/a	n/a		
	Substantive Knowledge	Students will continue to 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. Students will also begin Carol Ann Duffy's 'Feminine Gospels' analysing the ways in which female identity is presented in a post 2000 setting.				Students will continue analysing the ways in which women are presented in 'Feminine Gospels'. Students will begin studying 'The Colour Purple' as a comparison anchor for 'Othello', 'The Great Gatsby', 'Pre-1900 Poetry Anthology', 'Feminine Gospels' and 'A Streetcar Named Desire'. Students will use 'The Colour Purple' to consider how female protagonists and characters have been presented overtime thus giving the student opportunity to extend the requirements for AO3, AO4 and AO5.				Students will continue to study 'The Colour Purple' as their literary comparison text. As before, they will be using the text to analyse the representation of women across time in texts; the text offers the students to examine the strongest female protagonist they have studied. Students will also continue their study and analysis of 'Feminine Gospels' Students will then begin their Non Exam-Assessment: Texts Across Time critical independent study. Students, in their NEA are required to write a comparative critical study of two texts on a theme of their choice.				Students will use their knowledge of love through the ages, prose and poetry to analyse an unseen poem(s)/prose and offer a literary contextual and analytical comparison to the texts they have studied.		Students will at this point have accessed the full A-Level Course and they will now begin revising within their lessons and working on exam technique.		n/a	n/a
	Disciplinary Knowledge	Students will have articulated, informed responses to the themes, characters, settings and issues raised by the play/poems 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-WW2/2000 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)				Students will use the representation of a strong female protagonist in 'The Colour Purple' to compare the representation of women in the literature they have studied. Students will contextually compare the place of women, values and ideas over time (AO3); make connections across poetry, prose and drama (AO4) and explore all texts together through different interpretations (AO5).				As before for 'The Colour Purple' and 'Feminine Gospels' students analysis and evaluation will be guided through the five assessment objectives. For their NEA, students will select texts which give them ample debate for comparison. Students will make confidently engage with the texts and form sophisticated lines of argument for their chosen theme. Students will make use of literary concepts in their analysis showing an engagement with how understanding of authorial meanings. Students will compare the contexts of their chosen texts and consider the literary debates and comparisons that arise out of their texts.				Students will need to meet all assessment objectives when studying their unseen poetry and prose.		Students will need to meet the requirements of AO1, AO2, AO3, AO4 and AO5 in their essays.		n/a	n/a
	Sequencing	Students have previously been studying 'A Streetcar Named Desire' and so will use their prior analysis and debates to inform them. Students have already studied the Pre-1900 Poetry Anthology and can use their prior knowledge of poetic technique to guide their analysis of 'Feminine Gospels'. Students will begin studying 'The Colour Purple' and they will use their study of feminine protagonists to guide their interpretations. Students will continue to study these texts in the next term.				Students have previously studied 'Feminine Gospels' and 'The Colour Purple' in the previous term and so will use their prior knowledge. In the next term, students will be studying Unseen Poetry and Prose and they will use their knowledge from Year 12 and Year 13 to assist them as they approach unseen texts.				Students have previously accessed a range of poetry and prose which will assist them in analysing the texts. Students will use this unit to assist them to build interpretations across the exam and guide them on how to approach the unseen element.				Students have now accessed the full course and will use their knowledge to help them prepare for their final exams.		n/a	n/a		
	Summative Assessment	Mock: Paper 1 Love through the Ages (all sections); Paper 2, Option B: literature from 1945 to the present day, Section A 'Feminine Gospels'				Mock: Paper 1 Love Through the Ages and Paper 2, Option B: Literature from 1945 to the present day				Revision: Past Papers		A-Level Examinations		n/a	n/a				
Personal Empowerment	Virtue	Frieness and 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. Students will consider how characters form friendships and explore how trust and betrayal is central to the representations of society in the respective literatures they're studying.	Students will consider and critique how society's presented as just or true through the actions that happen to characters and the society's they inhabit. Students will consider if society is now a more just and truthful place.	Students will explore how characters demonstrate courage and the barriers that they have to overcome in their respective societies. Students will contrast whether the notion of 'courage' has changed over years.	Students will debate the concept of generosity - should we be content with the roles we inhabit in society? Or should we rebel so that we can be fully generous for the roles we inhabit in our society?	Students will consider how we can show gratitude to writers and characters that have preceded us for helping to progress and questions society's morals and ideas. Students will question whether we should give full gratitude to the roles we have in society or whether we should continue to question and rebel. In their NEA students will demonstrate a gratitude for literature as they select their own two comparative texts which interest them	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 temperment, 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 revision and exams 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.										
Preparation for Work	Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork							
	Link to Skill	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 society and characters are 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 stay positive as they complete their NEAs.	Students will aim high by being self-disciplined in their revision and having high expectations for themselves in their exams.										
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									
	Link to SMSC & British Values	Developing opinions on current issues In their study of 'A Streetcar Named Desire', 'Feminine Gospels' and 'The Colour Purple', students consider how people and characters have been denied British values over time; students will analyse how writers have critiqued this and progressed society forward				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.									