

English KS5 Curriculum Map

A. Formal Curriculum: Key Stage 5

Core Content & Skills	<p>By the end of key stage FIVE we want all students of English literature to know and do the following things:</p> <ul style="list-style-type: none"> English literature encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English literature encourages and prioritises the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. Students are required to read widely across a range of texts and connect them across time and topic. Working with texts diachronically and synchronically involves 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, contexts to do with how the text can be interpreted by readers now. And, because texts and their meanings are not fixed, interpretation is not fixed, and multiple interpretations are possible. The course invites a variety of written response types, academic, journalistic and creative, encouraging critical debate. In each task, students will be required to argue and to show personal responses and critical preferences, supported by the terminology relevant to the topics and contexts with which they are engaging. Students are offered a degree of autonomous text choice but also the knowledge that they will be well prepared for the specific demands of two long exams. Flexibility is enhanced by the non-exam assessment (coursework), which offers as free a choice of independently selected texts as possible for students, ensuring students can investigate a particular focus that excites and interests them. 						
Prior Knowledge & Skills	<p>In KS5, students of English literature will build on the following prior learning:</p> <ul style="list-style-type: none"> Students' study of GCSE English literature (and the fiction paper for GCSE English language). GCSE study required wide and critical reading; academic, journalistic and creative writing; and stamina and resilience. English is not a subject that can be crammed. Students will be familiar with the following assessment objectives (AOs) from GCSE English literature: <ul style="list-style-type: none"> AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse ways in which meanings are shaped in literary texts through astute discussion of form, structure and language AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. In addition, the study of A-level offers the following, 'new' AOs: <ul style="list-style-type: none"> AO4: Explore connections across literary texts AO5: Explore literary texts informed by different interpretations. 						
Future knowledge	<p>The curriculum in KS5 English literature will prepare students for the following future learning:</p> <ul style="list-style-type: none"> To read widely and independently both set texts and others that they have selected for themselves, sharpening time-management skills and the ability to work independently To engage critically and creatively with a substantial body of texts and ways of responding to them To develop and effectively apply their knowledge of literary analysis and evaluation To explore the contexts of the texts they are reading and others' interpretations of them. To write analytically, critically, comparatively and creatively, developing and refining discriminatory skills of acuity, evaluation and summation. <p>English literature at A-level is relevant to careers that directly call on knowledge of British, American and other people's literature and culture, and it underscores the cultural capital of any student. It is relevant for careers that demand skills in the creative use and analysis of texts of various sorts, critical thinking and organisation, and understanding of culture in a broad sense. It is also useful (particularly alongside relevant skills and experience) if students aim to work in academia / education, the media, culture or knowledge industries, such as law.</p>						
Year 13	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Teacher 1 Intro to P1, and P1 Section C: <i>Tess of the d'Urbervilles</i> and post-1900 poems (Qs 6 or 7) Applying subject-specific terminology to conceptualise and analyse ideas presented in nineteenth-century English prose fiction, comparing it with modern and postmodern poetry. Exploring, developing and comparing aspects of narrative and poetic methods, including form and structure. Exploring, developing and comparing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging and evolving subject matters. Evaluating and applying knowledge gained from wider reading of texts published between 1891 and now, and critically exploring others' interpretations. Developing and editing judicious skills of essaying comparative writing in response to open-book questions.	P1 Section C: <i>Tess of the d'Urbervilles</i> and post-1900 poems (Qs 6 or 7) As left. In addition, developing skills required for success in Section B Q5 (see below).	Revision of P1 Section C Qs 6 or 7, and Paper 2B Section B Qs 11 and 12; and, in term 5, moderation of NEA Applying subject-specific terminology to conceptualise and analyse ideas presented in diachronic texts (P1), and synchronic texts (P2B). Exploring, developing and comparing aspects of poetic and prose-fiction methods, including form and structure. Exploring, developing and comparing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matters. Evaluating and applying knowledge gained from wider reading of texts published between 1891 and now (P1), and 1945 and now (P2B), and critically exploring others' interpretations. Developing and editing judicious skills of essaying comparative writing in response to open-book questions.			

	<p>Teacher 2 NEA, intro to P1, and P1 Section A: Othello (Q1) Applying subject-specific terminology to conceptualise and analyse ideas presented in tragic drama. Exploring and developing aspects of dramatic narrative, including form and structure. Exploring and developing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matter. Evaluating and applying knowledge gained from wider reading of texts published between the Elizabethan / Jacobean eras and now, and critically exploring others' interpretations. Developing and editing skills of essaying responses to single-focus passage-based and closed-book questions.</p>	<p>P1 Section B: comparison of poems (Q5) Applying subject-specific terminology to conceptualise, analyse and compare ideas presented in poetry across time. Exploring, developing and comparing aspects of poetic methods, including form and structure. Exploring, developing and comparing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging and evolving subject matters. Evaluating and applying knowledge gained from wider reading of texts published across time, and critically exploring others' interpretations. Developing and editing judicious skills of essaying comparative writing in response to unseen questions.</p>		<p>Revision of P1 Sections A (Q1) and B (Q5), and P2b Section A (Qs 7 or 8), and moderation of NEA Applying subject-specific terminology to conceptualise and analyse ideas presented in diachronic texts (P1), and synchronic texts (P2B). Exploring, developing and comparing aspects of poetic and prose-fiction methods, including form and structure. Exploring, developing and comparing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matters. Evaluating and applying knowledge gained from wider reading of texts published between the Elizabethan / Jacobean eras and now, and 1945 and now (P2B), and critically exploring others' interpretations. Developing and editing judicious skills of essaying comparative writing in response to closed book, unseen comparative, and open-book questions.</p>			
Key assessment points	Teacher-led assessment x 2	Formal October assessments x 2	Teacher-led assessment x 4 Mocks		Teacher-led assessment x 2		
Year 12	Key knowledge, skills and concepts TAUGHT, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Teacher 1 Intro to P2B, and P2B Section B Q12: The Help, and introduce AOs Applying subject-specific terminology to conceptualise and analyse ideas presented in postmodern American prose fiction. Exploring and developing aspects of prose-fiction narrative, including form and structure. Exploring and developing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matter. Evaluating and applying knowledge gained from wider reading of texts published between 1945 and now, and critically exploring others' interpretations. Developing and editing skills of essaying responses to single-focus questions in response to open-book questions.</p>	<p>P2B Section B Q12: in terms 3-4, Ariel (and The Help); in term 4, Q11: unseen prose, and revision of both Qs 11 and 12 Applying subject-specific terminology to conceptualise and analyse ideas presented in modern Anglo-American poetry, comparing it with prose fiction. Exploring, developing and comparing aspects of poetic and prose-fiction methods, including form and structure. Exploring, developing and comparing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matters. Evaluating and applying knowledge gained from wider reading of texts published between 1945 and now, and critically exploring others' interpretations. Developing and editing judicious skills of essaying comparative writing in response to open-book questions, and to single-focus unseen questions.</p>	<p>Paper 2B Section B Q11: unseen prose As left and applying subject-specific terminology to conceptualise and analyse ideas presented in unseen passages of prose fiction. Exploring and developing aspects of prose-fiction narrative, including form and structure. Evaluating and applying contextual understanding, and applying this knowledge critically, given the challenging subject matter. Evaluating and applying knowledge gained from wider reading of texts published between 1945 and now that explore similar ideas, and critically applying others' interpretations. Developing and editing skills of essaying responses to single-focus unseen questions, to writing comparatively in response to open-book questions, and successfully completing examination papers comprising three questions.</p>				

	<p>Teacher 2 Intro to P2B, and P2B Section A: A Streetcar Named Desire (Qs 7 or 8), and introduce AOs Applying subject-specific terminology to conceptualise and analyse ideas presented in modern American drama. Exploring and developing aspects of dramatic narrative, including form and structure. Exploring and developing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matter. Evaluating and applying knowledge gained from wider reading of texts and viewing of plays published between 1945 and now, and critically exploring others' interpretations. Developing and editing skills of essaying responses to single-focus open-book questions.</p>		<p>NEA: A Doll's House (and, in term 4, revision of P2B Qs 7 or 8) Applying subject-specific terminology to conceptualise and analyse ideas presented in Norwegian nineteenth-century drama. Exploring and developing aspects of dramatic narrative, including form and structure. Exploring and developing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matter. Evaluating and applying knowledge gained from wider reading of texts and viewing of plays published between 1879 and now, and critically exploring others' interpretations. Developing and editing judicious skills of essaying comparative coursework writing, including academic conventions such as referencing, and to single-focus open-book questions.</p>		<p>NEA: text 2 (and A Doll's House) Guiding and supporting students' choice of second text, facilitating the writing of a focused and appropriate question to address the requirements of the NEA. Applying subject-specific terminology to conceptualise and analyse ideas presented in second text. Exploring and developing aspects of narrative, including form and structure. Exploring and developing contextual understanding, and applying this knowledge maturely, sensitively and responsibly, given the challenging subject matter and the focus of the NEA question. Evaluating and applying knowledge gained from wider reading of texts and viewing of plays published between 1879 and now, and critically exploring others' interpretations. Developing and editing judicious skills of essaying comparative coursework writing, including academic conventions such as referencing, and successfully completing examination papers comprising three questions.</p>		
Key assessment points	IST, and teacher-led assessment x 2	Teacher-led assessment x 2	Teacher-led assessment x 2	Teacher-led assessment x 4	End-of-year examination	Teacher-led assessment x 2	
B. Holistic development via Enrichment/Personal Development Curriculum							
Theatre trips, book club, university visits, department open-door policy							