










Curriculum Content Map – Year 12 English Literature

Subject: English Literature

Year group: 12

| | TERM 1 | | TERM 2 | | TERM 3 | |
|---|---|--|---|---|---|--|
| Unit title & description | Paper 2 – Option 2 7 weeks - Unseen Prose (literary non-fiction extracts WW1) 7 weeks – ‘Journey’s End’ | Paper 2 – Option 2 7 weeks – Poetry ‘Scars Upon My Heart’ 7 weeks – ‘Life Class’ by Pat Barker (post-2000 | Paper 1 ‘Othello’ – 12 weeks | Paper 1 Unseen Poetry -12 weeks | Paper 1 6 weeks – ‘The Great Gatsby’ 5 weeks – Poetry anthology pre-1900 | NEA 11 weeks - coursework |
| Knowledge  | *historical and social *context *plot * structure, *characterisation *poetic devices *stylistic techniques *dramatic techniques | *historical and social *context *plot * structure, *characterisation *poetic devices *stylistic techniques | *historical and social *context *plot * structure, *characterisation *poetic devices *stylistic techniques *dramatic techniques *literary criticism | *historical and social *context *plot * structure, *characterisation *poetic devices *stylistic techniques *poetic conventions | *historical and social *context *plot * structure, *characterisation *poetic devices *stylistic techniques *poetic conventions | *how to plan *how to compare two texts *how to research academically *how to apply literary criticism |
| Skills  | A01: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. A02: Analyse ways in which meanings are shaped in literary texts A03: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. A04: Explore connections across literary texts. A05: Explore literary texts informed by different interpretations | | | | | |
| Literacy  | *Nominalisation *Academic writing *Extended writing *Analytical and evaluative writing | | | | | |

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| Numeracy |  | *frequency patterns *Estimate average words per sentence/line/paragraph then calculate it to see if it is accurate. *calculating marks into percentages to pass | | | | |
| Enrichment learning |  | *University workshops/visits *Independent academic research *Critical theory *Wider reading | | | | |
| British values |  | *Appreciation of WW1 Literature *Empathy towards suffering during WW1 *Encouragement of independent research and class presentations | *Appreciation of British values and traditions 16th -20th centuries *Encouragement of independent research and class presentations *Class discussions and contributions which develop confidence | *Encouragement of independent research and class presentations *Class discussions and contributions which develop confidence | | |
| Character |  | Independent research, re-drafting, presenting their research to fellow students, resilience, confidence | | | | |
| Careers |  | Journalism, Law, Teaching, Literature | | | | |
| Assessment opportunities |  | Paper 2 – Section B; Section C ('Life Class' theme analysis) | Paper 2 – Sections A and B; C ('Life Class' theme analysis) | Paper 1 – Section A; Section C ('The Great Gatsby' theme analysis) | Paper 1 – Section A; Section C ('The Great Gatsby' theme analysis) | Paper 2 – full paper |