










# Curriculum Content Map – Year 13 English Literature

Subject: English Literature

Year group: 13

	TERM 1		TERM 2		TERM 3	
Unit title & description	<b>Paper 1 + Paper 2 (Option 2)</b> *‘Othello’ *Unseen Poetry *‘Journey’s End’ *Unseen Prose	<b>Paper 1 + Paper 2 (Option 2)</b> *Comparison of the themes in ‘Life Class’ and ‘Scars upon my Heart’ *Comparison of ‘The Great Gatsby’ and ‘Poetry Anthology’	<b>Paper 1 + Paper 2 (Option 2)</b> *‘Othello’ *Unseen Poetry *‘Journey’s End’ *Unseen Prose	<b>Paper 1 + Paper 2 (Option 2)</b> *‘Othello’ *Unseen Poetry *‘Journey’s End’ *Unseen Prose	<b>Revision Paper 1 + Paper 2</b>	
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		
Skills 	<b>A01:</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  <b>A02:</b> Analyse ways in which meanings are shaped in literary texts  <b>A03:</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  <b>A04:</b> Explore connections across literary texts.  <b>A05:</b> Explore literary texts informed by different interpretations					
Literacy 	*Nominalisation *Academic writing *Extended writing *Analytical and evaluative writing					

Numeracy		<ul style="list-style-type: none"><li>*frequency patterns</li><li>*Estimate average words per sentence/line/paragraph then calculate it to see if it is accurate.</li><li>*calculating marks into percentages to pass</li></ul>				
Enrichment learning		<ul style="list-style-type: none"><li>*University workshops/visits</li><li>*Independent academic research</li><li>*Critical theory</li><li>*Wider reading</li></ul>				
British values		<ul style="list-style-type: none"><li>*Appreciation of WW1 Literature</li><li>*Empathy towards suffering during WW1</li><li>*Encouragement of independent research and class presentations</li></ul>	<ul style="list-style-type: none"><li>*Appreciation of British values and traditions 16th -20th centuries</li><li>*Encouragement of independent research and class presentations</li><li>*Class discussions and contributions which develop confidence</li></ul>	<ul style="list-style-type: none"><li>*Encouragement of independent research and class presentations</li><li>*Class discussions and contributions which develop confidence</li></ul>		
Character		Independent research, re-drafting, presenting their research to fellow students, resilience, confidence				
Careers		Journalism, Law, Teaching, Literature				
Assessment opportunities		Paper 1 – full paper	Papers 1 and 2	Papers 1 and 2	Papers 1 and 2	