

Beths Grammar School KS5 English Literature Curriculum Map

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
Edexcel Spec Year 12	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b></p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term	<p><u>Introduction to Prose</u> <u>Introduction to Poetry</u></p> <p><u>The Handmaids Tale</u> <u>Poems of the Decade.</u></p> <hr/> <p>Why is this taught now?</p> <p>The introduction to Prose and Poetry enable students to bridge the gap between GCSE and A Level. The units will recall key ideas and skills, as well as introduce students to a more advanced, A Level approach to studying literature.</p> <p>We then teach ‘The Handmaid’s Tale’ which links to the Introduction to Prose unit (and is part of Paper 2, Prose) and Poems of the Decade which links to the Introduction to Poetry unit (and is part of Paper 3, Poetry).</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Present a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>• Exhibit a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer’s craft.</li> <li>• Present a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts.</li> <li>• Present a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.</li> <li>• Evaluate connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples.</li> </ul>	<p>Baseline assessment</p> <p>Two Edexcel style question based on The Handmaids Tale</p> <p>Two Edexcel style question based on Poems of the Decade</p>

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<p><b>Spring Term</b></p>	<p><b><u>Frankenstein</u></b></p> <p><b><u>A Streetcar Named Desire</u></b></p> <hr/> <p>Why is this taught now?</p> <p>‘Frankenstein’ is taught next as it is compared to ‘The Handmaid’s Tale’ in Paper 2, Prose. ‘A Streetcar Named Desire’ is also taught as it provides students with an opportunity to have studied prose, poetry and drama in Year 12 (and is part of Paper 1, Drama).</p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Present a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>• Exhibit a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer’s craft.</li> <li>• Present a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts.</li> <li>• Present a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.</li> <li>• Evaluate connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples.</li> </ul>	<p>Two Edexcel style question based on The Handmaids Tale</p> <p>Two Edexcel style question based on Poems of the Decade</p>
<p><b>Summer Term</b></p>	<p><b><u>Coursework:</u></b></p> <ul style="list-style-type: none"> <li>• Death of a Salesman</li> <li>• The Great Gatsby</li> </ul> <p><b><u>Romantics – introduction</u></b></p> <hr/> <p>Why is this taught now?</p> <p>The coursework essay is worth 20% of the English Literature A Level. We introduce the</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>• Exhibits a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer’s craft.</li> </ul>	<p>One draft of coursework to be submitted to their mentor.</p> <p>One Edexcel style Romantics question.</p>

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	<p>key texts in Year 12 and students are then expected to write the first draft of their coursework essay independently over the Summer break. The coursework is resumed in Year 13. The choice of texts connect well to students previous study of prose texts and American modern drama.</p> <p>The Romantics introductory unit is taught in Year 12 as it provides students with an overall understanding of the Romantic Movement, allowing them to contextualise the Romantic poems that are studied in more detail in Year 13.</p>	<ul style="list-style-type: none"><li>● Presents a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts.</li><li>● Evaluates connections between texts. Exhibits a sophisticated connective approach with exemplification.</li><li>● Applies a sustained evaluation of different interpretations of texts. This is cogent and supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li></ul>	
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Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
<u>Year 13</u>	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term	<p><u>Othello</u></p> <p><u>The Romantics</u></p> <p><u>Continuation of independent coursework essay</u></p> <hr/> <p>Why is this taught now?</p> <p>‘Othello’ is taught at the beginning of Year 13 as it connects to the study of Drama in Year 12 (and Paper 1, Drama). It also enables students to build on their skill of using different interpretations which they will developed in the coursework unit in Year 12.</p> <p>Romantic poetry is taught at the beginning of Year 13 as it enables students to draw upon their understanding of the Romantic Movement (introduced at the end of Year 12).</p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Present a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>• Exhibit a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer’s craft.</li> <li>• Present a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts.</li> <li>• Evaluate connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples.</li> <li>• Applies a sustained evaluation of different interpretations of texts. This is cogent and supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>	<p>Two Edexcel style question based on Othello</p> <p>Two Edexcel style question based on the Romantics</p>

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<p><b>Spring Term</b></p>	<p><u>Othello</u></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Present a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>• Exhibit a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer’s craft.</li> <li>• Present a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts.</li> <li>• Present a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.</li> <li>• Evaluate connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples.</li> </ul>	<p>Two Edexcel style question based on Othello</p> <p>Two Edexcel style question based on the Romantics</p>
	<p><u>The Romantics</u></p>		
<p><b>Summer Term</b></p>	<p>Revision of all content.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>• Exhibits a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary</li> </ul>	

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		<p>features and shows a sophisticated understanding of the writer's craft.</p> <ul style="list-style-type: none"><li>• Presents a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts.</li><li>• Evaluates connections between texts. Exhibits a sophisticated connective approach with exemplification.</li><li>• Applies a sustained evaluation of different interpretations of texts. This is cogent and supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li></ul>	
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