



Formby High School English Department

KS5 English Literature
Curriculum Map

A Level English Literature	Formby High School Year One - Component 1: Drama Content and Knowledge	Assessment Objectives: 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 AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO5 Explore literary texts informed by different interpretations Skills and Assessment	
Autumn 1	Context of ‘A Streetcar Named Desire’ (2 lessons) Students introduced to relevant biographical, historical, cultural contextual information and explore this in a variety of ways: research, presentation, video clips. ‘A Streetcar Named Desire’ text reading and analysis (8 lessons) The epigraph- exploration The opening stage directions: <ul style="list-style-type: none"> Setting (time and place) Description New Orleans Stanley and Mitch – character descriptions Scenes 1-7 Focus on character development/revelation; themes; motifs; structure. Blanche and Stanley as emblematic of old/new South	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3)	Assessments Set essay: explore Williams’ presentation of setting in the opening scenes of the play. You must relate your discussion to relevant contextual factors. Additional set essay: explore Williams’ presentation of Blanche in Scenes 1-4. You must relate your discussion to relevant contextual factors.
Autumn 2	‘A Streetcar Named Desire’ text reading and analysis (6 lessons) Scenes 8-11 Focus on character development/revelation; themes; motifs; structure. ‘A Streetcar Named Desire’ analysis and examination preparation (6 lessons) Characters- relationships and their language/presentation/links with symbols and motifs Themes: desire; illusion; madness; masculinity; old v new South; violence and cruelty; death Form and context: tragedy/melodrama/realist drama/morality play/memory play. Differing interpretations- ways of reading the text ‘lenses’- Feminist/Marxist/Psychoanalytic/Queer Theory Productions and audience reception Symbolism and motif	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3)	Assessments Set essay: explore the presentation of desire in ‘A Streetcar Named Desire’. You must relate your discussion to relevant contextual factors. PPE: explore the ways Williams portrays the rise of a new social order in ‘A Streetcar Named Desire’. You must relate your discussion to relevant contextual factors. Additional set essay: explore the ways in which Williams presents masculinity in ‘A Streetcar Named Desire’. You must relate your discussion to relevant contextual factors.
Spring 1	Concepts of Tragedy (link back to ASND and introduction to ‘King Lear’) (3 lessons) Introduction to Tragedy- Greek Origins; Aristotle ‘Poetics’; Tragic Hero etc. Analysis of ASND using this framework ‘King Lear’ (5 lessons) Introduction to the ‘story’ of King Lear- story version, characters, video clips etc Historical context- Jacobean society; King James I Act 1 Reading and analysing the text. Focus on language/imagery/themes/motifs Dramatic techniques	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3, AO5)	Assessments Set essay: explore the ways in which Shakespeare presents the character of King Lear in Act 1 of ‘King Lear’ Review Questions on Act 1
Spring 2	‘King Lear’ (9 lessons) Act 1 and Act 2 Reading and analysing the text. Focus on language/imagery/themes/motifs Dramatic techniques	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3, AO5)	Assessments Set essay: explore the ways in which Shakespeare presents ideas about family in Act 1 and Act 2 of ‘King Lear’ PPE: explore how Shakespeare presents the difference between appearance and reality in Act 1 of ‘King Lear’. Review Questions on Act 2
Summer 1	‘King Lear’ (18 lessons) Act 3 and Act 4	Skills Students are guided through the text	Assessments

A Level English Literature	Formby High School Content and Knowledge	Year Two - Component 1: Drama	Assessment Objectives: 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 AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO5 Explore literary texts informed by different interpretations Skills and Assessment
Autumn 1	‘King Lear’ (10 lessons) Review of the play so far Act 4 and Act 5 Reading and analysing the text. Focus on language/imagery/themes/motifs Dramatic techniques	Skills Students are guided through the text, exploring and analysing, building on analytical work from last year and developing skills in responding to drama texts. (AO1, AO2, AO3, AO5)	Assessments Set essay: explore Shakespeare’s presentation of Edmund in ‘King Lear’. You must relate your discussion to relevant contextual factors and ideas from your critical reading. PPE: explore Shakespeare’s presentation of Cordelia in ‘King Lear’. Review Questions Act 4 Review Questions Act 5
Autumn 2	‘King Lear’ analysis and examination preparation (12 lessons) Characters- relationships and their language/presentation/imagery Themes: control; power; madness; appearance and reality; Use of sub-plot; structure; Context in detail- different versions of the play and the implications of these; historical/cultural; Differing interpretations- ways of reading the text ‘lenses’- Feminist/Marxist/Psychoanalytic- changes over time Critical essays: Novy; Kahn; Bradley and others Productions and audience reception	Skills Students are guided through the text, exploring and analysing, building on analytical work from last year and developing skills in responding to drama texts. (AO1, AO2, AO3, AO5)	Assessments Set essay: explore Shakespeare’s presentation of Edgar in ‘King Lear’. You must relate your discussion to relevant contextual factors and ideas from your critical reading.
Spring 1	Critical Anthology (8 lessons) Guiding students through the critical essays/concepts Using the essays to apply concepts to own arguments/ideas/interpretations Focus on academic tone and style Use of exemplar essays/exam board guidance	Skills Students are guided through the text, exploring and analysing, building on analytical work from last year and developing skills in responding to drama texts. (AO1, AO2, AO3, AO5)	Assessments Set essay: explore how Shakespeare presents the ending of King Lear. You must relate your discussion to relevant contextual factors and ideas from your critical reading. Other essays as required
Spring 2	‘A Streetcar Named Desire’ (9 lessons) Re-visiting the text Revision and preparation for examination	Skills Students are guided through the text, exploring and analysing, building on analytical work from last year and developing skills in responding to drama texts. (AO1, AO2, AO3, AO5)	Assessments PPE: Explore Williams’s presentation of illusion and reality in A Streetcar Named Desire. You must relate your discussion to relevant contextual factors.
Summer 1	Revision of both texts (9 lessons)	Skills Students are guided through the text, exploring and analysing, building on analytical work from last year and developing skills in responding to drama texts. (AO1, AO2, AO3, AO5)	Assessments Essays as examination preparation

A Level English Literature	Formby High School Content and Knowledge	Year One - Component 3: Poetry Assessment Objectives: 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 AO4 Explore connections across literary texts Skills and Assessment	
Autumn 1	Introduction to Poetry (2 lessons) Links to poetry study at GCSE Students are introduced to a range of contemporary poetry and encouraged to read and annotate: metre, rhythm, rhyme; the structure of the poem; unusual words; grammatical features, repetition/predominance; language/register; rhetorical features – metaphor, simile, hyperbole, personification, etc. punctuation; allusions and references; tone. Poems of the Decade (12 lessons) Focus on themes of gender, violence and transgression: ‘The Gun’, ‘Eat Me’, ‘Chainsaw Versus Papas Grass’, ‘The Deliverer’, ‘Giuseppe’, ‘The Lammas Hireling’.	Skills Students work through the poems, exploring and analysing, building on analytical work from GCSE and developing skills of comparison and analysis of unseen poetry. (AO1, AO2, AO4)	Assessments Set essay: explore the ways in which poets present masculinity in ‘The Gun’ and ‘You Jane’ by Carol Ann Duffy (unseen) PPE assessment: explore the ways in which poets present unhealthy relationships in ‘Eat Me’ and ‘Her Husband’ by Ted Hughes Additional set essay: explore the ways in which poets present transgressive acts in ‘Giuseppe’ and ‘The Lammas Hireling’
Autumn 2	Poems of the Decade (14 lessons) Focus on themes of violence, transgression and society: ‘Look We Have Coming to Dover!’, ‘Please Hold’, ‘From the Journal of a Disappointed Man’, ‘Ode on a Grayson Perry Urn’	Skills Students work through the poems, exploring and analysing, building on analytical work from GCSE and developing skills of comparison and analysis of unseen poetry. (AO1, AO2, AO4)	Assessments Set essay: explore the ways in which poets present identity in ‘Look We Have Coming to Dover’ and ‘Let Them Know’ by Mary Jean Chen (unseen) PPE assessment: explore the ways in which poets present strong emotions in ‘Please Hold’ and ‘Somewhat Unravalled’ by Jo Shapcott (unseen) Additional set essay: explore the ways in which poets present class in ‘From the Journal of a Disappointed Man’ and ‘Ode on a Grayson Perry Urn’
Spring 1	Poems of the Decade (14 lessons) Focus on themes of relationships, family and motherhood: ‘Material’, ‘Effects’, ‘Out of the Bag’, ‘Genetics’, ‘The Furthest Distances I Have Travelled’	Skills Students work through the poems, exploring and analysing, building on analytical work from GCSE and developing skills of comparison and analysis of unseen poetry. (AO1, AO2, AO4)	Assessments Set essay: explore the ways in which poets present memory in ‘Material’ and ‘Visitor’ by Rebecca Watts. (unseen) PPE assessment: explore the ways in which poets present grief in ‘Effects’ and ‘Clearances 3’ by Seamus Heaney (unseen) Additional set essay: explore the ways in which poets present bounds between parents and children in ‘Genetics’ and ‘When Six O’Clock Comes and Another Day Has Passed’ by Kathryn Simmonds (unseen)
Spring 2	Poems of the Decade (14 lessons) Focus on themes of ageing, childhood and adulthood, death, loss and illness. ‘To My Nine-Year-Old Self’, ‘An Easy Passage’, ‘A Minor Role’, ‘On Her Blindness’, ‘History’.	Skills Students work through the poems, exploring and analysing, building on analytical work from GCSE and developing skills of comparison and analysis of unseen poetry. (AO1, AO2, AO4)	Assessments Set essay: explore the ways in which poets present responses to illness in ‘A Minor Role’ and ‘Growth’ by Les Murray (unseen) Additional set essay: explore the ways in which poets present childhood and adulthood in ‘Letter to My-Nine-Year-Old Self’ and ‘An Easy Passage’
Summer 1	Poems of the Decade (14 lessons) Intervention – coverage of any poems missed/recap and revision of earlier poems/address any misconceptions or difficulties – teacher led (4 lessons). Focus on unseen poems: students exposed to wider range of unseen poetry by contemporary poets. Students work in collaboration with teacher to consolidate learning and skills. (10 lessons)	Skills Students work through the poems, exploring and analysing, building on analytical work from GCSE and developing skills of comparison and analysis of unseen poetry. (AO1, AO2, AO4)	Assessments Combinations of previous examination papers not covered above.
Summer 2	SEE YEAR 2: The Victorians		

A Level English Literature	Formby High School Year Two - Component 3: Poetry Content and Knowledge	Assessment Objectives: 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 AO4 Explore connections across literary texts Skills and Assessment	
Summer 2	<p>Introduction to The Victorians (2 lessons)</p> <p>Students are introduced to a broader contextual factors relevant to social, historical and cultural context of the epoch: men and women, sex and sexuality, gender and the poet, the conflict of science and religion, imperialism and Empire, rural life and industry, the Victorian way of death. Students are encouraged to extend their learning by pursuing wider reading outside of class.</p> <p>Alfred, Lord Tennyson (9 lessons) Students explore the biographical and contextual influences on Tennyson’s work. Students explore, discuss and analyse ‘In Memoriam’ lyrics VII and XCV with a focus on the presentation of core themes.</p>	<p>Skills Students work through the poems, exploring and analysing, building on analytical work from Year One and developing the skill of applying context in written responses.</p> <p>(AO1, AO2, AO3)</p>	<p>Assessments Set essay: explore the ways in which Tennyson presents grief.</p> <p>PPE assessment: Forward Poetry question</p>
Autumn 2	<p>Tennyson and The Brownings (14 lessons)</p> <p>Students build on previous learning and summer reading to explore cantos taken from ‘Maud’. Students develop understanding of literary context of Tennyson’s work and his engagement with contemporary discourse.</p> <p>Students explore biographical and contextual influences on the poetry of Elizabeth Barrett-Browning and Robert Browning. Students explore, discuss and analyse specified poems with a focus on the presentation of core themes.</p>	<p>Skills Students work through the poems, exploring and analysing, building on analytical work from Year One and developing the skill of applying context in written responses.</p> <p>(AO1, AO2, AO3)</p>	<p>Assessments</p> <p>TBD</p>
Spring 1	<p>The Brontës and Christina Rosetti (14 lessons)</p> <p>Students explore biographical and contextual influences on the poetry of Emily and Charlotte Bronte. Students explore, discuss and analyse specified poems with a focus on the presentation of core themes.</p> <p>Students are introduced to the biographical and contextual influences on the poetry of Rosetti.</p>	<p>Skills Students work through the poems, exploring and analysing, building on analytical work from Year One and developing the skill of applying context in written responses.</p> <p>(AO1, AO2, AO3)</p>	<p>Assessments</p> <p>TBD</p>
Spring 2	<p>Rosetti and Hardy</p> <p>Students explore, discuss and analyse specified poems with a focus on the presentation of core themes in Rosettii’s work.</p> <p>Students explore biographical and contextual influences on the poetry of Thomas Hardy. Students explore, discuss and analyse specified poems with a focus on the presentation of core themes</p>	<p>Skills Students work through the poems, exploring and analysing, building on analytical work from Year One and developing the skill of applying context in written responses.</p> <p>(AO1, AO2, AO3)</p>	<p>Assessments</p> <p>TBD</p>
Summer 1	<p>Revision of themes and links across The Victorians.</p> <p>Revision of themes across Poems of the Decade and continued exposure to unseen poetry.</p>	<p>Skills Students work through the poems, exploring and analysing, building on analytical work from Year One and developing the skill of applying context in written responses.</p> <p>(AO1, AO2, AO3)</p>	<p>. Essays as examination preparation.</p>

A Level English Literature	Formby High School Content and Knowledge	Year One - Component 2: Prose Assessment Objectives: 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 AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4 Explore connections across literary texts Skills and Assessment	
Autumn 1	Context of ‘A Thousand Splendid Suns’ (1 lesson and ongoing research whilst reading) Students introduced to relevant biographical, historical, cultural contextual information and explore this in a variety of ways: research, presentation, video clips. Chapters 1- 15 (9 Lessons) <ul style="list-style-type: none"> Analyzing text and looking particularly at: Use of language – when dialects from Afghanistan are used and how Women’s roles in the novel with each other and within their societal context Narrative structure 	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3)	Assessments Set essay: Explore how the use of ‘Harami’ colours Mariam’s sense of worth and perspectives of her within the society. Tasks each lesson to be completed on analysing text and effect of characterization/structure and language
Autumn 2	Chapters 16- 28 (10 Lessons) <ul style="list-style-type: none"> Analyzing text and looking particularly at: Use of language – when dialects from Afghanistan are used and how Women’s roles in the novel with each other and within their societal context Narrative structure Gothic elements employed Development of themes – women, children marriage and effect of faith on their lives – abused by Rasheed 	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3)	Assessments Tasks each lesson to be completed on analysing text and effect of characterization/structure and language Set essay: Explore the presentation of childhood in ‘A Thousand Splendid Suns’ You must relate your discussion to relevant contextual factors. PPE: Explore the ways in which Hosseini portrays women in ‘A Thousand Splendid Suns’ You must relate your discussion to relevant contextual factors. Additional set essay: Explore how Hosseini portrays education in ‘A Thousand Splendid Suns’
Spring 1	Chapters 29 -38 (8 Lessons) Analysing text and looking particularly at: <ul style="list-style-type: none"> Use of language – when dialects from Afghanistan are used and how Women’s roles in the novel with each other and within their societal context Narrative structure Gothic elements employed Development of themes – women, children marriage and effect of faith on their lives – abused by Rasheed 	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3)	Assessments Tasks each lesson to be completed on analysing text and effect of characterization/structure and language Set essay: Explore the presentation of childhood in ‘A Thousand Splendid Suns’ You must relate your discussion to relevant contextual factors. Additional set essay: Explore how Hosseini portrays marriage in ‘A Thousand Splendid Suns’
Spring 2	Chapters 39 - 48 (8 Lessons) <ul style="list-style-type: none"> Analyzing text and looking particularly at: Use of language – when dialects from Afghanistan are used and how Women’s roles in the novel with each other and within their societal context Narrative structure Gothic elements employed Overview of women and their society, relationships with each other, elements of horror and the nature of endings. 	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts. (AO1, AO2, AO3)	Assessments Tasks each lesson to be completed on analysing text and effect of characterization/structure and language Set essay: Explore the presentation of men in ‘A Thousand Splendid Suns’ You must relate your discussion to relevant contextual factors.
Summer 1 Summer 2	“Wuthering Heights’ (19 Lessons) Chapters 1 -25 <ul style="list-style-type: none"> Analyzing the narrative structure of Wuthering Heights and make links to context 	Skills Students are guided through the text, exploring and analysing, building on analytical work from GCSE and developing skills in responding to drama texts.	Assessments Tasks each lesson to be completed on analysing text and effect of characterization/structure and language

<u>A Level English Literature</u>	Formby High School <u>Content and Knowledge</u>	Year Two - Component 2: Prose <u>Assessment Objectives:</u> 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 AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4 understanding of the significance and influence of the contexts in which literary texts are written and received <u>Skills and Assessment</u>	
Autumn 1	'Wuthering Heights' (10 lessons) Chapters 25 – 34 <ul style="list-style-type: none"> • Analysing the narrative structure of Wuthering Heights and make links to context • Importance of literary allusions • Key stylistic features of the novel • Exploring key themes and relationships within the novels • Use of motifs within the novel • Importance of time and place • Critical reading of characters and their motivations within context 	Skills Students are guided through the text, exploring and analysing, building on analytical work from last year and developing skills in responding to drama texts. (AO1, AO2, AO3, AO4)	Assessments Tasks each lesson to be completed on analysing text and effect of characterization/structure and language Explore the ways Bronte uses narrators in Wuthering Heights. You must relate your discussion to relevant contextual factors
Autumn 2	Links between texts – rounding up and looking at comparative essay structure. (2 lessons)	Skills Students are guided through the text, exploring and analysing, building on analytical work from last year and developing skills in responding to drama texts. (AO1, AO2, AO3, AO4)	Assessments Past paper questions given regularly.

A Level English Literature	Formby High School Content and Knowledge	Year Two - Component 4: NEA	Assessment Objectives: 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 AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4 Explore connections across literary texts AO5 Explore literary texts informed by different interpretations Skills and Assessment
Autumn 2	Introduction to CWK (1 lesson) Students are introduced to the concept of the work – taught text in school and free choice of another text of own choice. Previous titles and texts discussed. Guidance booklet on S Drive and links to YouTube channel with CWK exemplars. Extracts from ‘Jane Eyre’ used in class, students expected to independently read full text – key elements selected that allow for broad range of analysis points. ‘Jane Eyre’ (9 Lessons) Chapters 1 - 12 Introduction of concept of Victorian childhood, expectations of women and the context. Main themes and genre styles introduced e.g. Gothic, feminist lens etc	Skills Students work through the text, exploring and analysing, concepts that could be researched and discussions of other texts that could be compared . (AO1, AO2, AO4, AO5)	Assessments Brief tasks showing understanding of the text linked to themes and aspects <ul style="list-style-type: none"> • Gothic • Subaltern • Feminism • Women in literature • Role of houses • Repression • Character relationships and expectations of their societies.
Spring 1	‘Jane Eyre’ (8 Lessons) Chapters 15 - 27 Main themes and genre styles introduced e.g. Gothic, feminist lens etc Begin looking at critical perspectives and texts that could be applied – extracts etc on S Drive	Skills Students work through the text, exploring and analysing, concepts that could be researched and discussions of other texts that could be compared . (AO1, AO2, AO3, AO4, AO5)	Assessments <ul style="list-style-type: none"> • Brief tasks showing understanding of the text linked to themes and aspects • Gothic • Subaltern • Feminism • Women in literature • Role of houses • Repression • Character relationships and expectations of their societies.
Spring 2	CWK Guidance Information on texts, how the essay should be structured, using critical perspectives and interpreting texts. Material on S Drive, exemplars, critical texts and YouTube channel on how to structure etc. NEA completed by Easter holidays for marking.	Skills Students read and select a variety of texts with a view to creating the area of comparison for their essay. Reading critical works and developing understanding of the structure of the essay. (AO1, AO2, AO3, AO4, AO5)	Assessments Drafting CWK and completing the essay.