

# Curriculum Map: Year 12 English Literature

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	Component 2 Prose	Component 2 Prose	Components 1 & 3 Drama and Modern Poetry	Components 1 & 3 Drama and Modern Poetry	Revision of Component 2 Revision of Components 1&3	Component 4 Coursework Component 3 Pre 1900 Poetry
<b>Intent</b>	To become active, engaged readers of literary texts, covering a range of forms and contexts.	To become active, engaged readers of literary texts, covering a range of forms and contexts.	To become active, engaged readers of literary texts, covering a range of forms and contexts.	To become active, engaged readers of literary texts, covering a range of forms and contexts.	To confidently and accurately articulate ideas, using key terminology and concepts.	To confidently and accurately articulate ideas, using key terminology and concepts.
<b>Key Knowledge</b>	Genre features of prose fiction. How texts can be grouped and compared.	Genre features of prose fiction. How texts can be grouped and compared.	Dramatic devices and the influence of theatre styles. Generic features and conventions of poetry.	Dramatic devices and the influence of theatre styles. Generic features and conventions of poetry.	Genre features and conventions of prose fiction, poetry and drama.	Genre features and conventions of pre 1900 poetry.
<b>Key Skills</b>	Analysis Comparison Apply literary concepts and terminology	Analysis Comparison Apply literary concepts and terminology	Analysis Comparison Apply literary concepts and terminology	Analysis Comparison Apply literary concepts and terminology	Analysis Comparison Apply literary concepts and terminology	Analysis Comparison Engage with critical interpretations
<b>Key Vocabulary</b>	Narrative structure Context Prose devices Gothic/ Supernatural	Narrative structure Context Prose devices Gothic/ Supernatural	Tragedy, Naturalistic & Expressionistic Theatre Form Poetic devices	Tragedy, Naturalistic & Expressionistic Theatre Form Poetic devices	Narrative structure Dramatic devices Poetic devices Form	Form Poetic devices Narrative structure Context
<b>Key Reading</b>	Beloved Dracula	Beloved Dracula	A Streetcar Named Desire Poems of the Decade Anthology	A Streetcar Named Desire Poems of the Decade Anthology	All texts from Components 1, 2 & 3	Own choice of texts Pre-1900 poetry collection
<b>End Point</b>	To compare prose texts, showing understanding of how methods shape meaning.	To compare prose texts, showing understanding of how methods shape meaning.	How writers use dramatic and poetic devices to shape meanings in texts.	How writers use dramatic and poetic devices to shape meanings in texts.	To compare prose texts. To articulate how writers use devices to shape meaning. Significance of contexts.	How Rossetti's methods shape meanings. To have two prose texts, selected for comparison.
<b>Form of Assessment</b>	Two practice essays per teacher plus one timed mock in class.	Two practice essays per teacher plus one timed mock in class.	Two practice essays per teacher plus one timed mock in class.	Two practice essays per teacher plus one timed mock in class.	Two practice essays per teacher. FORMAL MOCK EXAM.	Coursework proposal. Poetry practice essay.
<b>Enrichment Opportunities</b>	Student enrichment opportunities include theatre trips to watch live productions of set texts (subject to availability of the chosen texts); watching film and theatre productions of set texts, analysing the ways in which screenwriters and directors have interpreted written texts; watching or participating in online conferences with university lecturers; discussions with BVGA Alumni regarding future aspirations and opportunities; wider reading of established and modern authors as part of the pre-reading for the coursework component.					
<b>Leadership Opportunities</b>	Student leadership opportunities include participating in class and group discussions; presenting on a key theme, idea or character from the set text; leading class discussion having completed pre-reading and prepared notes for homework; being a Subject Ambassador who supports teachers and other students, promoting a love of the subject and wider reading across the school; being a role model by positively promoting the subject to KS4 students to help grow uptake at KS5; being a Reading Ambassador who supports the reading progression of younger students.					