

## Year 12 ENGLISH LITERATURE Curriculum Map

Term	Topic/Unit title <a href="#">OCR English Literature H472</a>	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	<p><b><u>Component 02</u></b></p> <p><b><u>Section B</u></b></p> <p><b><u>Comparative and contextual study from chosen topic area: Women in Literature</u></b></p> <p><b><u>Sense and Sensibility and Tess of the D'Urbervilles</u></b></p>	<p>-Students will study both texts in detail, reading secondary critical responses from different time periods and also consider the contextual aspects of both texts.</p> <p>-Students will be required to read widely and independently for the dystopia genre.</p>	<p>-Students will be able to analyse ways in which the writers shape meanings</p> <p>-Students will demonstrate understanding of the significance and influence of contexts in which literary texts are written and received. -Students will articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression.</p>
Autumn 2	<p><b><u>Component 02</u></b></p> <p><b><u>Section B</u></b></p> <p><b><u>Comparative and contextual study from chosen topic area: Women in Literature</u></b></p> <p><b><u>Sense and Sensibility and Tess of the D'Urbervilles</u></b></p>	<p>-Students will study both texts in detail, reading secondary critical responses from different time periods and also consider the contextual aspects of both texts.</p> <p>-Students will be required to read widely and independently for the dystopia genre.</p>	<p>-Students will be able to analyse ways in which the writers shape meanings</p> <p>-Students will demonstrate understanding of the significance and influence of contexts in which literary texts are written and received. -Students will articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression.</p>
Spring 1	<p><b><u>Women in Literature</u></b></p> <p><b><u>Sense and Sensibility and Tess of the D'Urbervilles</u></b></p> <p><b><u>Component 02 Section A: Close reading in chosen topic area</u></b></p>	<p>-Students will study a range of extracts from dystopian fiction to demonstrate close</p>	<p>-Students will analyse the ways in which writers shape meanings</p>

		<p>reading skills in analysing unseen prose extracts.</p> <p>-Students will be required to identify and consider how attitudes and values are expressed in a range of unseen extracts.</p> <p>-Students will also consider how their examination set texts compare in attitude and language to the range of unseen materials</p>	<p>-Students will demonstrate understanding of the significance and influence of contexts in which literary texts are written and received</p> <p>-Students will articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression</p>
<b>Spring 2</b>	<p><u>Women in Literature</u></p> <p><u>Sense and Sensibility and Tess of the D'Urbervilles</u></p> <p><b><u>Component 02 Section A: Close reading in chosen topic area</u></b></p>	<p>Students will study a range of extracts from dystopian fiction to demonstrate close reading skills in analysing unseen prose extracts.</p> <p>-Students will be required to identify and consider how attitudes and values are expressed in a range of unseen extracts.</p> <p>-Students will also consider how their examination set texts compare in attitude and language to the range of unseen materials</p>	<p>-Students will analyse the ways in which writers shape meanings</p> <p>-Students will demonstrate understanding of the significance and influence of contexts in which literary texts are written and received</p> <p>-Students will articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression</p>
<b>Summer 1</b>	<p><u>Independent Coursework</u></p> <p><u>Literature post-1900</u></p> <p><u>Close reading Owen Sheers "Skirrid Hill"</u></p> <p><i>(This will be completed by the end of the summer term)</i></p>	<p><b><u>Close reading:</u></b></p> <p>-Students will be required to demonstrate close reading skills.</p> <p>-Students will be required to identify and consider how attitudes and values are expressed in the chosen text.</p> <p>-Students will be required to communicate fluently, accurately and effectively their</p>	<p><b><u>Close reading:</u></b></p> <p>-Students will analyse ways in which meanings are shaped in the chosen literary text</p> <p>-Students will articulate informed, personal and creative responses to the chosen literary text, using associated concepts and</p>

	<p><u>Comparative essay</u></p>	<p>knowledge, understanding and judgement of the chosen text.</p> <p><u>Comparative essay:</u></p> <p>-Students will be required to explore the contexts of the texts they are reading and others' interpretations of them.</p> <p>Students will be required to explore connections across the texts.</p> <p>Students will be required to identify and consider how values are expressed in texts. Students will be required to draw on their understanding of different interpretations in responding to and evaluating the chosen texts.</p> <p>Students will be required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts</p>	<p>terminology, and coherent accurate written expression</p> <p><u>Comparative essay:</u></p> <p>-Students will articulate informed, personal and creative responses to the chosen literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>-Students will analyse ways in which meanings are shaped in the chosen literary texts</p> <p>-Students will demonstrate understanding of the significance and influence of the contexts in which the chosen literary texts are written and received</p> <p>-Students will explore connections across the chosen literary texts</p> <p>-Students will explore the chosen literary texts informed by different interpretations.</p>
<p><b>Summer 2</b></p>	<p><b>As above</b></p>	<p><b>As above</b></p>	<p><b>AS above</b></p>

**Year 13 ENGLISH LITERATURE Curriculum Map**

Term	Topic/Unit title <a href="#">OCR English Literature H472</a>	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	<p><b><u>Component 1: Section A</u></b></p> <p><b><u>Shakespeare: Hamlet</u></b></p>	<p>-Students will analyse the text in close detail, exploring Shakespeare’s use of language and dramatic effects.</p> <p>-Students will consider issues raised in a specific extract in relation to their understanding of the play as a whole. -</p> <p>Students will explore ways in which Hamlet is/has been interpreted by different audiences, including over time.</p>	<p>Students should be able to</p> <p>-analyse ways in which Shakespeare shapes meanings in Hamlet including the function and effects of structure, form and language</p> <p>-articulate informed, personal and creative responses to Hamlet using associated concepts and terminology, and coherent, accurate written expression</p> <p>-explore the play informed by different interpretations and be able to name specific critics and include relevant short quotations by the critics</p> <p>-consider different interpretations across time.</p>

	<p><u>Component 1 Drama and Poetry Pre-1900</u></p> <p><u>An Ideal Husband and Christina Rossetti (selected poetry)</u></p>	<p><u>Component 1 Drama and Poetry Pre-1900</u></p> <p><u>An Ideal Husband and Christina Rossetti (selected poetry)</u></p> <p>-Students will study both texts in detail, whilst focussing on the range of themes which are appropriate for the exam questions</p> <p>-Students will be required to explore ways in which the texts relate to each other and to literary traditions, movements and genres.</p> <p>-Students will be taught to understand the significance of cultural and contextual influences on readers and writers.</p> <p>-Students will be required to identify and consider how attitudes and values are expressed in their chosen texts.</p>	<p><u>Component 1 Drama and Poetry Pre-1900</u></p> <p><u>An Ideal Husband and Christina Rossetti (selected poetry)</u></p> <p>-Students should be able to:</p> <p>demonstrate understanding of the significance and influence of contexts in which the two texts were written and received</p> <p>-explore connections across the texts</p> <p>- articulate informed, personal and creative responses to the texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>-explore the texts informed by different interpretations and be able to quote from critics and name them</p>
<b>Autumn 2</b>	As above	As above	As above
<b>Spring 1</b>	As above	As above	As above
	Revision of Component 2: comparative and contextual study	See year 12 autumn term	See year 12 autumn term

	Women in Literature: Sense and Sensibility and Jane Eyre		
Spring 2	As above  Revision of Component 2: comparative and contextual study  Women in Literature: Sense and Sensibility and Jane Eyre	See year 12 autumn term	See year 12 autumn term
Summer 1	Final examination preparation		
Summer 2	Final examination preparation		