

# KS5 English Literature Curriculum Map

Students are assessed half-termly using exam-style questions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
<b>Literary traditions, movements and genres</b>  <b>Comparative</b>  <b>Poetry</b>  <b>Prose</b>  <b>Drama</b>  <b>Critical Literature</b>  <b>Original Writing</b>												
	Teacher 1: Shakespeare - <i>Hamlet</i>		Teacher 1: Shakespeare - <i>Hamlet</i>		Teacher 1: Atwood - <i>The Handmaid's Tale</i>		Teacher 1: Atwood - <i>The Handmaid's Tale</i>		Teacher 1: NEA Part 1		Teacher 1: NEA Part 1 and Revision	
	Teacher 2: Ibsen - <i>A Doll's House</i>		Teacher 2: Ibsen - <i>A Doll's House</i>		Teacher 2: Chaucer - <i>The Merchant's Prologue and Tale</i>		Teacher 2: Chaucer - <i>The Merchant's Prologue and Tale</i>		Teacher 2: NEA Part 2		Teacher 2: NEA Part 2 and Revision	
<b>Year 13</b>												
Teacher 1: Orwell - 1984 and wider dystopian reading		Teacher 1: Revision		Teacher 1: Revision		Teacher 1: Revision		Teacher 1: Revision		Teacher 1: Revision		
Teacher 2: Orwell - 1984 and wider dystopian reading		Teacher 2: Revision		Teacher 2: Revision		Teacher 2: Revision		Teacher 2: Revision		Teacher 2: Revision		

Intent	What new knowledge/content do we introduce?				
By the end of KS5 students are able to...	Year 12		Year 13	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> <li>Analyse language, form and structure in texts ranging from medieval to contemporary, including poetry, prose, drama and unseen texts</li> <li>Demonstrate knowledge of genre and its evolution</li> <li>Engage critically, creatively and contextually with a range of texts, including unseen</li> <li>Apply their knowledge of and literary theory in their responses to texts</li> <li>Research and produce an independent, extended piece of writing</li> </ul>	<b>Autumn</b>	Teacher 1 - Component 1: Hamlet	Teacher 1 - Component 2: 1984 and Wider Dystopian Reading	<p>The texts in this course have been chosen to provide students with a breadth of knowledge, covering different forms, genres, and time periods from medieval to contemporary. Students choosing English Literature often wish to continue these studies into Higher Education. As such, we ensure that students are equipped with canonical knowledge by studying Chaucer, Shakespeare, 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts.</p> <p>To mark the shift from GCSE, texts are deliberately chosen to expose students to challenging themes and issues. The presentation of women, racism, capitalism and colonialism are issues that resonate with students today, allowing them to engage with texts at a contextual and contemporary level.</p> <p>For the wider reading element of Component 2 and the NEA, we have ensured that our Sixth Form English library contains a diverse range of texts for students delve into, including a range of American and Caribbean literature. This is done deliberately to ensure that students read a diverse range of voices beyond the set texts.</p>	<p>We provide opportunities for students to make direct links between their English Literature studies and career pathways. This includes visits from journalists, authors, and visits to local universities.</p> <p>Once a fortnight, students receive a 1-1 tutorial session with their class teacher. This provides them with an opportunity to receive bespoke feedback and extension work, as well as giving them experience of the types of learning and questioning they may encounter at university.</p> <p>Where performance allows, students are taken to see their drama texts onstage.</p> <p>Local literary events are promoted to students (e.g. Cambridge Literary Festival).</p> <p>Students can support KS3 and KS4 English lessons, for example volunteering as reading mentors for younger students.</p>
		Teacher 2 - Component 1: A Doll's House	Teacher 2 - Component 2: 1984 and Wider Dystopian Reading Component 3: NEA: Final drafts and submissions		
	<b>Spring</b>	Teacher 1 - Component 2: The Handmaid's Tale	Revision Programme		
		Teacher 2 - Component 1: The Merchant's Prologue and Tale	Revision Programme		
	<b>Summer</b>	Teacher 1 - Component 3: NEA Part 1	Revision Programme Final Exams		
Teacher 2 - Component 3: NEA Part 2 Revision Programme and Mock Exams					
<b>Rationale for this sequence</b>	<p>The course begins with Component 1, 'Drama and Poetry Pre-1900', and Shakespeare's <i>Hamlet</i>. Developing students' ability to read closely and explore different interpretations of a text, this unit builds upon the knowledge students acquired studying Shakespeare at KS4. Alongside this, students develop their GCSE knowledge of 19<sup>th</sup>-century literature by studying Ibsen's <i>A Doll's House</i>. They will explore the cultural and contextual influences that shaped the play and its relationship with literary movements and genres.</p> <p>Having honed their critical and analytical writing skills during the Autumn term, the level of challenge will increase in Spring 1 as students study their first medieval text, Chaucer's 'The Merchant's Prologue and Tale'. Whilst medieval literature will be new to students, they will build on comparative analysis skills they developed in KS4, exploring contrasts, connections and comparisons between Chaucer and Ibsen's writing.</p> <p>In Spring 1, we also introduce Component 2, 'Comparative and Contextual Study' in which students will study the Dystopian genre through the lens of Atwood's <i>The Handmaid's Tale</i>. Students will explore the attitudes and values expressed in the novel, the context in which it was written and received, and the ways in which Atwood uses language to shape meaning.</p> <p>In Summer 1, students begin to write their NEA essays on a poetry, prose and drama text of their choice (one of which must post-2000). For their first essay, students may choose to write a close analysis or a re-creative piece. For their second essay, students will compare two texts, building on the skills developed in Component 1. In Summer 2, students will consolidate their learning with a bespoke revision programme.</p>		<p>Component 2 continues into Year 13, with students developing their expertise in Dystopian fiction. By reading set text 1984 alongside a wide range of Dystopian texts – from H. G. Wells' <i>The Time Machine</i> to Octavia Butler's <i>The Parable of the Sower</i> – students will chart contrasts, connections and comparisons within the genre. They will also develop their close reading skills, using their wider knowledge of the Dystopian genre and literary critical concepts to confidently analyse unseen texts.</p> <p>Having continually worked on their NEA since the Summer term of Year 12, students will conclude their projects by the end of the Autumn term. By this stage, students will have covered all strands of the course and will be best placed to collate this knowledge and apply it to their final drafts.</p> <p>A generous amount of time is built into the course to consolidate understanding from all previous units. This ensures students are left with no gaps in their knowledge and gives an opportunity for them to summarise the different strands of their learning and consider how each unit informs and is informed by others.</p>		
<b>How does the KS5 Curriculum build on previous learning at KS4?</b>	<p>Students are introduced to skills of language and structure analysis in all KS4 units. This equips them a foundational knowledge of linguistic and structural features, as well as the forms in which these are conventionally applied. This is developed at KS5 as students expand their technical vocabulary to include more precise terminology, allowing for more in-depth analysis.</p> <p>Students will have studied Shakespeare at KS4, and this is developed in their study of <i>Hamlet</i> at KS5. There is an increasing level of challenge as students consider different interpretations of the play through different critical lenses.</p> <p>Poetry, prose and drama are all included in the KS4 curriculum, and we maintain this breadth at A Level. Students are able to draw upon their canonical knowledge of these forms while being challenged to draw comparisons between forms and evaluate their impact.</p> <p>Students at CCC have access to Critical Reading Lists as an extension of their GCSE studies. This introduces them to critical literature and the style of academic writing they will need to read and produce at A Level study.</p>				

