

English Key Stage 5 Curriculum Map



| YEAR 12 | Teacher 1 | Teacher 2 | Teacher 3 |
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| Curriculum Content | <p>American Literature</p> <p>American Literature (2 lessons per week)</p> <p>The Great Gatsby: F. Scott Fitzgerald</p> <p>Component 1: The Jazz Age - the historical, social and cultural context of 1920s America</p> <p>Component 2: Introduction to narrative structure</p> <p>Component 3: Chapter 1 – the role of the narrator, the characters of Tom and Daisy</p> <p>Component 4: Chapter 2 – symbolism of the Valley of Ashes, analysis of the characters of George and Myrtle Wilson</p> <p>Component 5: Chapter 3 – analysis of the character of Gatsby, theme of technology, celebrity, “the lost generation” and the unreliable narrator.</p> <p>Component 6: Chapter 4 – Meyer Wolfshiem, the growth of organised crime and links to the American Dream</p> <p>Component 7: Chapter 5 – developing close analysis and critical appreciation skills</p> <p>Component 8: Chapter 6 – the re-invention of Jay Gatsby, social class and the American Dream</p> <p>Component 9: Chapter 7 – characterisation as writer’s method and the effective use of supporting quotation</p> <p>Component 10: the portrayal of love and relationships within the novel</p> <p>Component 11: Chapter 8 – violence and the death of the American Dream</p> <p>Component 12: Chapter 9 – symbolism in the novel; honest and careless people, the Green Light and the possibilities and flaws of the American Dream</p> <p>Component 13: the changing role of women in the 1920s - Gatsby through the lens of feminism</p> <p>Component 14: Social class and the rise of the nouveau riche</p> <p>Component 15: Love and relationships in The Great Gatsby</p> <p>Component 16: the theme of isolation</p> <p>American Literature 1880-1940 (2 lessons per week)</p> <p>Unseen Texts</p> <p>Component 1: Hemingway, the anti-hero and modernism in The End of Something, Hills Like White Elephants and A Farewell to Arms</p> <p>Component 2: Thomas Wolfe, youth, freedom, opportunity and America’s economic boom in Look Homeward, Angel</p> <p>Component 3: The lost generation – Americans in Europe in Memories of Montparnasse and Tender is the Night</p> <p>Component 4: Americana - satire and the American Dream in Sinclair Lewis’ Babbitt</p> <p>Component 5: The Way West – Manifest Destiny in Sherwood Anderson’s Winesburg, Ohio</p> | <p>Hamlet (2 lessons per week)</p> <p>Hamlet (2 lessons per week)</p> <p>Component 1: Revenge tragedies, the Elizabethan era and Act 1 Scene 1 attitudes to ghosts</p> <p>Component 2: Act 1 Scene 2 contextual attitude and marital incest/ Act 1 Scene 3 introduction to Ophelia and feminism</p> <p>Component 3: Act 1 Scene 4 perception of ghosts and Act 1 summary</p> <p>Component 4: Language and dramatisation question and Act 2 Scene Hamlet’s second soliloquy</p> <p>Component 5: Act 3 Scene 1 Hamlet’s ‘to be or not to be’ close analysis/ Hamlet and Ophelia’s relationship</p> <p>Component 6: Act 3 Scene 3 Claudius as a Machiavellian leader</p> <p>Component 7: Act 3 Scene 4 Hamlet and Gertrude’s relationship in the closet scene</p> <p>Component 8: Act 4 Scene 4 Hamlet’s final soliloquy and parallel characters</p> <p>Component 9: Character study of Ophelia and her death</p> <p>Component 10: Criticisms of Hamlet and interpretations of Hamlet over centuries</p> <p>Component 11: Character studies of Polonius and Claudius</p> <p>Component 12: Madness in Hamlet</p> <p>Component 13: Approaching Question 1</p> <p>Component 14: Approaching Question 2</p> | <p>OCR: Coursework Unit (1 lesson per week)</p> <p>Who’s Afraid of Virginia Woolf</p> <p>Component 1: The context of 1960s America</p> <p>Component 2: Fast read of the play ‘Who’s Afraid of Virginia Woolf’</p> <p>Component 3: Character analysis of Martha</p> <p>Component 4: Character analysis of George</p> <p>Component 5: Analysis of the relationship between George and Martha</p> <p>Component 6: Character analysis of Honey</p> <p>Component 7: Character analysis of Nick</p> <p>Component 8: Analysis of relationship Honey and Nick</p> <p>Component 9: Exploration of key themes (Truth and Illusion, conflict, parents and children, history and biology, materialism and success worship)</p> <p>On Chesil Beach</p> <p>Component 10: The context of 1960s England</p> <p>Component 11: Exploration of the relationships in the 1960’s compared to today.</p> <p>Component 12: Fast read of ‘On Chesil Beach’</p> <p>Component 13: Exploration of the character of Edward.</p> <p>Component 14: Exploration of the character of Florence.</p> <p>Component 15: Exploration of key themes.</p> <p>Component 16: Comparison of ‘On Chesil Beach’ and ‘Who’s Afraid of Virginia Woolf’</p> <p>Component 17: Essay Writing.</p> |

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| YEAR 13 | <p>Component 6: Epiphany and the omniscient narrator in Sherwood Anderson's Sophistication</p> <p>Component 7: Race in America – Richard Wright and the Afro-American experience in Native Son</p> <p>Component 8: Women of the West in Willa Cather's My Antonia</p> <p>Component 9: The female anti-hero in Theodore Dreiser's Sister Carrie</p> <p>Component 10: New York – America's melting pot in William Dean Howells' A Hazard of New Fortunes</p> <p>Component 11: Social class and the patriarchy in Edith Wharton's The House of Mirth</p> <p>Component 12: The Depression and James T. Farrell's Studs Lonigan</p> <p>Component 13: Mark Twain and Huckleberry Finn – All-American Hero</p> | | |
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| YEAR 13 | Teacher 1 | Teacher 2 | Teacher 3 |
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| Curriculum Content | <p>American Literature</p> <p>American Literature (2 lessons per week)</p> <p>The Grapes of Wrath: John Steinbeck</p> <p>Component 1: The Depression and the New Deal - the historical, social and cultural context of 1930s America</p> <p>Component 2: The narrative structure of The Grapes of Wrath</p> <p>Component 3: The use of literary devices in the intercalary chapters</p> <p>Component 4: Philosophical influences on Steinbeck's social theory</p> <p>Component 5: Chapters 1-3 – The Dust Bowl</p> <p>Component 6: Chapters 4-6 – The tenant farmers and the capitalist economic system</p> <p>Component 7: Chapters 7-9 – Meet the Loads</p> <p>Component 8: Chapters 10-12 – the farmers' world</p> <p>Component 9: Chapters 13-15 – California, here I come</p> <p>Component 10: Chapters 16-18 – The American Dream and reality</p> <p>Component 11: Chapters 19-21 – the novel as social criticism</p> <p>Component 12: Chapters 22-24 – a New Deal novel</p> <p>Component 13: Chapters 25-27 – Style, tone and symbolism in The Grapes of Wrath</p> <p>Component 14: Chapters 28-30 – The Over Soul, the fight for social justice and the collective good</p> <p>Component 15: corruption and disillusionment in American literature</p> <p>Component 16: the traditional and the modern</p> <p>Component 17: violence</p> <p>Component 18: poverty and the struggle to make a living</p> | <p>'A Doll's House' by Henrik Ibsen and the poetry of Christina Rossetti</p> <p>Component 1: The context 1800s Europe and European theatre.</p> <p>Component 2: Fast read of the play 'A Doll's House'</p> <p>Component 3: Character analysis of Nora</p> <p>Component 4: Character analysis of Helmer</p> <p>Component 5: Analysis of the relationship between Nora and Torvald</p> <p>Component 6: Character analysis of Mrs Linde</p> <p>Component 7: Character analysis of Krogstad</p> <p>Component 8: Analysis of relationship Mrs Linde and Krogstad</p> <p>Component 9: Exploration of key themes (Secrecy and revelation, woman, money, crime, heredity and disease)</p> <p>Component 10: Politics, women and Europe.</p> <p>The Poetry of Christina Rossetti</p> <p>Component 1: Christina Rossetti context</p> <p>Component 2: Exploration of Shut Out</p> <p>Component 3: Exploration of Song: When I am dead, my dearest'</p> <p>Component 4: Exploration of 'Remember'</p> <p>Component 5: Exploration of From the Antique</p> <p>Component 6: Exploration of Echo</p> <p>Component 7: Exploration of 'A Birthday'</p> <p>Component 8: Exploration of 'Maude Clare'</p> <p>Component 9: Exploration of 'No, thank you, John'</p> <p>Component 10: Exploration of 'Winter: My Secret'</p> <p>Component 11: Exploration of 'The Round Tower at Jhansi'</p> <p>Component 12: Analysis links between the texts.</p> <p>Component 13: Exploration of alternative interpretations.</p> <p>Component 14: Context: Women.</p> <p>Component 15: Close analysis essay writing</p> <p>Component 16: Comparison of themes in A Doll's House and Rossetti.</p> <p>Component 17: Approaching the exam.</p> | <p>Coursework element (1 hour per week)</p> <p>OCR Carol Ann Duffy 'The World's Wife'</p> <p>Component 1: Carol Ann Duffy Context</p> <p>Component 2: Exploration of Little Red Cap</p> <p>Component 3: Exploration of From Mrs Tiresias</p> <p>Component 4: Exploration of Medusa</p> <p>Component 5: Exploration of The Kray Sisters</p> <p>Component 6: Exploration of Elvis' Twin Sister</p> <p>Component 7: Exploration of The Devil's Wife</p> <p>Component 8: Exploration of Mrs Midas</p> <p>Component 9: Exploration of Eurydice</p> <p>Component 10: Exploration of Anne Hathaway</p> <p>Component 11: Exploration of Queen Kong</p> <p>Component 12: Analysis links between the poems.</p> <p>Component 13: Close analysis essay writing</p> |