

Curriculum Map Year 13 A Level English Literature

Topic Name	Term	Content / skills developed with link to NC / exam board subject content (if applicable)	Reflection on previous learning	Progress to future learning	Global Citizenship links	Qatar National Identity links
<p>Science and Society: Frankenstein – Mary Shelley Never Let Me Go – Kazuo Ishiguro</p> <p>Heritage Drama King Lear – Shakespeare</p> <p>Romantic Poets (English Romantic Verse) William Blake, William Wordsworth, Percy Bysshe Shelley, Lord Byron, John Keats</p>	Term 1.1 8 Weeks	<ul style="list-style-type: none"> The importance of the relationships between texts The significance of the cultural and contextual influences under which literacy texts are written and received How to respond creatively, relevantly and in an informed way to texts using appropriate terminology and concepts as well as coherent and accurate written expression How to analyse texts from a critical perspective Reading a Shakespeare play and a movement of poetry with awareness of context (when it was written and how we receive it now) Awareness of other possible interpretations Skills that have been taught in the other places in the syllabus with regard to close critical study and analysis 	On going links to Units 1 and 2: Literature: Context & Identity	A variety of Humanities subjects at degree level. Clerical or administrative roles. A range of transferable skills/ analysis/ research skills	PRIDE values Prepare for challenge. Developing skills for the future	Sustainability: self-esteem and participation
<p>Science and Society: Frankenstein – Mary Shelley</p>	Term 1.2	<ul style="list-style-type: none"> The importance of the relationships between texts 	On going links to Units 1 and 2:	A variety of Humanities subjects at	PRIDE values	Sustainability:

<p>Never Let Me Go – Kazuo Ishiguro</p> <p>Heritage Drama King Lear – Shakespeare</p> <p>Romantic Poets (English Romantic Verse) William Blake, William Wordsworth, Percy Bysshe Shelley, Lord Byron, John Keats</p>	6 weeks	<ul style="list-style-type: none"> • The significance of the cultural and contextual influences under which literacy texts are written and received • How to respond creatively, relevantly and in an informed way to texts using appropriate terminology and concepts as well as coherent and accurate written expression • How to analyse texts from a critical perspective • Reading a Shakespeare play and a movement of poetry with awareness of context (when it was written and how we receive it now) • Awareness of other possible interpretations • Skills that have been taught in the other places in the syllabus with regard to close critical study and analysis 	Literature: Context & Identity	degree level. Clerical or administrative roles. A range of transferable skills/ analysis/ research skills	<p>Prepare for challenge.</p> <p>Developing skills for the future</p>	self-esteem and participation
<p>Science and Society: Frankenstein – Mary Shelley Never Let Me Go – Kazuo Ishiguro</p> <p>Heritage Drama King Lear – Shakespeare</p>	Term 2.1 5.5/6 weeks	<ul style="list-style-type: none"> • The importance of the relationships between texts • The significance of the cultural and contextual influences under which literacy texts are written and received • How to respond creatively, relevantly and in an informed way to texts using appropriate terminology and concepts as 	On going links to Units 1 and 2: Literature: Context & Identity	A variety of Humanities subjects at degree level. Clerical or administrative roles. A range of transferable skills/ analysis/ research skills	<p>PRIDE values</p> <p>Prepare for challenge.</p> <p>Developing skills for the future</p>	Sustainability: self-esteem and participation

<p>Romantic Poets (English Romantic Verse) William Blake, William Wordsworth, Percy Bysshe Shelley, Lord Byron, John Keats</p>		<p>well as coherent and accurate written expression</p> <ul style="list-style-type: none"> • How to analyse texts from a critical perspective • Reading a Shakespeare play and a movement of poetry with awareness of context (when it was written and how we receive it now) • Awareness of other possible interpretations • Skills that have been taught in the other places in the syllabus with regard to close critical study and analysis 				
<p>Science and Society: Frankenstein – Mary Shelley Never Let Me Go – Kazuo Ishiguro</p> <p>Heritage Drama King Lear – Shakespeare</p> <p>Romantic Poets (English Romantic Verse) William Blake, William Wordsworth, Percy Bysshe Shelley, Lord Byron, John Keats</p>	<p>Term 2.2 6 weeks</p>	<ul style="list-style-type: none"> • The importance of the relationships between texts • The significance of the cultural and contextual influences under which literacy texts are written and received • How to respond creatively, relevantly and in an informed way to texts using appropriate terminology and concepts as well as coherent and accurate written expression • How to analyse texts from a critical perspective • Reading a Shakespeare play and a movement of poetry with awareness of context (when it 	<p>On going links to Units 1 and 2: Literature: Context & Identity</p>	<p>A variety of Humanities subjects at degree level. Clerical or administrative roles. A range of transferable skills/ analysis/ research skills</p>	<p>PRIDE values</p> <p>Prepare for challenge.</p> <p>Developing skills for the future</p>	<p>Sustainability: self-esteem and participation</p>

		<p>was written and how we receive it now)</p> <ul style="list-style-type: none"> • Awareness of other possible interpretations • Skills that have been taught in the other places in the syllabus with regard to close critical study and analysis 				
<p>Science and Society: Frankenstein – Mary Shelley Never Let Me Go – Kazuo Ishiguro</p> <p>Heritage Drama King Lear – Shakespeare</p> <p>Romantic Poets (English Romantic Verse) William Blake, William Wordsworth, Percy Bysshe Shelley, Lord Byron, John Keats</p>	<p>Term 3.1 9 weeks</p>	<ul style="list-style-type: none"> • The importance of the relationships between texts • The significance of the cultural and contextual influences under which literacy texts are written and received • How to respond creatively, relevantly and in an informed way to texts using appropriate terminology and concepts as well as coherent and accurate written expression • How to analyse texts from a critical perspective • Reading a Shakespeare play and a movement of poetry with awareness of context (when it was written and how we receive it now) • Awareness of other possible interpretations • Skills that have been taught in the other places in the syllabus with regard to close critical study and analysis 	<p>On going links to Units 1 and 2: Literature: Context & Identity</p>	<p>A variety of Humanities subjects at degree level. Clerical or administrative roles. A range of transferable skills/ analysis/ research skills</p>	<p>PRIDE values</p> <p>Prepare for challenge.</p> <p>Developing skills for the future</p>	<p>Sustainability: self-esteem and participation</p>

<p>Science and Society: Frankenstein – Mary Shelley Never Let Me Go – Kazuo Ishiguro</p> <p>Heritage Drama King Lear – Shakespeare</p> <p>Romantic Poets (English Romantic Verse) William Blake, William Wordsworth, Percy Bysshe Shelley, Lord Byron, John Keats</p>	<p>Term 3.2 2 weeks</p>	<ul style="list-style-type: none"> • The importance of the relationships between texts • The significance of the cultural and contextual influences under which literacy texts are written and received • How to respond creatively, relevantly and in an informed way to texts using appropriate terminology and concepts as well as coherent and accurate written expression • How to analyse texts from a critical perspective • Reading a Shakespeare play and a movement of poetry with awareness of context (when it was written and how we receive it now) • Awareness of other possible interpretations • Skills that have been taught in the other places in the syllabus with regard to close critical study and analysis 	<p>On going links to Units 1 and 2: Literature: Context & Identity</p>	<p>A variety of Humanities subjects at degree level. Clerical or administrative roles. A range of transferable skills/ analysis/ research skills</p>	<p>PRIDE values</p> <p>Prepare for challenge.</p> <p>Developing skills for the future</p>	<p>Sustainability: self-esteem and participation</p>
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