# Croxley Danes School : Key Stage 5 Curriculum Map

**Subject: English** **AQA A Level Literature Lit B**

**Key Concepts**

| Vocabulary | **Knowledge** | **Personal voice** | **Exposure to the best communicated thought** | **Critical thinking** | **Writing with intent** |
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| - To understand the meaning of subject specific terminology<br>- To comprehend the inferred meaning of specific word choices<br>- To use a range of ambitious words for effect | - To form insightful interpretations using relevant evidence<br>- To understand the key aspects of specific literary and/or historical periods (e.g the Romantic period)<br>- To discuss important constructs and themes in both fiction and non fiction | - To develop the confidence to express one's thoughts and ideas<br>- To accurately use language, form and structure to communicate ideas clearly and appropriately<br>- To articulate viewpoints and perspectives in a meaningful and respectful way | - To read a variety of significant literary texts from a range of different historical periods<br>- To read powerful non fiction texts that communicate important ideas<br>- To encounter other forms of communication, such as art, to broaden one's understanding of themes and ideas | - To analyse language, structure and form<br>- To manipulate textual evidence to generate original and insightful interpretations<br>- To evaluate writer's craftsmanship of ideas and themes | - To use vocabulary and structural features with precision and accuracy<br>- To formulate accurate sentence structures to convey meaning<br>- To use accurate grammatical structures in written work |

**What is the Croxley vision for this subject at Key Stage 5?**

*Through the study of the written word, we hope to empower our students to express their voice with precision and passion.*

At Key Stage 5, we seek to build on the fantastic foundation constructed in Key Stage 4. The purpose of the A Level curriculum is to empower our students to find their personal voice through the study of outstanding works of literature. At Key Stage 5, students will have the opportunity to experiment with their critical writing by completing reading outside of the curriculum. This course offers students an excellent opportunity to prepare for university courses, such as: journalism, law or international relations.

| **Key Stage 5** **Year Group: 12** | | | |
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| | **Autumn Term 1:** | **Autumn Term 2:** | **Spring Term 1:** |
| **key concept** | ***All pillars of the curriculum*** | | ***All pillars of the curriculum*** |
| **Content:**<br>**(Know what…)** | Students study two texts in the autumn term: Othello and The Handmaid's Tale. Students develop a critical understanding of Othello as a tragedy; students gain a critical understanding of The Handmaid's Tale as a social and political protest text.<br>Ultimately, students develop an insightful understanding of the relationship between a text and its genre. | | Students will continue to study the conventions of both tragedy and political protest by studying two new texts: Death of a Salesman and The Songs of Innocence and Experience. |
| **Skills:**<br>**(know how…)** | • Articulate perceptive and informed responses by crafting an academic voice<br>• Select a range of textual evidence to inform critical interpretations<br>• Analyse the ways in which meanings are shaped by exploring the writer's use of macro methods<br>• In relation to the genre of either tragedy or political protest, explore the relationship between the text and the context in which it was written and received<br>• Explore connections across literary texts<br>• Explore literary texts informed by different interpretations | | • Articulate perceptive and informed responses by crafting an academic voice<br>• Select a range of textual evidence to inform critical interpretations<br>• Analyse the ways in which meanings are shaped by exploring the writer's use of macro methods<br>• In relation to the genre of either tragedy or political protest, explore the relationship between the text and the context in which it was written and received<br>• Explore connections across literary texts<br>• Explore literary texts informed by different interpretations |
| **Key vocabulary**<br>**( 5- 10 words )** | *Othello*:<br>Jealousy<br>Hubris<br>Villainy<br>Setting<br>Ensnarement<br><br>*The Handmaid's Tale:*<br>Power asymmetry<br>Gender politics<br>Narrative voice<br>Oppression<br>Internal vs. external rebellion | | *Death of a Salesman:*<br>Capitalism<br>Microcosm<br>The American Dream<br>Class<br>Illusion<br><br>*The Songs of Innocence and Experience:*<br>Romanticism<br>Anticlericalism<br>The Divine<br>Innocence<br>Experience |

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| **End of Half term assessment** | Initial assessment<br><br>An exam question on *Othello* | Essay on Death of a Salesman<br><br>An exam question on The Songs of Innocence and Experience |
| **Planned trips / Clubs / links** | Theatre trip to Othello | |

| **Key Stage 5** | **Year Group: 12** | |
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| | **Spring 2:** | **Summer 1:** |
| **Key Concept** | ***All pillars of the curriculum*** | ***All pillars of the curriculum*** |
| **Content:**<br><br>**(Know what…)** | Students will continue to study the conventions of both tragedy and political protest by studying two texts: a selection of John Keats' poems* and The Songs of Innocence and Experience.<br><br>*Students will study the following poems by Keats: Lamia, Isabella and the Pot of Basil, La Belle Dame Sans Merci. | Students will begin preparation for the non examination assessment. To prepare, students will study four literary critical theories: marxist, feminist, post colonial and eco criticism. Students will learn how to apply the core concepts of two selected theories to texts of their choosing.<br><br>In addition to this, students will study The Kite Runner as the final studied text for social and political protest writing. |
| **Skills:**<br>**(Know how…)** | • Articulate perceptive and informed responses by crafting an academic voice<br>• Select a range of textual evidence to inform critical interpretations<br>• Analyse the ways in which meanings are shaped by exploring the writer's use of macro methods<br>• In relation to the genre of either tragedy or political protest, explore the relationship between the text and the context in which it was written and received<br>• Explore connections across literary texts<br>• Explore literary texts informed by | • Articulate perceptive and informed responses by crafting an academic voice<br>• Select a range of textual evidence to inform critical interpretations<br>• Analyse the ways in which meanings are shaped by exploring the writer's use of macro methods<br>• In relation to the genre of either tragedy or political protest, explore the relationship between the text and the context in which it was written and received<br>• Explore connections across literary texts<br>*For the NEA, students will learn how to extract evidence from a range of articles that pertain to their chosen critical theory*<br>• Explore literary texts informed by different interpretations<br>*For the NEA, students will apply their chosen critical theory text to the interpretation of their chosen novel and poetry anthology* |

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| | different interpretations | |
| **Key vocabulary ( 5- 10 words )** | *Keats' poetry:*<br>Femme fatale<br>Mythology<br>Violence<br>Hierarchy<br>Loss<br><br>*The Songs of Innocence and Experience:*<br>Romanticism<br>Anticlericalism<br>The Divine<br>Innocence<br>Experience | *NEA:*<br>Marxism<br>Feminism<br>Post colonial<br>Eco criticism<br>Critical interpretation<br><br>*The Kite Runner:*<br>Binary opposition<br>The other<br>Culture<br>Religion<br>Invisible and visible power |
| **End of Half term assessment** | Essay on The Songs of Innocence and Experience<br><br>Paper 1 - Section C question | Paper 2 - Section C |
| **Planned trips / Clubs / links** | | |