

English Curriculum Map							English Curriculum Map						
Year 12 Side A							Year 12 Side B						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria	Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Introduction to Literary Themes	Give students an awareness of the journey from Renaissance to Modern English Literature, introducing them to some key themes that are relevant for their exam texts. This unit should give students multiple opportunities for close reading and analysis. It will conclude with an independent piece of writing of 1000 words (coursework style).	AO1, AO2, AO3, some AO4 (comparison between texts/periods)		EW1 – Close reading of Revenge Tragedy text	EW2 – Close reading of extract – Titus Andronicus	Autumn 1	Introduction to Gothic – What is the Gothic genre?	Introduce the Gothic genre, considering what characterizes the different phases of Gothic texts. Encourage students to consider key concepts, tropes, character, setting and ideas that arise in Gothic literature. Cultivate an understanding of how Gothic has been used as a vehicle to explore wider society. Provide opportunities for close analysis of Gothic extracts. Ensure students have a strong understanding of assessment objectives	AO1, AO2, AO3		EW1 – 1000 word essay with the title: What is the Gothic?	EW2 – Critical Appreciation (OCR style) - <i>The Monk</i>
Autumn 2	Hamlet	To ensure students are confident about the plot of 'Hamlet'. To introduce the OCR part Aexam questions. To practice close reading skills, focusing on extracts from the play – this is the main focus of Autumn 2, as both EWs are section A close reading. To introduce critical interpretations of the text.	AO1, AO2; AOS	<i>Close reading skills from Autumn 1</i>	EW1 – Section A Close reading of an extract from the play	EW2 – Section A Close reading, extract.	Autumn 2	Frankenstein	To explore the key themes within Frankenstein and zoom in on significant extracts of the text. Students to be reading the text throughout – homework setting must align with chapters addressed in lessons as per SOW. To establish the significant contexts surrounding Shelley's writing. To introduce critical interpretations of the text.	AO1, AO3, AOS	<i>Drawing on Gothic context</i>	EW1 - 'Setting is a crucial aspect of Gothic writing.' Discuss how far you have found this to be the case in Shelley's Frankenstein. (22 marks)	EW2 – 'In Gothic literature, knowledge is both an enlightening and corruptive force.' Discuss how far you have found this to be the case in Shelley's Frankenstein. (22 marks)
Spring 1	Hamlet	To ensure students are confident about the plot of 'Hamlet'. To establish an understanding of the OCR part B exam questions. To continue practicing close reading skills, focusing on extracts from the play. To establish and build on critical interpretations of the text – this should be the main focus of Spring 1 as EW1 and 2 are both part b.	AO1, AO2; AOS	<i>Close reading skills from Autumn 1</i>	EW1: 'Hamlet is a play about indecision.' Using your knowledge of the play as a whole, discuss how far you agree with this interpretation of the play 'Hamlet'.	EW2: 'In Hamlet, characters find freedom through madness.' (15)	Spring 1	Frankenstein	To continue exploring themes and ideas in Frankenstein. To ensure students are confident about the plot of 'Frankenstein'. To develop student understanding of the significant contexts surrounding Shelley's writing and Frankenstein. To develop an in-depth understanding of Shelley's possible intentions. To build on critical interpretations of the text.	AO1, AO3, AOS	<i>Drawing on Gothic context</i>	EW1: 'Gothic writing is a way for writers to explore their responses to a changing world.' Discuss how far you agree with this view.	EW2: 'Innocence is often an important element in Gothic writing.' Discuss how far you have found this to be the case in Shelley's Frankenstein. (22).
Spring 2	Jerusalem	To understand the play. To explore key ideas and extracts from the play. To practice the skill of close reading using extracts from the play. To choose coursework extract and question. To begin drafting coursework.	AO1, AO2	<i>Close reading skills from Autumn 1</i>	In class and homework short essays to prepare for coursework	Beginning of draft for coursework	Spring 2	Bloody Chamber	To cover contexts relating to Angela Carter as a writer. To establish an understanding of the different waves of feminism. To consider the significance of fairy tales and how they influence Carter. To explore, discuss and establish key themes in the stories with the collection. To develop an in-depth understanding of Carter's possible intentions. To establish connections between The Bloody Chamber and Frankenstein.	AO1, AO3, AO4 AOS	Applying knowledge of the Gothic; beginning to compare with Frankenstein	EW1: 'Power and domination are key themes in Gothic writing.' Discuss how far you have found this to be the case – you may wish to do this after completing lessons on the first story, 'The Bloody Chamber'.	EW2: 'Women in Gothic fiction are often portrayed as victims.' By comparing the texts, discuss how far you have found this to be the case. [30] COMPARATIVE.
Summer 1	Jerusalem / introduction to poetry coursework	To produce first full draft of the close reading coursework. Introduction to Mongane Serote for comparison coursework	AO1, AO2, AO3 AOS	<i>Context and interpretative skills reading skills from Frankenstein and Bloody Chamber</i>		First draft of Jerusalem coursework	Summer 1	Bloody Chamber	To continue reading the remaining stories in Carter's collection. To continue exploring, discussing and establishing key themes in the stories with the collection. To establish connections between The Bloody Chamber and Frankenstein. To model comparative essay writing.	AO1, AO3, AO4 AOS	Applying knowledge of the Gothic; beginning to compare with Frankenstein	EW1: 'In Gothic texts, terror and horror are crucial aspects of the narrative.' By comparing at least two texts prescribed for this topic, discuss how far you have found this to be the case. [30]	EW2: 'Gothic literature is often an exploration of isolation and its consequences.' By comparing The Bloody Chamber and Other Stories with another text, explore how isolation is presented and its effects. [30]
Summer 2	Revision: Hamlet	Revision for the Mock exams	AO1, AO2, AOS	<i>Revising skills from Hamlet unit</i>		Mock exam	Summer 2	Revision: Gothic	<i>Revising content and skills from the Gothic unit</i>	AO1, AO2, AO3, AO4 AOS	<i>Revising skills from the Gothic unit</i>		Mock exam