

KS5 Curriculum Map

Year 12	Autumn Term (14 weeks)		Spring Term (10 weeks)		Summer HT 1 (6 weeks)		Summer HT 2 (6 weeks)	
Topic	Teacher 1 (3 Lessons)	Teacher 2 (2 Lessons)	Teacher 1 (3 Lessons)	Teacher 2 (2 Lessons)	Teacher 1 (3 Lessons)	Teacher 2 (2 Lessons)	Teacher 1 (3 Lessons)	Teacher 2 (2 Lessons)
	<u>Poems of the Decade</u>	<u>A Streetcar Named Desire</u>	<u>Wuthering Heights</u>	<u>A Thousand Splendid Suns</u>	<u>British Literature (NEA)</u>	<u>British Literature (NEA)</u>	<u>NEA Planning and Research</u>	<u>Revision (ASND)</u>
Assessment	POST-2000 SPECIFIED POETRY Read the poem [unseen poem] and re-read [named poem] from the <i>Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-201</i>. Compare the methods both poets use to [theme/idea] (Total for Question = 30 marks)	TRAGEDY Explore the presentation of [theme] in <i>A Streetcar Named Desire</i>. You must relate your discussion to relevant contextual factors. (Total for Question = 25 marks)	WOMEN AND SOCIETY Compare the ways the writers of your two chosen texts make use of/present [theme/technique]. You must relate your discussion to relevant contextual factors. (Total for Question = 40 marks)		NON-EXAM ASSESSMENT 'With reference to your wider reading, compare how writers present ... in (Text 1) and (Text 2). You must consider the context of both texts in your response.'		PROGRESSION EXAMS Students will be assessed in exam conditions using past papers and exam marking criteria.	
*Skills and AOs	AO1,2 and 4	AO1, 2 and 3	AO1, 2 and 3	AO1, 2 and 3	AO1, 2, 3, 4 and 5		AO1, 2, 3, 4 and 5	
Wider Reading	<i>Poems of the Decade</i> Various Writers https://blogasenglish.wordpress.com/category/poetry/poems-of-the-decade/ <i>Memoirs</i> Tennessee Williams		<i>Jane Eyre</i> Charlotte Brontë <i>The Kite Runner</i> Kahled Hosseini <i>The Madwoman in the Attic</i> Sandra Gilbert and Susan Gubar		Edexcel Examiners' Report Introduction to 'British' Literature Coursework Guidebook https://crossref-it.info/			
*Assessment Objectives	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse ways in which meanings are shaped in literary texts AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4: Explore Connections across literary texts AO5: Explore literary texts informed by different interpretations							

Year 13	Autumn Term (14 weeks)		Spring Term (10 weeks)			Summer Term (12 weeks)	
Topic	Teacher 1 (3 Lessons)	Teacher 2 (2 Lessons)	Teacher 1 (3 Lessons)	Teacher 2 (2 Lessons)	Coursework and Shakespeare	Teacher 1 (3 lessons)	Teacher 2 (2 Lessons)
	<i>Hamlet</i>	<i>The Romantics</i>	<i>Revision</i>	<i>Revision</i>		<i>Revision</i>	
	<i>Coursework:</i> Students to work with designated supervisor 1-to-1 on their projects						
Assessment	TRAGEDY Explore Shakespeare's use/presentation of [theme/character/technique] in <i>Hamlet</i> . You must relate your discussion to relevant contextual factors and ideas from your critical reading. (Total for Question = 35 marks)	SPECIFIED POETRY PRE- OR POST-1900 Explore the ways in which [theme/idea] is presented in [named poem] and one other poem. You must discuss relevant contextual factors. (Total for Question = 30 marks)	<u>Mock Exams</u> Students to complete full exam questions on all previously assessed content: DRAMA: <i>Hamlet</i> and <i>A Streetcar Named Desire</i> PROSE: <i>Wuthering Heights</i> and <i>A Thousand Splendid Suns</i> POETRY: <i>Post-2000 Poetry</i> and <i>The Romantics</i>		Final Submission Date: 5 th January 'With reference to your wider reading, compare how writers present ... in (Text 1) and (Text 2). You must consider the context of both texts in your response.'	<u>External Exams</u> Students to complete full exam questions on all content: DRAMA: <i>Hamlet</i> and <i>A Streetcar Named Desire</i> PROSE: <i>Wuthering Heights</i> and <i>A Thousand Splendid Suns</i> POETRY: <i>Post-2000 Poetry</i> and <i>The Romantics</i>	
*Skills and AOs	AO1,2, 3 and 5	AO1, 2 and 3	AO1, 2, 3, 4 and 5		AO1, 2, 3, 4 and 5	AO1, 2, 3, 4 and 5	
Wider Reading	Shakespeare Critical Anthology: Tragedy Shakespeare Critical Anthology: Hamlet				Coursework Guidebook https://crossref-it.info/	Edexcel Examiners' Report Edexcel SAM Material Edexcel Specification	
*Assessment Objectives	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2: Analyse ways in which meanings are shaped in literary texts AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4: Explore Connections across literary texts AO5: Explore literary texts informed by different interpretations						