

## CURRICULUM MAP FOR ENGLISH YEAR II – ENGLISH LITERATURE

#### **HALF TERM 1: Planning & Structuring a Literature Essay** Preparing to write: Reading extracts for Literature examination texts Reading model answers Key words from the question are highlighted to ensure focus on the question Quotations are selected which link to the question keyword A plan can be in bullet points, mind map or table A plan will allow you to structure your knowledge and Planning an essay information logically Annotating extracts **Overarching/Thesis Statements:** Extended essay writing by producing examination style An overarching statement is the introduction to your essay. It statement frames the entirety of your answer An overarching statement is often referred to as a thesis paragraph Overarching statements need to be concise You should use your contextual knowledge and thoughts about the text in your overarching statement I should use nominalisation when responding to a Literature Students will present their work to their peers auestion Structuring an essay: Dialogue between the students and teacher whilst live The main body of your essay is where you pick up the marking majority of your marks, so it is where you should spend the most time and effort The main body should aim to explain what you have written in your overarching statement, using evidence from the text to justify your thoughts A topic sentence is the point which you are making Evidence is needed to support points in the form of quotations. Short quotations only Essay based subjects Techniques/subject terminology should be used Analysis means to break down the different parts and explain them and explain how it relates to your point Contextual links should be made throughout A conclusion mentions all foci and explain how they combine to justify your overarching statement **HALF TERM 2: UNSEEN POETRY** \*I Wandered Lonely as a Cloud - William Wordsworth **Unseen Poetry** \*He Who Has Vision - Folger McKinsey \*The Great Storm - Jo Shapcott Poetry (derived from the Greek poiesis, "making") is a form \*Since there's no help... - Michael Drayton of <u>literature</u> that uses <u>rhythmic</u> qualities of <u>language</u> to evoke \*When I Heard the Learn'd Astronomer - Walt Whitman \*The Beggar - Anonymous Poetry has a long history – dating back to prehistoric times with hunting poetry in Africa; The earliest surviving Western Asian epic poetry, the *Epic of* **Summative: Poetry analysis** Gilgamesh, was written in Sumerian.; At Sea by Jennifer Copley Ancient Greek attempts to define poetry, such In 'At Sea', what does Copley say about what it is like to as Aristotle's Poetics, focused on the uses be left alone and how does she express those feelings? of speech in rhetoric, drama, song, and comedy; Poetry uses forms and conventions to suggest different interpretations of words, or to evoke emotive responses; The use of ambiguity, symbolism, irony, and other stylistic elements in poems often leaves them open to \*Dramatic readings of key lines in key poems multiple interpretations. \*Poetry slam Some poetry types are specific to particular cultures and genres and respond to characteristics of the language in which the poet writes. Analysis of an Unseen poem Drama: characterisation, monologues, speech and When analysing an unseen poem students will be encouraged to use the acronym FLIRTS: Form (the way the poem is laid out on Music: rhythm and rhyme the page), Language (the words the poet uses), Imagery (how and **PSHE:** common themes across the curriculum – nature, what symbols/images the writer to emphasise in the readers human emotions, relationships. minds), Rhythm (the rhyme scheme, how the writer encourages or discourages flow), Tone (the general attitude of the speaker),

Structure(anything other that the words: caesura, enjambment).



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CURRICULUM MAP FOR NGLISH YEAR II – ENGLISH LITERATURE

obvious, and their analysis may only offer the basic surface level of a quotation.

Clear & relevant: Students response is strong, clear and accurate to the question they are being asked. They analyse implicit ideas and offer alternative interpretations to a quotation.

Perceptive & detailed: Students response is insightful, observant and developed. They critically analyse implicit and explicit ideas and offer alternative and critical perspectives to quotations. Numerous pieces of evidence will be embedded throughout their responses to ensure accurate support to their responses.

Compelling: fascinating, enthralling, exciting, your piece must grip the reader.

Convincing: resounding and undoubted in key ideas, arguments or perspectives.

Consistent: clear and sustained quality throughout.

### 'A Christmas Carol'

- 'As solitary as an oyster' (Stave 1) and 'I am as light as a feather' (Stave 5) to link to Scrooge's redemption through the use of the contrasting similes
- 'Are there no prisons, no workhouses for the poor?' (Stave
  1) to link to Scrooge's attitude, poverty in Victorian times,
  Dickens' own life and charity
- 'Bah! Humbug' (Stave 1 and 'I will honour Christmas in my heart' (Stave 4) to show Scrooge's redemption from initial dislike of Christmas and the effect of the Ghosts and 'Merry Christmas, uncle! God save you!' (Stave 1) to link to Fred being the antithesis of Scrooge with his attitudes towards Christmas
- 'Another idol has displaced me' (Stave 2) to link to Scrooge's character, wealth divide and the Ghost of Christmas Past
- 5. 'Tell me Tiny Tim will live' (Stave 3) to link to the Cratchit family, poverty, social inequality and 'God
- 'I wear the chains I forged in life' (Stave 1) to link to the supernatural and the key Christian message of the novella

#### 'Macbeth'

- 'Fair is foul and foul is fair' (Act 1) to link to setting, pathetic fallacy and set the tone for the play
- 2. 'Is too full of 'th' milk of human kindness' (Act 1) and 'Dashed the brains out' to link to Lady Macbeth's contrast to a woman's role. Also link to Lady Macbeth's ambition, persuasion and manipulation and how she subverts the patriarchal order and 'Come you spirits' (Act 1) to link to the supernatural and Demonologie. 'Are you a man?' (Act 3) links to Lady Macbeth's use of pejoratives to control her husband
- 'Look like th' innocent flower but be the serpent under't'
   (Act 1) to link to Lady Macbeth's manipulation and control through the use of metaphor and imperative verb
- 'Duncan in his grave, after life's fitful fever he sleeps well' (Act 3) and 'Macbeth does murder innocent sleep' links to the motif of sleep throughout
- 'She has light by her continually' (Act 5) links to the change in LM's character and 'Out damned spot' links to hallucinations and frailty of mind

#### 'An Inspector Calls'

- 'Hard-headed, practical man of business' and 'keep labour costs down' links to the Birlings, capitalism and the plight of the working classes pre-Welfare state
- 'There isn't a chance of war' and 'unsinkable, absolutely unsinkable' links to dramatic irony and the context of what happened in the years between the play being set and the play being written
- 'I can't accept any responsibility' (Birling), 'she only had herself to blame' (Sybil), 'Between us, we drove that girl to suicide' (Sheila) links to responsibility and the fact that the younger generation begin to accept this towards the end to

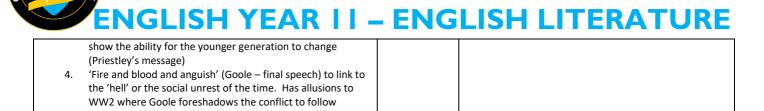


Students will present their work to their peers Peer assessment

Dialogue between the students and teacher whilst live marking



Extended writing based subjects Links to History for textual context



**CURRICULUM MAP FOR**