

English Y12 curriculum map						
Dates	Autumn term 1-2 Teacher 1	Autumn term 1-2 and Spring term 1 Teacher 2	Spring term 1-2 Teacher 1	Spring Term 2 Teacher 1	Spring term 2 Teacher 2	Summer term 1-2 Teachers 1-2
Focus	Contemporary Poetry	Prose: <i>The Handmaid's Tale</i> and <i>Frankenstein</i> comparison	Introduction to Tragedy and context: <i>Streetcar</i>	<i>Streetcar</i> and Contemporary Poetry revision	Prose exam revision	Revision
Key Knowledge	<p>Students will ...</p> <ul style="list-style-type: none"> -understand the contemporary poems as featured in the specification for EDEXCEL -Understand how language and structure aid meaning to a poem - understand how to tackle an unseen poem -understand how to make connections and comparisons between two poems 	<p>Students will ...</p> <ul style="list-style-type: none"> -Understand the content of the two novels -Explore how the context of the novels inspired the authors and helped to shape their meaning -Understand the connections and differences between the two novels -Have a secure grasp of a range of key language and structural features -Understand how writers craft their style using a range of techniques 	<p>Students will ...</p> <ul style="list-style-type: none"> -Explore and understand the genre of Tragedy- Greek to modern day -Explore and understand the play -Understand the key contextual factors behind the play -Understand, identify and explore the use of a variety of different dramatic features, the structure of the play and the language features used within the play 	<p>Students will...</p> <ul style="list-style-type: none"> -Become competent in comparing two contemporary poems (one unseen and one studied from the anthology), recognising and analysing meaning, emotion and the methods the poet uses to deliver their message. 	<p>Students will...</p> <ul style="list-style-type: none"> -Effectively revise the key components of their upcoming exams -An Inspector Calls -Poetry -English Language Paper 1 	
Key Skills	-Analysing the language, form and structure used by the poets to create meanings and effects.	-Creating personal responses to texts -Writing accurately, using subject terminology	-Analysing the language, form and structure used by the playwright to create meanings and effects.	-Identification of poetic techniques --Examination and analysis of		

	<ul style="list-style-type: none"> -Developing a critical essay style and personal response to the poems. -Using textual references, including quotations, to support and illustrate interpretations. -to analyse an unseen poem -to understand and use poetic terms 	<ul style="list-style-type: none"> -analysing language, structure and form for two A Level texts - Exploring historical and social context - Comparing the two texts 	<ul style="list-style-type: none"> -Developing a critical essay style and personal response to the play. -Using textual references, including quotations, to support and illustrate interpretations. 	<ul style="list-style-type: none"> poems -Analytical Writing applied to poetry -revision of poems studied on the course and how to compare these to an unseen poem -How analyse an unseen poem 		
Assessment Title	Explore connections between an unseen poem and one studied on the course	Past examination questions.	Past examination questions.	Past examination questions.		End of Year exams
Ongoing assessment	<p>GEM tasks given every week</p> <p>Every lesson students write a response to the poem based on a theme found in the poem studied that lesson</p> <p>Once students are familiar with the poems, they compare/make connections between the poems as well as unseen poems</p>	Ongoing targeted marking focusing on AOs 1-4.	Ongoing targeted marking focusing on AOs 1,2 and 4 (not AO4 which concerns connections/comparison)	Ongoing targeted marking X2		Ongoing targeted marking

	Ongoing targeted marking focusing on AOs 1,2 and 4 (not AO3 which concerns context)				
Homework	<p>-Every week, students are given the poems that will be covered and it is their responsibility to annotate these before each lesson</p> <p>-every week students prepare/plan a GEM task</p>	<p>Article reading</p> <p>Re-reading of texts</p> <p>Practice essays</p>			