



KS5 Curriculum Map – English Literature: OCR

Topic	Knowledge	Skills	Assessment Opportunities
<p>Aspects of Tragedy: Hamlet</p>	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • Genre: What is Shakespearean Tragedy? • Subject specific terminology • Context: What factors influenced the production of the text? • Theories • Assessment Objectives • Plot: Tracking key events, character development and themes • Dramatic methods: Use of dramatic irony, use of soliloquies and asides, creation of tension, medias res • Literary techniques: Metaphor, rhetoric • Differing interpretations over time 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Become familiar with specific aspects of tragedy, significant contextual factors, and relevant theories of tragedy • Read set text. • Develop understanding of plot, character, and theme • Apply knowledge of text and dramatic methods to notes and written work • Show understanding of assessment objectives in comprehension tasks • Develop understanding of how to structure a coherent debate • Advance ability to plan, create and draft essays • Enhance oracy skills by engaging proactively in class discussions • Evaluate work effectively following feedback • Develop understanding of how to make connections arising out of generic study 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • Quizzes or short formative tests on key terminology, context, authorial intention. • Extract and essay questions – with or without time constraint, and/or knowledge of the task

<p>A Streetcar Named Desire</p>	<ul style="list-style-type: none"> • Assessment objectives and exam knowledge • Genre: What is modern play? and subject specific terminology • Context: What factors influenced the production of 'ASND'? • Theories • Plot: understanding and sequencing • Dramatic methods: analepsis, realism and expressionism • Literary methods: symbolism, metaphor, and colloquial language • Critical interpretations over time 	<ul style="list-style-type: none"> • Become familiar with specific aspects of tragedy and significant contextual factors and relevant theories • Read set text • Develop understanding of plot, characterisation, and themes • Apply knowledge of text, dramatic methods and genre in class discussions, notes, and written work • Show understanding of assessment objectives in comprehension tasks • Develop understanding of how to construct a coherent debate • Advance ability to plan, create and draft effective essays • Enhance oracy skills by engaging proactively in regular classroom debates • Evaluate own work considering feedback • Develop connections arising out of generic study 	<ul style="list-style-type: none"> • Quizzes or short formative tests on key terminology, context, authorial intention. • Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).
<p>Chaucer A Merchant's Tale</p>	<ul style="list-style-type: none"> • Assessment objectives and exam knowledge • Genre: Narrative poetry, links to and subject specific terminology • Context: What factors influenced the production of the poetry? • Theories: Changing readings and interpretations over time • Plot: understanding and sequencing • Poetic methods: metaphor, rhyming couplets and classical allusions • Critical interpretations over time 	<ul style="list-style-type: none"> • Become familiar with specific aspects of poetry and significant contextual factors and relevant theories • Read set text • Develop understanding of plot, characterisation, and themes • Apply knowledge of text, poetic methods and genre in class discussions, notes and written work • Show understanding of assessment objectives in comprehension tasks • Develop understanding of how to construct a coherent debate • Advance ability to plan, create and draft effective essays 	<ul style="list-style-type: none"> • Quizzes or short formative tests on key terminology, context, authorial intention. • Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).

		<ul style="list-style-type: none"> • Enhance oracy skills by engaging proactively in regular classroom debates • Evaluate own work considering feedback • Develop connections arising out of generic study 	
NEA	<ul style="list-style-type: none"> • Critical theories: Ideas about narrative, theorists eg Marxism, Feminism, etc and Literary value and the canon • Key terminology • Assessment objectives • Study of exemplar material 	<ul style="list-style-type: none"> • Develop understanding of critical theories and apply to extracts from texts • Read a range of prose text and poetry anthologies to inform NEA choices • Use new terminology in notes and drafts • Make connections between the texts, relevant theory, and context • Devise appropriate questions • Complete detailed plans before drafting essays • Produce two drafts of both essays • Respond to verbal feedback from teacher and make necessary amendments before final submission 	<ul style="list-style-type: none"> • Summative essays - NEA drafts and final pieces
American Literature	<ul style="list-style-type: none"> • Genre: Conventions of American Literature e.g. the American Dream • Subject specific terminology • Context: What key factors shaped and influenced the text? • Plot: Understanding and sequencing • Narrative methods: foreshadowing, use of coincidence, use of dialogue, creation of tension and intertextuality • Critical interpretations over time 	<ul style="list-style-type: none"> • Become familiar with specific aspects of American Literature and significant contextual factors • Read set text • Develop understanding of plot, characterisation, and themes • Apply knowledge of text, narrative methods and genre in class discussions, notes, and written work • Show understanding of assessment objectives in comprehension tasks • Further develop understanding of how to construct a coherent debate • Advance ability to plan, create and draft effective essays 	<ul style="list-style-type: none"> • Quizzes or short formative tests on key terminology, context, authorial intention. • Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).

		<ul style="list-style-type: none"> • Enhance oracy skills by engaging proactively in regular classroom debates • Evaluate own work considering feedback • Develop connections arising out of generic study which reflects wider reading of American Literature 	
<p>Poetry – A World’s Wife</p>	<ul style="list-style-type: none"> • Genre: Conventions of modern poetry • Assessment objectives and exam knowledge • Context • Theories • Plot: understanding and sequencing • Narrative and literary methods • Critical interpretations over time including Marxist and feminist readings 	<ul style="list-style-type: none"> • Become familiar with specific aspects of modern poetry and contextual factors • Read set text • Develop understanding of plot, characterisation, and themes • Apply knowledge of text, narrative methods and genre in class discussions, notes, and written work • Show further understanding of assessment objectives in comprehension tasks • Further develop understanding of how to construct a coherent debate • Further advance ability to plan, create and draft effective essays • Further enhance oracy skills by engaging proactively in regular classroom debates • Evaluate own work considering feedback • Develop connections arising out of generic study • Analysis of key features of poetic writing that could be replicated in own writing. 	<ul style="list-style-type: none"> • Quizzes or short formative tests on key terminology, context, authorial intention. • Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).

<p>Ibsen – A Doll’s House</p>	<ul style="list-style-type: none"> • Genre: Conventions of a realistic play • Assessment objectives and exam knowledge • Context: What factors influenced the production of ADH? • Theories • Plot: understanding and sequencing • Poetic and literary methods • Critical interpretations over time 	<ul style="list-style-type: none"> • Become familiar with specific aspects of a realistic play and significant contextual factors • Read set text • Develop understanding of plot, characterisation, and themes • Apply knowledge of text, narrative methods and genre in class discussions, notes, and written work • Show further understanding of assessment objectives in comprehension tasks • Further develop understanding of how to construct a coherent debate • Further advance ability to plan, create and draft effective essays • Further enhance oracy skills by engaging proactively in regular classroom debates • Evaluate own work considering feedback • Develop connections arising out of generic study 	<ul style="list-style-type: none"> • Quizzes or short formative tests on key terminology, context, authorial intention. • Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).
<p>Unseen American Literature</p>	<ul style="list-style-type: none"> • Genre: Conventions of crime fiction including its archetypes • Assessment objectives and exam knowledge • Context: the development of crime fiction over time • Revision of narrative and literary methods language 	<ul style="list-style-type: none"> • Become more familiar with specific aspects of time and wider contextual factors • Critically evaluate extracts, showing understanding of all AOs • Become more confident structuring coherent essays through effective planning • Further enhance oracy skills by engaging proactively in regular classroom debates • Evaluate own work considering feedback • Develop meaningful connections between texts that demonstrate secure generic and contextual knowledge and understanding 	<ul style="list-style-type: none"> • Short formative tests on key terminology, context, authorial intention. • Summative essay tasks (with or without time constraints and with or without prior knowledge of the question).