



KS5 Curriculum Map – English Language and Literature:

Topic	Knowledge	Skills	Assessment Opportunities
OCR anthology	<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"> • Language levels: discourse, grammar, lexis and semantics, phonology, pragmatics • Genre; register; mode: expected shared conventions; variety of language associated with a particular situation of use; mode as a continuum • Representation: the creation of ways of seeing the world through language and other methods • Context: external factors that shape how texts are produced and received • Culture and society: shared ways of thinking and behaving by a group of people living and working in the same location 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <p>Using the anthology:</p> <ul style="list-style-type: none"> • become familiar with and apply language levels • apply knowledge of genre, register and mode; select language levels appropriately • discuss the affordances and constraints of different genres • explore contextual factors influencing writing • explore, evaluate and apply contextual and schematic knowledge • explore and discuss metaphor • explore the creation of and ways of exploring spoken discourse and oral narratives • explore connections between texts • read a range of supportive academic texts 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • multiple choice and other short formative tests on key terminology and readings • recasting tasks • summative essay tasks • student presentations

<p>The Great Gatsby:</p>	<ul style="list-style-type: none"> • Imagined worlds - characterised by unusual narratives, narrators and events. • Language choices made by writers in order to study: <ul style="list-style-type: none"> ▫ point of view ▫ characterisation ▫ presentation of time and space/place ▫ narrative structure. • Language levels: discourse, grammar, lexis and semantics, phonology, pragmatics • Genre • Context: influence of contextual factors on the production and various interpretations of the novel e.g. Romanticism, the Enlightenment, Mary Shelley's life/background, intertextuality e.g. The Prometheus Myth, Paradise Lost, The Ancient Mariner, The Bible 	<p>Using "The Great Gatsby":</p> <ul style="list-style-type: none"> • become familiar with and apply language levels • apply knowledge of genre and context; select language levels appropriately • explore, evaluate and apply contextual and schematic knowledge • consider reliability and unreliability in narration and investigate narrative techniques closely • explore and discuss literary features and learn to analyse and evaluate writer's craft • explore connections between texts in terms of intertextuality • apply concept of literariness • structure an analytical essay and develop an academic style • read a range of supportive academic texts 	<ul style="list-style-type: none"> • multiple choice and other short formative tests on key terminology and readings • research tasks • summative essay tasks • student presentations
<p>William Blake: Songs of Innocence and Experience</p>	<ul style="list-style-type: none"> • Focus on language levels – grammar and syntax; lexis and semantics; phonetics and phonology • Knowledge of relevant form and genre • Knowledge of stylistic approach • Relevant context • Phonological patterns • Perspective and voice • Character and narration • Presentation of location and place, self, themes and context 	<ul style="list-style-type: none"> • apply language levels with greater familiarity • develop greater sophistication of expression • learn to evaluate patterns in language • apply knowledge of form and genre; show awareness of context to support evaluation of texts • apply a stylistic approach to essay writing • through analysis, investigate, interpret and evaluate how meaning is shaped and how poetic voice is created • read a range of supportive academic texts 	<ul style="list-style-type: none"> • multiple choice and other short formative tests on key terminology and readings • research tasks • summative essay tasks • student presentations

<p>Non-Examined Assessment (NEA): Comparison of texts</p>	<ul style="list-style-type: none"> • Knowledge of assessment objectives and mark scheme • Knowledge of NEA structure and approaches • Gain substantive knowledge of two, independently chosen texts • Gain substantive knowledge of contexts for the above texts • Prior knowledge of key concepts including genre, narrative, point of view, register, representation and literariness. 	<ul style="list-style-type: none"> • apply knowledge of AOs and mark scheme to own investigation in a thorough and perceptive way • produce perceptive, thorough, open-minded analysis of the texts • Develop perceptive understanding of context for chosen texts; apply that knowledge • Establish and justify connections between the chosen texts 	<ul style="list-style-type: none"> • Meetings with class teacher to assess suitability of texts, focus for investigation and progress towards milestones • Group activities to help establish text choices • Group activities to help establish focus for investigations • Comparison essay for NEA
<p>A Streetcar Named Desire</p>	<ul style="list-style-type: none"> • Genre: conventions of drama such as tragedy, melodrama, realism • Characterisation: strategies Williams and his audience use to build and develop characters and conflict • Interaction: the ways in which Williams presents characters speaking or acting in response to others for dramatic effect • Speech acts: forms and functions associated with particular utterances and types of speech • Politeness strategies: ways in which speakers avoid threatening face in interaction • Context: of the play's production and reception 	<ul style="list-style-type: none"> • apply range of terminology associated with language levels set out in syllabus • analyse ways of representing scripted speech; compare with spontaneous speech • analyse how conflict and power are created and presented • research context of author and play • explore play's structure and relationship with tragedy, melodrama, realism • apply knowledge of stagecraft • explore aspects of character • explore and apply knowledge of speech acts, politeness strategies, conversational maxims • explore, evaluate and apply contextual knowledge and appropriate schemas. 	<ul style="list-style-type: none"> • application of key words • short tests on key reading • short summative stylistic analysis • small group presentations • summative essay tasks
<p>Jerusalem</p>	<ul style="list-style-type: none"> • Language choices made by writers in order to study: • point of view • Characterisation e.g. How the writer reveals the speech and thought processes of the characters and narrator(s) • presentation of time and space/place 	<ul style="list-style-type: none"> • apply knowledge of form, genre and context to support evaluation of texts • apply range of terminology associated with language levels set out in syllabus • analyse ways of representing scripted speech; compare with spontaneous speech • analyse how conflict and power are created 	<ul style="list-style-type: none"> • application of key words • short tests on key reading • short summative stylistic analysis • small group presentations • summative essay tasks

	<p>narrative structure.</p> <ul style="list-style-type: none"> • Language levels: discourse, grammar, lexis and semantics, phonology, pragmatics • Genre: bildungsroman • Context: influence of contextual factors on the production and various interpretations of the play • Representation: how the writer presents people, their points of view and their relationships with others • Dramatic techniques: how the writer shapes the narrative structure and presents events/time/places • Themes: e.g. how the writer uses situations of conflict to express ideas about societies and their values. 	<p>and presented</p> <ul style="list-style-type: none"> • research context of author and play • explore play's structure and relationship with tragedy, melodrama, realism • apply knowledge of stagecraft • explore aspects of character • explore and apply knowledge of speech acts, politeness strategies, conversational maxims • explore, evaluate and apply contextual knowledge and appropriate schemas. 	
<p>Non-Fiction writing: Travelogue Writing NEA and Fiction Writing: Creative Writing Exam preparation</p>	<ul style="list-style-type: none"> • Knowledge of assessment objectives and mark scheme • Knowledge of NEA structure and approaches • Gain substantive knowledge of travelogues • Gain substantive knowledge of style and structure and contexts of Travelogues • Prior knowledge of key concepts including genre, narrative, point of view, register, representation and literariness. 	<ul style="list-style-type: none"> • Produce a non-fiction Travelogue piece of writing • Research to support your own travelogue writing • Write a critical reflection on the processes and outcomes involved in re-creative work • Produce imaginative re-creative work that seeks to find an absent or underplayed perspective in the original text • Develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks. These skills include awareness of: <ul style="list-style-type: none"> • the nature of monologue and dialogue • how changing point of view, genre, context, purpose, audience or mode can re-shape meanings • how undeveloped aspects of the narrative and characterisation might be developed further • the importance of specific moments in time or descriptions of place. 	<ul style="list-style-type: none"> • Meetings with class teacher to assess suitability of texts, focus for investigation and progress towards milestones • Group activities to help establish task choices • Research tasks • summative recast and commentary tasks • student presentations • Travelogue for NEA • Creative writing task in exam

		<ul style="list-style-type: none">• apply language levels with confidence and sophistication• continue to develop greater sophistication of expression• evaluate patterns in language• apply knowledge of form, genre and context to support evaluation of texts	
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