SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	**English Literature**	**YEAR GROUP:**	**12**
COURSE:	A level	**EXAM BOARD:**	**OCR**
SUBJECT INTENT:	To develop confident, independent readers who engage critically with a wide range of literary texts across genres and periods. Students will analyse writers' methods, explore literary and historical contexts, evaluate critical interpretations, and construct sophisticated comparative arguments in preparation for the OCR A Level English Literature qualification.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Autumn	**Component 1: Drama and Poetry pre-1900** – *A Doll's House*. **Component 2: American Literature** – Introduction to comparative and contextual study; unseen extracts; *The Great Gatsby*.	Students develop the skills required for OCR A Level English Literature through reading A Doll's House in full, analysing dramatic methods, characterisation and themes while exploring the social and cultural contexts of nineteenth-century Europe. Throughout the term, students develop AO3 contextual understanding. Alongside this, students practise close analysis of unseen extracts before reading and studying The Great Gatsby in full. They explore narrative methods, symbolism, characterisation and, crucially, the social, historical and literary contexts that shape the text, including the American Dream, class, wealth and the Jazz Age.	**Context (AO3)** – historical, social, political and literary contexts; the significance of contexts in the production and reception of texts; the American Dream; gender and society; realism; symbolism; narrative methods; dramatic methods; interpretation.	Students build on the analytical and contextual skills developed at **AQA GCSE English Literature**, moving from explaining the influence of context to evaluating its significance in line with **AO3**. The year begins by establishing secure close reading and essay-writing skills before applying these to complete texts. ***The Great Gatsby*** and ***A Doll's House*** are both studied through their historical, social and literary contexts, enabling students to develop increasingly sophisticated interpretations and laying the foundations for comparative study and independent critical analysis later in the course.	**Component 1:** Drama and Poetry pre-1900 (*A Doll's House*). **Component 2:** American Literature (Comparative and Contextual Study – unseen extracts and *The Great Gatsby*).

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Spring	**Component 1:** Christina Rossetti's poetry **(Drama and Poetry pre-1900)**. **Component 2**: The Age of Innocence **(Comparative and Contextual Study).**	In Component 1, students study Christina Rossetti's selected poetry, analysing poetic form, language, structure and Victorian contexts. Students read and study *The Age of Innocence*, exploring Wharton's presentation of class, gender, society and the constraints of Gilded Age America, while developing comparative	**Component 1 (Christina Rossetti):** Victorian religion; gender; Pre-Raphaelite movement; love; mortality; social expectations; literary context. **Component 2 (*The Age of Innocence*):** Gilded Age America; class; wealth; marriage; social	Having established analytical skills and contextual understanding in the Autumn Term, students apply these to a second American prose text, enabling confident comparison across Component 2. Rossetti broadens students' experience of poetic forms and Victorian literature, while introducing *The Glass Menagerie* develops	**Component 1:** Drama and Poetry pre-1900 (Christina Rossetti). **Component 2:** American Literature (*The*

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	Component 3: Coursework: The Glass Menagerie.	links with *The Great Gatsby*. Reading and analysis of The Glass Menagerie for the close reading (1000 word) coursework element.	convention; the American Dream.	the close-reading skills required for the independent coursework.	*Age of Innocence*). **Component 3:** Non-exam assessment (*The Glass Menagerie*).

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Summer	**Component 2**: *Passing* and completion of *The Age of Innocence* **Component 1**: Consolidation of *A Doll's House* and Christina Rossetti; examination skills and revision. **Component 3**: Close Reading Coursework (*The Glass Menagerie*).	Students begin studying *Passing*, exploring themes of race, identity, belonging and social mobility while developing comparative links with the other American literature texts. Students complete their study of *The Age of Innocence*, drawing together comparative understanding across the Component 2 prose texts. Alongside this, students consolidate their knowledge of *A Doll's House* and Christina Rossetti's poetry through retrieval, close analysis and exam-style responses, refining their application of the assessment objectives and preparing for Year 13. They also complete and submit a 1,000-word close reading of an extract from *The Glass Menagerie*	Context (AO3): race and racial identity in twentieth-century America; the Harlem Renaissance; social class; gender; social convention; identity and belonging; Victorian religion and gender expectations; literary interpretation; comparison.	Students complete the prose texts required for Component 2, enabling increasingly sophisticated comparative analysis before Year 13. *Passing* is being used to **broaden contextual understanding and comparative skills** Revisiting *A Doll's House* and Christina Rossetti strengthens long-term retention through retrieval practice and consolidates examination skills before students progress to the second year of the course. AO3 remains central throughout, with students synthesising contextual understanding across texts, genres and literary periods.	Component 1: Drama and Poetry pre-1900 (*A Doll's House* and Christina Rossetti). Component 2: American Literature (Comparative and Contextual Study – *The Age of Innocence* and *Passing*). **Component 3:** Non-exam Assessment – Close Reading (*The Glass Menagerie*).

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SUBJECT:	**English Literature**	**YEAR GROUP:**	**13**
COURSE:	A level	**EXAM BOARD:**	**OCR**
SUBJECT INTENT:	To refine students' confidence, independence and critical engagement with a diverse range of literary texts across genres and periods. Students will synthesise their knowledge of literary methods, contextual influences and critical interpretations to construct sophisticated comparative arguments. Through increasingly independent research, extended academic writing and close textual analysis, students will develop the confidence and intellectual curiosity required to succeed in the OCR A Level English Literature qualification and to study literature beyond the classroom.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Autumn	**Component 1:** *Othello* (Drama and Poetry pre-1900). **Component 2:** Completion of *Passing* (American Literature). **Component 3:** Introduction to comparative coursework through the study of ***Two for Joy***, ***Feminine Gospels*** and ***North***.	Students **read and study *Othello* in full**, analysing Shakespeare's dramatic methods, language and structure in preparation for Section A of the OCR examination. Students complete their study of ***Passing***, refining comparative analysis across the American Literature texts. For Component 3, students explore the three poetry collections, considering themes, contexts and literary methods before selecting an appropriate novel from an agreed reading list for independent comparison.	Jacobean attitudes to race, gender, honour, power and kingship; tragedy and Shakespearean theatre; twentieth-century American race relations and the Harlem Renaissance; identity, belonging and 'passing'; post-war British and Irish identity; memory and personal experience (Danny Abse); gender, feminism and myth (Carol Ann Duffy); conflict, history, landscape and cultural identity in Northern Ireland (Seamus Heaney).	Building on Year 12, students apply increasingly sophisticated contextual analysis to Shakespeare while completing the American Literature component. The study of the poetry collections prepares students to make informed, independent choices for their comparative coursework and to develop independent critical interpretation skills. They continue to develop the autonomy expected in Year 13.	**Component 1:** Drama and Poetry pre-1900 **Component 2: Comparative and Contextual** **Component 3: NEA** (comparative)
Spring	**Mock Examinations.** **Component 1:** OCR	Students complete mock examinations, using feedback to refine examination technique and address gaps in knowledge. Teaching focuses on the OCR Section A	Synthesis of historical, social, political and literary contexts across ***Othello*** and ***A Doll's House*** **with** Christina Rossetti's poetry; AO3	Mock examinations provide students with an opportunity to evaluate their progress and refine examination technique before the final assessment	**Component 1:** Drama and Poetry pre-1900 **Component 2:**

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	examination preparation (*Othello*). **Component 3:** Comparative Coursework.	extract response and critical essay for ***Othello***, alongside comparative revision of ***A Doll's House*** and Christina Rossetti's poetry for Section B. Students revisit the dramatic and poetic texts through close analysis, comparison and contextual evaluation, while continuing to develop their comparative coursework through independent reading, research, drafting and teacher feedback.	remains the central focus throughout. Also, lliterary connections; genre and literary traditions; comparison; intertextuality; critical debate; interpretation (AO5); independent research; constructing a sustained literary argument; academic writing; drafting and redrafting; textual evidence and close analysis (AO2).	period. Revisiting ***A Doll's House*** and Christina Rossetti strengthens long-term retention through retrieval and interleaving, while reinforcing the comparative skills and contextual understanding developed in Year 12. Concurrently, students complete substantial drafting of their comparative coursework, applying the analytical, contextual and evaluative skills developed across the course to an extended independent study.	**Comparative and Contextual** **Component 3: NEA** (comparative)

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Summer	**Revision and Examination Preparation** (Components 1 & 2). Completion of Component 3.	Students consolidate knowledge across all examined components through retrieval practice, interleaving of texts, comparative revision, timed essays, unseen extract practice and responsive teaching informed by mock examination outcomes. Revision focuses on refining analytical precision, contextual integration and engagement with critical interpretations.	Retrieval; synthesis; comparison; context (AO3); literary methods (AO2); interpretation (AO5); examination technique.	The final term draws together knowledge and skills developed over the two-year course. Revision is sequenced to revisit all texts and assessment objectives, ensuring students are prepared to respond confidently and independently to the demands of the OCR examinations	**Component 1:** Drama and Poetry pre-1900. **Component 2:** Comparative and Contextual Study.