ancora house school

'Building Resilience for Future Success'

# Post 16 English Literature Curriculum Map Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Topics covered** | **Macbeth**<br><br>**English Literature Paper One**<br><br>Introduction to Shakespeare and the social and historical context of the play.<br><br>Watch animated version to consolidate understanding of plot. (30 minutes)<br><br>Read acts 1-3 of the play. Focus on characters and key events. | **Macbeth**<br><br>**English Literature Paper One**<br><br>Read acts 4 and 5 of the play. Continued focus on characters and key events and introduction to themes.<br><br>Introduction to the exam and how to approach the question.<br><br>Analysing an extract and responding to a thematic question. | **Power and Conflict and Unseen poetry**<br><br>**English Literature Paper two**<br><br>Finish studying any poems not covered in Year 10.<br><br>Introduction to how to approach unseen poetry. | **Revision and exam preparation** | **Revision and exam preparation** | |
| **Application** | Tasks may include:<br><br>Completion of independent research into social and historical context. | Tasks may include:<br><br>Completion of Macbeth plot timeline task in course reader booklet to consolidate | Tasks may include:<br><br>Annotated poems. | | | |

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| | Completion of recall tasks to test understanding of key contextual, character and plot information.<br><br>When considering the character of Macbeth, students will complete the quotation tracker, comment and analysis pause and motif tracker tasks in the course reader booklet.<br><br>Completion of vocabulary checker activity to support analysis of Macbeth.<br><br>Annotation of sample / model responses.<br><br>Oracy – group discussions, opportunities for drama activities. | understanding of key events.<br><br>Completion of tasks such as mind maps, group discussions and recall tasks linked to motifs and themes.<br><br>Annotation of sample / model responses.<br><br>Analysis of an extract and responding to a thematic essay question.<br><br>Oracy – group discussions, opportunities for drama activities. | Completion of understanding context tasks.<br><br>Completion of introductory tasks, summary tasks, quotation explosions and consolidation task activities.<br><br>Completion of comparison grid and matching poems tasks.<br><br>Annotation of sample / model responses.<br><br>Oracy – group discussions, performance poetry. | | | |
| **Prior Knowledge** | Reading of class play at KS3 and recall of reading skills linked to this. Recall of Shakespeare units of work. | Reading of class play at KS3 and recall of reading skills linked to this. Recall of Shakespeare units of work. | Reading of poems at KS3 and recall of reading skills linked to these. | | | |
| **Assessment** | **Formative Assessment:** How does Shakespeare present Macbeth as a | **Formative Assessment:** How does Shakespeare present ambition in act | **Mock examination** | | | |

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| | powerful character in act one scene 2?<br><br>**Summative Assessment:**<br><br>How does Shakespeare present the relationship between Macbeth and Lady Macbeth in act one scene seven? | four scene 1 and the rest of the play?<br><br>**Summative Assessment:**<br><br>How does Shakespeare present guilt in act 5 scene 1 and the rest of the play? | | | | |
| **Skills Builder and Preparation for Adulthood** | Speaking, listening, planning, adapting, problem solving, creativity.<br><br>Community inclusion, employment. | Speaking, listening, planning, adapting, problem solving, creativity.<br><br>Community inclusion, employment. | Speaking, listening, planning, adapting, problem solving, creativity.<br><br>Community inclusion, employment. | | | |