

ENGLISH LITERATURE TERM BY TERM CURRICULUM

[Specification link – OCR English Literature](#)



YEAR 12

TERM	Teacher 1 Paper 1 H472/01 Shakespeare: Hamlet Delivered via 1 triple and 1 double lesson	Teacher 2 Paper 1 H472/01 Poetry and Drama Pre 1900 Delivered via 3 double lessons
1	• Introduction to tragedy • Exploration of tragic conventions • Reading the text of 'Hamlet', Acts 1-3, with an exploration of: character, theme, plot, critical interpretations and close linguistic analysis. Assessment 1	• Introduction to the 17th century context which informs the drama • Exploring Webster's development of tragic conventions, in particular: violence and social turbulence. • Reading the text of 'the Duchess of Malfi', Acts 1-3, with a focus on the way context shapes character and theme.
2	• Read Acts 4-5 of 'Hamlet'. • Focus on critical analysis of the text, exploring the way in which language, structure and form shape meaning. • Analysis of different film versions and critical comments on the drama, thus showing awareness of potential readings of the text. Introduction to coursework. Reading set over the holiday.	• Read Acts 4-5 of 'the Duchess of Malfi' • Focus on the way in which 17th century context shapes meaning and 21st century context shapes understanding. • Analysis of different dramatic and critical interpretations of the drama. Introduction to C/W, Poetry component. Reading set over the holiday.
3	Paper 3 H472/03 • Comparative Essay Coursework 20th century novel compared with a 21st century play • Currently we are working on 'the God of Small Things' by Arundhati Roy compared with 'Jerusalem' by Jez Butterworth Read the novel, selecting thematically significant passages, to explore the way in which the text links history and politics with a family narrative. The text is set in 20th century Kerala.	Paper 3 H472/03 • Close Reading of Poetry Coursework • 20th century poetry. • Currently we are analysing a selection of poetry by Sylvia Plath, exploring the way in which she uses language, structure and form to shape meaning. • Students are required to use the analytical methods which they are taught to reach their own independent understanding of the poetry.

4	• Comparative Essay C/W • Reading of the play 'Jerusalem' exploring the themes of globalisation, the outsider, gender in relation to the novel. Focus on the way in which context shapes meaning. • Assessment 2 • Students write their questions for their individual C/W tasks. • 2,000 assignment	• 1:1 work with students to discuss their individual titles for their 1,000 word poetry essay.
5	• 1:1 support of students as they write up their C/W. • This involves extensive discussion with individuals as they learn to use all 5 assessment objectives in the course. • See below*	• Introduction to the Gothic H472/02 • Comparative Paper • 'The Bloody Chamber' by Angela Carter • Exploration of the way in which the narrative introduces Gothic themes. Mock Revision
6	Mock Revision Mock Exam Gothic Extracts and Gothic themes	Mock Revision Mock Exam 'The Bloody Chamber'

YEAR 13

TERM	Teacher 1 Paper 1 Poetry and Drama Pre 1900 'Paradise Lost', Books 9 & 10	Teacher 2/Teacher 3 Paper 2 Comparative Texts: Gothic
1	• Close reading of Book 9 with a focus on the way in which politics, social change and the plagues of 17th century shaped the poem. • Investigation into the way a 21st reading of the text shapes understanding. • Focused analysis of different critical readings of the text, looking in particular at C.S.Lewis and William Empson.	• Exploration of the Gothic genre. • Close analysis of different Gothic tropes and the concepts they suggest. • An exploration of the significance of 'the Bloody Chamber' in relation to the students' independent broader Gothic reading. Assessment 1

2	• Analysis of Book 10, linking this text to the Duchess of Malfi. • Exploration of the themes of justice, revenge, power, gender and freedom in relation to both texts. • Further analysis of the way in which the violent clashes of 17th century shaped both texts. H472/02 Gothic Extracts • An investigation of Core Gothic texts, analysing the reaction to the 18th century Age of Reason with Gothic texts such as, 'The Castle of Otranto' and 'The Monk.'	• Gothic reading of 'Frankenstein' by Mary Shelley. • Close analysis of the way this is shaped by the events of the 18th & 19th century. Discussion of the way contextual preoccupations, such as galvanism, the role of medicine, the position of women in society are explored in the novel.
3	• Revision of 'Hamlet' with a close analysis of the way language shapes character and theme. • Revision of different critical readings of the play. • Focus on exam techniques. Revision & Mock exams	• Comparison of the treatment of Gothic concepts of: the supernatural, terror, horror, the sublime, the liminal, the doppelganger, the revenant in the 20th century text, 'The Bloody Chamber' and 19th century novel, 'Frankenstein'. Revision & Mock exams
4	Paper 2 Gothic Extracts • Analysis of 19th and 20th century Gothic extracts - prose and poetry. • These are discussed in the light of further Gothic reading. • Close focus on the detail of the language to explore how ideas are embedded into language.	• Comparison of 'The Bloody Chamber' and 'Frankenstein,' analysis of the significance of the way Gothic explores the secrets and preoccupations of the societies in which they are written. Analysis of the relevance of these texts to the 21st century.
5	Revision for final exams	
6	Final Exams	

*AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

AO2 Analyse ways in which meanings are shaped in literary texts.

AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4 Explore connections across literary texts.

AO5 Explore literary texts informed by different interpretations.