





# CIM - Curriculum Intent Map English Literature

Exam board - GCSE: AQA

Exam board - A'Level: AQA

	Knowledge	Skills	Understanding	Wider world
<b>Year 13</b> 	Plot, characters, themes, structure, language, contexts, critical responses, theoretic approaches to set texts: - The Wipers Times - Rebecca - NEA - Unseen Literary extracts	- Comprehension of complex texts and ideas - Developing and evaluating a range of inferences - Perceptive analysis of language - Perceptive analysis of structure - Perceptive analysis of poetic form - Exploration of themes and links across texts - Exploration of context - Use of complex subject terminology	- perceptive and confident engagement with debates surround the texts - perceptive exploration of connections across literary texts arising out of historicist study - perceptive understanding of the significance of relevant contexts - perceptive understanding of authorial methods - assured engagement with how meanings are shaped by the methods used - assured use of literary critical concepts and terminology	Discussion of: - Critical interpretations - Critical theories e.g. Marxist, Feminist, Post-Colonial - Intertextuality - Gender and equality - Power - Identity - Love and relationships  Cross-curricular: - History (WW1, Elizabethan England) - Psychology/sociology (marxism, feminism)
<b>Year 12</b> 	Plot, characters, themes, structure, language, contexts, critical responses, theoretic approaches to set texts: - Regeneration - Othello - Unseen Literary extract - Wilfred Owen Poetry - Love Poetry	- Comprehension of complex texts and ideas - Developing wide range of inferences - Analysis of language - Analysis of structure - Analysis of poetic form - Exploration of effects of methods on the reader - Exploration of themes - Exploration of context - Use of subject terminology	- Applying knowledge of poetic form, structure and language to unseen poetry - Applying knowledge of context to understand choices made by a writer - How to draw together knowledge of plot, character, themes, context and methods into a critical argument - Judicious use of textual evidence to support arguments	Discussion of: - Social responsibility - Treatment of the poor - Importance of charity - Importance of identity - Morality of colonisation - Experience of emigrants - Responsibilities of people in power - Role of man vs nature  Poetry Live Stage Productions of Set Texts when available  Cross-curricular: - History (Victorian England, workhouses, French revolution)
<b>Year 11</b> 	Plot, characters, themes, structure, language, quotations for set texts: - A Christmas Carol - Power Poetry - Unseen Poetry Context: - Dickens - Victorian England, workhouses, New Poor Law, Malthus - Romanticism - French revolution - Colonisation - Emigration	- Comprehension of complex texts and ideas - Developing wide range of inferences - Analysis of language - Analysis of structure - Analysis of poetic form - Exploration of effects of methods on the reader - Exploration of themes - Exploration of context - Use of subject terminology	- Applying knowledge of poetic form, structure and language to unseen poetry - Applying knowledge of context to understand choices made by a writer - How to draw together knowledge of plot, character, themes, context and methods into a critical argument - Judicious use of textual evidence to support arguments	Discussion of: - Social responsibility - Class system - Socialism vs capitalism - Women's rights - Suicide - Abuse of power - Ambition - Effects of guilt
<b>Year 10</b> 	Plot, characters, themes, structure, language, quotations for set texts: - An Inspector Calls - Macbeth - Conflict Poetry Context: - J B Priestley - Socialism and capitalism, England from 1912-1946	- Comprehension of complex texts and ideas - Developing wide range of inferences - Analysis of language - Analysis of structure - Analysis of poetic form - Exploration of effects of methods on the reader - Exploration of themes - Exploration of context - Use of subject terminology	- Applying knowledge of poetic form, structure and language to unseen poetry - Applying knowledge of context to understand choices made by a writer - How to draw together knowledge of plot, character, themes, context and methods into a critical argument - Judicious use of textual evidence to support arguments	Discussion of: - Social responsibility - Class system - Socialism vs capitalism - Women's rights - Suicide - Abuse of power - Ambition - Effects of guilt

Extra curricular activities

Careers links

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	<ul style="list-style-type: none"> <li>- Shakespeare</li> <li>- James I, gunpowder plot, witchcraft, gender roles in Jacobean England</li> <li>- Charge of Light Brigade, WW1, Kamikaze pilots, PTSD</li> </ul>			<ul style="list-style-type: none"> <li>- Morality of war, propaganda and suicide missions</li> </ul> <p style="color: purple;">Stage Productions of Set Texts when available</p> <p style="color: red;">Cross-curricular:</p> <ul style="list-style-type: none"> <li>- History (socialism, capitalism, James I, WW1)</li> </ul>
<b>Year 9</b> 	Plot, character, themes and context of set texts: Jekyll and Hyde Representations Other culture poems Dystopia and Narrative writing Literary allusions and mythology Journey's End WW1 Introduction to Macbeth	Comprehension of more difficult texts Develop range of inferences Examination of language Examination of structure Examination of poetic form Examination of the effects of methods on the reader Examination of themes Examination of context Use of subject terminology	Applying knowledge of context to understand choices made by a writer How to draw together knowledge of plot, character, themes, context and methods into a detailed response Apt use of textual evidence to support interpretations	<p style="color: blue;"><b>Discussion of:</b></p> <ul style="list-style-type: none"> <li>Mental illness</li> <li>Differing personalities</li> <li>Exploring other cultures</li> <li>Experiences different genres</li> <li>WW1 soldiers treatment and experiences</li> </ul> <p style="color: blue;"><b>Love of Literature:</b></p> <ul style="list-style-type: none"> <li>Texts chosen to engage</li> </ul> <p style="color: purple;"><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Shakespeare trip to Stratford</li> </ul> <p style="color: red;">Cross-curricular:</p> <ul style="list-style-type: none"> <li>History (racism in America, communism, James I)</li> </ul>
<b>Year 8</b> 	Plot, character and themes of set texts: Animal Farm Representations of political beliefs Other Cultures Prose Carol Ann Duffy Poetry and persuasive writing Romeo & Juliet	Comprehension and inference Explanation of language Explanation of structure Explanation of effects of methods on the reader Explanation of themes Use of subject terminology	How to draw together knowledge of plot, character, themes and methods into a clear explanation of the text Effective use of textual evidence to support explanation	<p style="color: blue;"><b>Discussion of:</b></p> <ul style="list-style-type: none"> <li>Morality, crime and punishment</li> <li>Political opinions</li> <li>Exploring cultural differences</li> <li>Effects of privilege and disadvantage</li> </ul> <p style="color: blue;"><b>Love of Literature:</b></p> <ul style="list-style-type: none"> <li>Fortnightly LRC lesson</li> <li>Reading for pleasure</li> </ul> <p style="color: purple;"><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Southwell Workhouse to develop contextual knowledge</li> </ul> <p style="color: red;">Cross-curricular:</p> <ul style="list-style-type: none"> <li>RE (racism, prejudice)</li> <li>History (Victorian England, workhouses)</li> </ul>
<b>Year 7</b> 	Plot and character of set texts: Private Peaceful Biography and non-fiction writing Ghost stories and narrative writing Biblical allusions The Tempest Myths & Legends	Comprehension and inference Identify methods Explanation of effects of methods on the reader Use of subject terminology	How to select details of plot, character and methods into an explanation of the text References used to support a range of relevant comments	<p style="color: blue;"><b>Discussion of:</b></p> <ul style="list-style-type: none"> <li>WW1 and soldiers experiences</li> <li>Morality of war / corporal punishment</li> </ul> <p style="color: blue;"><b>Love of Literature:</b></p> <ul style="list-style-type: none"> <li>Fortnightly LRC lesson</li> <li>Reading for pleasure</li> <li>Theatre trip – The Lion, The Witch and the Wardrobe</li> </ul> <p style="color: red;">Cross-curricular:</p>

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				<ul style="list-style-type: none"><li>• RE (origin stories)</li><li>• History (WW1)</li></ul>
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## At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

## Careers:




The English curriculum helps students build important skills like reading, writing, speaking clearly, and thinking critically. These are not only essential for school but also for many careers—like those in media, law, teaching, and publishing. Strong communication skills are a major focus, helping students express their ideas with clarity and confidence. They also learn how to listen actively and respond thoughtfully—skills that are valuable in any personal or professional setting. Students read and discuss texts that reflect real-world issues and situations they may face in the workplace. Along the way, they develop flexible skills—like communication, creativity, and analysis—that are useful in a wide range of jobs and everyday life.

Extra curricular activities

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Year 10	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
 <p><b>Knowledge, Skills and Understanding</b></p>	Macbeth <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> </ul>	Macbeth <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> </ul>	An Inspector Calls <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> </ul>	An Inspector Calls <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> </ul>	Power and Conflict poetry <ul style="list-style-type: none"> <li>- Plot</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Comparison of poems</li> </ul>	Power and Conflict poetry and Unseen Poetry <ul style="list-style-type: none"> <li>- Plot</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Comparison of poems</li> </ul>
 <p><b>ASSESSMENT</b></p>	Students will have quotations recalled in class to test their knowledge  They will have a full Macbeth exam style question based on character of theme (30 marks)	Students will have quotations recalled in class to test their knowledge  They will have a full Macbeth exam style question based on character of theme (30 marks)	Students will have quotations recalled in class to test their knowledge  They will have a full An Inspector Calls exam style question based on character of theme (30 marks)	Students will have quotations recalled in class to test their knowledge  They will have a full An Inspector Calls exam style question based on character of theme (30 marks)	Students will have quotations recalled in class to test their knowledge  They will have a full Poetry walkthrough style question to prepare for their mock exams based on Power and Conflict	Students will have a mock exams in this period which will look at Macbeth, An Inspector Calls, Poetry and Unseen Poetry.  These will be completed in the Hall in the style of GCSE exams
 <p><b>Embed your knowledge</b></p>	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision

Extra curricular activities


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### Exam board - GCSE: AQA

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 <p><b>Extend your learning</b></p>	Theatre visit to see Macbeth Watch a film version of Macbeth Read non-fiction around life at the time Recreate key scenes – e.g. Banquet	Theatre visit to see Macbeth Watch a film version of Macbeth Read non-fiction around life at the time Recreate key scenes – e.g. Banquet	Theatre visit to see An Inspector Calls Watch a film version of An Inspector Calls Read non-fiction around life at the time	Theatre visit to see An Inspector Calls Watch a film version of An Inspector Calls Read non-fiction around life at the time	Visit Imperial War museum Read non-fiction about the different wars Read news reports about the conflicts	Visit Imperial War museum Read non-fiction about the different wars Read news reports about the conflicts
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Year 11	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
 <p><b>Knowledge, Skills and Understanding</b></p>	A Christmas Carol - Plot - Characters - Themes - Structure - Language analysis - Quotations - Writer's purpose - Effect on reader	A Christmas Carol - Plot - Characters - Themes - Structure - Language analysis - Quotations - Writer's purpose - Effect on reader	Power and Conflict poetry and Unseen Poetry - Plot - Themes - Structure - Language analysis - Quotations - Writer's purpose Comparison of poems	Power and Conflict poetry and Unseen Poetry - Plot - Themes - Structure - Language analysis - Quotations - Writer's purpose - Comparison of poems	Revision of all set texts - Plot - Characters - Themes - Structure - Language analysis - Quotations - Writer's purpose - Effect on reader	
 <p><b>ASSESSMENT</b></p>	Students will have quotations recalled in class to test their knowledge  They will have a full A Christmas Carol exam style question based on character of theme (30 marks)	Students will have quotations recalled in class to test their knowledge  They will have a full A Christmas Carol exam style question based on character of theme (30 marks)	Students will have a mock exams in this period which will look at Macbeth, An Inspector Calls, Poetry and Unseen Poetry.  These will be completed in the Hall in the style of GCSE exams	Students will have a mock exams in this period which will look at Macbeth, An Inspector Calls, Poetry and Unseen Poetry.  Unseen Poetry assessments both questions	Students will have quotations recalled in class to test their knowledge	
 <p><b>Embed your knowledge</b></p>	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	Create theme maps Learn key quotations Flash cards Weekly homework to support revision	

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 <p><b>Extend your learning</b></p>	Theatre visit to see A Christmas Carol Watch a film version of A Christmas Carol Read non-fiction around life at the time Research Poor Law and Thomas Malthus Visit Southwell Workhouse	Theatre visit to see A Christmas Carol Watch a film version of A Christmas Carol Read non-fiction around life at the time Research Poor Law and Thomas Malthus Visit Southwell Workhouse	Visit Imperial War museum Read non-fiction about the different wars Read news reports about the conflicts	Visit Imperial War museum Read non-fiction about the different wars Read news reports about the conflicts		
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Year 12	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
 <p><b>Knowledge, Skills and Understanding</b></p>	Love Poetry and Othello <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Critics</li> </ul>	Rebecca and Othello <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Critics</li> </ul>	Rebecca and Othello <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Critics</li> </ul>	Unseen Poetry and Rebecca <ul style="list-style-type: none"> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Comparison skills</li> </ul>	NEA and Carol Ann Duffy Poetry <ul style="list-style-type: none"> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Comparison skills</li> </ul>	NEA and Carol Ann Duffy Poetry <ul style="list-style-type: none"> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Comparison skills</li> </ul>
 <p><b>ASSESSMENT</b></p>	Baseline assessment unseen poetry	Othello  Students will have quotations recalled in class to test their knowledge  Students will have University style reading which will be discussed weekly as part of recall  They will have a full exam style question based on character of theme (25 marks)	Rebecca and Poetry  Students will have quotations recalled in class to test their knowledge  Students will have University style reading which will be discussed weekly as part of recall  They will have a full exam style question based on character of theme (25 marks)	Unseen Poetry  Students will have quotations recalled in class to test their knowledge  Students will have University style reading which will be discussed weekly as part of recall  They will have a full exam style question based on character of theme (25 marks)	Mock exam – Full Paper 1  Full Paper 1 covering Othello, Rebecca and Love Poetry, Unseen Love Poetry  This will be a full AQA Past Paper	NEA component  Completed NEA 2,500 comparison of Pre and Post 1900 texts (can be novel, play or poetry cluster)  This is assessed out of 50 marks

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 <b>Embed your knowledge</b>	Create theme maps Learn key quotations Flash cards Weekly homework to support revision Chapter sheets	Create theme maps Learn key quotations Flash cards Weekly homework to support revision Chapter sheets	Create theme maps Learn key quotations Flash cards Weekly homework to support revision Chapter sheets	Create theme maps Learn key quotations Flash cards Weekly homework to support revision Chapter sheets	Create theme maps Learn key quotations Flash cards Weekly homework to support revision Chapter sheets	Create theme maps Learn key quotations Flash cards Weekly homework to support revision Chapter sheets
 <b>Extend your learning</b>	Visit to the Globe Theatre Watch a version of Othello Read non-fiction around life at the time Read around Romantic poets Read around Metaphysical poets	Visit to the Globe Theatre Watch a version of Othello Watch a version of Rebecca Read non-fiction around life at the time Read around Romantic poets Read around Metaphysical poets	Visit to the Globe Theatre Watch a version of Othello Watch a version of Rebecca Read non-fiction around life at the time Read around Romantic poets Read around Metaphysical poets Host a Manderley dinner party	Watch a version of Rebecca Read non-fiction around life at the time Read around Romantic poets Read around Metaphysical poets Visit Stately homes Research Gothic era	Research Carol Ann Duffy Explore the different waves of feminism Research NEA comparisons <ul style="list-style-type: none"> <li>- Race</li> <li>- Sexuality</li> <li>- Gender</li> <li>- Mental health</li> <li>- Crime</li> </ul>	Research Carol Ann Duffy Explore the different waves of feminism Research NEA comparisons <ul style="list-style-type: none"> <li>- Race</li> <li>- Sexuality</li> <li>- Gender</li> <li>- Mental health</li> <li>- Crime</li> </ul>

Year 13	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
 <b>Knowledge, Skills and Understanding</b>	The Color Purple and A Streetcar Named Desire <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Critics</li> </ul>	The Color Purple and A Streetcar Named Desire <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Critics</li> </ul>	The Color Purple and Unseen Literary extracts <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> <li>- Critics</li> </ul>	Revision of all set texts Rebecca, A Streetcar Named Desire, The Color Purple and Othello <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> </ul>	Revision of unseen Poetry and Unseen Literary extracts <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characters</li> <li>- Themes</li> <li>- Structure</li> <li>- Language analysis</li> <li>- Quotations</li> <li>- Writer's purpose</li> <li>- Effect on reader</li> <li>- Theorists</li> </ul> Critics	

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				- Critics		
	<p>Unseen Prose</p> <p>Students will have quotations recalled in class to test their knowledge</p> <p>Students will have University style reading which will be discussed weekly as part of recall</p> <p>They will have a full exam style question based on character of theme (25 marks)</p>	<p>Mock exam Paper 1 and 2</p> <p>Full Paper 1 covering Othello, Rebecca and Love Poetry, Unseen Love Poetry</p> <p>Full Paper 2 covering A Streetcar Named Desire, The Color Purple and poetry, Unseen Literary extract</p> <p>This will be a full AQA Past Paper</p>	<p>A streetcar and The Color Purple</p> <p>Students will have quotations recalled in class to test their knowledge</p> <p>Students will have University style reading which will be discussed weekly as part of recall</p> <p>They will have a full exam style question based on character of theme (25 marks)</p>	<p>Mock exam Paper 1 and 2</p> <p>Full Paper 1 covering Othello, Rebecca and Love Poetry, Unseen Love Poetry</p> <p>Full Paper 2 covering A Streetcar Named Desire, The Color Purple and poetry, Unseen Literary extract</p> <p>This will be a full AQA Past Paper</p>	<p>Students will have quotations recalled in class to test their knowledge</p>	
	<p>Create theme maps</p> <p>Learn key quotations</p> <p>Flash cards</p> <p>Weekly homework to support revision</p> <p>Chapter sheets</p>	<p>Create theme maps</p> <p>Learn key quotations</p> <p>Flash cards</p> <p>Weekly homework to support revision</p> <p>Chapter sheets</p>	<p>Create theme maps</p> <p>Learn key quotations</p> <p>Flash cards</p> <p>Weekly homework to support revision</p> <p>Chapter sheets</p>	<p>Create theme maps</p> <p>Learn key quotations</p> <p>Flash cards</p> <p>Weekly homework to support revision</p> <p>Chapter sheets</p>	<p>Create theme maps</p> <p>Learn key quotations</p> <p>Flash cards</p> <p>Weekly homework to support revision</p> <p>Chapter sheets</p>	
	<p>Research Jim Crow laws, segregation, and the Great Migration.</p> <p>Research Alice Walker</p> <p>Watch film adaptations of The Color Purple</p> <p>Explore postcolonialism</p> <p>Visit a theatre to watch a version of A Streetcar Named Desire</p> <p>Investigate immigration and class tension</p>	<p>Research Jim Crow laws, segregation, and the Great Migration.</p> <p>Research Alice Walker</p> <p>Watch film adaptations of The Color Purple</p> <p>Explore postcolonialism</p> <p>Visit a theatre to watch a version of A Streetcar Named Desire</p> <p>Investigate immigration and class tension</p>	<p>Research Jim Crow laws, segregation, and the Great Migration.</p> <p>Research Alice Walker</p> <p>Watch film adaptations of The Color Purple</p> <p>Explore postcolonialism</p>	<p>Research theorists linked to set texts</p> <ul style="list-style-type: none"> <li>- Feminism</li> <li>- Post colonialism</li> <li>- Psychoanalysis</li> <li>- Marxism</li> <li>- Imperialism</li> </ul>	<p>Research theorists linked to set texts</p> <ul style="list-style-type: none"> <li>- Feminism</li> <li>- Post colonialism</li> <li>- Psychoanalysis</li> <li>- Marxism</li> <li>- Imperialism</li> </ul>	

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