

SUBJECT: English Literature

Quote: *'Writing... is an act of faith: I believe it's also an act of hope, the hope that things can get better than they are.'* Margaret Atwood

Year 12			
	Autumn	Spring	Summer
Curriculum Knowledge	<p>Teacher 1 A Level Paper One: Literary Genres: Shakespeare</p> <ul style="list-style-type: none"> ● Introduction of the concept of Shakespearean Tragedy ● Exploration of set text - Othello ● Full reading of the text ● Analysis of play in the tragedy lens - focusing on main elements (tragic villain, tragic hero etc.) <p>Outcome: Introduction to Literary Criticism - Marxism</p> <ul style="list-style-type: none"> ● Use of the critical anthology in preparation for the NEA Theory and Independence course work unit in Year 13 ● Introduction to the main ideas and concepts of Marxist Theory ● Support students with a range of extracts/ texts, viewed through a Marxist lens ● Enrichment of students' study of Literature 	<p>Teacher 1 A Level Paper One: Literary Genres: Shakespeare</p> <ul style="list-style-type: none"> ● Introduction of the concept of Shakespearean Tragedy ● Exploration of set text - Othello ● Full reading of the text ● Analysis of play in the tragedy lens - focusing on main elements (tragic villain, tragic hero etc.) 	<p>Teacher 1 A Level Paper Two: Texts and Genres: Section A: Unseen Texts</p> <ul style="list-style-type: none"> ● Section A: Unseen passages ● One compulsory question on an unseen passage ● Introduction to the concept of Political and Social protest ● Expose students to a range of different extracts and forms of literature (poetry, prose and drama) - focusing on the elements of Political and Social protest being delivered <p>Outcome: Introduction to Literary Criticism - Feminism</p> <ul style="list-style-type: none"> ● Use of the critical anthology in preparation for the NEA Theory and Independence course work unit in Year 13 ● Introduction to the main ideas and concepts of Feminism Theory ● Support students with a range of extracts/ texts, viewed through a Feminist lens ● Enrichment of students' study of Literature

	<p>Teacher 2 A Level Paper Two: Songs of Innocence and Experience for Texts and Genres: Elements of Political and Social Protest Writing</p> <ul style="list-style-type: none"> ● Introduction to Blake and key aspects of Political and Social Protest ● Exploration of poetry collection ● Full reading of the poems and annotations ● Analysis of poems focusing on key elements of Political and Social protest <p>Outcome: Introduction to Literary Criticism - Narratology</p> <ul style="list-style-type: none"> ● Use of the critical anthology in preparation for the NEA Theory and Independence course work unit in Year 13 ● Enrichment of students’ study of Literature 	<p>Teacher 2 A Level Paper One: Literary Genres: Drama</p> <p>‘Death of a Salesman’ Miller Modern Domestic Tragedy for Aspects of Tragedy</p> <ul style="list-style-type: none"> ● Introduction to the genre of Domestic Tragedy: different from Classical/Epic and about public figures rather than domestic and about representations of ordinary people ● Exploration of set text - Death of a Salesman ● Full reading of the text ● Analysis of play in the tragedy lens - focusing on main elements (tragic villain, tragic hero etc.) 	<p>Teacher 2 Outcome: Introduction to Literary Criticism - Ecocriticism</p> <ul style="list-style-type: none"> ● Use of the critical anthology in preparation for the NEA Theory and Independence course work unit in Year 13 ● Introduction to the main ideas and concepts of Ecocriticism Theory ● Support students with a range of extracts/ texts, viewed through a Eco-Criticism lens ● Enrichment of students’ study of Literature <p>Outcome: Introduction to Literary Criticism - Postcolonialism</p> <ul style="list-style-type: none"> ● Use of the critical anthology in preparation for the NEA Theory and Independence course work unit in Year 13 ● Introduction to the main ideas and concepts of Postcolonial Theory ● Support students with a range of extracts/ texts, viewed through a Postcolonial lens ● Enrichment of students’ study of Literature
<p>Tier 3 Vocabulary</p>	<p>DRAMA: stagecraft characterisation exposition complication crisis resolution denouement. acts</p>	<p>DRAMA: stagecraft characterisation exposition complication crisis resolution denouement. acts</p>	<p>UNSEEN EXTRACTS: Poetry (See full list) Prose (See full list) Plays (See full list)</p> <p>POLITICAL AND SOCIAL PROTEST: power rebellion political classes</p>

	<p> scenes sub-plot chronological events flashbacks climax anti-climax setting protagonist antagonist catalyst stage directions lighting sound effects set costume, entrance exit dramatic irony tension comic relief dialogue monologue soliloquy asides verse prose </p> <p>TRAGEDY: Catastrophe Hubris Hamartia Catharsis Perepeteia Anagnorisis</p> <p>POETRY: poetic structure imagery sound stanza length (eg couplet, tercet, quatrain, sestet, octave etc.) shape</p>	<p> scenes sub-plot chronological events flashbacks climax anti-climax setting protagonist antagonist catalyst stage directions lighting sound effects set costume, entrance exit dramatic irony tension comic relief dialogue monologue soliloquy asides verse Prose </p> <p>TRAGEDY: Catastrophe Hubris Hamartia Catharsis Perepeteia Anagnorisis</p>	<p> social classes gender race corruption conspiracy control division oppression </p> <p>CRITICAL THEORY: Eco-critical Post-colonial Feminism</p>
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line length
end-stopped lines
caesura
enjambment
contrast
motif
shift in mood or tone
linear structure
cyclical structure
simile
metaphor
symbol
personification
pathetic fallacy
symbol
motif
voice
tone
alliteration
sibilance
rhyme
rhythm
pace
repetition
onomatopoeia

POLITICAL AND SOCIAL PROTEST:

power
rebellion
political classes
social classes
gender
race
corruption
conspiracy
control
division
oppression

Curriculum Opportunities	Attend live performance of Othello	Attend live theatre performance of Othello and/or Death of a Salesman	
Year 13			
	Autumn	Spring	Summer
Curriculum Knowledge	<p>Teacher 1</p> <p>Outcome: Introduction to Literary Criticism - The Canon</p> <ul style="list-style-type: none"> • Use of the critical anthology in preparation for the NEA Theory and Independence course work unit later in the year • Exploration of the Canon as a concept and exploration of Literary Value • Enrichment of students' study of Literature <p>Outcome: Introduction of NEA Theory and Independence Course Work</p> <ul style="list-style-type: none"> • Introduction to NEA course work; library sessions, suggested reading lists for the summer, sessions reading sections of texts/a variety of poetry etc. • Staff to have individual tutorials with all students for their half of the NEA and suggest/guide choices. • Use of KAg to help with this. • All students should have reading for the summer on their chosen texts <p>'Handmaid's Tale' Atwood for Texts and Genres: Elements of Political and Social Protest Writing</p> <p>A Level Paper Two: Texts and Genres: Prose:</p>	<p>Teacher 1</p> <p>'Handmaid's Tale' Atwood for Texts and Genres: Elements of Political and Social Protest Writing</p> <p>A Level Paper Two: Texts and Genres: Prose:</p> <ul style="list-style-type: none"> • Continued exploration of the novel • Full reading of the novel and key annotations on certain extracts • Analysis of the novel focusing on key elements of Political and Social protest <p>Submission of NEA Course Work - May</p> <p>NEA: Theory and Independence:</p> <ul style="list-style-type: none"> • On-going reading/discussions of texts for NEA/Tutorials for guidance 	<p>Teacher 1</p> <p>Revision of key set texts</p> <ul style="list-style-type: none"> • Revision activities • Exemplar question practice • Re-reading of texts • Revision of mark bands/criteria and AOs

- Introduction to Atwood and key aspects of Political and Social Protest
- Exploration of the novel
- Full reading of the novel and key annotations on certain extracts
- Analysis of the novel focusing on key elements of Political and Social protest

Teacher 2

Outcome: Introduction of NEA Theory and Independence Course Work

- Introduction to NEA course work; library sessions, suggested reading lists for the summer, sessions reading sections of texts/a variety of poetry etc.
- Staff to have individual tutorials with all students for their half of the NEA and suggest/guide choices.
- Use of KAg to help with this.
- All students should have reading for the summer on their chosen texts

Keats Cluster in Anthology of Tragic Poetry for Aspects of Tragedy

A Level Paper One: Literary Genres: Poetry:

- Introduction to Keats
- Exploration of poetry collection
- Full reading of the texts
- Analysis of poetry in the tragedy lens - focusing on main elements (tragic villain, tragic hero etc.)

Teacher 2

Keats Cluster in Anthology of Tragic Poetry for Aspects of Tragedy

A Level Paper One: Literary Genres: Poetry:

- Exploration of poetry collection
- Full reading of the texts
- Analysis of poetry in the tragedy lens - focusing on main elements (tragic villain, tragic hero etc.)

'The Kite Runner' Hosseini for Texts and Genres: Elements of Political and Social Protest Writing

A Level Paper Two: Texts and Genres: Prose:

- Introduction to Hosseini and key aspects of Political and Social Protest
- Exploration of the novel
- Full reading of the novel and key annotations on certain extracts
- Analysis of the novel focusing on key elements of Political and Social protest

Submission of NEA Course Work - May

NEA: Theory and Independence:

- On-going reading/discussions of texts for NEA/Tutorials for guidance

Teacher 2

'The Kite Runner' Hosseini for Texts and Genres: Elements of Political and Social Protest Writing

A Level Paper Two: Texts and Genres: Prose:

- Continued exploration of the novel
- Full reading of the novel and key annotations on certain extracts
- Analysis of the novel focusing on key elements of Political and Social protest

<p>Tier 3 Vocabulary</p>	<p>PROSE: narrative structure time and place characterisation point of view chronology flashbacks shifts in time and place foreshadowing volumes chapters setting themes context suspense tension climax anti-climax ‘gaps’, focus symbolism direct or indirect speech perspectives different types of narration eg first person, second person, third person events seen from different points of view (eg physical, ideological, perceptual) points of view which are privileged, those which are marginalised those which create narrative gaps reliable and unreliable narrators intrusive narrator omniscient narrator</p> <p>POLITICAL AND SOCIAL PROTEST: power rebellion political classes social classes gender race corruption</p>	<p>PROSE: narrative structure time and place characterisation point of view chronology flashbacks shifts in time and place foreshadowing volumes chapters setting themes context suspense tension climax anti-climax ‘gaps’, focus symbolism direct or indirect speech perspectives different types of narration eg first person, second person, third person events seen from different points of view (eg physical, ideological, perceptual) points of view which are privileged, those which are marginalised those which create narrative gaps reliable and unreliable narrators intrusive narrator omniscient narrator</p> <p>POLITICAL AND SOCIAL PROTEST: power rebellion political classes social classes gender race corruption</p>	<p>PROSE: narrative structure time and place characterisation point of view chronology flashbacks shifts in time and place foreshadowing volumes chapters setting themes context suspense tension climax anti-climax ‘gaps’, focus symbolism direct or indirect speech perspectives different types of narration eg first person, second person, third person events seen from different points of view (eg physical, ideological, perceptual) points of view which are privileged, those which are marginalised those which create narrative gaps reliable and unreliable narrators intrusive narrator omniscient narrator</p> <p>POLITICAL AND SOCIAL PROTEST: power rebellion political classes social classes gender race corruption</p>
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	<p>conspiracy control division oppression</p> <p>POETRY: poetic structure imagery sound stanza length (eg couplet, tercet, quatrain, sestet, octave etc.) shape line length end-stopped lines caesura enjambment contrast motif shift in mood or tone linear structure cyclical structure simile metaphor symbol personification pathetic fallacy symbol motif voice tone alliteration sibilance rhyme rhythm pace repetition onomatopoeia</p> <p>TRAGEDY: Catastrophe</p>	<p>conspiracy control division oppression</p> <p>POETRY: poetic structure imagery sound stanza length (eg couplet, tercet, quatrain, sestet, octave etc.) shape line length end-stopped lines caesura enjambment contrast motif shift in mood or tone linear structure cyclical structure simile metaphor symbol personification pathetic fallacy symbol motif voice tone alliteration sibilance rhyme rhythm pace repetition onomatopoeia</p> <p>TRAGEDY: Catastrophe</p>	<p>conspiracy control division oppression</p>
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	Hubris Hamartia Catharsis Perepeteia Anagnorisis CRITICAL THEORY: The Canon	Hubris Hamartia Catharsis Perepeteia	
Curriculum Opportunities			