

**Year: 12 A level
Subject: English
Literature year**

Curriculum Intent:

- Students will develop a foundation for the topics contained in A level English Literature. All five assessment objectives are examined at year 12 and will be developed for assessment in year 13.
- Students will read widely and independently set texts selected by us at the centre and others that they have selected for themselves for the NEA (coursework).
- Students will engage critically and creatively with a substantial body of texts (Poetry, Prose and Drama) and develop ways of responding to them with their own ideas and insights.
- Students will develop and effectively apply their knowledge of literary analysis and evaluation including making comparison of authors methods.
- Students will explore the contexts of the texts they are reading and others' interpretations of them and learn how to incorporate these into their own work.
- Students will learn how to work independently to deepen their appreciation of English literature and its traditions.
- Students will develop a foundation for the topics contained in A level English Literature. All five assessment objectives are examined at year 12 and will be developed for assessment in year 13.



Term 1

Term 2

Term 3

Topic Titles (in order of delivery)

1. **Prose Frankenstein**
Context and tradition of Mary Shelley.
Structural features of the novel.
Reliability of narrator.
Presentation of key themes.
Understanding the essay writing process.

2. **Poetry Anthology.**
Poems of the

1. **Prose Frankenstein.**
Develop students' ability to create personal insights into the text and its key themes.
Understand references, intertextuality as well as methods.
Developing the essay writing process

2. **Poetry Anthology.**
Poems of the

1. The Handmaids Tale.
Introduction to the key themes of the novel.
Use of symbolism.
Contextual influences.
Reliability of narrator.
Significance of structural features
Presentation of key themes.
Beginning the comparison essay writing process.

1. The Handmaids Tale and Frankenstein.
Develop students understanding of the connections between the novels in theme, purpose, language, structure and form.

Develop comparison essay writing skills.

2. Play - A Streetcar Named Desire

1. Revision and end of year exam Prose
Frankenstein and The Handmaid's Tale

Poetry
Poems of the Decade 2000 – 2010

Play
A Streetcar Named Desire

Develop students' ability to

1. Coursework - 3000 word comparison of two texts incorporating other critical material

Understanding the requirements of the task.
Develop planning skills
Develop research skills
Develop referencing skills
Support selection of texts

	<p>Decade 2000 – 2010 Specific skills and techniques new to the student are taught through specific poems: Agbabi, Eat Me Armitage – Chainsaw Versus the Pampas Grass Barber – Material Burnside – History Copus – An Easy Passage Doshi – The Deliverer Duhig – The Lammas Hireling Dunmore – To My Nine-Year-Old Self Fanthorpe – A Minor Role</p> <p>For each poem we study: Language Form Structure Poetic voice Links to meaning Comparative links using</p>	<p>Decade 2000 - 2010 Continue to learn new poems from the anthology: Feaver – The Gun Flynn – The Furthest Distances I’ve Travelled Ford – Giuseppe Heaney – Out of the Bag Jenkins – Effects Morrissey – Genetics Motion – From the Journal of a Disappointed Man Nagra – Look We Have Coming to Dover! O’Driscoll – Please Hold Thorpe – On Her Blindness Turnbull – Ode on a Grayson Perry Urn</p> <p>Build on comparative skills using the poems in the anthology.</p>	<p>2.Play - A Streetcar Named Desire Character understanding, Contextual understanding of America and Williams, Presentation of key themes.</p>	<p>Develop students’ ability to create personal insights into the text and its key themes. Understand references and methods used to create meaning. Developing the essay writing process.</p>	<p>create personal insights into the text and its key themes for each studied question and texts. Understand references and methods used to create meaning. Developing the essay writing process.</p>	
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	themes and methods.	Developing the essay writing process.				
Understanding sequence of delivery/ Key Question	Frankenstein: Who was Mary Shelley? Who/What influenced Mary Shelley? What ideas and themes does Shelley explore in Frankenstein? Why does Shelley use multiple narrative voices? Why does Shelley use a frame narrative?	Poetry: How do they poets use methods to explore meaning? How are the poems structured? Why? How are language/imagery used in the poems? How are the themes developed throughout the poems? What is the meaning of the poem? How does the poet explore the themes? How does the poet use language methods to explore the theme? How do the poets use structure and form to show the meaning?	Handmaid's Tale Who is Margeret Atwood? Who/What influenced Margeret Atwood? What are the themes does she raise in the novel? What themes are similar to Frankenstein? What themes contrast with Frankenstein?	A Streetcar Named Desire: Introduction to the key themes of the play. Introduction to the characters and context of the play. Understanding the plot and ideas in the play. Why does Williams present his characters in this way? How does Williams use stagecraft to reflect on themes? How does Williams use plastic theatre?	Focus on assessment objectives for the PPE papers. Revision of poems: Comparative skills, Language analysis Structural analysis Analysis of form How do build a thesis. Essay writing skills. Revision of key events and terminology in Streetcar.	Context surrounding the texts. Use of structural features of the texts. Building comparative ideas. Presentation of key themes. Develop students' ability to create personal insights into the text and its key themes. Understand references as well as methods. Developing the essay writing process
Vocabulary	Thesis Form/Structure Contextual influence Narrative voice	Comparative phrases Thesis Rhyme/Rhythm Rhyming couplets Stanza Form/Structure Theme	Comparison Thesis Argument Parallels Contrast	Stagecraft -entrances and exits - props -stage directions - lighting - sounds - dramatic irony	Stagecraft -entrances and exits - props -stage directions - lighting - sounds	Comparison Thesis Argument Stage directions Parallels Contrast

		<p>Imagery Caesura Enjambment Figurative language Metaphor/extended metaphor oxymoron pathetic fallacy simile personification</p>		<p>context plastic theatre symbolism metaphors epilogue masculinity femininity Old V new south Conflict</p>	<p>- dramatic irony context plastic theatre symbolism metaphors epilogue masculinity femininity Old V new south Conflict Comparative phrases Thesis Rhyme/Rhythm Rhyming couplets Stanza Form/Structure Theme</p>	
Assessment	<p>2 Common Assessment Tasks Frankenstein. Essay on topic studied</p>	<p>2 Common Assessment Tasks. Essay on topic studied.</p>	<p>2 Common Assessment Tasks. Essay on topic studied.</p>	<p>2 Common Assessment Tasks. Essay on topic studied. Grade</p>	<p>1 Common Assessment Task</p>	<p>1 Common Assessment Task</p>
	<p>How do the poets use methods to explore ideas about ___?</p>	<p>How do the poets use methods to explore ideas about ___?</p>	<p>Explore Williams presentation of (character).</p>	<p>Explore Williams presentation of (theme).</p>	<p>PPE</p>	<p>PPE</p>