

English - Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	<p>Main focus Paper 2 English Literature AS</p> <ul style="list-style-type: none"> • The Great Gatsby • Jane Eyre <p>Theme: Literature of Love</p>	<p>Main focus Paper 2 English Literature AS</p> <ul style="list-style-type: none"> • Great Gatsby vs Jane Eyre • Unseen Prose <p>Theme: Literature of Love</p>	<p>Main focus Paper 1 English Literature AS</p> <ul style="list-style-type: none"> • Othello • Poetry <p>Theme: Literature of Love</p>	<p>Main focus Paper 1 English Literature AS</p> <ul style="list-style-type: none"> • Othello • Poetry <p>Theme: Literature of Love</p>	<p>Main foci Paper 1 and Paper 2 English Literature AS</p> <p>Revision of ALL</p> <p>Theme: Literature of Love</p>	<p>Main foci: NEA and Paper 2 English Literature A2</p> <ul style="list-style-type: none"> • Intro: Poetry vs. Jane Eyre • NEA – A Doll’s House • Intro: The Help <p>Themes: Gender, Social Class, Inequality, Secrets</p>

Topic Objectives	Introduce all Assessment Objectives: A01: Write a cohesive argument accurately A02: Writer's methods A03: Social and historical context A04: Connections across texts A05: Engagement in the debate and wider interpretations	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives
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<p>Acquired Knowledge / Skills</p>	<p>Analysis of writer's methods in prose – characterisation; use of motifs, narrative structure</p> <p>Approaching a text from an historicist point of view</p> <p>Introduce critical approach to literature Introduction to literary eras</p> <p>Beginning to look at structuring essays in relation to character and themes</p>	<p>Analysis of writer's methods in prose – characterisation; use of motifs, narrative structure</p> <p>Approaching a text from an historicist point of view</p> <p>Understanding how social and historical context influences context of production of reception</p> <p>Ability to debate a viewpoint in relation to texts</p> <p>Ability to engage with the typical features of literary eras</p>	<p>Analysis of writer's methods in drama and poetry – characterisation; stagecraft; Shakespearean conventions; poetic structures; poetic imagery; sound and sound effects</p> <p>Approaching a text from an historicist point of view</p> <p>Understanding how social and historical context influences context of production of reception</p> <p>Ability to engage with the typical features of literary eras</p>	<p>Analysis of writer's methods in drama and poetry – characterisation; stagecraft; Shakespearean conventions; poetic structures; poetic imagery; sound and sound effects</p> <p>Approaching a text from an historicist point of view</p> <p>Understanding how social and historical context influences context of production of reception</p> <p>Ability to engage with the typical features of literary eras</p>	<p>Revision of all previous content</p>	<p>Analysis of writer's methods in prose and drama – characterisation; use of motifs, narrative structure; stagecraft; Realism; Naturalism</p> <p>Approaching a text from an historicist point of view</p> <p>Understanding how social and historical context influences context of production of reception</p> <p>Ability to engage with the typical features of literary eras</p> <p>Ability to debate a viewpoint in relation to texts</p>
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Assessment	<p>Regular in class timed essays on Duffy (Q1 OR Q2 Paper 2) and The Help (theme based questions)</p>	<p>Regular in class timed essays on Duffy (Q1 OR Q2 Paper 2) and The Help vs. Streetcar (Q6 Paper 2)</p>	<p>Regular timed essays on Othello (Q1 Paper 1) and Poetry – viewpoint based</p> <p>Mock Exam Paper 2 English Literature 2 hours 30 mins</p>	<p>Regular in class timed essays</p> <p>Mock Exam Paper 2 English Literature: 3 hours</p>	<p>Summer Exams</p>	<p>Regular in class timed essays</p> <p>NEA</p>

English – Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	<p>Main focus Paper 2 English Literature A2 and NEA</p> <ul style="list-style-type: none"> • NEA • Duffy’s collection ‘Feminine Gospels’ • The Help <p>Themes in shared contexts post 1945</p>	<p>Main focus Paper 2 English Literature A2</p> <ul style="list-style-type: none"> • Duffy’s collection ‘Feminine Gospels’ • Streetcar Named Desire • Unseen Prose <p>Themes in shared contexts post 1945</p>	<p>Main focus Paper 1 English Literature A2</p> <ul style="list-style-type: none"> • Unseen Prose • Duffy’s collection ‘Feminine Gospels’ • Streetcar Named Desire and The Help comparison • Poetry anthology and Jane Eyre comparison <p>Themes in shared contexts post 1945</p> <p>Theme: Love through the ages</p>	<p>Main focus Paper 1 English Literature A2</p> <ul style="list-style-type: none"> • Othello • Unseen Poetry • Poetry anthology and Jane Eyre comparison <p>Theme: Love Through the Ages</p>	<p>Main focus Paper 1 and Paper 2 English Literature A2</p> <p>REVISION of all</p> <p>Themes in shared contexts post 1945 and Love Through the Ages</p>	<p>Students on study leave – revision sessions available for them to attend</p>

Topic Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	
Acquired Knowledge / Skills	<p>Analysis of writer’s methods in prose, drama and poetry – characterisation; use of motifs, narrative structure; stagecraft; Realism; Naturalism; poetic language</p> <p>Approaching a text from an historicist point of view</p> <p>Understanding how social and historical context influences context of production of reception</p> <p>Ability to engage with the typical features of literary eras</p>	<p>Analysis of writer’s methods in drama and poetry – characterisation; stagecraft; poetic language and structure; stage directions; Duffy’s poetic conventions; The Three Unities</p> <p>Approaching a text from an historicist point of view</p> <p>Understanding how social and historical context influences context of production of reception</p> <p>Ability to engage with the typical features of literary eras</p>	<p>Analysis of writer’s methods in prose, drama and poetry – revision of all so far</p> <p>Approaching a text from an historicist point of view</p> <p>Integrating understanding of social and historical context and its influence into own analysis</p>	<p>Analysis of writer’s methods in prose, drama and poetry – characterisation; use of motifs, narrative structure; stagecraft; poetic language</p> <p>Approaching a text from an historicist point of view</p> <p>Integrating understanding of social and historical context and its influence into own analysis</p>	<p>Revision of all previous content</p>	<p>Students on study leave – revision sessions available for them to attend</p>

	<p>Ability to debate a viewpoint in relation to texts</p> <p>Comparing texts in light of AOs</p> <p>Structuring essays ensuring all AOs are included</p>	<p>Ability to debate a viewpoint in relation to texts</p> <p>Structuring essays ensuring all AOs are included</p>	<p>Integrating understanding of the typical features of literary eras and how they impact texts into own analysis</p> <p>Ability to debate a viewpoint in relation to texts</p> <p>Comparing texts in light of AOs</p> <p>Structuring essays ensuring all AOs are included</p>	<p>Integrating understanding of the typical features of literary eras and how they impact texts into own analysis</p> <p>Ability to debate a viewpoint in relation to texts</p> <p>Comparing texts in light of AOs</p> <p>Structuring essays ensuring all AOs are included</p>		
Assessment	<p>NEA</p> <p>Regular in class timed essays on Duffy (Q1 OR Q2 Paper 2) and The Help (theme based questions)</p>	<p>NEA</p> <p>Regular in class timed essays on Duffy (Q1 OR Q2 Paper 2) and The Help vs. Streetcar (Q6 Paper 2)</p>	<p>Regular timed essays on Othello (Q1 Paper 1) and Poetry – viewpoint based</p> <p>Mock Exam Paper 2 English Literature 2 hours 30 mins</p>	<p>Regular in class timed essays</p> <p>Mock Exam Paper 2 English Literature: 3 hours</p>	<p>Regular in class timed essays</p>	<p>Summer Exams</p>

