



	<p><b>TS</b> – Topic Sentence (A01)  <b>BR</b> – Bridging Paragraphs (A01)  <b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer's Methods (A01/2)  <b>EX</b> – Explore Writer's Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)</p>	<p><b>TS</b> – Topic Sentence (A01)  <b>BR</b> – Bridging Paragraphs (A01)  <b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer's Methods (A01/2)  <b>EX</b> – Explore Writer's Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)</p>	<p><b>TS</b> – Topic Sentence (A01)  <b>BR</b> – Bridging Paragraphs (A01)  <b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer's Methods (A01/2)  <b>EX</b> – Explore Writer's Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)</p>	<p><b>TS</b> – Topic Sentence (A01)  <b>BR</b> – Bridging Paragraphs (A01)  <b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer's Methods (A01/2)  <b>EX</b> – Explore Writer's Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)   <b>IR</b> – Independent Research  <b>CRA</b> – Crafting Argument.</p>	<p><b>TS</b> – Topic Sentence (A01)  <b>BR</b> – Bridging Paragraphs (A01)  <b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer's Methods (A01/2)  <b>EX</b> – Explore Writer's Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)   <b>IR</b> – Independent Research  <b>CRA</b> – Crafting Argument.</p>	<p><b>TS</b> – Topic Sentence (A01)  <b>BR</b> – Bridging Paragraphs (A01)  <b>EE</b> – Embedding Evidence (A01/2)  <b>WM</b> – Identifying Writer's Methods (A01/2)  <b>EX</b> – Explore Writer's Methods (A02)  <b>CG</b> – Explore Connections to Genre (A04)  <b>TA</b> – Terminology Accuracy (A01/2)  <b>DV</b> – Developing Arguments (A01/5)  <b>EG</b> – Engaging with Question (A01/5)  <b>CON</b> – Links to Context (A03)  <b>CR</b> – Critic Quote / Argument (A01/5)  <b>CA</b> – Counter-Argument (A01/5)  <b>TL</b> – Theory Lens (Marxist, Feminist, Post-Col.) (A05)  <b>IT</b> – Interpretation over Time (A05)   <b>UA</b> – Unseen Analysis</p>
<p><b>Key Questions</b></p>	<p>What are the main Aspects of ca Shakespearean Tragedy?  How do the writers establish tragic plot and setting?  How do writers create tragic characters to fulfil roles in the tragedy: Hero, villain, victim?</p>	<p>How do the writers develop the tragedy narrative?  How does Keats explore ideas of love and death through tragedy?  How does Miller challenge the aspects of tragedy within 'Tragedy and the Common Man'?</p>	<p>How does Shakespeare build 'Othello' to a tragic climax?  How are audiences supposed to react to the message of the tragedy as a whole?  How does a modern tragedy affect an audience differently?</p>	<p>Marxism:  How are power structures, economic systems and hierarchies explored in texts?  Are all texts political and products of their time/ contexts/ authors politics?   Feminism:  How does writers explore gender roles, disparity and other gendered power structures in their works?  How do writers contexts affects their writing?</p>	<p>How can students revise effectively for the upcoming exams?</p>	<p>How can students ReACT to their mock marks and set targets for the following academic year?</p>

				<p>Eco-Theory: How do writers explore environmental concerns, ecological issues, pastoral and other eco-theory aspects in their texts?</p> <p>Post-Colonial: How do writers explore ideas of difference, othering, alienation and other post-colonial aspects in their texts?</p> <p>Canon: How significant is the established canon of writers to our understanding of 'important literature'? Is the canon outdated? Should the canon be modernised or updated?</p> <p>Narrative: How do writers shape ideas of narrative, plot, character and resolution in their texts? How do writers subvert expectations through their narrative style?</p>		
<b>Assessment</b>	<p>-Summative Assessment on Othello – Act ½ and Keats poetry.</p> <p>-ReACT Tasks</p> <p>-SLP Assessment</p>	<p>Keats Assessment:</p> <p>Othello Assessment:</p> <p>-ReACT Tasks</p>	<p>DOAS Assessment:</p> <p>Othello Assessment:</p> <p>-ReACT Tasks</p> <p>-SLP Assessment</p>	ReACT Tasks	<p>Informal Teacher assessment of NEA progress. Rough approximation of BAND.</p> <p>ReACT Tasks</p>	<p>Students to ReACT to their mock exams.</p> <p>Peer Assessment of Extract Analysis.</p> <p>ReACT Tasks</p>
<b>Literacy/numeracy/SMSC/Character</b>	English Literature provides students with multiple tools to access, critique, analyse and articulate their ideas on society and culture represented through literature. The text selection is diverse and exposes students to a myriad of rich cultural history, as well as a multitude of works from other cultures - both historical and contemporary. Literature is inseparable from the societal contexts that the writer experienced, thereby allowing us to use literature as a window to the past while also allowing us to reflect on our own society.					
<b>Enrichment</b>	-Watching film adaptation of Keats Life (Bright Star)					

**opportunities and futures**

- SLP – Significant Literature Project (Classical Literature)
- SLP 2 – Significant Literature Project (Victorian Novel)
- Tragedy videos on teacher’s YouTube channel.
- Globe theatre / London productions of Shakespeare’s works.
- Virtual tour of the Globe theatre.
- British Museum
- English in Action Lecture on the Aspects of Tragedy.
- ‘Much Ado About Shakespeare’ podcasts
- Keats / DOAS / Othello York Notes-
- Lawrence Fishburne’s ‘*Othello*’ vs Laurence Olivier’s ‘*Othello*’
- Marxist/ Feminist/ Eco-Theory/ Post-Colonial/ Narrative/ Canon theory books available in school library.
- Sixth form helpers in KS3 English / library lessons

**Employability Skills:**

- Formality of writing
- Literary analysis
- Time management
- Presentation skills
- Critical thinking
- Cultural capital
- Reading for meaning
- Debate
- Self-management
- Fluent/ Articulate communication skills

**Career prospects:**

- Education
- Human Resources
- Public Relations
- Business
- Writer/ Novelist
- Journalist
- Communications
- Branding
- Design
- Civil Service

	Archivist Copyright Manager Social Media Content manager Librarian Newspaper/ Print Journalism Acting/ Theatre
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