Subject: English Literature



Year: 12

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|--|--|--|--|---|
| Content | TEACHER 1 -Introduction to the Aspects of Tragedy -Keats : La Belle Dame sans Merci, Isabella ; Or the Pot of Basil, Lamia TEACHER 2 Othello by William Shakespeare : Act 1-2 | TEACHER 1 -Keats Continued. -The Death of a Salesman (Act 1) TEACHER 2 -Othello : Act 3-4. | TEACHER 1 -The Death of a Salesman : (Act 2) -Paired essay practice. TEACHER 2 -Othello (Act 5) -Summary essay practice and consolidation. | TEACHER 1 & 2 -Introduction to NEA Coursework. -Teaching Literary Theory : -Marxism -Eco-Theory -Feminism -Post-Colonialism -The Canon -Narrative (Each teacher picks three) Various extracts of poetry and prose taught. | TEACHER 1 & 2 -Progress on Coursework - Paired supervision of class as they work towards first deadline for formal verbal feedback. -Revision for Mock Exams -Writing practice, time conditions, exam technique. | TEACHER 1 & 2-Revision for Mock Exams. -Feedback given on coursework and final deadlines set for following academic year. -Mock Exams -Consolidation of Paper 1 skills. -Introduce Elements of Political and Social Protest Literature. -Teach extracts analysis of unseen extracts from various authors, genres and political contexts. |
| Knowledge | -Knowledge of the Aspects of tragedy -Classic tragic tropes -Romanticism and its influences -Context of Elizabethan England -Dramatic and Poetic language, methods and devices. -Introduction to Critical Literature | -Attitudes of Keats and Shakespeare's contemporaries to the issues / themes / motifs of the play -Developed knowledge of poetic and theatrical structure -Delve into criticisms / alternative interpretations. -Explore dramatic and poetic language, methods and devices in DOAS. -Context of Miller's America | -Explore ideas of the American Dream, critiques of the tragic genre through Miller's 'modern tragedy' -Explore Shakespeare's dramatic methods in the denouement of the play. Evaluate the tragedy of the play(s) as a whole. -Paired (not comparison of) ideas shared between Keats and Miller. | -Explore a selection of various extracts from a diverse range of authors through the lens of six literary theories: -narrative theory -feminist theory -marxist theory -ost-colonial theory -post-colonial theory -literary value and the canon. -Develop 'Unseen analysis' and make a connection to Summer 2's introduction to SPP. -Explore connections between texts and authors contextual | -ReACT to first drafts of coursework. -Consolidate and recall subject content from Autumn 1 – Spring 1 (Aspects of Tragedy). -Develop written exam technique Extract Analysis Topic Essay Question Paired Essay Question | -Knowledge and understanding of the elements of political and social protest writing. -Unseen analysis skills. |
| Skills | KU – Knowledge and Understanding (A01) | KU – Knowledge and Understanding (A01) | KU – Knowledge and Understanding (A01) | - KU – Knowledge and Understanding (A01) | - KU – Knowledge and Understanding (A01) | - KU – Knowledge and Understanding (A01) |

| | TS – Topic Sentence (A01) BR – Bridging Paragraphs (A01) EE – Embedding Evidence (A01/2) WM – Identifying Writer's Methods (A01/2) EX – Explore Writer's Methods (A02) CG – Explore Connections to Genre (A04) TA – Terminology Accuracy (A01/2) DV – Developing Arguments (A01/5) EG – Engaging with Question (A01/5) | TS – Topic Sentence (A01) BR – Bridging Paragraphs (A01) EE – Embedding Evidence (A01/2) WM – Identifying Writer's Methods (A01/2) EX – Explore Writer's Methods (A02) CG – Explore Connections to Genre (A04) TA – Terminology Accuracy (A01/2) DV – Developing Arguments (A01/5) EG – Engaging with Question (A01/5) CON – Links to Context (A03) CR – Critic Quote / Argument (A01/5) CA – Counter-Argument (A01/5) TL – Theory Lens (Marxist, Feminist, Post-Col.) (A05) IT – Interpretation over Time (A05) | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ | $\label{eq:spherical_states} \begin{array}{l} \textbf{TS} & - \mbox{Topic Sentence (A01)} \\ \textbf{BR} & - \mbox{Bridging Paragraphs} \\ (A01) \\ \textbf{EE} & - \mbox{Embedding Evidence} \\ (A01/2) \\ \textbf{WM} & - \mbox{Identifying Writer's} \\ \mbox{Methods (A01/2)} \\ \textbf{EX} & - \mbox{Explore Writer's} \\ \mbox{Methods (A02)} \\ \textbf{CG} & - \mbox{Explore Connections} \\ to \mbox{Genre (A04)} \\ \textbf{TA} & - \mbox{Terminology} \\ \mbox{Accuracy (A01/2)} \\ \textbf{DV} & - \mbox{Developing} \\ \mbox{Arguments (A01/5)} \\ \textbf{EG} & - \mbox{Engaging with} \\ \mbox{Question (A01/5)} \\ \textbf{CN} & - \mbox{Links to Context} \\ (A03) \\ \textbf{CR} & - \mbox{Critic Quote } / \\ \mbox{Argument (A01/5)} \\ \textbf{CA} & - \mbox{Counter-Argument} \\ (A01/5) \\ \textbf{TL} & - \mbox{Theory Lens (Marxist, Feminist, Post-Col.) (A05)} \\ \mbox{IT} & - \mbox{Interpretation over} \\ \mbox{Time (A05)} \\ \mbox{IR} & - \mbox{Independent} \\ \mbox{Research} \\ \mbox{CRA} & - \mbox{Crafting Argument.} \end{array}$ | TS – Topic Sentence (A01) BR – Bridging Paragraphs (A01) EE – Embedding Evidence (A01/2) WM – Identifying Writer's Methods (A01/2) EX – Explore Writer's Methods (A02) CG – Explore Connections to Genre (A04) TA – Terminology Accuracy (A01/2) DV – Developing Arguments (A01/5) EG – Engaging with Question (A01/5) CON – Links to Context (A03) CR – Critic Quote / Argument (A01/5) CA – Counter-Argument (A01/5) TL – Theory Lens (Marxist, Feminist, Post-Col.) (A05) IT – Interpretation over Time (A05) IR – Independent Research CRA – Crafting Argument. | $\begin{tabular}{lllllllllllllllllllllllllllllllllll$ |
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| Key Questions | 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? | 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'? | 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? | 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? | How can students revise effectively for the upcoming exams? | How can students ReACT to their mock marks and set targets for the following academic year? |

| | | | | Eco-Theory: | | |
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| | | | | How do writers explore environmental concerns, ecological issues , pastoral and other eco-theory aspects in their texts? | | |
| | | | | Post-Colonial: How do writers explore ideas of difference, othering, alienation and other post-colonial aspects in their texts? | | |
| | | | | 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? | | |
| | | | | Narrative: How do writers shape ideas of narrative, plot, character and resolution in their texts? How do writers subvert expectations through their narrative style? | | |
| Assessment | -Summative Assessment on Othello – Act ½ and Keats poetry. -ReACT Tasks -SLP Assessment | Keats Assessment: Othello Assessment: -ReACT Tasks | DOAS Assessment: Othello Assessment: -ReACT Tasks -SLP Assessment | ReACT Tasks | Informal Teacher assessment of NEA progress. Rough approximation of BAND. ReACT Tasks | Students to ReACT to their mock exams. Peer Assessment of Extract Analysis. ReACT Tasks |
| Literacy/numerac y/SMSC/Characte r | and exposes students to a myria | ents with multiple tools to access, ad of rich cultural history, as well as ced, thereby allowing us to use lite | s a multitude of works from other | cultures - both historical and o | contemporary. Literature is insepa | The text selection is diverse |
| Enrichment | -Watching film adaptation | on of Keats Life (Bright S | tar) | | | |

| opportunitie s 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 Fresentation skills Career prospects: Education Human Resources Public Relations |
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| | 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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