

SUBJECT: ENGLISH LITERATURE



KS5 CURRICULUM PLAN 2020-21

KS5
Knowledge
and key skills

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	King Lear and Richard II	King Lear and Richard II	The Great Gatsby and Thomas Hardy poetry	The Great Gatsby and Hardy poetry	AS exam' preparation	NEA preparation
Knowledge	Students will be introduced to the genre of Tragedy looking at the Shakespearean plays of Richard II and The Tragedy of King Lear. Students will also learn about the role of the tragic protagonist and tragic antagonist.	Students will become increasingly familiar with the tragic genre, exploring the structure and form of a tragic play. Students will also explore the historical context of both plays as Richard II is an Elizabethan Play and King Lear Jacobean.	Students will continue to embed their knowledge and understanding of Aspects of Tragedy through the study of The Great Gatsby and the Selected Poems of Thomas Hardy.	Students will read, annotate and explore both texts in detail making links with the Tragic Genre and also understanding the historical context of both texts and how these facts shine a light on the content, themes and intent of both set texts.	Students will prepare for their external AS Level in English Literature by revising all elements of the Year 12 course including looking at, understanding and annotating past papers and past pupil responses.	Students will begin to plan for their NEA assignments to be drafted over the summer break on a) Narrative Theory and b) Modern Feminist Literary Theory. They will read a range including: Jane Eyre, Wide Sargasso Sea, Nineteen Eighty Four and Brave New World
Skills	Students will begin to demonstrate the ability of being able to understand and analyse dramatic techniques such as characterisation, setting, language and imagery.	Students will demonstrate the ability to understand and identify Aspects of Tragedy and comment on them with insight. Students will also learn how to incorporate references to the historical contexts of both plays and the meanings that they create.	Students will demonstrate the ability to identify and analyse relevant Aspects of Tragedy in these two different narrative and poetic forms. Students will explore further narrative techniques especially setting, characterisation, narrative viewpoint, the unreliable narrator and symbolism.	Students will demonstrate the ability to analyse both texts in detail, read, annotate and plan and interrogate an exam question. Students will also learn how to respond to a debate question in the exam - exploring two different viewpoints using a given quote and evaluating its viewpoint.	Students become increasingly confident in preparing for a closed books exam, learning how to remember key quotes, key themes and key terminology. Students will also learn to time their responses and to plan how to respond to different questions on the exam.	Students will begin to explore the narrative theories as contained in the AQA Anthology - reading, annotating and selecting key quotes to help them formulate their NEA plans and first drafts.
Key Vocab	Tragedy, pathos, empathy, hubris, anagnorisis, tragic protagonist, tragic antagonist	Tragic fall, tragic realisation, dramatic structure, catharsis, hamartia, Aristotle	The Great Depression, The Lost Generation, The Jazz Age, fin de siècle, irony, poetic structure	Significance, to what extent, evaluate, interrogate, retrospective narrative	Aspects of Tragedy, soliloquy, symbolism and narrative and dramatic structure	Gender stereotypes, cultural construction, misogyny,écriture feminine

YEAR 13	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC		Exam preparation	Blake poetry and unseen exam preparation	Blake poetry	Harvest and The Handmaid's Tale	Social and Political protest writing
Knowledge	External examinations	Students will complete timed, class based exam responses using past papers and will share their strengths and weaknesses with their peers. They will access past pupil exam response and AQA exam guidance to finally sharpen exam technique and timings.	Students will complete a thorough analysis of Songs and Innocence and Experience. Students will also explore, research and respond to the unseen sections of Paper 2. Interleaved revision on Aspects of Tragedy and Elements of Political and Social Protest writing.	Students will read, annotate, understand and appreciate how Blake's Songs of Innocence and Experience are relevant to contemporary readers. They will learn how Blake felt his poetry transcended time and dealt with timeless issues of inequality, poverty and social protest.	Students will become increasingly confident in exploring the narrative techniques of Social and Political protest writers and how their particular historical context can inform contemporary response and issues.	Students will be introduced to the theme of Social and Political protest Writing and will begin to explore Harvest by Grace and The Handmaid's Tale by Atwood. Students will also be revising AS texts and completing their final NEA drafts.
Skills	External examinations	Students will learn the key skill in any exam is to use the question as a foundation for their answer, they will read, annotate and plan for each past question thus set. They will understand the need to interrogate the question and offer alternative and / or multiple responses to texts, quotations and the given view.	Students will be able to confidently apply the thematic concerns from Tragic Genre and Elements of Social and Political Protest to their chosen texts. Students will learn effective exam technique in both final exams and understand the appropriate assessment objectives to maximise their score.	Students will learn to explore texts within a historical context different from modern times and make links and insights across time and social settings. Students will also learn the importance of interleaving their revision to ensure all aspects of the course are fresh and current.	Students will learn the skill of analysing a text set in a particular time can relate and inform contemporary issues and social concerns. Students will also learn that Social and Political Protest texts have common themes, techniques and outcomes.	Students will learn how writer's use fictional narrative technique to protest about social issues in their context. Students will understand how characters can be crafted to have a symbolic and wider meaning beyond their text and will see how setting, character, symbolism and allegory can inform a particular context
Key Vocab		Interrogate, significance, polemic, allegory, social commentary	Non-conformist, radical, polemic, authorial methods, trope	Bard, divine intervention, hypocrisy, idiosyncratic, Romanticism	Symbolism, irony, setting, unreliable narrator, inequality	Social and Political Protest, allegory, irony and symbolism

Key
Knowledge
Transfer