



Learning Aims and Curriculum Intent:

Students in Year 12 will read a wide range of texts, considering connections between them across time periods and forms, and will evaluate the significance of context on these texts. They will develop the skills of analysis, comparison and evaluation begun at IGCSE, and will begin to write in more detail and with greater sophistication, developing an academic register and the ability to construct a strong argument.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>1. Prose – Teacher A</p> <p>Students will study the first of two thematically linked novels. Texts previously studied include:</p> <p><i>The Handmaid’s Tale</i> and <i>Frankenstein</i> (Science and Society) <i>The Lonely Londoners</i> and <i>Heart of Darkness</i> (Colonialisation and its Aftermath) <i>Lady Audley’s Secret</i> and <i>In Cold Blood</i> (Crime and Detection) <i>What Maisie Knew</i> and <i>Atonement</i> (Childhood)</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand the differences between studying a prose text at GCSE and studying a prose text at A level. Develop their notetaking and annotation skills. Learn and correctly deploy appropriate literary terminology to describe the features of prose text. Be introduced and develop their understanding of the topic that ties this text to the one that they will study (for example, childhood, science and society, colonisation and its aftermath, or crime and detection). Develop close reading skills so that they can confidently analyse the features of a prose text. Understand the different types of contexts that can illuminate texts (including social and historical context, genre, author’s context, literary context, contexts of reception and publication) and, specifically, which contexts relate to the text. Develop their understanding of how to use context to illuminate the author’s meanings. Develop their understanding of characters and themes of the novel, increasingly linking to conceptual framework. Develop their essay planning and writing skills. 	<p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO5 Explore literary texts informed by different interpretations</p>	<p>An essay exploring a theme in the first novel studied.</p> <p>An essay exploring a theme or character in the play studied.</p>
	<p>2. Shakespeare – Teacher B</p> <p>Students will study a Shakespeare play (<i>Hamlet</i>, <i>Measure for Measure</i>, <i>King Lear</i>, <i>Othello</i>).</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand the differences between studying a Shakespeare play at GCSE and studying a Shakespeare play at A level. Develop their notetaking and annotation skills. Learn and correctly deploy appropriate literary terminology to describe the features of Shakespeare’s plays. Understand and explore the play’s contexts and use these to illuminate its meanings. Develop their understanding of Shakespearean tragedy as a genre. Read the critical texts in the anthology and understand what they mean. Learn to incorporate critical perspectives and debate into their readings of the play. Develop their essay planning and writing skills. 		

Lent	<p>1. Prose – Teacher A</p> <p>Students will study the second of their novels and develop their analysis of the connections between the two novels and their contexts. Students will continue to develop the skills (above).</p> <p>Students will have a growing awareness of the assessment objectives and the demands of different parts of the A level specification.</p> <p>2. Poems of the Decade – Teacher A</p> <p>Students will study a range of poems from a post-2000 collection. They will learn to analyse and form a thesis about an unseen poem, and to compare poems through theme and use of language and structure.</p> <p>3. Shakespeare – Teacher B</p> <p>Students will continue to study their Shakespeare play, developing their analysis and ability to construct coherent arguments in their essays, gaining increasing confidence in incorporating context and critical views.</p> <p>4. Movement / author Poetry – Teacher B</p> <p>Movements / authors studied in the past include Victorian poetry, Modernist poetry, the poetry of Philip Larkin, the poetry of John Donne, Metaphysical Poetry and Romantic poetry.</p> <p>Students will develop their understanding of the broader contexts underpinning the movement or author.</p> <p>Students will gain confidence in analysing the poetry of this author or period.</p>	<p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO4 Explore connections across literary texts</p> <p>AO5 Explore literary texts informed by different interpretations</p>	<p>An essay comparing the two novels studied.</p> <p>An essay comparing two Poems of the Decade.</p>
Trinity	<p>Poems of the Decade – Teacher A</p> <p>Students will continue to build up their knowledge of this anthology, developing their comparative skills and their ability to analyse an unseen poem. They will prepare to write a comparative essay between one prepared poem and one unseen in their end of year exam.</p> <p>Prose – Teacher A</p> <p>Complete study of both texts. Increase exam readiness by writing essays establishing comparisons and using contexts to illuminate meanings.</p> <p>Movement Poetry – Teacher B</p> <p>Students will evaluate the significance of the time period and literary context on the poems and develop their comparative essay skills.</p> <p>Students will prepare for their end of year examinations: a prose comparison essay and a movement poetry essay.</p> <p>Coursework – Teacher B</p> <p>Students will study one text for their coursework and will begin the work of selecting another to compare it with in their coursework essay. Previous texts include <i>Nights at the Circus</i>, <i>Home Fire</i>, <i>Brideshead Revisited</i>, <i>Translations</i>, <i>The Long Song</i>, <i>The Great Gatsby</i>, <i>Rebecca</i>, <i>The Penelopiad</i>.</p>	<p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO4 Explore connections across literary texts</p> <p>AO5 Explore literary texts informed by different interpretations</p>	<p>An essay comparing one pre-studied Poem of the Decade with an unseen.</p> <p>An essay on one of the poems from the movement collection.</p> <p>An essay comparing prose texts.</p> <p>Planning their steps to undertake coursework.</p>

What consolidation looks like in this subject	Reading (more or less anything, but particularly other texts from the same time period or literary movement as the studied set texts) Planning practice essays (this is more efficient than writing multiple practice essays and enables you to consolidate your thoughts) Comparing texts, both through their presentation of ideas and through the author's use of language and structure Researching the contexts of the texts studied and evaluating the significance of differing contexts to illuminate the texts Reading a wide variety of poetry and forming a thesis about each one	
Examples of Homework	Writing practice essays; reading and re-reading texts; read and annotate an unseen poem; research the context of your novel; write a practice essay plan.	
Key terminology	See Edexcel Guide	
Super-curricular enrichment and scholarly extension	<p>Read: Everything. See department reading lists, but at this stage, more or less anything you read is valuable.</p> <p>Watch: theatre productions using the school's subscription to Drama Online, Ted Talks (on Literature)</p> <p>Listen: Oxford University Literature Podcasts, New Yorker Podcasts</p> <p>Visit: The British Library, Charles Dickens Museum, Keats' House, National Poetry Library, Women's Library at London Metropolitan University, the Globe Theatre.</p> <p>Attend: English@University, the department enrichment group for anyone who wants to read more widely (not just for students who plan to go on to study English at university).</p>	
Useful websites	The BBC Shakespeare archive, Connell Guides online, English and Media Centre (EMC) archive, Hodder Review Magazines, JSTOR, LitCharts, Massolit, Oxford English Dictionary Online and Unifrog; The British Library , Open Source Shakespeare , BBC Radio 4: In Our Time .	
Who can I contact?	Head of Department	Catherine Nightingale CLN@forest.org.uk
	Teachers	[to be filled in at the start of academic year]