

English Department Year 12 English Literature Long-term Sequencing

*God is love. Whoever lives in love lives in God, and God in them. - 1 John 4:16*

In Year 12 English Literature, students will primarily study the theme of *Love Through the Ages*. Throughout their study, they will learn about how love has been expressed over time, and how attitudes towards love and expressions of love have been influenced by contextual factors. Students will explore both plays, prose and poetry that span from the 1500s to modern day, and consider the contextual factors - political, social, historical, religious and authorial - that have influenced them. Students will apply and continue to develop their knowledge of writers methods as they explore texts on both a macro and micro level, and will use this knowledge to write clear and logical arguments that are based on both single texts and comparison. Students will also learn about critical perspectives, and develop a bank of knowledge about how the texts that they are studying have been read over time. Towards the end of the year, they will also begin to explore their own, independent choices, by selecting texts for their NEA study.

| Teacher A   |   |   |
|---|---|---|
| Loving  | Eloquent  | Truthful  |
| <p><b><u>HALF TERM 1&amp;2: Love Through the Ages - Pre-1900 Poetry</u></b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Various poetic forms and their effects / love poetry conventions and genre of love poetry</li> <li>• The changing presentation of love through time / the literary timeline</li> <li>• Poetic techniques at sound, word and line level to create effects</li> <li>• Writing comparatively / Development of comparative argument</li> <li>• Tier 2 vocabulary (see topic front sheet glossary)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz, regular progress checks marked using KS5 marking grid, learning review week exam practice (1 hr) - 25 marks</li> </ul> | <p><b><u>HALF TERM 3&amp;4: The Great Gatsby</u></b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Intradiegetic narrative / realism / modernist novels / novel form / unreliable narrator / the tragic hero / aspects of tragedy in modern literature /</li> <li>• F Scott. Fitzgerald / The Real Gatsby / First World War / The Jazz Age / The lost Generation / Flappers and Freedom / The American Dream / Media and the Mass Market / Prohibition / Race and Prejudice / Class and status in 20s America</li> <li>• Symbolism and imagery / Poetic style and rhythm / Synesthesia</li> <li>• Writing comparatively / Development of comparative argument</li> <li>• Tier 2 vocabulary (see topic front sheet glossary)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz, regular progress checks marked using KS5 marking grid, timed end of half term test (25 marks) on unseen poetry comparison (2 poems)</li> </ul> | <p><b><u>HALF TERM 5&amp;6: A Streetcar Named Desire</u></b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Theatrical productions of the play over time / stage directions / music, costumes and props / setting and staging</li> <li>• Tennessee Williams / the American Civil War and its aftermath / the North/South divide in America / The Deep South / Old and new money / Immigration and the changing South / The American Dream / Gender roles in the 1950s / Race and racism</li> <li>• Motifs and tropes / Symbolism</li> <li>• Developing expository writing / line of argument</li> <li>• Tier 2 vocabulary (see topic front sheet glossary)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz, regular progress checks marked using KS5 marking grid, timed end of half term test (25 marks) on unseen poetry comparis</li> </ul> |

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| Loving  | Eloquent  |
|---|---|
| <p><b>HALF TERM 1&amp;2: <i>Othello</i></b><br/> <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Features of a tragedy / Setting in Shakespearean drama / prose and blank verse / dramatic techniques / characterisation / archetypes - the villain, hero, Machiavel</li> <li>• Renaissance attitudes to race, marriage, love, gender, religion / Venice and Cyprus’ geographic significance / aspects of tragedy through time / the Machiavel</li> <li>• Motifs / Tragic tropes / Metaphor and allegory in Othello / Symbolism / Imagery / Image clusters</li> <li>• Applying knowledge of KS3 and 4 grammar to analyse texts and write expository pieces</li> <li>• Crafting personal responses to critical statements / thesis writing / line of argument / extract and whole text analysis</li> <li>• Tier 2 vocabulary (see topic front sheet glossary)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz, regular progress checks marked using KS5 marking grid, learning review week exam practice (1 hr) - 25 marks</li> </ul> | <p><b>HALF TERM 3: <i>Othello Consolidation + Unseen Poetry</i></b><br/> <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Various poetic forms and their effects / love poetry conventions and genre of love poetry</li> <li>• The changing presentation of love through time / the literary timeline</li> <li>• Poetic techniques at sound, word and line level to create effects</li> <li>• Writing comparatively / Development of comparative argument</li> <li>• Tier 2 vocabulary (see topic front sheet glossary)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz, regular progress checks marked using KS5 marking grid, timed end of half term test (25 marks) on unseen poetry comparison (2 poems)</li> </ul> |

| Eloquent  | Attentive  | Curious  |
|---|--|--|
| <p><b>HALF TERM 4: <i>Unseen Poetry Consolidation</i></b><br/> <b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>- Development of independent analysis and exam technique when writing about unseen love poetry</li> <li>- Various poetic forms and their effects / love poetry conventions and genre of love poetry</li> <li>- The changing presentation of love through time / the literary timeline</li> <li>- Poetic techniques at sound, word and line level to create effects</li> <li>- Writing comparatively / Development of comparative argument</li> <li>- Tier 2 vocabulary (see topic front sheet glossary)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz, regular progress checks marked using KS5 marking grid, learning review week exam practice (1 hr) - 25 marks</li> </ul> | <p><b>HALF TERM 5; <i>Paper 1 Reteach</i></b><br/> <b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>• Development of student exam technique and core knowledge related to Othello based on QLA</li> <li>• Development of expository writing skills based on QLA and formative assessment</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz, regular progress checks marked using KS5 marking grid, timed end of half term test (25 marks)</li> </ul> | <p><b>HALF TERM 6; <i>NEA Study</i></b><br/> <b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>• Independent knowledge of selected texts for NEA</li> <li>• Drafting, redrafting and editing skills</li> <li>• Further development of independent research and writing skills</li> <li>• Use of referencing and formatting academic writing</li> <li>• Avoiding plagiarism and malpractice in terms of academic writing</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Weekly knowledge quiz to consolidate previous learning of other texts; 1-1 <b>general</b> feedback in line with JCQ guidance through discussion around NEA</li> </ul> |

**Home learning set will consist of a combination of:**

Flipped learning, with independent reading of sections of the text selected by the teacher, with questions and thinking points to consider. Annotation of key poems/scenes in advance of lessons. Wider reading of articles, literary criticism, watching of lectures and debates with thinking questions. Use of online platforms such as MASSOLIT/Padlet to share wider reading and research and consolidate study.

Students are also set 20 minutes of reading for pleasure per night. This is recorded in a reading journal by pupils and checked fortnightly.