



Subject: English Literature

Module: Paper 1: Drama - 'A Streetcar Named Desire' by Tennessee Williams (Half terms 1 and 2 in Year 12)

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>We study this as one of the first texts due to this being one of the more modern texts. It is accessible for students at this time and allows them to engage with a culture that, although different from their own, deals with many of the issues facing modern life. This is also a text, when read aloud by a class, enables them to work together with students that they may not know, fostering their collective interest in English Literature.</p> <p>This is one of the components of the Drama paper. The second component of the Drama paper is taught at the beginning of Year 13 due to the text being more challenging.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What is interesting about the play's setting? • Who are the key characters (Blanche/Stella/Stanley/Mitch)? • What are the relationships between the characters? • What are genre conventions? • What is theatre form? • What are Greek Tragedy; Plastic Theatre; Naturalism and Expressionism? • Who was Tennessee Williams? 	<ul style="list-style-type: none"> • What are the different audiences of the play? • What is the context in which Williams wrote? • What was Tennessee Williams's worldview? • What is the plot? And what are the purpose, key themes and ideas of this play? • How does the play present Old America and New America? • What is the play's treatment of the past and present? • How does the writer make use of a range of genre conventions and elements of language, structure and form and to what effect? • How does Williams use various forms of imagery? 	<ul style="list-style-type: none"> • What are the different readings that we could take depending on the type of production, different audience and interpretations? • Could this really be seen as a sort of Greek tragedy? • Was Tennessee Williams as forward thinking as he seemed? • What makes American Literature distinct from other English Literature? • How did Arthur Miller re-define tragedy for playwrights in the 20th Century? • How does the play present elements of the American Gothic? • How does the play differ from melodrama?

		<ul style="list-style-type: none"> • What is the significance of the play's props? • How does Williams present the ethereal and the corporeal? • How does the play reflect what we know about the writer? 	
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	Contextual knowledge and references	<ul style="list-style-type: none"> - Students are taught the context behind 1940s America and explore why this is influential to our understanding of the play - Context is an Assessment Objective that is relevant and will be taught with all elements of the course 	
Writing thesis statements and structuring essays	<ul style="list-style-type: none"> - Regular essays for homework or in timed conditions in class - Reading of past exam essays and analysis against the mark scheme - Practising writing introductions to create a solid thesis statement 		

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Module: Paper 2: Prose – ‘*The Picture of Dorian Gray*’ by Oscar Wilde and ‘*Beloved*’ by Toni Morrison (all year in Year 12)

Overarching Topic:			
Why is this topic being studied at this time?	One member of staff teaches this unit throughout the whole year. This is a complete paper and requires the students to compare the way that key themes and ideas are presented across both texts. The exam is 1 hour 15 minutes, and is the shortest of the exam papers. We teach this whole paper (both texts) in Year 12 due to the time that it takes to explore both prose texts in depth and detail. The texts are from different periods and therefore students need to develop a deeper understanding of the key issues surrounding life in Victorian England and post-civil war America.		
How does it fit into the wider subject curriculum?	We begin the year with ‘ <i>The Picture of Dorian Gray</i> ’ as this is the shorter of the two texts and will build on students’ prior knowledge of a pre-1900 text that they would have studied for GCSE English. We then move onto ‘ <i>Beloved</i> ’ later in the year, once students have developed trust and relationships with one another due to the more sensitive content contained. This text explores the lasting legacy of slavery through different generations in America.		
	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What happens in each novel • What time period the novel is taking place in and why this might have an impact on our understanding • How does each author use language to convey themes/ideas/characters? 	<ul style="list-style-type: none"> • How do the two texts compare? Do they present themes/characters/ideas in the same way? • What is the purpose of the theme/ideas in the novel? What message are they trying to convey? 	<ul style="list-style-type: none"> • How can you apply psychoanalytic, feminist or Marxist theories to each text? • Does it change our opinion of the texts?
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	Comparative essays	<ul style="list-style-type: none"> - Throughout the year students will build on prior comparative essays they have completed at GCSE level. - This is also a skill that they will require for the coursework element (also completed at the end of Year 12/beginning of Year 13) 	
Writing thesis statements and structuring essays	<ul style="list-style-type: none"> - Regular essays for homework or in timed conditions in class - Reading of past exam essays and analysis against the mark scheme - Practicing writing introductions to create a solid thesis statement 		

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Module: Paper 3: Poetry – ‘Poems of the Decade’ an anthology (Half terms 3 and 4 in Year 12)

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Students study a collection of contemporary poems, which comprises of the first half of the Poetry paper. These poems are engaging and accessible to students and build on their prior knowledge of poetry from their GCSEs. They cover a range of topics such as childhood, society, myths and legends. There is no contextual knowledge for this element of the course and therefore language and structure analysis are at the forefront of teaching.</p> <p>The exam paper requires them to compare an unseen poem to a poem from the collection studied throughout the year. This skill builds on the prose comparative element and therefore it is logical that this element is taught in Year 12. The second part of the Poetry paper is taught as a Year 13 component.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What is ‘contemporary’? • What contemporary issues are depicted in these poems? • Who are the poets? • How do poets choose words for meaning? • What are language, structure and form and how are they crafted for effect? 	<ul style="list-style-type: none"> • What are the themes, issues and central ideologies in the poems? • What are the thematic links that we can make across the poems and the ways in which they are crafted? • How do we make informed, personal responses to poems? • How does the structure of a poem enhance its message and affect its meaning? • How do the poets craft imagery to express meanings? 	<ul style="list-style-type: none"> • What debates might be formulated around the key ideas, messages and interpretations? • How does our understanding of the poems change when read through different theoretical lenses? • What is the effect of intertextual references?
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p>Comparative essays</p>	<ul style="list-style-type: none"> - Throughout the year students will build on prior comparative essays they have completed at GCSE level. - This is also a skill that they will require for the coursework element (also completed at the end of Year 12/beginning of Year 13) 	

	Close analysis of language, form and structure	<ul style="list-style-type: none">- Students will improve their close, in depth analysis of language, structure and form, a key element of all three A Level papers.- Students will become familiar with the language terminology needed to analyse in depth and detail.
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Module: Coursework – A 3000 word comparative essay (Last half term of Year 12 and first term of Year 13)

Overarching Topic:			
Why is this topic being studied at this time?	Students study <i>'The Great Gatsby'</i> by F. Scott Fitzgerald, exploring the presentation of characters, key themes and the context surrounding 1920s America. Students are then able to pick a text of their choice, originally written in English, to compare to <i>'The Great Gatsby'</i> focusing on an area of their choice.		
How does it fit into the wider subject curriculum?	This part of the course fosters independent learning, organisation and research skills. Students are required to research their second text independently and to engage with academic research surrounding their chosen texts and topic. Literary critics are used as a springboard to their own analysis, demonstrating key skills for success at university or apprenticeships.		
	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What happens in the texts? • What are the key themes/characters/ideas presented in the texts? 	<ul style="list-style-type: none"> • How do the texts compare? • How are the texts influenced by the context in which they are written? 	<ul style="list-style-type: none"> • How do critics view the chosen texts? • How does this alter our interpretation of the texts? • How can academic literature be used as a springboard to further exploration?
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	Academic research	<ul style="list-style-type: none"> - Students are introduced to JStor throughout the year when discussing the prose and drama texts. Through in class discussion and analytical writing, students practise using critics to extend arguments. - Students are encouraged to find a plethora of literary criticism to use as a springboard to their own research. 	
Essay writing	<ul style="list-style-type: none"> - This is the culmination of all Assessment Objectives taught throughout Year 12 and Year 13. Students will pull together the skills of analysis, comparison and context that they have explored in all elements fo the course. 		

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Module: Paper 1: Drama – ‘Hamlet’ by William Shakespeare (Half terms 1, 2 and 3 of Year 13)

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>In Year 13, students study ‘Hamlet’ by William Shakespeare, one of two new pieces of content taught this year. This is studied in Year 13 due to it being a more challenging element of the Drama paper where students need to also engage with literary criticism.</p> <p>Reading the most famous play in the world is challenging for our students but enjoyable and helps prepare them for further study of English Literature.</p> <p>We look at themes such as how does revenge affect you, what is bravery? How are women used in this play</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What happens in the play and what is Shakespeare trying to say about his world- view? • How do we incorporate critical readings into our essays? • How do we debate with critics? • What are the classical views of tragedy e.g. Greek tragedy/ Roman attitude towards death? 	<ul style="list-style-type: none"> • What does this play say about Shakespeare’s world philosophy? • How to concentrate and dissect smaller parts of the play and use these as a basis for a main argument? • How can conflicting opinions about this play both be right? • What are the central themes and ideas of the play and how are they relevant to an audience? How can Shakespeare be seen as a master commentator on the human condition? 	<ul style="list-style-type: none"> • How do we debate with key critics and weave these arguments into a sophisticated essay? • In what ways can we challenge the texts? • How has the play been interpreted over time and how do different contexts and different audiences affect this?
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p>Essay writing – formulating a plan Having a hypothesis</p>	<ul style="list-style-type: none"> - Having the courage to use a smaller part of the text instead of having a “broad sweep of the play. - Detailed language analysis and sophisticated expression - Arguing the opposite hypothesis of what you believe - Picking the critics who you best agree with – searching online for these 	

	Engaging with critical essays	- Shared reading and discussion of anthology texts
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Module: Paper 3: Poetry – *The Romantics* (Half terms 1, 2 and 3 in Year 13)

Overarching Topic:			
Why is this topic being studied at this time?	Students study a collection of poems written by the ‘Romantics’, which completes the content for the Poetry paper. Through their study of each poet, they explore the varying approaches to the Romantic movement, exploring how each poet utilised this idea.		
How does it fit into the wider subject curriculum?	The exam paper requires them to compare two of the poems from the collection taught and therefore this element build on prior comparative knowledge from Year 12 alongside previous language analysis taught throughout the A Level.		
	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> Who were the Romantics and what was their world-view? What was the social/historical context of the literary movement? What are the characteristics of Romantic poetry? 	<ul style="list-style-type: none"> What are the themes, issues and central ideologies in the poems? How do we make informed, personal responses to poems? How does the structure of a poem enhance its message and affect its meaning? How do the poets craft imagery to express meanings? 	<ul style="list-style-type: none"> Looking in close detail at rhyme and meter- why are these important? How do we discuss them effectively in our own critical response? How and why did the poets make these decisions and how do they affect the poems’ reading? What are the debates, questions, ambiguities and alternative interpretations?
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	Context	<ul style="list-style-type: none"> Students explore the different aspects of the Romantic movement, examining how each poet reflected this. 	
Close analysis of language, form and structure	<ul style="list-style-type: none"> Students will improve their close, in depth analysis of language, structure and form, a key element of all three A Level papers. Students will become familiar with the language terminology needed to analyse in depth and detail. 		