

12	Teacher A	<p>F Scott Fitzgerald- The Great Gatsby</p> <p>This introductory unit is designed to transition students from KS4 to KS5, teaching them new core skills and vocabulary alongside the core text, F Scott Fitzgerald's The Great Gatsby. They will later compare this text to the poems included in the Love Through the Ages Anthology, so should have a complete understanding of the content of this novel, key themes, and have a confident approach to analysis.</p> <p>Key Knowledge: Class, gender, narrative structure, characterisation, Narrative structure, feminism, Marxism, class, psychoanalysis, roaring 20's, Jazz age</p> <p>Key Vocabulary: Convention, trope, enigma, consumerism, metaphor, imagery, voyeur, narrator</p> <p>Grammar and writing: academic writing; forming an argument, extending analysis</p> <p>Assessment: Baseline Assessment (Unseen Prose)</p>	<p>Poetry: Love Through the Ages</p> <p>Students study the AQA Love Through The Ages poetry anthology. They examine a range of pre 1900 poetry and develop their analysis of the poetic form. Eventually students will examine these poems in comparison with The Great Gatsby in preparation for the A Level exam. It is important that students keep detailed notes on the poems as well as conduct further reading into the poems independently.</p> <p>Key Knowledge: origins of sonnet. Metaphysical poets, cavalier poets, poetic form, meter, religious contexts, social context, context of production,</p> <p>Key Vocabulary: spondee, trochee, dissention, platonic, poetic voice, iamb, Petrarchan sonnet</p> <p>Grammar and writing: application of context, comparison skills, identifying features of poetry</p> <p>Assessment: Presentation of key theme across both texts (Gatsby/Love through the Ages)</p>	<p>NEA- Frankenstein</p> <p>Mary Shelley's Frankenstein is taught as a set text for A-Level English Literature. All students choose this novel as part of their NEA or coursework assessment (20% of A-Level) as well as a secondary text of their choice. This unit teaches the core themes and content needed for students to complete the coursework independently. This unit requires significant independent wider reading.</p> <p>Key Knowledge: Mary Shelley's life, the origins of the gothic novel, scientific contexts, theories surrounding Otherness, love and society. Representations of class, gender, power, science, religion, morality.</p> <p>Key Vocabulary: transgression, otherness, doppelganger, gender, creation, masculinity, terror, horror, humanity, sublime</p> <p>Grammar and writing: academic writing, research skills, comparative structures</p> <p>Assessment: Completion of NEA planning task</p>
	Teacher B	<p>Carol-Ann Duffy- Feminine Gospels</p> <p>This introductory unit is designed to transition students from KS4 to KS5, teaching them new core skills and vocabulary alongside the core text, Carol-Ann Duffy's Feminine Gospels. This collection focusses on female literary identity through history and builds on the poetry skills students develop at GCSE. The poems in the collection are later compared to Alice Walker's The Color Purple with a focus on how these texts portray features of modern society.</p> <p>Key Knowledge: feminist literary theory, poetic form, perspective, historicist approach</p> <p>Key Vocabulary: feminism, historicism, poetic voice, trope, archetype, meter, post-modern, structure</p> <p>Grammar and writing: academic writing; forming an argument, extending analysis</p> <p>Assessment: Poetry comparison (presentation of key theme)</p>	<p>Alice Walker- The Color Purple</p> <p>This unit explores the modern novel The Color Purple by Alice Walker, focussing on the major themes, motifs and characters through development of authorial method. They further refine extended essay writing. Students study the novel in its entirety and are expected to do further reading surrounding the text. Importantly, will be required to draw comparisons between this novel and the poems in Carol-Ann Duffy's Feminine Gospels.</p> <p>Key Knowledge: representation, gender, race, authorial context, structure, narrator and perspective, post-colonialism, American social context</p> <p>Key Vocabulary: epistolary, magic realism, motif, metaphor, femininity, masculinity, exposition, denouement, idiolect, dialect</p> <p>Grammar and writing: writing for comparison, essay planning, noun and verb phrases</p> <p>Assessment: Presentation of key theme across both texts (Feminine Gospels/The Color Purple)</p>	<p>NEA- Comparison Study</p> <p>Content is balanced between preparing students for the coursework unit and exploring the skills needed to analyse unseen prose and poetry extracts. Students will examine extracts from pre and post 1900 prose and poetry texts and develop comparative analysis skills. By the end of this unit, students will have established the area of focus for their research essay.</p> <p>Key Knowledge: Exam content paper 2, prosaic for, structure, tone, imagery and metaphor, extended metaphor, context</p> <p>Key Vocabulary: prose, exposition, narrative, subject, object, analogy, allegory, parody, irony</p> <p>Grammar and writing: establishing context, writing for comparison, essay planning</p> <p>Assessment: Essay question- Unseen prose</p>

13	Teacher A	<p>Shakespeare- Othello</p> <p>Student finalise the submission of their coursework at the beginning of Year 13 before reading Shakespeare's Othello, examining the major themes, relationships and characters in the play. Students are expected to master the techniques used for analysis of Shakespeare based extracts.</p> <p>Key Knowledge: Marxism, Feminism, psychoanalysis, Post/ Colonialism and "blackness" in the renaissance Elizabethan revenge tragedy, Venetian society, honour, the "other"</p> <p>Key Vocabulary: Machiavel, xenophobia, suffrage, gender construct, historicist, Moor, commodity, rhetoric, irony, voyeurism, epigram, paradox, malcontent, cuckoldry, masculinity</p> <p>Grammar and writing: essay structure, thesis statements, annotating</p> <p>Assessment: Othello extract (presentation of character/s)</p>	<p>Unseen Poetry/ Exam Revision Paper 1</p> <p>This term students revisit the unseen elements of A Level Literature Paper 1, as well as exploring approaches to the exam, ensuring that they are prepared for their upcoming A-Levels. Paper 1 lasts 3 hours and is marked out of 75; it is worth 40% of the GCSE and students are examined on Shakespeare's Othello, unseen poetry comparison, and through comparing The Great Gatsby and Love Through the Ages poetry.</p> <p>Key Knowledge: Exam content paper 1, poetic form, structure, rhythm, imagery and metaphor, extended metaphor, context</p> <p>Key Vocabulary: lyric, sonnet, ballad, blank verse, meter,</p> <p>Grammar and writing: establishing context, writing for comparison, essay planning</p> <p>Assessment: Y13 mock exams</p>	
	Teacher B	<p>Tennessee Williams- A Streetcar Named Desire</p> <p><i>A Streetcar Named Desire</i> is Williams' most popular play, is considered among the finest plays of the 20th century, and is considered by many to be Williams' greatest work. Students study this play in its entirety and answer a question based on its portrayal of aspects of 20th century society. They will learn important features of a modern drama and its portrayal of characters and themes. This is a standalone text which is not compared so students require full understanding of the text and need to have completed wider reading to support their study</p> <p>Key Knowledge: class, race, gender, staging, post-war context, psychoanalysis, modern drama, mise-en-scene, representation</p> <p>Key Vocabulary: staging, mise-en-scene, representation, dialogue, monologue, parts of speech, utterance, exclamative clause, declarative, interrogation</p> <p>Grammar and writing: avoiding run on sentences, forming topic sentences, using caution, advanced conjunctions, essay planning</p> <p>Assessment: Essay question (key theme/ character)</p>	<p>Unseen Prose/ Exam Revision Paper 2</p> <p>This term students revisit the unseen elements of A Level Literature Paper 2, as well as exploring approaches to the exam, ensuring that they are prepared for their upcoming A-Levels. Paper 2 lasts 2 hours and 30 minutes and is marked out of 75; it is worth 40% of the GCSE and students are examined on A Streetcar Named Desire, unseen prose, and a comparison between Feminine Gospels and The Color Purple, focussing on a theme of modern society from 1945 to the present.</p> <p>Key Knowledge: Exam content paper 2, prosaic form, structure, tone, imagery and metaphor, extended metaphor, context</p> <p>Key Vocabulary: narrative, subject, object, analogy, allegory, parody</p> <p>Grammar and writing: establishing context, writing for comparison, essay planning</p> <p>Assessment: Y13 mock exams</p>	