# English Literature Unit Overview Year A Level

Year 11 into Year 12

A large part of each unit within year 12 and 13 is looking at how to structure essays and ensure that answers are hitting the specific assessment objectives that each component of the A level requires. For those that are struggling, there are a range of writing prompts and an essay writing opportunities to assist students. The move to much more academic and specific essay skills is something that is new each year for students as they make their way from GCSE to A level, and whilst it builds on their skills from KS4, the requirements at KS5 are often a jump. There is further opportunity, therefore, to support and guide students through the process if they need it which includes an Independent Study booklet for both year 12 and 13 to support their research, understanding and exam preparation during free periods.

| **Year 12 – Teacher 1**<br>**Term 1: A Streetcar Named Desire** | | | | |
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| **What are we learning?** | **Our Intention.**<br>**What knowledge, understanding and skills will we gain?** | **Impact: Evaluation and Assessment Methods.**<br>**What does mastery look like?[2]** | **Implementation**<br>**How does this build on prior learning?[3]** | **What additional resources are available?** |
| The plot, characters, themes of A Streetcar Named Desire ; the structure and language of the play; the context of the play. | Knowledge: use of language and literary devices, speeches, monologues, asides, dialogue; structure and the sequencing of action within the play; what the context of the play is (loss of the Old South culture of Southern Belle and plantations; New Orleans in the 1940s; effects of the Depression; effects of war on gender roles and the economy; treatment of women; the treatment of Polish immigrants; the American Dream and national identity; biographical context; concepts of masculinity); Theory of tragedy, from Aristotle through to Renaissance and Modern, including Tragedy and the Common Man and its relevance to the play; the themes; conversation | An ability to construct a controlled argument with fluently embedded examples.<br>An ability to apply concepts and terminology accurately.<br>An ability to write well by controlling structures with precise cohesive transitions and carefully chosen language. An understanding of how meanings are shaped in texts.<br>An ability to analyse the nuances and subtleties of the writer's craft. | KS3: Year 7 – Shakespeare – A Midsummer Night's Dream play. Year 8 – Study of the novel and Romeo and Juliet;<br><br>Year 9 – persuasive speeches in Powerful People.<br><br>Year 10/11 –<br>Study of An Inspector Calls and Macbeth as drama texts<br><br>Analytical essays throughout KS3 and KS4 | Andrew Blades: Twentieth Century American Literature<br>Alycia Smith Howard: Critical Companion to Tennessee Williams<br>Nancy Tischler: Student Companion to Tennessee Williams<br>Matthew Charles Roudanae: The Cambridge |

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| | and discourse theories; aspects of staging including Williams' concept of plastic theatre.<br><br>Understanding: Exploration of stage directions and their significance within the play; the significance of entrances and exits; the significance and influence of context on the play; how Conversation and Discourse analysis reveal meaning in the play; how meaning is shaped by aspects of theatricality and stage craft, including the set, props, stage directions, symbolism and lighting in the light of William's concept of plastic theatre; the significance of motifs<br><br>Skills: applying apt terminology and concepts; controlling essay structure and communicating fluently; constructing and controlling an argument throughout an essay; analysing the ways meanings are shaped in texts; considering how contexts have affected writer's choices; being able to place a given extract within the context of the whole play. | An ability to analyse the significance and influence of contextual factors and make detailed links between texts and contexts. | | Companion to Tennessee Williams<br>Philip Rolin: The Tennessee Williams Encyclopedia |
| **Year 12 – Teacher 1<br>Term 2 and 3: Prose (Frankenstein and Never let Me Go)** | | | | |
| **What are we learning?** | **<u>Our Intention.</u><br>What knowledge, understanding and skills will we gain?** | **What are we learning?** | **<u>Implementation</u><br>How does this build on prior learning?[3]** | **What are we learning?** |
| Close comparative study of | **Knowledge**:<br>Conventions of early nineteenth century fiction and early twenty first century fiction; Generic conventions of both novels; Structure of both novels; Narrative features of the novels ; Key themes and motifs within | Close comparative study of Frankenstein by Mary Shelley and Never Let Me Go by Kazuo Ishiguro | KS3: Novel Study in years 7, 8 and 9. Study of genre across KS3 including gothic, dystopia, adventure. Non- | Close comparative study of Frankenstein by |

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| Frankenstein by Mary Shelley and Never Let Me Go by Kazuo Ishiguro | novels; Moral, ethical, biographical, literary, socio-historical contexts of both novels; Critical interpretations of both.<br>**Understanding**:<br>How language and literary features are used by the writers to shape meaning; How the writers' message and intentions are communicated to the reader; How contextual factors influence each text and how these are evident in the texts; How the texts are connected<br>**Skills**:<br>constructing an argument; applying apt terminology and concepts; controlling essay structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts; comparing texts, the way they are written and the contexts that have affected them. | | fiction topics to engage with context such as 'Powerful people', 'Extreme Sport non-fiction', 'War non-fiction' ans 'True Crime'.<br><br>Year 10/11 – 'The Strange Case of Dr Jekyll and Mr Hyde' and all literature components regarding AO3 – context.<br><br>Analytical essays throughout KS3 and KS4 | Mary Shelley and Never Let Me Go by Kazuo Ishiguro |

| **Year 12 - Teacher 2**<br>**Term 1 and 2: Modern Poetry. Paper 3** | | | | |
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| **What are we learning?** | **<u>Our Intention.</u>**<br>**What knowledge, understanding and skills will we gain?[1]** | **<u>Impact: Evaluation and Assessment Methods.</u>**<br>**What does mastery look like?[2]** | **<u>Implementation</u>**<br>**How does this build on prior learning?[3]** | **What additional resources are available?** |

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| Close study of 20 poems from the Forward Anthology collection provided by the board, which reflect modern problems, injustices and issues, including racism, sexism and abuse of power as well as themes of growing up and parent child relationships.<br><br>Reading in order to compare poems from the collection with unseen poems. | <u>Knowledge:</u><br>How to analyse a poem in terms of its Form, Structure and Language.<br>Conventions of specific Forms, such as the Ode, the Villanelle and to recognise a writer's use of pastiche.<br>Appreciation of how context and intertextual links enrich meaning. Use of PEARL style paragraphs to develop confident analytical writing skills.<br>Learning to hear the language and use sound and rhythm to help guide analysis.<br><u>Understanding:</u><br>How language is used to create meaning, at word, line and whole text levels. Effect of poetic devices.<br>Awareness of effect of narrative voice and tone on interpreting meaning.<br>How specific language and literary techniques are used by the writer for specific intentions. <u>Skills:</u> Academic essay writing which drives an argument and<br>COMPARES an unseen poem with a poem from the anthology.<br>Writing clearly, fluently and legibly. Using evidence comparatively and evaluatively | The ability to understand and interpret comparative themes and messages correctly in timed conditions<br>Develop a thesis about the differences between two poems, which is at sub-genre level and takes into account narrative perspective, possible use of a persona and social/historical context.<br>Developing nuanced reading skills which enable the student to read through the lenses of social, historical, sexual and spiritual contexts and to perceive and appreciate intertextual links. To read critical materials in order to learn how to think more widely, taking into account others' analyses. | Year 8-War Poetry<br>Year 9-Poetry.<br>Analysing the poet's craft and how to compare poems. Year 10-Power and Conflict AQA anthology taught and learned for GCSE. How to write comparatively in a fluent and persuasive essay response written in timed conditions in an exam. | From Edexcel:<br><br>Poems_of_the_Decade_Poem_Comment<br><br>UNSEEN POEMS TO READ AND ANNOTA<br><br>Unseen_poetry_preparation_anthology<br><br>Literary_terminology_guide.pdf<br>You Tube has some of the poets performing their work.<br>From the BSF library:<br>English Literature; a student Guide by Martin Stephen.<br>Chapters 4 and 21 are poetry specific but the whole book is good.<br>Studying Literature; the essential companion by Paul Goring, Jeremy Hawthorne and Domhnall Mitchell.<br>Pages 49 to 62 are a very useful introduction to poetic techniques and prosody. The book also has sections on how to write academically and introduces you to the main schools of Literary theory.<br>Literature, criticism and Style. A<br>Practical guide to advanced level<br>English Literature by Steven Cross and Helen Cross.<br>159-183 a chapter on responding to unseen texts and a very useful glossary 256-260 |

**Year 12 – Teacher 2**

**Term 3: Coursework Unit [Texts are subject to change, currently The Importance of Being Earnest and The Great Gatsby]**

| **What are we learning?** | **<u>Our Intention.</u><br>What knowledge, understanding and skills will we gain?[1]** | **<u>Impact: Evaluation and Assessment Methods.</u><br>What does mastery look like?[2]** | **<u>Implementation</u><br>How does this build on prior learning?[3]** | **What additional resources are available?** |
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| Two texts will be taught from which students will select at least one and be encouraged to make their own independent choice of for the second text<br><br>Independent reading and analysis to consolidate in class skills.<br><br>Close analytical and comparative study of 'The Importance of Being Earnest' by Oscar Wilde<br>OR 'The Great Gatsby' by F.S.Fitzgerald<br>PLUS one independent text choice to compare. | **Knowledge:** All texts: It is crucial that students read independently to allow them to select a text for comparison, with some guidance. Students need to know how to link texts by author, time period, movement, themes or character presentation, amongst others. Students will learn to develop and write thesis statements to outline key arguments. Students will also need to know key themes of taught texts and how to link them to their independent choice; character development and how to compare; structural development and its significance for comparison; significant comparisons in language that enlighten interpretation across texts. To be able to apply critical viewpoints and contextual information of social, historical or other literary significance.<br><br>Generic conventions and differences between drama, prose and poetry. How to design a suitable title and plan for independent reading.<br>How to reference sources.<br>**Understanding:**<br>How to include critical theory and how to respond to this in an interpretative way. How the reading of one text can influence how we read and regard another. Why and how comparisons are made to enlighten and evaluate an argument<br><br>**Skills**: Independent reading skills; self-directed study to prepare for further | An ability to explore and develop an argument in a well-structured and fluent essay.<br>An increased cultural capital of truly independent study of a second text and encountering a different literary genre and period<br>An ability to use a wide range of specialist vocabulary to enhance analysis.<br>A detailed understanding of how writers have Generic conventions and differences between drama, prose and poetry. How to design a suitable title and plan for independent reading.<br>How to reference sources.<br><br>**Understanding:**<br>How to include critical theory and how to respond to this in an interpretative way. How the reading of one text can influence how we read and regard another. Why and how comparisons are made to enlighten and evaluate an argument<br>**Skills**: Independent reading skills; self-directed study to | KS2: familiarity with texts from literary heritage; drawing inferences, identifying how language and structure contribute to meaning.<br><br>KS3: Year 7 – Shakespeare play.<br>Year 8 – Study of the novel and Romeo and Juliet;<br>Year 9 – study of the novel and persuasive speeches in Powerful People.<br><br>GCSE – Study of The Strange Case of Dr Jekyll and Mr Hyde.<br>An Inspector Calls and<br>Macbeth;<br>comparison structures used in poetry responses.<br><br>Year 12 – Comparative study of Frankenstein and Never Let Me Go; Study of A Streetcar | English and Media Centre{2012}: Studying Comedy. Belvis,M: Comedy: A Very Short Introduction. OUP. McKenna, N: The Secret Life of Oscar Wilde.<br>Ellman, R: Oscar Wilde.<br>Rielly, E.J: F.Scott Fitzgerald: A biography.<br><br>Fitzgerald, F.S: A Short Autobiography. [Collection of 19 essays].<br>Oxford University Podcasts:<br>The Great Gatsby:<br>http://podcasts.ox.ac.uk/gse arch/great%20gatsby<br>http://writersinspire.podcast s.ox.ac.uk/content/greatgatsby-roaring-twenties-pt1<br>http://writersinspire.podcast s.ox.ac.uk/content/greatgatsby-roaring-twenties-pt2<br>The Importance of Being Earnest:<br>http://writersinspire.podcast s.ox.ac.uk/content/oscarwildes-women<br><br>http://writersinspire.podcast s.ox.ac.uk/content/2-wildevictorian-modernist http://writersinspire.podcast s.ox.ac.uk/content/4-wildesexuality<br>Filmed versions of both taught texts are available on the media server. York and Connell notes available in the Library<br>EMC magazine available in the library.<br>Lit Notes app on iOS and Android |

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| Consolidating comparative and analytical skills following other units of study.<br><br>Independent reading and analysis of a text outside of lesson time. | education; constructing a comparative argument; applying apt terminology and concepts; controlling essay structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts, the way they are written and the contexts that have affected them. | prepare for further education; constructing a comparative argument; applying apt terminology and concepts; controlling essay structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts, the way they are written and the contexts that have affected them.<br>Shaping meaning with constant and carefully chosen reference to appropriate examples<br>An ability to analyse the significance and influence of relevant contexts on each text in order to enlighten own argument.<br>An ability to apply literary theory and critical interpretations in order to shape own argument. An ability to analyse how characters and themes develop across texts as a whole. | Named Desire; synchronous study of Hamlet.<br><br>Analytical essays throughout KS3 and KS4 | |

Year 12 into 13 Literature

During the Summer Term and holidays, Year 12 will have been working on two sides of the course: coursework and the prose texts ‘Frankenstein’ and ‘Never Let Me Go. The coursework required the close study of the text and the analysis of language, as well as appreciation of context, and the selection of a second independent text chosen by the student. Students will have had individual contact with the teacher to discuss their coursework question, and should have an outline as to where the argument will be heading. As the coursework is individual, with individual titles, the teacher will be regularly working with students to check their understanding and offering intervention and help when needed during the Autumn term, when the unit will be continued.

For the prose unit students should have a good working knowledge of the storyline of both novels over the summer, key moments of structure and staging, and an appreciation of how the context affects the ideas within the novels. In order to ensure students have knowledge and understanding, low stakes quizzes at the start of lessons, essays and assessments will be used. The topic will be continued in the Autumn term to consolidate understanding and comparison of both texts look at exam technique. Revision material, structures and scaffolds for essays will be provided for those students who need it.

| **Year 13 – Teacher 1**<br>**Term 1 – To before Christmas: Prose (Frankenstein and Never let Me Go)** | | | | |
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| **What are we learning?** | **<u>Our Intention.</u>**<br>**What knowledge, understanding and skills will we gain?** | **What are we learning?** | **<u>Implementation</u>**<br>**How does this build on prior learning?[3]** | **What are we learning?** |
| Close comparative study of Frankenstein by Mary Shelley and Never Let Me Go by Kazuo Ishiguro | **Knowledge**:<br>Conventions of early nineteenth century fiction and early twenty first century fiction; Generic conventions of both novels; Structure of both novels; Narrative features of the novels ; Key themes and motifs within novels; Moral, ethical, biographical, literary, socio-historical contexts of both novels; Critical interpretations of both.<br>**Understanding**:<br>How language and literary features are used by the writers to shape meaning; How the writers’ message and intentions are communicated to the reader; How contextual factors influence each text and how these are evident in the texts; How the texts are connected<br>**Skills**:<br>constructing an argument; applying apt terminology and concepts; controlling essay | Close comparative study of Frankenstein by Mary Shelley and Never Let Me Go by Kazuo Ishiguro | KS3: Novel Study in years 7, 8 and 9. Study of genre across KS3 including gothic, dystopia, adventure. Non-fiction topics to engage with context such as ‘Powerful people’, ‘Extreme Sport non-fiction’, ‘War non-fiction’ ans ‘True Crime’.<br><br>Year 10/11 – ‘The Strange Case of Dr Jekyll and Mr Hyde’ and all literature components regarding AO3 – context. | Close comparative study of Frankenstein by Mary Shelley and Never Let Me Go by Kazuo Ishiguro |

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| | structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts; comparing texts, the way they are written and the contexts that have affected them. | | Analytical essays throughout KS3 and KS4 | |
| **Year 13 - Teacher 2**<br>**Term 1 to just before Christmas: Coursework Unit [Texts are subject to change, currently The Importance of Being Earnest and The Great Gatsby]** | | | | |
| **What are we learning?** | **Our Intention.**<br>**What knowledge, understanding and skills will we gain?[1]** | **Impact: Evaluation and Assessment Methods.**<br>**What does mastery look like?[2]** | **Implementation**<br>**How does this build on prior learning?[3]** | **What additional resources are available?** |
| Two texts will be taught from which students will select at least one and be encouraged to make their own independent choice of for the second text<br><br>Independent reading and analysis to consolidate in class skills.<br><br>Close analytical and comparative study of 'The Importance of Being Earnest' by Oscar Wilde<br>OR 'The Great | **Knowledge:** All texts: It is crucial that students read independently to allow them to select a text for comparison, with some guidance. Students need to know how to link texts by author, time period, movement, themes or character presentation, amongst others. Students will learn to develop and write thesis statements to outline key arguments. Students will also need to know key themes of taught texts and how to link them to their independent choice; character development and how to compare; structural development and its significance for comparison; significant comparisons in language that enlighten interpretation across texts. To be able to apply critical viewpoints and contextual information of social, historical or other literary significance.<br><br>Generic conventions and differences between drama, prose and poetry. How to design a suitable title and plan for independent reading.<br>How to reference sources. | An ability to explore and develop an argument in a well-structured and fluent essay.<br>An increased cultural capital of truly independent study of a second text and encountering a different literary genre and period<br>An ability to use a wide range of specialist vocabulary to enhance analysis.<br>A detailed understanding of how writers have Generic conventions and differences between drama, prose and poetry. How to design a suitable title and plan for independent reading.<br>How to reference sources.<br><br>**Understanding:**<br>How to include critical theory and how to respond to this in an interpretative way. How the reading of one text can influence how we read and regard another. Why and how comparisons | KS2: familiarity with texts from literary heritage; drawing inferences, identifying how language and structure contribute to meaning.<br><br>KS3: Year 7 – Shakespeare play. Year 8 – Study of the novel and Romeo and Juliet; Year 9 – study of the novel and persuasive speeches in Powerful People.<br><br>GCSE – Study of The Strange Case of Dr Jekyll and Mr Hyde. An Inspector Calls and Macbeth; comparison structures used in poetry responses. | English and Media Centre{2012}: Studying Comedy. Belvis,M: Comedy: A Very Short Introduction. OUP. McKenna, N: The Secret Life of Oscar Wilde. Ellman, R: Oscar Wilde. Rielly, E.J: F.Scott Fitzgerald: A biography.<br><br>Fitzgerald, F.S: A Short Autobiography. [Collection of 19 essays].<br>Oxford University Podcasts: The Great Gatsby: http://podcasts.ox.ac.uk/gsearch/great%20gatsby http://writersinspire.podcasts.ox.ac.uk/content/greatgatsby-roaring-twenties-pt1 http://writersinspire.podcasts.ox.ac.uk/content/greatgatsby-roaring-twenties-pt2 The Importance of Being Earnest: |

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| Gatsby' by F.S.Fitzgerald PLUS one independent text choice to compare.<br><br>Consolidating comparative and analytical skills following other units of study.<br><br>Independent reading and analysis of a text outside of lesson time. | **Understanding:**<br>How to include critical theory and how to respond to this in an interpretative way. How the reading of one text can influence how we read and regard another. Why and how comparisons are made to enlighten and evaluate an argument<br><br>**Skills**: Independent reading skills; self-directed study to prepare for further education; constructing a comparative argument; applying apt terminology and concepts; controlling essay structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts, the way they are written and the contexts that have affected them. | are made to enlighten and evaluate an argument<br>**Skills**: Independent reading skills; self-directed study to prepare for further education; constructing a comparative argument; applying apt terminology and concepts; controlling essay structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts, the way they are written and the contexts that have affected them. Shaping meaning with constant and carefully chosen reference to appropriate examples<br>An ability to analyse the significance and influence of relevant contexts on each text in order to enlighten own argument. An ability to apply literary theory and critical interpretations in order to shape own argument. An ability to analyse how characters and themes develop across texts as a whole. | Year 12 – Comparative study of Frankenstein and Never Let Me Go; Study of A Streetcar Named Desire; synchronous study of Hamlet.<br><br>Analytical essays throughout KS3 and KS4 | http://writersinspire.podcasts.ox.ac.uk/content/oscarwildes-women<br><br>http://writersinspire.podcasts.ox.ac.uk/content/2-wildevictorian-modernist<br>http://writersinspire.podcasts.ox.ac.uk/content/4-wildesexuality<br>Filmed versions of both taught texts are available on the media server.<br>York and Connell notes available in the Library<br>EMC magazine available in the library.<br>Lit Notes app on iOS and Android |

| **Year 13 – Teacher 1**<br>**Term 1 from before Christmas and Term 2: Hamlet** | | | | |
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| **What are we learning?** | **<u>Our Intention.</u>**<br>**What knowledge, understanding and skills will we gain?** | **<u>Impact: Evaluation and Assessment Methods.</u>**<br>**What does mastery look like?** | **<u>Implementation</u>**<br>**How does this build on prior learning?** | **What additional resources are available?** |

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| Close analytical study of 'Hamlet' by William Shakespeare as a drama text and the critical opinions of others, especially those contained within the Critical Anthology. | **Knowledge:** Conventions of Revenge tragedy and Tragedy as a dramatic genre; The parabola structure and its application to Hamlet; Character archetypes; significant social and historical events which affect interpretations of the play: Key areas of context: Renaissance and Renaissance Humanism, The Protestant Reformation and the way it relates to understanding of ghosts, The Divine Right of Kings and the links between the monarch the nation's health ; relevant literary critics and schools of criticism from the examboard anthology; key conventions of the play; recall key events and characters in the play; challenging and relevant vocabulary in order to analyse.<br>**Understanding:** How dramatic and literary features are used by Shakespeare to shape dramatic impact; How the playwright's message and intentions are communicated to the audience; How contextual factors influenced the dramatic portrayal; How the conventions of tragedy influence dramatic portrayal or are altered to add impact; How interpretations and critical views change over time; How the contexts of production and reception have shifted; How your own viewpoint aligns with the viewpoints of others; How themes and characters develop over the course of the pay; How characters can be regarded in different ways and to appreciate layers to a character's construction.<br>**Skills:** Constructing an argument; applying apt terminology and concepts; controlling essay structure and communicating fluently; analysing and evaluating the ways meanings are shaped in texts; the way they are written and the contexts that have affected them. | An ability to explore and develop an argument in a well-structured and fluent essay.<br>An ability to use a wide range of specialist vocabulary to enhance analysis.<br>A detailed understanding of how Shakespeare has shaped dramatic meaning with constant reference to appropriate examples An ability to analyse the significance and influence of relevant contexts on each text in order to enlighten own argument. An ability to apply literary theory and critical interpretations in order to shape own argument. An ability to analyse how characters and themes develop across the play as a whole. | KS2 and 3: familiarity with texts from literary heritage; drawing inferences, identifying how language and structure contribute to meaning.<br><br>Analytical essays throughout KS3 and 4<br><br>Year 7 and 8 units: Study of Shakespeare texts.<br><br>GCSE study –study of Macbeth [for most] or an alternative Shakespeare text.<br><br>Prior KS5 study: dramatic conventions in relation to 'Streetcar'; character language and structural analysis of all KS5 texts. | Media server has multiple copies of the play.<br>Edexcel Critical Anthology<br>EMC literature magazine articles collated in the library.<br>Study guides in the library<br>EMC (2009) Tragedy: A Student Handbook. Edited by T. McEvoy.<br>Bradshaw, G (2016). The Connell Guide to Hamlet.<br>Bradley, A.C. (1904) Shakespearean Tragedy.<br>Jones, E. (1964) Hamlet and Oedipus.<br>Knight, G. W. (1930) The Wheel of Fire<br>Wilson, J.D. (1934) Hamlet<br>Oxford University podcast: Dr Emma Smith. (2012): https://podcasts.ox.ac.uk/hamlet<br>BBC 'In Our Time' Podcast available at: https://www.bbc.co.uk/programmes/b09jqtfs or via the BBC Sounds app<br><br>Lit Notes app on iOS and Android |

| Year 13 – Teacher 2<br>Term 2: Rossetti Poetry Paper 3 | | | | |
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| **What are we learning?** | **<u>Our Intention.</u><br>What knowledge, understanding and skills will we gain?[1]** | **<u>Impact: Evaluation and Assessment Methods.</u><br>What does mastery look like?[2]** | **<u>Implementation</u><br>How does this build on prior learning?[3]** | **What additional resources are available?** |
| Close study of 21 Rossetti poems provided by the board, which reflect and explore Victorian issues of gender, religion, mortality and society.<br><br>Reading in order to analyse Rossetti's intentions and messages | <u>Knowledge:</u><br>How to analyse a poem in terms of its Form, Structure and Language. Appreciation of how context and intertextual links enrich meaning. Use of PEARL style paragraphs to develop confident analytical writing skills. Learning to hear the language and use sound and rhythm to help guide analysis.<br><u>Understanding:</u><br>How language is used to create meaning, at word, line and whole text levels. Effect of poetic devices. Awareness of effect of narrative voice and tone on interpreting meaning. How specific language and literary techniques are used by the writer for specific intentions.<br><u>Skills:</u> Academic essay writing which drives an argument and<br>Connect 2 poems for contextual theme and message.<br>Writing clearly, fluently and legibly.<br>Using evidence comparatively and evaluatively | The ability to understand and interpret comparative themes and messages correctly in timed conditions<br><br>Develop a thesis about the differences between two poems, which is at sub-genre level and takes into account narrative perspective, possible use of a persona and social/historical context.<br><br>Developing nuanced reading skills which enable the student to read through the lenses of social, historical, sexual and spiritual contexts and to perceive and appreciate intertextual links. To read critical materials in order to learn how to think more widely, taking into account others' analyses. | Year 8-War Poetry Year 9-Poetry. Analysing the poet's craft and how to compare poems. Year 10-Power and Conflict AQA anthology taught and learned for GCSE. How to write comparatively in a fluent and persuasive essay response written in timed conditions in an exam. | You Tube has some of the poets performing their work.<br><br>From the BSF library:<br><br>English Literature; a student Guide by Martin Stephen.<br><br>Chapters 4 and 21 are poetry specific but the whole book is good.<br><br>Studying Literature; the essential companion by Paul Goring, Jeremy Hawthorne and Domhnall Mitchell.<br><br>Pages 49 to 62 are a very useful introduction to poetic techniques and prosody. The book also has sections on how to write academically and introduces you to the main schools of Literary theory.<br><br>Literature, criticism and Style. A Practical guide to advanced level<br><br>English Literature by Steven Cross and Helen Cross. 159-183 a chapter on responding to unseen texts and a very useful glossary 256-260 |

| **Year 13 – Teacher 1 and 2**<br>**Term 3: Summer Term in preparation for exams.** |
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| In the final term students will be revising all components of the course. Students will have opportunities to practise exam questions in timed conditions across all exam components and consolidate their knowledge. Exams begin in May. |