

Subject: English Literature

Year group: 12

Department Curriculum Vision: Northwood students will develop their personal voice through a love of literature

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	<u>Paper 1 - Literary Genres: Aspects of Tragedy</u> Othello - Shakespeare <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> The Handmaid's Tale - Margaret Atwood	<u>Paper 1 - Literary Genres: Aspects of Tragedy</u> Othello - Shakespeare <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> The Handmaid's Tale - Margaret Atwood
Skills: (know how...)	To be able to identify the significant features of the genre and how meaning is created by the writer. ● AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ● AO2: Analyse ways in which meanings are shaped in literary texts. ● AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ● AO4: Explore connections across literary texts. ● AO5: Explore literary texts informed by different	To be able to identify the significant features of the genre and how meaning is created by the writer. ● AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ● AO2: Analyse ways in which meanings are shaped in literary texts. ● AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ● AO4: Explore connections across literary texts. ● AO5: Explore literary texts informed by different

	interpretations.	interpretations.
Key vocabulary	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetaia Empathy sympathy Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetaia Empathy sympathy Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure
Mid Term Assessment	Initial assessment	Othello extract (section A paper 1) The Handmaid's tale (section B paper 2)
End Term Assessment	Othello extract (section A paper 1) The Handmaid's tale (section B paper 2)	Othello generic question (section B paper 1) The Handmaid's tale (section B paper 2)

	Spring 1	Spring 2
Content: (Know what...)	<u>Paper 1 - Literary Genres: Aspects of Tragedy</u> Death of a Salesman - Arthur Miller <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> Songs of Innocence and Experience - William Blake	<u>Paper 1 - Literary Genres: Aspects of Tragedy</u> Lamia, Isabella and the Pot of Basil, La Belle Dame Sans Merci - poetry of John Keats <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> Songs of Innocence and Experience - William Blake
Skills: (Know how...)	To be able to identify the significant features of the genre and how meaning is created by the writer. • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts. • AO5: Explore literary texts informed by different	To be able to identify the significant features of the genre and how meaning is created by the writer. • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts. • AO5: Explore literary texts informed by different

Key vocabulary	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetaia Empathy Sympathy Common man Domestic tragedy Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure Religion Romanticism Nature	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetaia Empathy Sympathy Mythology Class structures Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure Religion Romanticism Nature
Mid Term Assessment	Death of a Salesman (section C paper 1) Tales on Innocence and Experience (section B paper 2)	Poetry of John Keats (Lamia) (section C paper 1) Tales on Innocence and Experience (section B paper 2)
End Term Assessment	Death of a Salesman (section C paper 1)	Poetry of John Keats (Isabella) (section C paper 1)

	Tales on Innocence and Experience (section B paper 2)	Tales on Innocence and Experience (section B paper 2)
	Summer 1	Summer 2
Content: (Know what...)	<u>Tragedy Revision for PPE</u> Revise all three texts for the June PPE <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> The Kite Runner - Khalid Hosseini	<u>Non Exam Assessment - Critical Theory</u> Study of the AQA critical anthology <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> The Kite Runner - Khalid Hosseini
Skills: (Know how...)	To be able to identify the significant features of the genre and how meaning is created by the writer. To apply critical theory to a range of texts in preparation for the NEA essays • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts. • AO5: Explore literary texts informed by different, including across time	To be able to identify the significant features of the genre and how meaning is created by the writer. To apply critical theory to a range of texts in preparation for the NEA essays • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts. • AO5: Explore literary texts informed by different, including across time

Key vocabulary	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetia Empathy Sympathy Common man Domestic tragedy Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure Religion Race	Critical theory: Feminism Marxism Eco-theory Post Colonialism Societal structure Power politics Gender Otherness Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure Religion Race
Mid Term Assessment	N/A for PPE - practice questions in class The Kite Runner (section B paper 2)	Study of critical theories - feminism, Marxism, post-colonialism, eco theory The Kite Runner (section B paper 2)
End Term Assessment	PPE	Application of a selected theory to a piece of prose (NEA)

	The Kite Runner (section B paper 2)	The Kite Runner (section B paper 2)
Additional information		
Homework	Independent study (See supra-curriculum) Independent reading in preparation for the NEA Contextual study to support understanding of the texts Knowledge organisers for all texts Practice essays as required in preparation for EUAs	
Extra curricular and enrichment opportunities	Theatre visits for the plays Othello and Death of a Salesman Podcasts	
Useful links that will support learning	See Supra Curriculum	
How parents can support learning	Read the texts with the students Facilitate extra curricula visits to theatres, museums (artwork of William Blake)	

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Year group: 13

Department Curriculum Vision: Northwood students will develop their personal voice through a love of literature

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	<u>Non Exam Assessment - Critical Theory</u> Completion of the two pieces of NEA - prose and poetry <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> Unseen extracts	<u>Paper 1 - Literary Genres: Aspects of Tragedy</u> Revision of Othello - Shakespeare <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> Revision of The Handmaid's Tale - Margaret Atwood
Skills: (know how...)	To be able to identify the significant features of the genre and how meaning is created by the writer. To apply critical theory to a range of texts in preparation for the NEA essays • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which	To be able to identify the significant features of the genre and how meaning is created by the writer. • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts.

	literary texts are written and received. • AO4: Explore connections across literary texts. • AO5: Explore literary texts informed by different, including across time	• AO5: Explore literary texts informed by different interpretations.
Key vocabulary	Critical theory: Feminism Marxism Eco-theory Post Colonialism Societal structure Power politics Gender Otherness Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetia Empathy sympathy Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure
Mid Term Assessment	N/A for NEA Unseen extract - prose (paper 2 section A)	Othello extract (section A paper 1) The Handmaid's tale (section B paper 2)

End Term Assessment	N/A for NEA Unseen extract -poetry (paper 2 section A)	Othello generic question (section B paper 1) The Handmaid's tale (section B paper 2)
	Spring 1	Spring 2
Content: (Know what...)	<u>Paper 1 - Literary Genres: Aspects of Tragedy</u> Revision of Death of a Salesman - Arthur Miller <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> Revision of Songs of Innocence and Experience - William Blake	<u>Paper 1 - Literary Genres: Aspects of Tragedy</u> Revision of Lamia, Isabella and the Pot of Basil, La Belle Dame Sans Merci - poetry of John Keats <u>Paper 2 - Texts and Genres - Elements of Political and Social Protest Writing</u> Revision of The Kite Runner - Khalid Hosseini
Skills: (Know how...)	To be able to identify the significant features of the genre and how meaning is created by the writer. • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts.	To be able to identify the significant features of the genre and how meaning is created by the writer. • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts.

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Key vocabulary	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetaia Empathy Sympathy Common man Domestic tragedy Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure Religion Romanticism Nature	Tragedy: Villain, victim, hero Hamartia Hubris Anagnorisis Catharsis Peripetaia Empathy Sympathy Mythology Class structures Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure Religion Romanticism Nature
Mid Term Assessment	Death of a Salesman (section C paper 1)	Poetry of John Keats/Death of a Salesman (section C paper

	Tales on Innocence and Experience (section B paper 2)	1) The Kite Runner (section B paper 2)
End Term Assessment	Death of a Salesman (section C paper 1) Tales on Innocence and Experience (section B paper 2)	Poetry of John Keats/Death of a Salesman (section C paper 1) Two remaining texts from section B (section C paper 2)
	Summer 1	Summer 2 - EXAMS COMPLETED
Content: (Know what...)	<u>Tragedy</u> Revision/planning of past questions for all texts <u>Elements of Political and Social Protest Writing</u> Revision/planning of past questions for all texts	
Skills: (Know how...)	To be able to identify the significant features of the genre and how meaning is created by the writer. • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts. • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts.	

	• AO5: Explore literary texts informed by different, including across time	
Key vocabulary	Critical theory: Feminism Marxism Eco-theory Post Colonialism Societal structure Power politics Gender Otherness Protest: Rebellion Oppression Repression Violence Gender Power dynamics Class structure Religion Race	
Mid Term Assessment	As required based on identified areas for final development	

End Term Assessment	Not applicable - exams	
Additional information		
Homework	Independent study (See supra-curriculum) Independent reading in preparation for the NEA Contextual study to support understanding of the texts Knowledge organisers for all texts Practice essays as required in preparation for EUAs	
Extra curricular and enrichment opportunities	Theatre visits for the plays Othello and Death of a Salesman Podcasts	
Useful links that will support learning	See Supra Curriculum	
How parents can support learning	Read the texts with the students Facilitate extra curricula visits to theatres, museums (artwork of William Blake)	