




The English Martyrs Catholic School and Sixth Form College

<u>English Literature</u> <u>Y12</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	Begin to explore Representations of Love , starting with Shakespeare's <i>Othello and an anthology of pre-1900 poetry</i> ..	Continuing study of <i>Othello and Pre-1900 Poetry</i> with a focus on the Representations of Love . Introduction of unseen poetry and comparative skill.	Introduction of <i>The Great Gatsby</i> in comparison with <i>pre-1900 poetry</i> . Continue to develop comparative skills with unseen poetry and introduction of NEA .
<u>Knowledge</u>	Students will understand tropes around love and apply this to the texts they study. They will begin to look at literary movements, exploring Renaissance, 17 th Century, Romantic and Victorian. Historical context will underpin the application of literary/critical analysis to aspects of language, form and structure.	As with Module 1, ongoing development of connecting plot, character, structure and theme to their contexts; focus on developing application of critical analysis. Students will develop independence in critical analysis, building on their understanding of this historicist approach to the Literature.	Continued development and application of knowledge and understanding of how context and literary movement influences Literature. Developing understanding of differing critical perspectives: feminism, Marxism, post-colonial readings, canon.
<u>Skills</u>	Articulate an informed and coherent essay response; evaluation of writer's methods; exploring context; exploring connections across literary texts; exploring different interpretations	Articulate an informed and coherent essay response; evaluation of writer's methods; exploring context; exploring connections across literary texts; exploring different interpretations	Articulate an informed and coherent essay response; evaluation of writer's methods; exploring context; exploring connections across literary texts; exploring different interpretations
<u>Literacy Links</u>	Reading skills – comprehension, interpretation and analysis of texts; close analytical reading. Writing skills – effective note-taking; writing analytical/critical essay responses. Oracy – shared reading of texts; regular whole class discussion of texts and themes.	Reading skills – comprehension, interpretation and analysis of texts; close analytical reading. Writing skills – effective note-taking; writing analytical/critical essay responses. Oracy – shared reading of texts; regular whole class discussion of texts and themes.	Reading skills – comprehension, interpretation and analysis of texts; close analytical reading. Writing skills – effective note-taking; writing analytical/critical essay responses. Oracy – shared reading of texts; regular whole class discussion on critical perspectives.
<u>Essential Vocabulary</u>	Metaphysical, Historicism, Diachronic, Synchronic, Renaissance, Romanticism, Canon, Existentialism, Satire,	Motif, Pathos, Realism, Expressionism, Ego-centric, Narcissistic, Homodiegetic, Heterodiegetic and Autodiegetic narrators	Self-deception, Vacuous, Clandestine, Exploitation Bourgeoisie, Proletariat, Ideology, Reification, Universalism, Imperialism, Ethnocentrism, Aesthetic
<u>Catholic Social Teaching</u>			

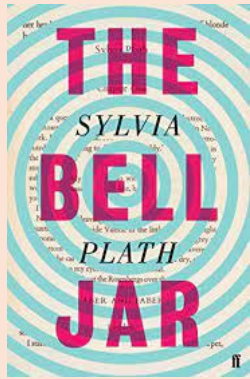


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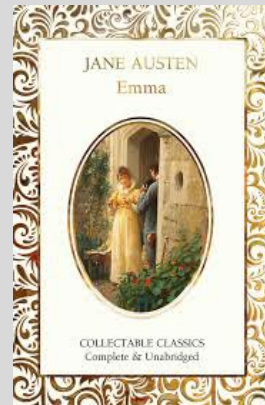
Disciplinary Reading

Reading for Pleasure

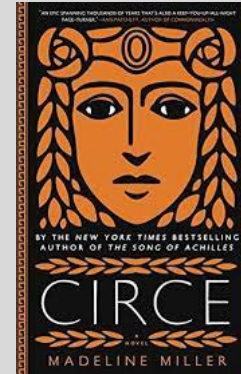
Sylvia Plath - The Bell Jar



Jane Austen - Emma



Madeline Miller – Circe



Delia Owens -Where the Crawdads Sing

