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| Term and Teacher | Teacher One | Teacher Two | Teacher Three | Assessment/Homework |
| Autumn One | **Component Two: Comparative and Contextual Study.**Introduction to Dystopian Literature/fiction**Intro to Orwell and 1984** – political views, history and why we need to study this text-Relevance to 21st Century-Opening of text – contextual ideas and critical reading | **Component One: Drama Pre-1900**Introduction to Drama – with a focus on the key tropes of Revenge Tragedy and key vocabulary**Introduction to Shakespeare: Hamlet**-Background and context to the play how meaning is shaped-Function and effects of L/S/F-How has play been interpreted by different audiences over time**Focus: Academic writing**-Approach to close analysis of extract (Part a)– AO2-Approach to Thematic question (Part b) – AO5-Argument/thesis statement-Critical readings – different interpretations over time | **Component Three: Literature Post 1900**Introduction to studying Literature and specifically Drama – introduction to key vocabulary, drama as performance, techniques used by playwrights.**Introduction to A Streetcar Named Desire (ASND)**-Background and contextual reading-Focus on how writers shape meaning – dramatic techniques, stage direction, sound.**Focus: Exploration of play through character****Focus: Academic writing**Responses to thematic and character questions | Reading texts:1984Short stories selectionLearning key vocabulary for drama, revenge tragedyBaseline testing in all units – small extract work |
| Autumn Two | **Component Two: Comparative and Contextual Study.**-Exploration of Part 1-Contextual ideas linked to initial chapters-Introduction to critical reading of text-Introduction of contextual question | First assessments linked to exam style questions across all units  |
| Spring One | **Component Two: Comparative and Contextual Study.**-Book with the book idea and parallels to modern political manifestos-Critical essays from Orwell Society to develop understanding of writer intent |  **Component Three: Literature Post 1900****All My Sons – Arthur Miller**-Contextual and background information-Read through of the text-**Focus: AO2** close analysis – links made with ASND-AO5 – Literary criticism of text – alternative interpretations and reviews | **Independent reading:** Any drama of their choiceCritical essays for 1984Literary criticism for HamletWatching alternative performances |
| Spring Two | **Component Two: Comparative and Contextual Study.**-Exploration of Part 3Focus on O’BrienAssessment Question – model answers/AOsFocus on ending of novel | **Component One: Poetry Pre-1900****Introduction to The Merchant’s prologue and Tale**-Context and background information – AO3-Key terms and vocabulary-Begin reading through of text-Explore the key themes and charactersMock preparation: Hamlet Part a and Part bSample questionsModel answersPlanned responses from booklet of sample extracts and statement questionsApplication of critical readings | **Component Three: Literature Post 1900**Introduction to a selection of poetryBooklet: -Owen, Heaney, Armitage, Dharker, Clark-Key skills and vocabulary needed Focus: A02 -Focus: Language/structure/form-Poetic devices-Owen / Heaney documentary | **Written assessments across all exam units**Explore own poet’s writingReading of Atonement |
| Summer One | **Component Two: Comparative and Contextual Study.**-Mock preparation – through key tropes and features of dystopian fiction linked to statements-Exemplar responses provided and deconstructed |
| Summer Two | **Component Two: Comparative and Contextual Study.**-Exploration of the UNSEEN element of the unit – AO2 and AO3 | **Component One: Poetry Pre-1900****Introduction to The Merchant’s prologue and Tale.**Mock Exam – Hamlet a and bFeedback from Exam | **Component Three: Literature Post 1900**Focus: NEA requirements. The focus on Coursework ONE and Coursework TwoWork way through the poetry booklet | **Independent Study:**Draft courseworkReading of The Handmaid’s TaleReading of Atonement |

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| Term and Teacher | Teacher One | Teacher Two | Teacher Three | Assessment/Homework |
| Autumn OneAutumn Two | **Component Two: Comparative and Contextual Study.**Unseen Dystopian text exploration **Focus:** AO2 and AO3**Introduction to Text Two: The Handmaid’s Tale – Margaret Atwood****Contextual Factors:** -Rape Culture-Sarah Everard-Patriarchy-Govt control – birth rate etcStart to make links across the textsCritical reading of the text plus in depth character studies in relation to Offred | **Component One: Poetry Pre-1900****The Merchant’s prologue and Tale.**-Continue with the reading of the text-Literary Criticism-Feedback from mocks (Assessment Week)-Students re-write according to feedback**Introduction to Text Two: An Ideal Husband**-Full read through-Exploration of THEMATIC links between both texts-Exam question planning - THEMED | **Component Three: Literature Post 1900**-Complete poetry booklet – students to explore own poets too**Introduction to Prose: Atonement**Explore through the thematic and character links with ASND, AMS, Arcadia and any other choices of text**Coursework One: Close Analysis**Focus: AO and AO2Sample exemplar essays read and deconstructedStudents start first pieceTutorials in lesson – independent work**Coursework One: Close Analysis**Focus: AO, AO2, AO3, AO4, AO5Sample exemplar essays read and deconstructedStudents start pieceTutorials in lesson – independent work**Coursework is completed before Easter for marking and internal moderation.**  | **Literary criticism for**: -Chaucer-And Comparative and Contextual unit**Independent Work:**Coursework Task One: Close AnalysisMock revision for all exam units**Independent Work:**Coursework Task Two: Comparative Study |
| Spring One | **Component Two: Comparative and Contextual Study.****The Handmaid’s Tale – Margaret Atwood**Introduction to the Comparative taskModel responses given in classEnding of novel explored**Preparation the Year 13 Mock** | **Component One: Poetry Pre-1900****The Merchant’s prologue and Tale and An Ideal Husband.**-Exam practice-Themed planning – whole class-Revision |
| Spring Two and Summer One | **Component Two: Comparative and Contextual Study.**Preparation for the final examSample questionsExemplar responsesWhole class responses | **Component One: Drama Pre-1900****Shakespeare: Hamlet**Revision of Part a and Part b of HamletWhole class question planningLiterary criticism | General Revision – all exam units |
|  | Half term revision session offered. |  |  |  |