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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:  1984  Short stories selection  Learning key vocabulary for drama, revenge tragedy  Baseline 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 choice  Critical essays for 1984  Literary criticism for Hamlet  Watching alternative performances |
| Spring Two | **Component Two: Comparative and Contextual Study.**  -Exploration of Part 3  Focus on O’Brien  Assessment Question – model answers/AOs  Focus 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 characters  Mock preparation: Hamlet Part a and Part b  Sample questions  Model answers  Planned responses from booklet of sample extracts and statement questions  Application of critical readings | **Component Three: Literature Post 1900**  Introduction to a selection of poetry  Booklet:  -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 writing  Reading 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 b  Feedback from Exam | **Component Three: Literature Post 1900**  Focus: NEA requirements. The focus on Coursework ONE and Coursework Two  Work way through the poetry booklet | **Independent Study:**  Draft coursework  Reading of The Handmaid’s Tale  Reading of Atonement |

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| Term and Teacher | Teacher One | Teacher Two | Teacher Three | Assessment/Homework |
| Autumn One  Autumn 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 etc  Start to make links across the texts  Critical 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 AO2  Sample exemplar essays read and deconstructed  Students start first piece  Tutorials in lesson – independent work  **Coursework One: Close Analysis**  Focus: AO, AO2, AO3, AO4, AO5  Sample exemplar essays read and deconstructed  Students start piece  Tutorials 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 Analysis  Mock 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 task  Model responses given in class  Ending 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 exam  Sample questions  Exemplar responses  Whole class responses | **Component One: Drama Pre-1900**  **Shakespeare: Hamlet**  Revision of Part a and Part b of Hamlet  Whole class question planning  Literary criticism | General Revision – all exam units |
|  | Half term revision session offered. |  |  |  |