Year 12 English Literature Curriculum

Subject Knowledge		
Autumn 1	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	Introduction to the Section 1 and what form the questions take.	[ ]
	Introduction to tragedy.	[ ]
	Othello: introduction to the text.	[ ]
	Othello: close textual analysis.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Introduction to the comparative element and what form the questions take.	[ ]
	Introduction to dystopian fiction.	[ ]
	Introduction to the close critical appreciation and what form the questions take.	[ ]
	Nineteen Eighty-Four: introduction to the text and brief explanation of the comparative nature of this section.	[ ]
	Nineteen Eighty-Four: close textual analysis.	[ ]
	Context: development of understanding to include effective integration of relevant context in essays.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	Independent study of Class Reader 1 (*The Road* or *The Parable of the Sower*).	[ ]
Half Term		
Autumn 2	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	Othello: close textual analysis.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	Introduction to the Section 2 and what form the questions take.	[ ]
	Introduction to *The Merchant's Prologue and Tale* and familiarisation with Middle English; brief explanation of the comparative nature of this section	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Continue work on close critical appreciation of extracts.	[ ]
	Nineteen Eighty-Four: close textual analysis.	[ ]
	Context: development of understanding to include effective integration of relevant context in essays.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	Independent study of Class Reader 1 (*The Road* or *The Parable of the Sower*).	[ ]
Christmas		
Spring 1	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	The Merchant's Prologue and Tale: close textual analysis.	[ ]
	Context: development of understanding to include effective integration of relevant context in essays.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	The Handmaid's Tale: introduction to the text and brief explanation of the comparative nature of this section.	[ ]
	The Handmaid's Tale: close textual analysis.	[ ]
	Context: development of understanding to include effective integration of relevant context in essays.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	The Handmaid's Tale and *Nineteen Eighty-Four*: close textual analysis and connections.	[ ]
	Focus on close critical analysis of dystopian prose passages.	[ ]
	Independent study of Class Reader 1 (*The Road* or *The Parable of the Sower*).	[ ]
Half Term		
Spring 2	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	The Merchant's Prologue and Tale: close textual analysis.	[ ]
	Introduction to *The Duchess of Malfi*; revisit introduction to tragedy.	[ ]
	The Duchess of Malfi: close textual analysis.	[ ]
	Context: development of understanding to include effective integration of relevant context in essays.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	

	The Handmaid's Tale and *Nineteen Eighty-Four*: close textual analysis and connections.	[ ]
	Focus on close critical analysis of dystopian prose passages.	[ ]
	Independent study of Class Reader 1 (*The Road* or *The Parable of the Sower*).	[ ]
Easter		
Summer 1	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	The Duchess of Malfi: close textual analysis.	[ ]
	Context: development of understanding to include effective integration of relevant context in essays.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	The Duchess of Malfi and *The Merchant's Prologue and Tale*: close textual analysis and connections.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	The Handmaid's Tale and *Nineteen Eighty-Four*: close textual analysis and connections.	[ ]
	Context: development of understanding to include effective integration of relevant context in essays.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in essays.	[ ]
	Component 03: Literature post-1900 - Teacher B	
	Students choose post-2000 prose text for coursework.	[ ]
Half Term		
Summer 2	**Component 01: Literature Post-1900 - Teacher A**	
	Revision for end of year exam.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Revision for end of year exam.	[ ]
	Swap Class Reader 1 for Class Reader 2 (*The Road* or *The Parable of the Sower*).	[ ]

Key Skills	
Component 1	• Analyse how meanings are shaped in drama and poetry texts. • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Use accurately a range of literary concepts and terminology, including knowledge of the principles and conventions of drama and dramatic verse (tragedy), and poetry and poetic verse. • Explore connections across the set texts (*The Duchess of Malfi*/*The Merchant's Prologue and Tale*). • Reflect on different interpretations of literary texts, including, where relevant, critical interpretation; debate alternative ideas about a text and consider multiple readings. • Identify and consider how attitudes and values are expressed in texts. • Organise responses in a clear and effective academic style and register with coherent written expression. • Use accurately quotations and references to texts and sources.
Component 2	• Analyse how meanings are shaped in short passages of prose and whole dystopian novels. • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Use accurately a range of literary concepts and terminology, including knowledge of the principles and conventions of dystopian fiction. • Explore connections across the set texts (*Nineteen Eighty-Four* and *The Handmaid's Tale*). • Reflect on different interpretations of literary texts, including, where relevant, critical interpretation; debate alternative ideas about a text and consider multiple readings. • Identify and consider how attitudes and values are expressed in texts. • Organise responses in a clear and effective academic style and register with coherent written expression. • Use accurately quotations and references to texts and sources. • Show how different interpretations have informed your reading of the short prose passage.
Component 3	• Analyse how meanings are shaped in drama, poetry and prose texts. • Demonstrate understanding of the significance and influence of the post-1900 and post-2000 contexts in which literary texts are written and received. • Use accurately a range of literary concepts and terminology. • Analyse poetry text with close focus on writer's methods (*Mean Time*). • Explore connections across the set and chosen texts (*A Streetcar Named Desire* and post-2000 prose text). • Reflect on different interpretations of literary texts, including, where relevant, critical interpretation; debate alternative ideas about a text and consider multiple readings. • Identify and consider how attitudes and values are expressed in texts. • Organise responses in a clear and effective academic style and register with coherent written expression.

	• Use accurately quotations and references to texts and sources.