

Learning Cycle Year 1	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	<p>Paris Introduction: Terminology usage Understand the concept of <b>representation</b>, subjectivity, point of view, and discourses of travel to represent experiences and make connections between texts.</p> <p>-Explore the significance and influence of contextual factors on production and reception offered by different genres and mode. Representation and tellability by exploring the ways that places in and around Paris, people visiting or living in the city, and events that take place in the city</p> <p>Consideration of the concept of othering, Paris syndrome and culture shock</p> <p>Consider why writers and speakers choose to communicate using various forms.</p> <ul style="list-style-type: none"> <li>Travel and Tourism Extracts in Anthology</li> </ul> <p><i>Frankenstein</i> Introduction:</p> <ul style="list-style-type: none"> <li>Fictional Worlds and Fantasy genre in the 19<sup>th</sup> Century</li> <li>Contexts: 19<sup>th</sup> Century Author and Style</li> </ul>	<p>Glossary of terms to include spoken language features, phonology, grammar, word classes, sentence types and functions. Students progress through a hierarchy of terms starting from KS4 basic word classes up to effects of Active and Passive Voice. narration, syntax, foregrounding, pragmatics, conversational discourse, modality, representation, affordances, constraints, othering, Paris syndrome.</p> <p>Students are actively encouraged to read around all texts, such as via weblinks, study guides and critical receptions.</p>	<p>Q&amp;A recall on chapter/scene study.</p> <p>Whiteboards checks of genre specific terminology and topic sentences about representation of Paris.</p> <p>Whole class context reflection compiled on board: think, pair, share.</p> <p>Exam style question on Paris single text</p> <p>Group essay planning on comparing texts.</p> <p>Paragraph building-terminology and three part sentence analysis structure.</p> <p>Timed exam style question <i>Frankenstein</i> Timed exam style question comparative <i>Paris</i>.</p>	<p>Approaching Paris through a tourism perspective is a familiar lens with which to start a deeper study of how the city is represented. Spoken language is new terminology which students do not develop an in depth understanding of at GCSE, therefore once the foundation knowledge and language skills are taught this provides a further challenge for A level language study. Once students have a more contemporary understanding of Paris, they are able to attach the historical contexts more easily. Although students are familiar with some online texts, the analysis of them can be stretching- these texts particularly work well studied as a group and students will now have formed confidence to discuss with other members of the class. Learning to communicate proficiently verbally, in writing and by analysing different forms of communications are transferable skills for any employment and this course is particularly effective in the development of these.</p> <p>Understanding difference and other cultures is a British value which is embedded in our curriculum.</p> <p>We have chosen 'Frankenstein' as an example of the relevance of 19<sup>th</sup> century texts on today's society making the more</p>

	<ul style="list-style-type: none"> <li>Walton's Letters/ first chapters</li> </ul> <p>Language Skills:</p> <ul style="list-style-type: none"> <li>Terminology for prose text analysis</li> </ul> <p>Paris:</p> <ul style="list-style-type: none"> <li>Spoken Text Extracts in Anthology</li> <li>Autobiographical Texts in Anthology</li> <li>Essay Approaches</li> </ul> <p><i>Frankenstein:</i></p> <ul style="list-style-type: none"> <li>Chronological study of text</li> <li>Contexts, critical reception</li> <li>Essay Approaches</li> </ul> <p>Language Skills:</p> <ul style="list-style-type: none"> <li>Terminology for prose and spoken text analysis</li> </ul>			<p>archaic language easier to access and stretch the more able. Furthermore, the female point of view/ writer allows students to debate struggles, issues and revere the position society at the time placed upon women. Concepts such as: organ donation, transplants and life support methods are ethical and moral concerns still prevalent, today. Our students will be referred to current science and medicine headlines such as: Archie Battersbee and conjoined twins Bernardo and Arthur Lima.</p> <p>LINKS: History, Science, Sociology, Geography and Education can be made via the novel. This makes it a great source for interleaving across subjects, broadening and deepening students' experience and understanding.</p>
Spring Term	<p>Paris:</p> <ul style="list-style-type: none"> <li>Historical Extracts in Anthology</li> </ul> <p>Poetry: Heaney poems Exploring how distinct poetic voices are created and shaped though linguistic,</p>	<p>Students given HEANEY and EIRE context booklet.</p> <p>INSET via Irish people – Q&amp;A style sessions with focus on culture and heritage.</p>	<p>Group presentations on each historical era.</p> <p>Comparative link plenaries upon completion of each text.</p>	<p>Heaney: In light of recent developments and changes regarding the European Union and Northern Ireland's request to remain, the likelihood is that there will be a united Ireland possibly within the next 5 years. Political changes also have resulted in greater representation both in Eire and Northern Ireland of the Sinn Fein Party.</p>

<p>phonological, grammatical and poetic choices.</p> <ul style="list-style-type: none"> <li>- Exploring comparisons between poems.</li> <li>- Exploring the presentation of time: understanding the past, reviewing past experiences, the manipulation of time</li> <li>-Exploring the importance of place: locations and memories, the ways in which these are captured in Voices, and their effect on individuals</li> <li>-Consider how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.</li> <li>-Explore the presentation of events through the poet's selection of material, the use of narrative frames and other poetic techniques.</li> </ul> <p><i>Frankenstein</i></p> <ul style="list-style-type: none"> <li>• Embedding proficiency of language skills and significant contexts.</li> </ul> <p>Paris:</p> <ul style="list-style-type: none"> <li>• Online and Children Extracts in Anthology</li> <li>• Finish any outstanding extracts</li> </ul> <p><i>Frankenstein:</i></p>	<p>Poetry glossary given. Use of web links to further knowledge of Irish culture, linking to specific poems in some cases.</p>	<p>Comparative writing skills- paragraph building and group planning.</p> <p>Timed comparative essay Paris. Timed Frankenstein extracts.</p>	<p>Again, furthering the possibility of a united Ireland. This, given the potential impact on the lives of some students – many of whom have Irish heritage, will be relevant and meaningful to them.</p> <p>LINKS also made with: Geography, Politics, Sociology and History. This makes the poetry collection pertinent to interleaving across the curriculum.</p>
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Summer Term	Paris: <ul style="list-style-type: none"> <li>• Revision for End of Year Mock Exam</li> </ul> Paris/ Poetry Revision NEA Introduction: <ul style="list-style-type: none"> <li>• Text selection</li> <li>• Research and Synopsis exercises</li> </ul> END OF YEAR MOCK EXAM NEA <ul style="list-style-type: none"> <li>• Introduction section completed</li> <li>• Review section begun</li> <li>• Analysis section introduction (* develop over Summer holidays)</li> </ul> Introduction to Paper Two <ul style="list-style-type: none"> <li>• Begin one of the set texts for Paper Two</li> </ul>			

Learning Cycle Year 2	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	<p><i>Othello</i> Students should explore the genre of tragedy and the way in which Shakespeare subverts these conventions</p> <ul style="list-style-type: none"> <li>-Exploring dramatic device and dramaturgy</li> <li>-Characterisation</li> <li>-The writer's linguistic choices</li> <li>• Chronological study of the text: Chapters</li> <li>• Contexts</li> <li>• Style</li> </ul> <p>The Kite Runner:</p> <ul style="list-style-type: none"> <li>• Contexts</li> </ul> <p>Chronological study of the novel. Exploration of postmodern fiction. -Exploration of how language choices help to shape the representations of different worlds and perspectives in prose fiction. -Consider how intertextuality builds the imagined world and how narrative viewpoint shapes this world view. -Critically investigate authorial intention: considering the novel form</p>	<p>Hubris, Hamartia, Peripeteia, Anagnorisis, Catharsis, political vs domestic tragedy</p> <p>Glossary of terms given to students.</p> <p>Unreliable narrator, flashbacks, flash-forward, Hazara, Pashtuns, Taliban. Farsi, Agha Sahib, Inshallah, Koran, ayat, pari, raka'ts, bachem, burqa, Urdu, redemption.</p>	<ul style="list-style-type: none"> <li>• Context recall and links to base text through verbal discussion.</li> <li>• Diary writing as accessible format for first creative pieces. Sentence openings, bullet point planning. Think, pair, share.</li> <li>• Whole class writing. Exemplar analysis.</li> <li>• Plenaries for possible creative tasks and three part sentence analysis for commentary.</li> </ul> <p>Kite Runner Creative and Commentary Exam style question</p>	<p>We want our students to experience writing from other cultural perspectives, thus the inclusion of Heaney and Hosseini. Given the recent wars on independence it is essential that students have an opportunity to view the life of a refugee, or identify with a person living in a peaceful country which then becomes a warzone; this creates an understanding which goes beyond the media's representation. It also alludes to PREVENT.</p> <p><i>Othello</i> also broadens students' understanding of other cultures through the issue of racial difference, not only with <i>Othello</i>, but other characters too and analysing directors' interpretations of this issue- broadening further contemporary thinking which reflects 21<sup>st</sup> century society. Including a Shakespeare play provides essential challenge and preparation for degree level study for those students who continue English at university. It also embeds our cultural heritage and how all texts come from other texts.</p>

	<p>as constructions of societies, systems and ideologies.          Coursework support/ Revision for Paper One  <i>Othello</i></p> <ul style="list-style-type: none"> <li>• Chronological study of the text: Acts/ Scenes</li> <li>• Speech Methods</li> <li>• Approaching an extract for annotation</li> </ul> <p><i>The Kite Runner:</i></p> <ul style="list-style-type: none"> <li>• Chronological study of the novel</li> <li>• Creative re-cast approaches and practice</li> <li>• Commentary approaches and practice</li> </ul>			
Spring Term	<ul style="list-style-type: none"> <li>• Revision for Year Two Mock Exam</li> <li>• Year Two Mock Exam: FULL PAPER ONE</li> <li>• Re- Drafting of Coursework essay</li> <li>• Othello completion of play</li> </ul> <p><i>The Kite Runner</i> completion of novel</p> <ul style="list-style-type: none"> <li>• NEA final submissions</li> <li>• Othello:</li> </ul>			

	<ul style="list-style-type: none"> <li>• Revision and consolidation of play</li> <li>• Essay approaches and practice</li> </ul> <p>The Kite Runner:</p> <ul style="list-style-type: none"> <li>• Revision and consolidation of novel</li> <li>• Creative re-cast and commentary practice</li> <li>• Full P2 Mock</li> <li>• Revision of Paper One</li> </ul>			
<p>Summer Term</p>	<p>Revision of Paper One:</p> <ul style="list-style-type: none"> <li>• Paris Anthology</li> <li>• Frankenstein</li> <li>• Poetry</li> </ul> <p>Revision of Paper Two:</p> <ul style="list-style-type: none"> <li>• Othello</li> <li>• The Kite Runner</li> <li>• PAPER ONE EXAM</li> <li>• PAPER TWO EXAM</li> </ul>			