

Learning Cycle Year 1	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	<ul style="list-style-type: none"> • Love in Literature Introduction • Concept of literary knowledge being built through time • Introduce Love framework as one context • Develop analysis skills M=M + context. • <i>Othello</i> Introduction: • Early part of Cannon. • Contexts of play: Elizabethan/ Jacobean, Shakespeare as a poetic dramatist. <p>-Building on the understanding of tragedy from GCSE and interlinking with <i>The Great Gatsby</i>. Students should explore the genre of tragedy and the way in which Shakespeare subverts these conventions</p> <p>-Exploring dramatic device and dramaturgy</p> <p>-Characterisation</p> <p>-The writer's linguistic choices</p> <p>-Exploring the text from a diachronic perspective</p> <ul style="list-style-type: none"> • The Great Gatsby: • Midway point in Cannon • Modernist context of change and link to Modern Times theme and being 'experts'. • Terminology for prose text analysis. <p>Modelling of annotations, key ideas/themes/The contexts of the novel</p> <p>-Narrative perspective and the influence of Modernism</p>	<p>Terminology GCSE review Hubris, Hamartia, Peripeteia, Anagnorisis, Catharsis, political vs domestic tragedy. Glossary of terms for play given to students.</p> <p>English Review articles are used as an introduction to critical reading and improving essay writing.</p> <p>Students also are given a critical commentary booklet to support their learning.</p> <p>Romantic modernism, modification of a first-person narrator, frame narrative, scenic method, episodic, nouveau-rich</p>	<p>Q&A recall on chapter/scene study.</p> <p>Whiteboards checks of genre specific terminology and topic sentences about love.</p> <p>Whole class attitude to love reflection compiled on board: think, pair, share.</p> <p>Exam style question on love- single text: <i>TGG</i></p> <p>Group essay planning.</p> <p>Paragraph building.</p> <p>Timed exam style question <i>Othello</i></p> <p>Timed exam style question comparative <i>TGG</i> and poetry.</p>	<p>Embedding race, gender, social hierarchy, class, status within these two texts prepares students for in depth study of modern times and foregrounds 21st century issues underpinned by British Values, Black Lives Matter movement and the 9 protected characteristics.</p> <p><i>TGG</i> is an accessible and enjoyable text which bridges the gap between GCSE and A level, it always engages students' interest and provides a balance to the challenge of Shakespeare study which ensures ambition and rigor immediately. It also allows for discussion of cultural heritage, universal themes and life-lessons.</p> <p>Enriched curriculum is taught via extracts on love across other Shakespeare's plays and sonnets and the consideration of critical essays, preparing students early for this requirement within the NEA and future academic study or discerning reports/non-fiction</p>

	<ul style="list-style-type: none"> -Exploring narrative structure -Characterisation and use of setting -The writer's linguistic choices -Looking at the text from a diachronic perspective and making meaningful connections and comparisons to Sonnet 116 from the pre-1900 poetry anthology. 			articles for employment or personal issues.
Spring Term	<p>Poetry anthology Time line of Cannon and all literature periods up to production of TGG. Consolidation of Pre-1900 contexts through unseen poetry teaching. Literary Periods; their historical and social context and the conventions of their writing - how this can be applied to particular texts from the Anthology -Skills of academic comparison and essay technique -Considering the poetry from a diachronic perspective</p> <p><i>Jane Eyre</i> in single lesson to introduce the context of <i>Wide Sargasso Sea</i> (taught NEA text).</p> <p>Introduce WSS for reading over Easter break.</p>	<p>Traditional poetry vocabulary – building on GCSE: volta, enjambment, caesura, quatrain, sestet, octave, metaphor, personification, allusion, Biblical allusions. Poetry glossary given to students.</p> <p>An Introduction on how to identify a poems' rhythm independently: meter, syllables, iambic, trochaic, dactylic, rhyming couplets</p>	<p>Group presentations on each era.</p> <p>Comparative link plenaries upon completion of each poem.</p> <p>Comparative writing skills- paragraph building and group planning.</p> <p>Timed comparative essay TGG and Pre-1900 Anthology.</p> <p>Timed unseen poetry comparison.</p>	<p>Pre- 1900 poems are selected as these provide essential knowledge of the literary cannon. The unseen poetry allows for individual teacher expertise across the different time periods and for students to take responsibility to lead on particular eras- going way beyond the exam requirements. As the course is structured through time, by the end of Year 12 students have a secure foundation of how literature has been produced and received across different social, historical and cultural contexts- essentially having completed a condensed degree course.</p>
Summer Term	<ul style="list-style-type: none"> • Skirrid Hill • Introduction to Modern Times Framework. • Becoming experts in poetry analysis and MT themes/ideas. • WSS • Introduce requirements of NEA • Paired with JE to develop understanding of Texts through Time and the need to write back. 	<p>Imperialism, Emancipation Act, Creole, Patios, vernacular, Obeah.</p>	<p>END OF YEAR EXAM ASSESSMENT</p> <p>Group analysis of different sections of WSS.</p> <p>Timed unseen analysis of WSS</p>	<p>This springboards students into their own independent study and skills' refinement moving onto Year 13. Our curriculum is underpinned by texts from other cultures. This widens students' geographical understanding of place and location within globalisation and allows them to respect and</p>

	<ul style="list-style-type: none"> • 'There is always another side' in preparation for <i>TGST</i>. • Choose comparison text for NEA. • Unseen prose introduced through <i>WSS</i>. • Unseen prose exam style question. 			appreciate difference, or see representations of themselves which may otherwise not have been viewed.
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Learning Cycle Year 13	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	<p>The God of Small Things</p> <ul style="list-style-type: none"> • Chronological study of the text. • Contexts • Style • Modern Times Framework <p>Exploration of postmodern fiction.</p> <ul style="list-style-type: none"> -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 as constructions of societies, systems and ideologies. <p><i>Skirrid Hill</i></p> <ul style="list-style-type: none"> • Contexts • Chronological study of poems • Sheers Exam style question • NEA support/ Revision for Paper One • NEA deadlines and timely lesson support/ Revision for Paper One • <i>TGST</i> exam style question 	A knowledge organiser is used to develop contextual understanding of location, alongside specific vocabulary.		<p>English literature should not be limited to texts produced by British writers. Thus, we have developed a curriculum which embraces as many writers from other cultures as possible, thus the inclusion of an Indian and Welsh perspective broadens students' cultural understanding.</p> <p>For Sheers, the students are able to develop and explore their own sense of gender and identity within Sheer's poems. They are able to not only consider Sheers' Welsh identity and values but use his poems as a launch-pad for exploring their own and current issues. Immigration and War remains relevant but especially today with issues regarding: Ukraine and Syria.</p>
Spring Term	<ul style="list-style-type: none"> • Revision for Year Two Mock Exam • Year Two Mock Exam: FULL PAPER ONE • Re- Drafting of NEA essay 			<i>A Streetcar Named Desire</i> builds students' understanding of the American dream, which is set up

	<p><i>A Streetcar Named Desire</i> Exploration of the concepts of conflict and construction of identity: conflicting identities within America with in the domestic sphere and on a societal level considering gender construction and social classes. -Exploration of the relationship between fantasy and reality and how this is constructed and related to marginality and madness. -How the play encapsulates a society in transition through exploration of context of post-war 1940s America. -Consideration of Williams' own marginalised experience - Consideration of how form and genre has been manipulated to achieve specific effects – Southern Gothic, Modern tragedy, Plastic theatre, Melodrama</p> <ul style="list-style-type: none"> • NEA final submissions • Essay approaches and practice • Unseen Prose: • Consolidation of Modern Times framework and close reading for meaning through extract work. • Full P2 Mock 	<p><i>Hegemonic masculinity, anachronistic, antebellum, promiscuity, antagonism, non-conformist, locutionary act, Illocutionary force, Perlocutionary effect, plastic theatre, realism, expressionism, hegemonic masculinity, anachronistic, antebellum, promiscuity, antagonism, non-conformist, locutionary act, Illocutionary force, Perlocutionary effect, plastic theatre, realism, expressionism</i></p>		<p>as a concept through TGG in year 12. It also allows discussion of LGBTQ+ society and how a writers' sexual orientation should not project a particular reading of a text.</p> <p>Currently, our society in the UK demonstrates the heavy influence this concept has had on our own society. Capitalism and Marxism are relevant concepts today. These raise issues for discussion as well as offer opportunities for interleaving with other subjects such as Sociology.</p> <p>Weekly unseen prose analysis consolidates students' knowledge and skills in a synoptic way and interleaves all learning throughout the year.</p>
<p>Summer Term</p>	<ul style="list-style-type: none"> • P1 Revision- Othello • Unseen Poetry • TGG/ Pre 1900 Poetry Anthology • PAPER ONE EXAM • PAPER TWO EXAM 			