



YEAR 12 English Literature 2023-2024 AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Topics:

Paper One: The Great Gatsby and Poetry

Paper Two: Introduction to WWI Literature and Wilfred Owen's poetry

Curriculum Intent

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality texts in order to develop their language and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society. We aim to foster a love of reading for all students so that they read widely and often.



This unit builds upon students' understanding and reflection on close reading based upon the skills of analysis from years 10 and 11.

Pupils will be taught to read and reflect upon the role of language and methods in shaping meaning by:

- reading texts from the 19th, 20th and 21st centuries across the course, and in the introductory components on the modernist literature of Gatsby and the pre WWI tradition of Literature (Newbolt, Tennyson)
- reading a wide range of high-quality and challenging non-fiction articles on context and literary criticism

Students will be taught to understand and critically evaluate texts through:

<p>Skills / National Curriculum Links</p>	<ul style="list-style-type: none"> • reading in different ways for different purposes, summarising ideas and information, and evaluating their usefulness for particular purposes. • drawing on knowledge of the purpose, audience for and context of the writing (AO3), including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation. • identifying and interpreting themes, ideas and information. • seeking evidence in the text to support a point of view, including justifying inferences with evidence. • analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. • making critical comparisons, referring to the contexts, themes, style of texts, and drawing on knowledge and skills from wider reading. • making an informed personal response, recognising that other responses to a text are possible and evaluating these. <p>Students will be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • adapting their writing to explore linguistic issues in an accessible way • selecting and organising ideas and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. • selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context, and using Standard English where appropriate. <p>Students will be taught to revise, edit and proof-read through:</p> <ul style="list-style-type: none"> • reflecting on whether their draft achieves the intended impact. • restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness. • paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <p>Students will be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • studying their effectiveness and impact in the texts they read. • drawing on new vocabulary and grammatical constructions from their reading and using these consciously in their writing. • Comparing how texts present information in different ways – based on perspectives and social, historical and technological contexts. • critically analysing some of the differences between spoken and written language, including differences associated with formal and informal registers and evaluating academic research in these areas
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	<ul style="list-style-type: none"> • using linguistic terminology accurately and confidently in discussing the different genres of drama, prose and poetry <p>Students will be taught to speak confidently, audibly and effectively through:</p> <ul style="list-style-type: none"> • using and evaluating the use of Standard English when the context requires it. • listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary. • planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations. • listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation. <hr/>
Cross Curricular Links	<p>SMSC: Spiritual, moral, social and cultural values are represented by consideration of a range of texts and the comparison between how issues are represented.</p> <p>PSHE/British Values: Individual liberty, democracy, mutual respect and tolerance are represented by the reflection on how meanings are shaped, the evaluation of how language reflects and determines thought and a critical examination of the impact of the choices of the text producer. The thematic links of the course encourage students to reflect on key social issues through the thematic links of love and war.</p> <p>Numeracy: N/A</p>
Literacy	<p>Vocabulary</p> <p>Tier 2 – repression, responsibility, exploitation, subjectivity, unreliable, retrospective</p> <p>Tier 3 – modernism, parhyme, narrator, historicist, carpe diem, metaphysical, Petrarchan, sonnet</p> <p>Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying.</p> <p>Writing opportunities – extended, analytical essay writing.</p>
Becoming future ready	<div>       </div> <p>Personal Skills / skills builder:</p> <p>Careers/Employability: Proof reading and editing, written and spoken communication, cultural capital.</p>

Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: All students will be taught to produce high-quality pieces of analytical and academic writing as well as high quality journalistic/fictional/creative writing. They will also be taught to give high-quality spoken presentations.</p> <p>By resource: All students will be given a range of resources including knowledge organisers, vocabulary mats, revision booklets. Model answers are available.</p> <p>By Intervention: Wave 1 – high quality teaching, wave 2 – support sessions for identified cohorts, wave 3 – support for individual students by the class teacher. Weekly intervention on key topics/essay skills will be available.</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Task: Students should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. PLCs are referred to.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning. Teams post facility will be used for this purpose. Extension activities will be available.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<p>AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2 – Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4 – Explore connections across literary texts.</p> <p>AO5– Explore literary texts informed by different interpretations.</p> <p>Specific lesson PowerPoints and resources outline how knowledge and skills will be taught. Individual resources also demonstrate how learners’ understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary.</p> <p>In examining The Great Gatsby and Pre 1900 poetry, students will examine how literary and linguistic devices are used to represent the following:</p> <ul style="list-style-type: none"> • Aspects of 1920s America - social class, consumerism, social change (Gatsby) • Literary modernism • Superficiality • Love and fidelity, attitudes to marriage • Masculinity and femininity

	<ul style="list-style-type: none"> • Impact of wealth and status • Attitudes to relationships • Gender identity • Unreliability • Poetic periods including the Cavalier poets, Romanticism, Courtly love, <p>In Paper Two, students are introduced to the background of literature on WW1 by examining the following key areas:</p> <ul style="list-style-type: none"> • Early WW1 poetry – Rupert Brooke, Jessie Pope • War poetry of different time periods – Newbolt’s <i>Vitae Lampada</i>, Larkin’s <i>MCMXIV</i> • The representation of war in different contexts and in different mediums (including art and recruitment posters to modern representations such as <i>Blackadder</i>. • Wilfred Owen – biographical details and poetry • The significance and influence of Siegfried Sassoon • Modern retrospective text – <i>The Wiper’s Times</i> – inspiration, use of stagecraft, blend of fact and fiction.
Current learning to be developed in the future within:	<p>Both papers are taught in a way that reinforces the historicist approach to the course – the concept that social and historical contexts impact on the ways that texts are written and interpreted. Paper One introduces the core theme of Love Through the Ages – examining the ways that relationships are represented in different time periods. We begin with the <i>Great Gatsby</i> to examine how aspects of the 1920s American context impact on the writer’s presentation of the relationships within it – this is continued with an examination of each poem’s social and literary contexts. Paper Two introduces the common themes within literature written about WW1 – particularly in relation to attitudes to war, duty, repression and guilt, physical impact, camaraderie, power and authority, gender and the division between home and the front line. These themes will continue throughout the study of future set texts, including <i>The Wiper’s Times</i> and <i>Pat Barkers Regeneration</i>.</p> <p>Across the first term, students will study all three genres of poetry, prose and drama. Understanding the respective techniques in each will build a solid foundation to study these genres more independently in future components such as the Unseen Poetry and Prose units and the Independent Critical Study (NEA) where students study their own choice of texts.</p>
Assessment	<p>Impact will be measured through a range of formative and summative assessments and support will be put in place when teachers judge that students are not fulfilling their potential. Our aim is to ensure all students perform to the best of their ability and are ready for the next stage of their education or career by the end of the A Level course.</p>

	Refer to assessment maps and calendar for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation. Students will also have a detailed knowledge of a range of literary approaches and terminology and be able to analyse texts independently, as well as understand how to research contextual factors.