

Long Term Plan 2022/23 A2 English Literature:



Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1
<p>Interspersed as workshops across the year and mostly in Term 1: NEA: Theory and Independence (to be completed independently, with regular teacher-student consultations built in throughout Term 1 and into Term 2 if needed)</p> <p>*Please note: Regular Mastery starters and homeworks used throughout the course to revisit texts from AS that are covered at A2 (Othello, Keats and DOAS) but cannot be covered again as a full unit. These starters/homeworks should be interspersed across the year (at least once every 4 lessons)</p>				

<p><u>NEA: Theory and Independence</u></p> <p>Introduction to the Critical Anthology theories:</p> <ul style="list-style-type: none"> ● Narrative theory ● Feminist theory ● Marxist theory ● Eco-critical theory ● Post-colonial theory ● Literary value and the Canon <p>Research and selection of texts for study with support from teacher. Independent work supported by FAR feedback</p>	<p><u>The Kite Runner</u></p> <p>Introduction to the context of Kite Runner e.g. the rise of the Taliban; the divisions between Sunni and Shi'a muslims</p> <p>Knowledge and understanding of the novel is assessed as a 20th Century example of Social and Protest Writing. This will be explored through the following themes:</p> <ul style="list-style-type: none"> ● Amir's search for redemption ● The love and tension between fathers and sons ● The intersection between political and private lives ● The persistence of the past ● Religion ● Racism and ethnicity 	<p><u>The Handmaid's Tale</u></p> <p>Introduction to the context of Handmaid's Tale e.g. gender politics, patriarchy and the role of women in society; dystopia as a genre</p> <p>Knowledge and understanding of the novel is assessed as a 20th Century example of Social and Protest Writing. Topics covered include; This will be explored through the following themes:</p> <ul style="list-style-type: none"> ● Women's bodies being used as political instruments ● Language as a tool for power ● The causes of complacency towards totalitarian control ● Complicity ● Morality and immorality 	<p><u>Poetry: Blake</u></p> <p>Introduction to the context of Handmaid's Tale e.g. gender politics, patriarchy and the role of women in society; dystopia as a genre</p> <p>Knowledge and understanding of the novel is assessed as a 20th Century example of Social and Protest Writing. Topics covered include; This will be explored through the following themes:</p> <ul style="list-style-type: none"> ● The destruction of innocence ● Redemption ● Religious hypocrisy ● Nature as the purest state of man ● Imagination over reason ● The flaws of earthly parents ● Social reform 	<p><u>Intensive revision</u></p> <p>Intensive revision of DOAS, Keats and Othello before moving on to general revision of remaining A2 topics.</p> <p>A range of revision techniques should be used:</p> <ul style="list-style-type: none"> ● Low stakes quizzing ● Mini-assessments ● Revisiting key scenes ● Revisiting all areas of misconception ● Regular mock assessment in preparation ● Exposure to model answers and application of mark scheme
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<p><u>Opportunity for stretch for high prior attainers</u></p> <p>Extension and challenge tasks take place each lesson. Application of critical theory is a higher level skill, naturally stretching the most able. FAR feedback actions provide personalised stretch and challenge tasks.</p>	<p><u>Opportunity for stretch for high prior attainers</u></p> <p>Extension and challenge tasks take place each lesson. Consideration of control over individuals and how this is presented by the author encourages higher level thinking and mature discussion.</p>	<p><u>Opportunity for stretch for high prior attainers</u></p> <p>Extension and challenge tasks take place each lesson. Extension and challenge tasks take place each lesson. Consideration of control over individuals and how this is presented by the author encourages higher level thinking and mature discussion.</p>	<p><u>Opportunity for stretch for high prior attainers</u></p> <p>Extension and challenge tasks take place each lesson. Extension and challenge tasks take place each lesson. Consideration of control over individuals and how this is presented by the author encourages higher level thinking and mature discussion.</p>	<p><u>Opportunity for stretch for high prior attainers</u></p> <p>Extension and challenge tasks take place each lesson.</p>
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<p>Anticipated Misconceptions:</p> <ul style="list-style-type: none"> Misapplication or misunderstanding of theory Students will need to be guided to make the right text and theory choices Clumsy essay style - students need to develop an academic style of writing 	<p>Anticipated Misconceptions:</p> <ul style="list-style-type: none"> Generalisations and misconceptions regarding context e.g. stereotypes surrounding terrorism Using context as a 'Bolt on' and not to enhance an argument Clumsy essay style - students need to develop an academic style of writing 	<p>Anticipated Misconceptions:</p> <ul style="list-style-type: none"> Generalisations and misconceptions regarding context e.g. stereotypes surrounding terrorism Using context as a 'Bolt on' and not to enhance an argument Clumsy essay style - students need to develop an academic style of writing 	<p>Anticipated Misconceptions:</p> <ul style="list-style-type: none"> Mistakes/feature spotting with poetic terminology Generalisations and misconceptions regarding context e.g. stereotypes surrounding terrorism Using context as a 'Bolt on' and not to enhance an argument Clumsy essay style - students need to develop an academic style of writing 	<p>Anticipated Misconceptions:</p> <ul style="list-style-type: none"> Students will use FAR feedback to target specific, personalised misconceptions during their revision these may include: feature spotting, lack of depth for conceptual issues, mislabelling terms and etc.
<p>Links to previous Key Stage</p> <p>Speaking and listening study encourages students at GCSE to construct an argument based on an individually chosen topic; articulating a personal opinion is central to the curriculum at KS3 and KS4.</p>	<p>Links to previous Key Stage</p> <p>Government control is explored through the study of 'Power and Conflict' poetry at GCSE and prepares students to consider how individuals can be controlled and manipulated by governments or a higher power.</p>	<p>Links to previous Key Stage</p> <p>Government control is explored through the study of 'Power and Conflict' poetry at GCSE and prepares students to consider how individuals can be controlled and manipulated by governments or a higher power.</p>	<p>Links to previous Key Stage</p> <p>Government control is explored through the study of 'Power and Conflict' poetry at GCSE and prepares students to consider how individuals can be controlled and manipulated by governments or a higher power.</p>	<p>Links to previous Key Stage</p> <p>GCSE language study prepares students for all areas of AS study when revising for the exam, allowing them to build on analytical skills, skills of creating and sustaining a debate and thinking independently.</p>
<p>Links to future learning</p> <p>This unit prepares learners with the foundation knowledge for independent study projects at university.</p>	<p>Links to future learning</p> <p>Government control is explored through the study of 'Power and Conflict' poetry at GCSE and prepares students to consider how individuals can be controlled and manipulated by governments or a higher power.</p>	<p>Links to future learning</p> <p>Government control is explored through the study of 'Power and Conflict' poetry at GCSE and prepares students to consider how individuals can be controlled and manipulated by governments or a higher power.</p>	<p>Links to future learning</p> <p>Government control is explored through the study of 'Power and Conflict' poetry at GCSE and prepares students to consider how individuals can be controlled and manipulated by governments or a higher power.</p>	<p>Links to future learning</p> <p>This unit prepares students with the types of revision skills they will need for a range of courses at University.</p>
<p>SMSC and British Values</p> <p>Students explore the responsibility of independent research and study whilst discussing moral, social, spiritual and cultural issues (dependent upon their topic).</p>	<p>SMSC and British Values</p> <p>Students explore the idea of expressing their opinions and the opinions of others; moral issues are discussed when they arise from literary texts (liberty;democracy; morality)</p>	<p>SMSC and British Values</p> <p>Students explore the idea of expressing their opinions and the opinions of others; moral issues are discussed when they arise from literary texts (liberty;democracy; morality)</p>	<p>SMSC and British Values</p> <p>Students explore the idea of expressing their opinions and the opinions of others; moral issues are discussed when they arise from literary texts (liberty;democracy; morality)</p>	<p>SMSC and British Values</p> <p>Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.</p>
<p>Cultural Capital This unit explores a vast range of cultural topics, dependent upon the text and theory chosen by each student</p>	<p>Cultural Capital The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p>Cultural Capital The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p>Cultural Capital The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p>Cultural Capital The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>
<p>Career Link</p> <p>This unit prepares students for a range of careers including research work, teaching, and any role that involves communicating with others</p>	<p>Career Link</p> <p>This unit prepares students for a range of careers including journalism, public speaking, politics and teaching</p>	<p>Career Links</p> <p>This unit prepares students for a range of careers including journalism, public speaking, politics and teaching</p>	<p>Career Links</p> <p>This unit prepares students for a range of careers including journalism, public speaking, politics and teaching</p>	<p>Career Links</p> <p>This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>

Assessment Objectives:

- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

- AO2: Analyse ways in which meanings are shaped in literary texts.
- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- AO4: Explore connections across literary texts.
- AO5: Explore literary texts informed by different interpretations.

