

Long Term Plan 2022/23 AS English Literature:

*Please note: Split class teachers may separate the half termly topics below and study one each across a full term.

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1
<p>Othello:</p> <p>Introduction to the tragic genre and the context of Othello e.g race, patriarchy, political setting</p> <p>Students to explore how ‘Othello’ can be considered in relation to the tragic genre. All topics below must be covered:</p> <ul style="list-style-type: none"> - Domestic and political tragedy - The use of setting - Civilized Venice vs. Cyprus - Theatricality - use of stage directions - Othello as the tragic hero vs. Iago as the villain - tragic ‘threads’ across the play as a whole e.g Othello’s transformation 	<p>Death of a Salesman</p> <p>Introduction to the context of Death of a Salesman e.g. The Great Depression and its aftermath; World War 2; The American dream (and pursuit of) as an ideal</p> <p>Students to explore DOAS through the lens of the tragic genre:</p> <ul style="list-style-type: none"> - Examining Willy as an anti-hero - Willy’s blind pursuit of the American dream - Theatricality and staging; realism - Willy’s psychological breakdown - Tragic victims: Linda, Biff, Happy - tragic ‘threads’ across the play as a whole e.g Willy’s transformation 	<p>Great Gatsby</p> <p>Introduction to Gatsby’s context e.g The Roaring 20s as a decade of economic growth but also of self-destructive excess</p> <p>Students to explore how ‘The Great Gatsby’ can be considered in relation to the tragic genre. All topics below must be covered:</p> <ul style="list-style-type: none"> - Narrative construction and the use of Nick as a sympathetic narrator - Inevitability and fate - Nick’s retrospective narrative position - Setting and America’s unjust and rigid class system and how this shapes the fate of individuals - Tragic heroes (Gatsby) and tragic villains (Tom) - Tragic victims and death <p>tragic ‘threads’ across the play as a whole e.g</p>	<p>Poetry (Keats)</p> <p>Introduction to Keats’ poetry and context e.g the genre of Romanticism, Keats’ life and artistic influences</p> <p>Students explore the poems through the lens of tragedy, examining the following (this list is not exhaustive):</p> <ul style="list-style-type: none"> ● Tragic heroes and villains within Keats’ poems and inversions/manipulations of these genre conventions ● Gender politics and power ● The genre of romanticism and how this influences the language/form/attitudes ● Tragic isolation and pity/fear that this incites 	<p>Focused Revision workshops on all topics: Othello, Keats, Death of a Salesman and Gatsby</p> <p><i>Revision is bespoke, using previous PLCs and PPE information to focus on areas of weakness to improve</i></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 a range of mark schemes and model responses <p>Introduction to A2 year: Introduction of NEA and critical anthology</p>

<p>Opportunity for stretch for high prior attainers Extension and challenge tasks take place each lesson. The ambiguity in Shakespeare's characterisation e.g Desdemona as strong woman with a voice Vs powerless victim? Do the audience react to Iago's plotting with scorn or delight?</p>		<p>Opportunity for stretch for high prior attainers Extension and challenge tasks take place each lesson. The ambiguous characterisations of Biff (tragic hero?) and Willy (a questionable tragic hero/antagonist) form the basis for higher level debate.</p>	<p>Opportunity for stretch for high prior attainers Extension and challenge tasks take place each lesson. The complex nature of Keats' language and concepts naturally lends itself to higher level discussion and analysis.</p>	<p>Opportunity for stretch for high prior attainers Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions.</p>
<p>Anticipated Misconceptions:</p> <ul style="list-style-type: none"> Generalisations and misconceptions regarding context e.g. that all of the white Venetian characters are racist or hold racist views Referring to characters as real people without considering authorial intention or analysing them as fictional constructs 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. Gatsby as a romantic hero Referring to characters as real people without considering authorial intention or analysing them as fictional constructs 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. that the American dream is achievable for all Referring to characters as real people without considering authorial intention or analysing them as fictional constructs 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 "bolt on" contextual details that do not add to an argument Referring to characters as real people without considering authorial intention or analysing them as fictional constructs 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 The thread of Shakespeare and literary/linguistic heritage runs through the entire KS3 and KS4 curriculum, so students will be well versed in Shakespearian language and analysis</p>	<p>Links to previous Key Stage Tragedy is studied as part of Shakespeare study from Y9 through to Y11 and prepares students to examine the text through a tragic lens.</p>	<p>Links to previous Key Stage Tragedy is studied as part of Shakespeare study from Y9 through to Y11 and prepares students to examine the text through a tragic lens.</p>	<p>Links to previous Key Stage Tragedy is studied as part of Shakespeare study from Y9 through to Y11 and prepares students to examine the text through a tragic lens. Poetry study forms a key part of KS3 and KS4 study.</p>	<p>Links to previous Key Stage 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 using language creatively.</p>
<p>Links to future learning This unit prepares learners with the foundation knowledge for the Othello unit at A2 and for Shakespearian study at university.</p>	<p>Links to future learning This unit prepares learners with the foundation knowledge for the Gatsby unit at A2 and for the study of classic American literature at university; also prepares students to look at critical perspectives, such as capitalism.</p>	<p>Links to future learning This unit prepares learners with the foundation knowledge for the DOAS unit at A2 and for the study of theatrical drama at university; also prepares students to look at critical perspectives, such as capitalism.</p>	<p>Links to future learning This unit prepares learners with the foundation knowledge of the romantic genre. This unit prepares students for their Keats study at A2 and also for poetry study at university.</p>	<p>Links to future learning This unit prepares learners with the foundation knowledge for the following A2 units :Keats, Othello and Gatsby.</p>
<p>SMSC and British Values Lessons will discuss race and the impact of discrimination, moral values, democracy and gender issues.</p>	<p>SMSC and British Values 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 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 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 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 encourages students to examine our literary heritage and consider how human nature is reflected within this Jacobean text.</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 This unit prepares students for a range of careers including teaching, and any role that involves communicating with others</p>	<p>Career Link This unit prepares students for a range of careers including journalism, politics and teaching</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>
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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.

